



ARKANSAS COLLEGE OF
OSTEOPATHIC MEDICINE

2024-2025 Academic Year

COM810: Emergency Medicine

Approved By: *Shannon Ramsey Jimenez*
Shannon Ramsey Jimenez, DO
Dean of ARCOM

Note: Final Approval.

Schedule subject to change with advance notice.

Office of the Dean

479.308.2380 | PO Box 10366 | Fort Smith, AR 72917



ARKANSAS COLLEGE OF
OSTEOPATHIC MEDICINE

Course Name:	Emergency Medicine
Academic Year:	2024-2025
Course Designations:	COM 810
Course Dates:	July 1, 2024 – June 29, 2025
Total Contact Hours:	4 Weeks
Credit Hours:	10
Assessment/Grading:	Honors, High Pass, Pass, Fail
Locations:	ACHE Affiliated Site
Course Director:	Ryan Sullivan, MD Ryan.Sullivan@ACHEhealth.edu

NOTE: The AY2024-2025 ACHE Policy Manual, the ARCOM Student Handbook, the ARCOM Academic Catalog, and the Clinical Training Manual take precedence over policies and/or processes not explicitly stated in this syllabus.

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Course Description

The Emergency Medicine rotation allows the student to care for the acutely ill or injured patient. Students will work under supervising physicians and alongside other members of the health care team. Rapidly assessing the patient, reaching a diagnosis, and providing interventions for treatment and stabilization are hallmark features of the rotation. The ability to work in a high-intensity, team-based environment, to evaluate information and make decisions, to problem solve, and to establish a relationship with the patient rapidly and effectively are critical to the successful completion of the rotation. Exposure to a variety of procedures is also emphasized during this rotation.

Seven Osteopathic Core Competencies

The faculty and administration of ARCOM attest that the following Osteopathic Core Competencies are met in this course:

1. **Osteopathic Philosophy/Osteopathic Manipulative Medicine (OPP/OMM):** Demonstrate and apply knowledge of accepted standards in osteopathic manipulative treatment appropriate to the specialty. Remain dedicated to life-long learning and to practice habits in osteopathic philosophy and OMM.
2. **Medical Knowledge (MK):** Demonstrate and apply knowledge of accepted standards of clinical medicine in the respective area; remain current with new developments in medicine and participate in life-long learning activities.
3. **Patient Care (PC):** Demonstrate the ability to effectively treat patients and provide medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, and the incorporation of preventive medicine and health promotion.
4. **Interpersonal and Communication Skills (ICS):** Demonstrate interpersonal and communication skills that enable a physician to establish and maintain professional relationships with patients, families, and other members of health care teams.
5. **Professionalism (PRO):** Uphold the Osteopathic Oath in the conduct of one's professional activities by promoting advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, life-long learning, and sensitivity to a diverse patient population; and be cognizant of one's own physical and mental health in order to effectively care for patients.
6. **Practice-Based Learning and Improvement (PBL):** Demonstrate the ability to critically evaluate methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.
7. **Systems-Based Practice (SBP):** Demonstrate an understanding of health care delivery systems, provide effective and qualitative patient care within the system, and practice cost-effective medicine.

Student Competencies

By the end of this rotation, the student should be able to:

1. Evaluate acutely ill patients of all ages. **MK, PC**
2. Obtain a focused history and physical examination. **MK, PC, ICS, OPP**
3. Formulate a differential diagnosis for patients in the acute setting. **MK, PC, ICS**
4. Propose a plan for the evaluation and management of patients in the Emergency Department. **MK, PC, ICS**
5. Interpret tests such as lab and imaging. **MK, PC**
6. Communicate effectively with members of the healthcare team, including oral presentations to the supervising physician. **MK, PC, ICS, PRO**
7. Demonstrate appropriate documentation in the electronic health record. **MK, PC, ICS**
8. Demonstrate sterile technique and an ability to scrub, gown, and glove both alone and with assistance. **MK, PC**

9. Demonstrate knowledge of commonly used instruments in the Emergency Department. **MK, PC**
10. Perform various micro-skills used in the Emergency Department. **MK, PC**
11. Perform common procedures under supervision. **MK, PC**
12. Determine the difference between surgical and non-surgical consults. **MK, PC**
13. Demonstrate evidence-based medicine in diagnosing and treating patients. **MK, PC, PBL**
14. Review the Scientific Method, evaluate research, and discuss with the supervising physician how the research may be applied to patient care. **MK, PC, PBL, SBP**

Requirements & Grading

Grades assigned for this course will be Honors, High Pass, Pass, and Fail.

Students must meet every qualification in the line to receive the corresponding grade.

Grade	COMAT	Preceptor Evaluation	Logs	Assignments	Attendance
Honors	110+ on the first attempt (taken on time)	Average: 3.6+	Logs must be complete and submitted by the due date	Accurately submits any assignments, including student evaluation of preceptor , on time.	Adheres to ARCOM's attendance policy
High Pass	93-109 on the first attempt (taken on time)	Average: 3.0+			
Pass	90-92 in three attempts	Average: 2.5+	Logs must be completed within 1 week of the due date	Assignments submitted within 1 week of the due date	
Fail	A score less than 90 in three attempts	Average: <2.5 or the Supervising Physician marks the student didn't complete the rotation expectations	Failure to submit within 1 week of the due date	Failure to submit within 1 week of the due date	Absent 3+ days without proper notification or arrangements

COMAT Exam Blueprint

The Emergency Medicine COMAT examination emphasizes core knowledge and elements of osteopathic principles and practice in the discipline of Emergency Medicine that are essential for the predoctoral osteopathic medical student. The exam blueprint below contains the Emergency Medicine topics covered in two dimensions: Dimension 1 – Patient Presentation and Dimension 2 – Physician Tasks.

Dimension 1: Patient Presentation

Topic	%
Abdominal Pain	6-11%
Chest Pain	6-11%
Environmental/Travel Disorders	2-5%
Gastrointestinal Bleeding	3-6%
Genitourinary	4-7%
HEENT (Head, Eyes, Ears, Nose, and Throat) Disorders	4-7%
Mental Status Change/Weakness	6-11%
Musculoskeletal Disorders	6-11%
OB/GYN	4-7%
Poisoning/Overdose/Withdrawal	4-7%
Psychiatric/Behavioral	2-5%
Rashes/Disease of the Skin	2-5%
Resuscitation/Shock	5-8%
Shortness of Breath	6-11%
Special Populations	4-7%
Traumatic Injuries	4-7%

Dimension 2: Physician Tasks

Topic	%
History & Physical Examination	20-28%
Differential Diagnosis & Diagnostic Technologies	15-25%
Management	15-25%
Scientific Understanding of Health & Disease Mechanisms	5-15%
Health Care Delivery Issues	4-8%
Understanding of Procedural Skills (Indications/Performance Description/Contraindications)	10-20%
Health Promotion & Disease Prevention	2-4%

From NBOME.org

Logs

The cases listed below are the course objectives for this rotation. These objectives will prepare the student with a wide breadth of understanding of the common and life-threatening conditions related to this rotation.

This rotation is a Core subject, so students should focus on developing a basic understanding of the disease processes coupled with further honing of their presentation skills necessary for residency, including:

- Signs, symptoms and physical exam
- Differential diagnosis
- Basic Pathophysiology
- Diagnostic studies needed and their interpretation
- Initial treatment

Logs of the cases will be documented in EXXAT. Logs may be satisfied by directly participating in care of a patient with the condition, **or** observing care of the patient, **or** completing a reading assignment/online module on the condition, providing the student an understanding of the key concepts.

When participating in patient care, the student may wish to briefly state information about a patient for future reference. For example: “38-year-old male with depression” or “42-year-old female, assisted in

total abdominal hysterectomy". If a reading is completed or a module is completed, the student should note the resource(s) utilized.

For Core rotations, **each topic listed must be logged in at least once** in order for the case logs to be considered complete for grading. However, logging the total number of encounters participated in will better reflect the student's rotation experience. The logs may be collated in a portfolio to showcase student work for residency interviews.

Topic List for Emergency Medicine

Abdominal aortic aneurysm	Acute heart failure
Acute abdomen/Pelvic pain	Acute respiratory distress
Acute coronary syndrome/MI	Altered mental status
Appendicitis	Laceration repair >2.5 cm
Asthma	Low back pain
Behavioral issues	Lumbar puncture
Biliary disease	Major/multiple trauma
Bowel obstruction	Meningitis
Burns/smoke inhalation	Mesenteric ischemia
C Spine fracture	Minor trauma
Cerebral Vascular (CVA)	Narcotic Overdose
COPD	Ovarian torsion
CPR	Perforated viscus
Dehydration	PID/TOA
Diabetic keto-acidosis/Hyperglycemia	Pneumonia
Drowning	Pneumothorax
Drug abuse	Pregnancy bleeding
Envenomation	Pulmonary embolism
GI bleed	Resuscitation/Cardiac arrest
Head trauma	Seizures
Headache	Sepsis
Hematemesis	Shock (note cardiogenic, anaphylactic, neurogenic, hypovolemic)
Hyperkalemia	Somatic dysfunction/OMT
Hyperthermia	Suicidal patient
Hypoglycemia	Testicular torsion
Hypothermia	Thyroid storm
Intracranial hemorrhage	Vomiting and Diarrhea
Laceration repair <2.5 cm	

Professional Development module in Canvas

Assessment Resources

NBOME COMAT resources available at: <http://www.nbome.org>

Resources

- *Tintinalli's Emergency Medicine: A Comprehensive Study Guide*, by Judith E. Tintinalli et al., 2020, 9th edition. ISBN (ppbk) 9781260019933
- *Goldfrank's Toxicologic Emergencies*, by Lewis S. Nelson et al., 2019, 11th edition. ISBN (hdbk) 9781259859618

COM 810: Emergency Medicine

- *Fleisher & Ludwig's Textbook of Pediatric Emergency Medicine*, by Richard G. Bachur et al., 2015, 7th Edition. ISBN 9781451193954
- *Roberts and Hedges' Clinical Procedures in Emergency Medicine and Acute Care* by James R. Roberts et al., 2019, 7th Edition. ISBN (hdbk)

Expectations & Student Responsibilities

Students should refer to the ARCOM Student Handbook/Clinical Training Manual for information regarding expected professional behaviors, including attendance, conduct, and dress code.



ARKANSAS COLLEGE OF
OSTEOPATHIC MEDICINE

2024-2025 Academic Year

COM8XX: Elective

Approved By: *Shannon Ramsey Jimenez*
Shannon Ramsey Jimenez, DO
Dean of ARCOM

**Note: Final Approval. Schedule subject to change with
advance notice.**

Office of the Dean

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Course Name:	Elective
Academic Year:	2024-2025
Course Designations:	COM 801, 802, 803, 821, 822, 823, 827, 828, 829
Course Dates:	July 1, 2024 – June 29, 2025
Total Contact Hours:	4 Weeks
Credit Hours:	10
Assessment/Grading:	Pass, Fail
Locations:	ACHE Affiliated Site
Course Director:	Jeanne Rupert, DO Jeanne.Rupert@ACHEhealth.edu

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Course Description

During their OMS-IV year, students will take nine elective rotations. Electives allow students the opportunity to gain experience in and knowledge of an array of topics according to their interests. The student may rotate at sites outside of core locations affiliated with ARCOM and acquire knowledge of different approaches to the practice of medicine within varying disciplines. These rotations can be clinical, non-clinical, or virtual.

Clinical elective rotations must be in a field that has an associated board certification (i.e., a student may do an elective in OMM but not in Acupuncture). The student may elect to do clinical away/audition rotations as they seek placement for graduate medical education.

The non-clinical rotations may include research, teaching, or virtual electives. Students are allowed to do a maximum of three non-clinical rotations (12 weeks). Research and teaching electives require students to identify researchers or faculty who agree to work with them during the rotation. Virtual elective options include rotations sponsored by ARCOM, VSLO (Visiting Students Learning Opportunities), and other entities, including other medical schools and professional organizations. The Office of Clinical Medicine maintains a list of potential virtual electives. The Associate Dean of Clinical Medicine or their designee may approve other virtual electives.

Students may not do more than two electives with the same preceptor and may not do more than four electives in the same discipline. Electives in domestic locations must be approved a minimum of 90 days in advance by the Office of Clinical Education. All elective faculty must be evaluated by ARCOM and meet the administrative criteria established by ARCOM. Host facilities for elective rotations must complete affiliation agreements with ARCOM prior to the start of the elective.

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7. **Systems-Based Practice (SBP):** Demonstrate an understanding of health care delivery systems, provide effective and qualitative patient care within the system, and practice cost-effective medicine.

Course Goals/Objectives

1. Gain experience in a course of study of the student’s choosing. **MK, PC**
2. Expand the students’ knowledge base and prepare them for residency. **MK, PC, PBL, SBP**
3. Model the principles of Osteopathic Medicine. **OPP, PRO**
4. Develop skills in communication, professionalism, and life-long learning, **ICS, PRO, PBL**

Course Requirements & Grading

Grades assigned for this course will be Pass and Fail.

Students must meet every qualification in the line to receive the corresponding grade.

Grade	Preceptor Evaluation	Logs	Assignments	Attendance
Pass	Average: 2.5+	Logs must be completed within 1 week of the due date	Assignments submitted within 1 week of the due date	Adheres to ARCOM’s attendance policy
Fail	Average: <2.5 or the Supervising Physician marks the student didn’t complete the rotation expectations	Failure to submit within 1 week of the due date	Failure to submit within 1 week of the due date	Absent 3+ days without proper notification or arrangements

Instructional Assignments

See Canvas

Logs

The cases may vary from rotation to rotation. Whatever the area of study, students should focus on developing a basic understanding of the disease processes coupled with further honing of their presentation skills necessary for residency, including:

- Signs, symptoms and physical exam
- Differential diagnosis
- Basic Pathophysiology
- Diagnostic studies needed and their interpretation
- Initial treatment

Logs of the cases will be documented in EXXAT. Logs may be satisfied by directly participating in care of a patient with the condition, **or** observing care of the patient, **or** completing a reading assignment/online module on the condition, providing the student an understanding of the key concepts.

When participating in patient care, the student may wish to briefly state information about a patient for future reference. For example: “38-year-old male with depression” or “42-year-old female, assisted in total abdominal hysterectomy”. If a reading is completed or a module is completed, the student should note the resource(s) utilized.

For an Elective rotation, students must submit **5 logs per week** in order for the case logs to be considered complete for grading. However, logging the total number of encounters participated in will better reflect the student’s rotation experience. The logs may be collated in a portfolio to showcase student work for residency interviews.

Resources

Students are encouraged to consult with preceptors or the course director for suggested study materials, which will vary depending on the preceptor’s practice.

Course Expectations & Student Responsibilities

Students should refer to the ARCOM Student Handbook/Clinical Training Manual for information regarding expected professional behaviors, including attendance, conduct, and dress code.