



Australasian College
for Emergency Medicine

Curriculum

Emergency Medicine
Certificate and Diploma

October 2019

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Version 1.3

The following summary describes the tools to be used in both the Emergency Medicine Certificate and Diploma, how this tool will be applied and what is to be assessed.

Emergency Medicine Certificate Program

Emergency Medicine Certificate		
Tool	What is assessed	Methodology
Mini-CEX (Mini-Clinical Evaluation Exercise)	<ul style="list-style-type: none"> History taking, examination, diagnosis and management 	<ul style="list-style-type: none"> 5 x 15-20 minute Mini-Clinical evaluation exercises observed by supervisor.
Procedural Checklist Direct Observation of Procedural Skills (DOPS)	<ul style="list-style-type: none"> Ability to safely and appropriately carry out procedures 	<ul style="list-style-type: none"> Supervisor to complete checklist of procedures observed. 6 x DOPS forms to be completed for highlighted procedures.
ePortfolio	<ul style="list-style-type: none"> Written ED case reflections 	<ul style="list-style-type: none"> 10 x written case reflections. Used throughout training program as evidence of achievement of learning outcomes and to enable candidates to reflect on their clinical practice.
Case Based Discussion (CbD)	<ul style="list-style-type: none"> Discussion of case which includes a written report of no more than 1200 words 	<ul style="list-style-type: none"> 2 x CbD with supervisor (including 1200 word written report)
On-line assessment	<ul style="list-style-type: none"> Knowledge of key topic areas 	<ul style="list-style-type: none"> On-line quizzes applied at the end of each online module. Self-assessment formative.
Statement of attainment	<ul style="list-style-type: none"> Overall competence in the clinical setting 	<ul style="list-style-type: none"> To be completed by supervisor to confirm candidates overall results and readiness to sit the MCQ exam.
MCQ Examination	<ul style="list-style-type: none"> Knowledge of key topic areas 	<ul style="list-style-type: none"> 1 hour online MCQ under supervision

Unit	Title	Training	Assessment
Core Units Complete the three (3) core units.			
EMC01	Undertake initial assessment and management	<ul style="list-style-type: none"> Workplace Online 	<ul style="list-style-type: none"> Mini-CEX CbD Procedural checklist BLS and ALS Workshop DOPS Exam
EMC02	Manage common emergency presentations	<ul style="list-style-type: none"> Workplace Online 	<ul style="list-style-type: none"> Mini-CEX CbD Procedural checklist BLS and ALS Workshop DOPS Exam
EMC03	Participate in clinical support activities and administration	<ul style="list-style-type: none"> Workplace Online 	<ul style="list-style-type: none"> Mini-CEX CbD ePortfolio Exam

Workshops

Candidates are also required to complete the following workshops:

- Advanced Life Support (ALS)
- Basic Life Support (BLS)

Subject areas covered in the Certificate

Title of unit	Content of modules within unit
Undertake initial assessment and management	<ul style="list-style-type: none"> • Prioritisation, history taking and examination • Infection control • Patent airway • Breathing difficulties • Circulation difficulties • Seizure or altered level of consciousness/confusion • Relieve pain • Trauma • Psychiatric emergencies • Elderly patients
Manage common emergency presentations	<ul style="list-style-type: none"> • Altered level of consciousness/ confusion • Chest pain • Dyspnoea • Collapse/syncope • Febrile child • Child with breathing difficulty • Paediatric trauma • Children with vomiting • Orthopaedic trauma • Skin and soft tissue injury • Early pregnancy bleeding and pain • Pregnancy-bleeding and pain more than 20 weeks • Headache • Toxicological emergencies • Vomiting • Abdominal/pelvic pain • Ophthalmological
Participate in clinical support activities and administration	<ul style="list-style-type: none"> • Legal issues • Clinical risk management • Pre-hospital care and retrieval • Admission, transfer and discharge • Team work • Personal health and well-being • Communication

Core Units for the Emergency Medicine Certificate Program

EMC01 Undertake initial assessment and management

Module	Knowledge	Skills/Procedures
Utilise the emergency medicine approach to the undifferentiated patient to prioritise tasks using effective history taking and examination techniques.	<ul style="list-style-type: none"> ● Identify those patients who are: <ul style="list-style-type: none"> ◦ Unstable with the immediate need of resuscitation ◦ Potentially unstable requiring emergent recognition and intervention ◦ Physiologically stable but undiagnosed ● Recognise critical symptoms and symptom patterns. ● Apply knowledge of symptomatology to determine the likely differential diagnosis. ● Demonstrate systematic assessment of undifferentiated presentations – chest pain, shortness of breath, abdominal pain, altered level of consciousness. ● Demonstrate awareness of the influence of age, gender and sociocultural factors. ● Identify and order investigations as appropriate. ● Recognise and identify 'red flags' (danger signs) 	<ul style="list-style-type: none"> ● Elicit a relevant focused history and identify and synthesise problems ● Derive a plan for initial management, investigation, treatment and disposition.
Demonstrate the ability to manage and control infection in patients.	<ul style="list-style-type: none"> ● Identify the principles of infection control and the ACEM policy relating to infectious disease. ● Discuss the importance of appropriate immunisation status. ● Demonstrate knowledge of requirements and procedures for notification of reportable infectious diseases to local health authorities. 	<ul style="list-style-type: none"> ● Comply with universal precautions regarding hand washing and personal protective equipment. ● Practise aseptic technique whenever relevant. ● Actively engage in local infection control procedures.
Assess, establish and maintain a patent airway.	<ul style="list-style-type: none"> ● Identify the obstructed airway optimising the patient's position for airway management. ● Identify and commence appropriate treatment for: <ul style="list-style-type: none"> ● Complete obstruction ● Partial obstruction ● Conscious patient (adults and children) ● Unconscious patient ● Complete the stabilisation sequence ● Recognise when further assistance is required. ● Carry out cervical spine protection as part of airway assessment. 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> ● Simple airway manoeuvres ● Suction ● Insertion Oral, NP airways ● Insertion of LMA ● In-line C-spine immobilisation ● Application of hard cervical collar
Assess and treat patients presenting with breathing difficulties.	<ul style="list-style-type: none"> ● Recognise acute life threats to breathing and institute emergency treatment including non-invasive ventilation. ● Recognise the need for urgent investigation (ECG, CXR, arterial blood gas analysis) and treatment ● Undertake assessment of adequacy of ventilation both RR and effort ● Measure SpO₂ ● Interpret blood gases 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> ● Auscultation of chest ● BVM ventilation ● Oxygen therapy ● Pulse oximetry
Assess and treat patients presenting with circulation difficulties.	<ul style="list-style-type: none"> ● Undertake assessment of the adequacy of circulation and interpret PR, BP including postural drop ● Recognise cardiovascular compromise especially the physiological mechanisms of compensation and the state of adequate cardiac output ● Identify and manage shock including: <ul style="list-style-type: none"> ● hypovolemic ● cardiogenic ● distributive ● obstructive ● Demonstrate an awareness of the principles of fluid resuscitation 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> ● IV access including large bore resuscitation lines ● Safe defibrillation ● Arterial puncture ● Estimate degree of dehydration ● Fluid resuscitation including use of blood products

Module	Knowledge	Skills/Procedures
	<ul style="list-style-type: none"> Identify common arrhythmias including management of life-threatening arrhythmias Recognise the need for coronary reperfusion therapy 	
Assess and treat patients presenting with seizure or altered level of consciousness	<ul style="list-style-type: none"> Recognise the need for airway protection Measure BSL in order to identify the presence or absence of hypoglycaemia Measure Glasgow Coma Score Undertake assessment of pupillary reactions Identify localising neurological signs Demonstrate knowledge of the principles of seizure management including appropriate pharmacology Demonstrate knowledge of the physical care of the unconscious patient 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> Simple airway opening manoeuvres IV/IO access Positioning of the unconscious patient Insertion of gastric tube Insertion of IDC
Safely and effectively relieve pain in a timely manner	<ul style="list-style-type: none"> Recognise the most appropriate method of pain relief for each presentation. Demonstrate knowledge of the various types of analgesia including: <ul style="list-style-type: none"> Oral Parenteral Local Inhalation Directed therapy including paediatric-specific techniques 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> IV access Digital block Splinting Intranasal analgesia
Recognise, assess and treat patients who have suffered trauma	<ul style="list-style-type: none"> Obtain pre-hospital information using MIST method Obtain patient history which should include: <ul style="list-style-type: none"> Allergies Medications Past history Last ate/drank Events before injury Demonstrate knowledge of ABCD approach to trauma and undertake following assessment/examinations: <ul style="list-style-type: none"> Airway Breathing and ventilation Circulation and haemorrhage control Consciousness level Neurology Cervical spine Motor and sensory levels GSC Recognise patterns of trauma, utilising primary and secondary surveys Identify and treat life and limb threatening injury Demonstrate an understanding of appropriate resource mobilisation and referral 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> Cervical spine immobilisation Appropriate simple airway techniques Decompression of tension pneumothorax Large bore IV access Appropriate fluid resuscitation including use of blood products Splinting of pelvic and long bone fractures Insertion of urinary catheter Insertion of oral naso-gastric catheter Interpret trauma series x-rays Suture wound Close wound with tissue adhesive
<p>Undertake assessment of patient's psychiatric state including but not limited to:</p> <ul style="list-style-type: none"> Likelihood of self-harm Depression Anxiety disorders Acute psychoses Behavioural emergencies 	<ul style="list-style-type: none"> Identify those who are alcohol and drug / substance dependent. Identify appropriate treatment which may include referral. Undertake assessment of suicide risk and liaise with appropriate psychiatric services Discuss the relevant legislation in relation to the mental health act. Undertake appropriate responsibilities in accordance with the Mental Health Act 	<ul style="list-style-type: none"> Prescribe and/or provide appropriate restraint including verbal, physical and pharmacological for the acutely agitated patient.

Module	Knowledge	Skills/Procedures
Undertake assessment of elderly patients presenting in the emergency department.	<ul style="list-style-type: none"> • Demonstrate understanding of the issues surrounding elderly patients in the ED including: <ul style="list-style-type: none"> ◦ Adequate support services ◦ Increased medical complexity ◦ Advanced healthcare directives ◦ Identification of vulnerable patients ◦ Elder abuse ◦ Psychological factors ◦ Legal, social and guardianship factors. • Understand the frequency and impact of the following in the elderly as a group: <ul style="list-style-type: none"> ◦ Infections ◦ Dementia ◦ Delirium ◦ Cardiovascular events / stroke • Demonstrate knowledge of ACEM's policy on the care of elderly patients in the emergency department. • Follow local guidelines with regard to the reporting of suspected 'elder abuse'. 	<ul style="list-style-type: none"> • Use validated screening tools for the identification of vulnerable patients.

EMC02 Manage common emergency presentations

Module	Knowledge	Skills/Procedures
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>altered level of consciousness/confusion</i> .	<ul style="list-style-type: none"> • Identify the underlying cause of altered level of consciousness/confusion including the distinguishing features of: <ul style="list-style-type: none"> ◦ Neurological ◦ Sepsis/shock ◦ Electrolyte/metabolic abnormalities including hypoglycaemia ◦ Poisoning • Identify, order and interpret the most appropriate investigation and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Fluid/electrolyte therapy ◦ Airway management ◦ Antibiotics ◦ Other specific therapies 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Basic airway manoeuvres • Venous cannulation • BSL • Lumbar puncture
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>chest pain</i> .	<ul style="list-style-type: none"> • Identify the underlying cause of chest pain including the distinguishing features of: <ul style="list-style-type: none"> ◦ ACS (including STEMI, non-STEMI and unstable angina) ◦ Pulmonary embolus ◦ Pleuritis ◦ Pneumonia ◦ Pericarditis ◦ Aortic dissection • Identify the most appropriate investigation/s for the presentation. • Provide appropriate treatment including appropriate analgesia. 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Venous cannulation • Arterial puncture • ECG analysis • Chest x-ray interpretation
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>dyspnoea</i>	<ul style="list-style-type: none"> • Identify the underlying cause of dyspnoea including the distinguishing features of: <ul style="list-style-type: none"> ◦ COPD/Asthma ◦ Pneumonia ◦ Pulmonary oedema ◦ Pulmonary embolus ◦ Pneumothorax ◦ Bronchiolitis ◦ Metabolic causes • Identify, order and interpret the most appropriate investigation and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Oxygen therapy ◦ Non-invasive ventilation ◦ Bronchodilators 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Venous cannulation • Arterial puncture • Needle thoracentesis • Intercostal catheter
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>collapse/syncope</i>	<ul style="list-style-type: none"> • Identify the underlying causes of collapse/ syncope including the distinguishing features of: <ul style="list-style-type: none"> ◦ Seizure ◦ Hypoglycaemia ◦ Arrhythmia ◦ Hypovolaemia ◦ Cardiac arrest • Demonstrate knowledge of the following danger signs: <ul style="list-style-type: none"> ◦ Chest pain ◦ Shortness of breath ◦ Abnormal ECG ◦ Hb low ◦ Systemic hypotension 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Venous cannulation • Basic life support • Defibrillation • Advanced life support • BSL measurement

Module	Knowledge	Skills/Procedures
	<ul style="list-style-type: none"> ● Identify, order and interpret the most appropriate investigations and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ IV Glucose ◦ IV fluids ◦ Acute seizure management 	
Paediatric Undertake history, examination, investigation and initiate treatment of the <i>febrile child</i>	<ul style="list-style-type: none"> ● Identify the underlying cause of fever including the distinguishing features of: <ul style="list-style-type: none"> ◦ Upper respiratory tract infection ◦ Infection of the ear, nose , throat ◦ Lower respiratory tract infection ◦ Urinary tract infection ◦ Meningitis ◦ Orthopaedic causes including septic arthritis, osteomyelitis ◦ Bacteraemia ◦ Severe sepsis ● Identify, order and interpret the most appropriate investigations and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ IV Fluids ◦ Anti-pyretics ◦ Antibiotics ● Demonstrate knowledge of the following danger signs: <ul style="list-style-type: none"> ◦ Limping or non-weight-bearing child ◦ Severe muscle pain ◦ Floppy, listless child 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> ● Examination of the ear, nose and throat ● Venous cannulation ● Intraosseous access ● Calculate fluid therapy requirements ● Clean catch urine ● Urethral catheter ● Lumbar puncture
Undertake history, examination, investigation and initiate treatment of children presenting with <i>breathing difficulty</i> .	<ul style="list-style-type: none"> ● Identify the underlying cause of paediatric respiratory difficulty including the distinguishing feature of: <ul style="list-style-type: none"> ◦ Bronchiolitis ◦ Croup ◦ Pneumonia ◦ Asthma ◦ Metabolic ◦ Foreign body ● Identify, order and interpret the most appropriate investigations and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Oxygen therapy ◦ Adrenaline nebuliser ◦ Bronchodilators ◦ Steroids ● Demonstrate knowledge of the following danger signs: <ul style="list-style-type: none"> ◦ Apnoea in infant 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> ● Measure SpO2 ● Apply oxygen <ul style="list-style-type: none"> ◦ Administer nebuliser ◦ Administer and teach use of spacer ● Interpret chest x-ray
Undertake history, examination, investigation and initiate treatment of children presenting with <i>paediatric trauma</i>	<ul style="list-style-type: none"> ● Obtain pre-hospital information using MIST method ● Demonstrate knowledge of ABCD approach to trauma ● Recognise patterns of trauma, utilising primary and secondary surveys ● Identify and treat life and limb threatening injury ● Demonstrate an understanding of appropriate resource mobilisation and referral ● Identify multi-trauma and orthopaedic trauma ● Identify children at risk and take steps as appropriate. ● Identify the signs of non-accidental injury. ● Demonstrate knowledge of the relevant legislation relating to children at risk including the Child Protection Act. 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> ● Appropriate simple airway techniques ● Cervical spine immobilisation ● IV access and fluid resuscitation ● Application of splinting ● Application of appropriate analgesia

Module	Knowledge	Skills/Procedures
Undertake history, examination, investigation and initiate treatment of children presenting with <i>vomiting</i>	<ul style="list-style-type: none"> ● Identify the underlying cause of paediatric vomiting including the distinguishing features of: <ul style="list-style-type: none"> ◦ Gastroenteritis ◦ Pyloric stenosis ◦ UTI ◦ Appendicitis ◦ Other infections including meningitis ◦ DKA ● Identify when it is necessary to investigate and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ UEC ◦ MSU ◦ Glucose ◦ Rehydration including oral, NG or IV as appropriate ◦ Specific treatment for underlying causes ● Demonstrate knowledge of the following danger signs: <ul style="list-style-type: none"> ◦ Severe abdominal pain ◦ Signs of shock or other symptoms of severe dehydration ◦ Bile stained vomiting ◦ Headache ◦ Rash 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> ● Assess hydration ● Insertion of NG tube ● IV/IO access ● Calculate fluid therapy requirements including maintenance, deficit and ongoing losses
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>orthopaedic trauma</i>	<ul style="list-style-type: none"> ● Identify the following orthopaedic trauma presentations: <ul style="list-style-type: none"> ◦ Simple fractures ◦ Dislocations ◦ Upper limb injuries particularly hand injuries ◦ Spinal injuries ◦ Pelvic/lower limb injuries ● Undertake safe initial care of the potential spinal injury patient ● Identify and manage: <ul style="list-style-type: none"> ◦ rib fracture ◦ sternal fracture ● Demonstrate appropriate neurovascular assessment ● Identify, order and interpret the most appropriate investigations and provide appropriate treatment including <ul style="list-style-type: none"> ◦ Immobilisation ◦ Splint ◦ Analgesia ◦ Digital nerve blocks ● Demonstrate knowledge of the following danger signs: <ul style="list-style-type: none"> ◦ Pain greater than expected 	<ul style="list-style-type: none"> ● Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> ◦ Simple joint reductions ◦ Interpretation of plain radiology ◦ Application of plaster-of-paris backslab to forearm and lower limb including appropriate aftercare ◦ Application of digital nerve block
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>skin and soft tissue injury</i>	<ul style="list-style-type: none"> ● Assess the size and depth of burns and manage with appropriate dressing and follow up ● Identify those patients requiring referral for serious burns ● Identify simple and complex lacerations and refer as appropriate ● Identify and provide appropriate treatment for wounds ensuring that correct steps to avoid infection are followed ● Identify the most appropriate local anaesthetic technique. ● Establish tetanus status of patient 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> ● Administer appropriate pain relief ● Apply appropriate burn first aid and dressing ● Application of local anaesthetic ● Clean and debride contaminated wounds ● Fluid replacement therapy ● Apply wound closure and after care

Module	Knowledge	Skills/Procedures
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>early pregnancy bleeding/pain</i>	<ul style="list-style-type: none"> • Identify the underlying cause of bleeding/pain including the distinguishing features of: <ul style="list-style-type: none"> ◦ Threatened/incomplete miscarriage ◦ Ectopic pregnancy ◦ Rhesus status ◦ Identify, order and interpret the most appropriate investigations and provide appropriate treatment including <ul style="list-style-type: none"> ◦ Analgesia ◦ Appropriate referral 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Venous cannulation • Speculum vaginal examination and visualisation of the cervical os
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>pregnancy bleeding/pain greater than 20 weeks</i> .	<ul style="list-style-type: none"> • Identify the underlying cause of bleeding/pain including the distinguishing features of: <ul style="list-style-type: none"> ◦ Eclampsia ◦ Premature labour ◦ Placenta abruption/previa • Identify order and interpret the most appropriate investigations and provide immediate referral to labour ward. 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Foetal Doppler • Oxygen delivery
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>headache</i> .	<ul style="list-style-type: none"> • Identify the underlying cause of headache including the distinguishing features of: <ul style="list-style-type: none"> ◦ Migraine ◦ Tension headache ◦ Subarachnoid Haemorrhage ◦ Meningitis ◦ Space-occupying lesion ◦ Temporal arteritis • Identify, order and interpret the most appropriate investigations and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Analgesia ◦ IV antibiotics ◦ Cerebral CT scan • Demonstrate knowledge of the following danger signs: <ul style="list-style-type: none"> ◦ Pain history (worst ever/thunderclap) ◦ With collapse ◦ Localising neurological signs 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Venous cannulation • Lumbar puncture
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>toxicological emergencies</i>	<ul style="list-style-type: none"> • Identify the underlying cause of the presentation including the distinguishing features of: <ul style="list-style-type: none"> ◦ Poisoning and drug overdose ◦ Envenomation • Carry out a risk assessment • Recognise common toxidromes and understand the role of antidotes and anti-venoms • Access poisons information and demonstrates understanding of the legal, psychiatric and social aspects of overdose. • Identify, order and interpret the most appropriate investigations and provide appropriate treatment including <ul style="list-style-type: none"> ◦ BSL ◦ Airway and circulation support ◦ Antidotes ◦ NAC paracetamol level and interpretation 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Basic Airway Manoeuvres • BSL • ECG • Decontamination including charcoal • NAC administration
Undertake history, examination, investigation and initiate treatment of adult patients presenting with <i>vomiting</i>	<ul style="list-style-type: none"> • Identify the underlying cause of vomiting including the distinguishing features of: <ul style="list-style-type: none"> ◦ Gastroenteritis ◦ Raised ICP ◦ Hyperemesis gravidarum 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Venous cannulation • Nasogastric intubation • IV/IO access

Module	Knowledge	Skills/Procedures
	<ul style="list-style-type: none"> ◦ Upper GI bleed ◦ DKA • Identify, order and interpret the most appropriate investigations and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Antiemetics ◦ IV fluids ◦ Insulin therapy ◦ Blood product replacement ◦ Demonstrate knowledge of the following danger signs: <ul style="list-style-type: none"> ◦ Distended abdomen ◦ Haematemesis 	<ul style="list-style-type: none"> • Fluid and electrolyte management
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>abdominal/pelvic pain</i>	<ul style="list-style-type: none"> • Identify the underlying cause of abdominal/pelvic pain including the distinguishing features of: <ul style="list-style-type: none"> ◦ Acute appendicitis ◦ Bowel obstruction ◦ Bowel ischemia ◦ Diverticulitis ◦ Acute peritonitis ◦ Biliary colic ◦ Pancreatitis ◦ Renal colic ◦ Abdominal aortic aneurysm ◦ Ectopic pregnancy ◦ Pelvic Inflammatory Disease (PID) • Identify, order and interpret the most appropriate investigations and provide appropriate treatment including analgesia • Identify appropriate surgical referral • Demonstrate knowledge of the following danger signs: <ul style="list-style-type: none"> ◦ Extremes of age 	<ul style="list-style-type: none"> • Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> ◦ Venous cannulation ◦ Paracentesis ◦ Vaginal exam
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>common ophthalmological emergencies</i>	<ul style="list-style-type: none"> • Identify the underlying cause of presentation including the distinguishing features of: <ul style="list-style-type: none"> ◦ Conjunctivitis ◦ Corneal foreign body ◦ Identify the most appropriate investigation/s for and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Use of a slit lamp ◦ Test for visual acuity ◦ Removal of foreign body from the eye ◦ Referral when necessary 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Removal of foreign body from the eye

EMC03 Participate in clinical support activities and administration

Module	Knowledge	Skills/Procedures
Demonstrate understanding of key legal issues as they relate to emergency medicine including: <ul style="list-style-type: none"> • Duty of care • Consent • Privacy • Documentation • Forensic issues 	<ul style="list-style-type: none"> • Be familiar and compliant with the legal aspects of Emergency Medicine • Describe the principles of informed consent. • Demonstrate understanding of legislation as it applies to the practice of medicine • Demonstrate knowledge of legislation regarding confidentiality and apply the principles of confidentiality to normal practice • Provide adequate clear information for patients to make informed consent particularly in high risk procedures 	
Demonstrate understanding of the key elements of <i>clinical risk management</i> in the emergency department including: <ul style="list-style-type: none"> • Telephone advice and triage • Consultation • Transfer of responsibility • Patient discharge 	<ul style="list-style-type: none"> • Apply principles of risk management to emergency care • Identify areas where care can be improved by the use of critical incident reporting • Involve senior personnel in high risk areas to make the patient and family aware of the problems and potential solutions • Communicate effectively to ensure continuity of care and reduce risk 	
Demonstrate an understanding of the key issues surrounding <i>pre-hospital care and retrieval</i> .	<ul style="list-style-type: none"> • Demonstrate an understanding of pre-hospital care systems to ensure optimal patient care across the pre-hospital / E.D. interface. • Communicate effectively with pre-hospital staff including ambulance teams. 	
Participate in patient admission, transfer or discharge.	<ul style="list-style-type: none"> • Identify the most appropriate course of action for patient including: <ul style="list-style-type: none"> ◦ Admission ◦ Transfer ◦ Discharge • Clarify patient needs for community support services on discharge and identify appropriate community support services • Ensure patient has requirements for discharge and documentation is completed as per policy and procedure • Respect cultural issues during process of discharge/admission/transfer. • Communicate effectively with patients, family and health team members regarding patient disposition • Write concise, informative discharge letters 	
Work effectively as a member of a <i>team</i>	<ul style="list-style-type: none"> • Demonstrate an understanding of how teams work effectively and what can make them ineffective • Promote the sharing of information and resources • Identify roles and responsibilities within a team • Identify and manage time critical patients • Demonstrate an ability to prioritise tasks whilst minimising error • Discuss the impact of shift work and stress on the well-being of emergency practitioners • Demonstrate principles of good communication – and use of verbal and body language to communicate. • Actively seek the views of others • Employ strategies to manage conflict of interests and differences of opinion 	

Module	Knowledge	Skills/Procedures
<p>Identify sources of risk to personal health and wellbeing and follow procedures to minimise risk</p>	<ul style="list-style-type: none"> • Identify environments, situations and client-related risk factors which may impact health and well-being including: <ul style="list-style-type: none"> ◦ Noisy, busy department ◦ Conflicting pressures to complete multiple tasks ◦ Challenging clients ◦ Inter-professional conflict and competing priorities within time-critical situations ◦ Demonstrate awareness of risks and ability to address in appropriate manner including: <ul style="list-style-type: none"> ◦ Self-care ◦ Time management ◦ Communication ◦ Counselling support if necessary ◦ Mentoring 	
<p>Communicate and work effectively with <i>diverse</i> groups of stakeholders. Diversity may include but is not limited to:</p> <ul style="list-style-type: none"> • Gender • Religion • Culture • Sexuality 	<ul style="list-style-type: none"> • Identify issues which may impact effective communication and relationships including: <ul style="list-style-type: none"> ◦ Working styles ◦ Values, attitudes and background ◦ Personality ◦ Generational differences ◦ Issues of power • Show awareness of cultural issues and practices which may impact service delivery. • Demonstrate an ability to work and communicate effectively with diverse groups. • Demonstrate an ability to work in a culturally competent way which shows respect for and understanding of diversity in the workplace. 	

Emergency Medicine Diploma Program

Emergency Medicine Diploma		
Mini-CEX (Mini-Clinical Evaluation Exercise)	<ul style="list-style-type: none"> History taking, examination, diagnosis and management 	<ul style="list-style-type: none"> 8 x 15-20 minute Mini-Clinical evaluation exercises observed by supervisor.
Procedural Checklist Direct Observation of Procedural Skills (DOPS)	<ul style="list-style-type: none"> Ability to safely and appropriately carry out procedures 	<ul style="list-style-type: none"> Supervisor to complete checklist of 44 procedures observed. 9 x DOPS forms to be completed for highlighted procedures.
ePortfolio	<ul style="list-style-type: none"> Reflection on ED cases 	<ul style="list-style-type: none"> 12 x Reflective Journal Entries. Used throughout training program as evidence of achievement of learning outcomes and to enable candidates to reflect on their clinical practice.
Case Based Discussion (CbD)	<ul style="list-style-type: none"> Analysis of event, situation or problem 	<ul style="list-style-type: none"> 4 x CbD with supervisor (including 1200 word written report).
Audit	<ul style="list-style-type: none"> Analysis of current department practice 	<ul style="list-style-type: none"> 1 x 1200 word report.
On-line assessment	<ul style="list-style-type: none"> Knowledge of key topic areas 	<ul style="list-style-type: none"> On-line quizzes applied at the end of each online module. Self-assessment formative.
End of Course Report	<ul style="list-style-type: none"> Overall competence in the clinical setting 	<ul style="list-style-type: none"> Report to be completed by supervisor to confirm candidates overall results and readiness to sit the MCQ exam.
MCQ Examination	<ul style="list-style-type: none"> Knowledge of key topic areas 	<ul style="list-style-type: none"> 1 hour online MCQ under supervision.

Unit	Title	Training	Assessment
Core Units Complete the three (3) core units.			
EMD01	Manage complex emergency presentations	<ul style="list-style-type: none"> Workplace Online Workshop 	<ul style="list-style-type: none"> Mini-CEX CBD Procedural checklist DOPS Exam
EMD02	Participate in advanced clinical support activities	<ul style="list-style-type: none"> Workplace Online Workshop 	<ul style="list-style-type: none"> e-portfolio Observation Exam
EMD03	Demonstrate advanced professional, legal and ethical practice	<ul style="list-style-type: none"> Workplace Online Workshop 	<ul style="list-style-type: none"> e-portfolio Peer assessment Observation Exam

Workshops

Candidates are also required to complete two (2) of the following four (4) workshop options:

- Advanced Paediatric Life Support (APLS) or Advanced Paediatric Emergency Medicine (APEM)
- Early Management of Severe Trauma (EMST) or Emergency Trauma Management (ETM)
- Advanced and Complex Medical Emergencies (ACME)
- Effective Management of Anaesthetic Crisis (EMAC)

Subject areas covered in Diploma

Title of Unit	Content of modules
EMD 01 Manage complex emergency presentations	<ul style="list-style-type: none"> • Difficult airway • Complex breathing difficulties • Cardiac emergencies • Haemodynamic emergencies • Complex trauma emergencies • Neurological emergencies • Complex burns • Complex wounds • ENT emergencies • Ophthalmological emergencies • Environmental emergencies • Infectious diseases • Metabolic and endocrine emergencies • Musculoskeletal emergencies • Obstetric and gynaecological emergencies • Advanced pain relief • Complex psychiatric emergencies • Advanced toxicological and toxinological • Newly born baby • Ill infant • Injured infant or child
EMD 02 Participate in advanced clinical support activities	<ul style="list-style-type: none"> • Quality assurance and improvement • Public health issues • Disaster management • Emergency health care in rural and remote context • Indigenous health issues • Emergency retrieval and transportation • Referral and transfer
EMD 03 Demonstrate advanced professional, legal and ethical practice	<ul style="list-style-type: none"> • Professional and ethical behaviour • Legal practice and forensic medicine • Leadership and management skills • Prioritisation and decision-making skills • Evidence-based approach to medicine • Advanced communication skills • Supervision and teaching

Core Units for the Emergency Medicine Diploma Program:**EMD01 Manage complex emergency presentations**

Element	Knowledge and skills	Procedures
Undertake history, examination, investigation and initiate treatment of patients presenting with a <i>difficult airway</i>	<ul style="list-style-type: none"> • Assess patients for likely difficult airway • Identify patients with a potential airway problem • Demonstrate familiarity with Rapid Sequence Induction including the pharmacology of the common drugs: <ul style="list-style-type: none"> ◦ Suxamethonium and alternative agents ◦ Induction agents ◦ Maintenance of anaesthesia for ventilation • Develop a failed intubation algorithm • Demonstrate awareness of the varieties of equipment available to manage a difficult airway including Intubating LMA • Discuss when to “electively “ manage a patient with a patent airway due to need for transport/ investigations/ to allow other management • Identify the most appropriate investigation/s and provide appropriate treatment for: <ul style="list-style-type: none"> ◦ Upper airway obstruction • Describe the requirements for preparing a difficult airway box 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> • Rapid Sequence Induction* • Endotracheal Intubation with C-spine immobilisation • Use of a Bougie • Needle cricothyrotomy <ul style="list-style-type: none"> ◦ Surgical cricothyrotomy
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>complex breathing difficulties</i>	<ul style="list-style-type: none"> • Identify the underlying cause of complex breathing difficulties including the distinguishing features of: <ul style="list-style-type: none"> ◦ Severe asthma ◦ Exacerbations of COPD ◦ Acute pulmonary oedema ◦ Pulmonary embolism ◦ Pneumonia ◦ Pneumothorax ◦ Haemothorax ◦ Pleural effusion ◦ Pneumomediastinum • Identify the most appropriate investigation/s and provide appropriate treatment including pharmacotherapy for: <ul style="list-style-type: none"> ◦ Severe asthma <ul style="list-style-type: none"> ▪ salbutamol nebulised and IV ▪ hydrocortisone ▪ ipratropium bromide ▪ risks of intubation and ventilation ◦ COPD <ul style="list-style-type: none"> ▪ O2 therapy and risk of hypercapnia ▪ Salbutamol/ ipratropium bromide/hydrocortisone ▪ early use of BiPAP ▪ Consider and treat for infection/ pulmonary oedema ◦ APO <ul style="list-style-type: none"> ▪ GTN ▪ Frusemide ▪ Morphine ▪ CPAP/BiPAP ▪ ECG & cardiac biomarkers ◦ PE <ul style="list-style-type: none"> ▪ Use of clinical criteria (eg Wells) to risk stratify ▪ VQ vs CTPA ▪ Heparin ▪ Thrombolysis in massive PE ◦ Pneumonia <ul style="list-style-type: none"> ▪ Pneumonia Severity Assessment Index ▪ Antibiotic therapy as per Antibiotic guidelines 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> • Non-invasive ventilation including BiPAP and CPAP • Positive pressure ventilation • Set-up of transport ventilator* • Aspiration of pneumothorax • Insertion of an intercostal catheter

Element	Knowledge and skills	Procedures
	<ul style="list-style-type: none"> ▪ Look for systemic sepsis ▪ Special consideration in the immunosuppressed + wet tropic areas • Interpret chest x-rays and blood gases • Demonstrate an understanding of respiratory failure (type I and II) • Discuss the trigger points at which to support ventilation or escalate treatment. • Differentiate the contribution of pulmonary and cardiac causes of dyspnoea • Management of a transport ventilator including set-up, adjustment and trouble shooting 	
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>cardiac</i> emergencies	<ul style="list-style-type: none"> • Identify the underlying cause of cardiac emergency including the distinguishing features of: <ul style="list-style-type: none"> ◦ Acute Coronary Syndrome including: <ul style="list-style-type: none"> ▪ Acute ischemia with ST elevation and non-ST elevation (STEMI and Non-STEMI) ◦ Acute pulmonary oedema ◦ Common arrhythmias ◦ Hypertrophic Obstructive Cardiomyopathy ◦ ECG changes in other diseases <ul style="list-style-type: none"> ▪ Electrolyte disturbances ▪ Common poisonings ◦ Syncope and collapse ◦ Benign causes ◦ Serious causes 1. Acute Coronary Syndrome • Discuss non-coronary causes of chest pain including: <ul style="list-style-type: none"> ◦ pulmonary embolus, ◦ pericarditis ◦ the clinical findings of pericardial effusion ◦ aortic dissection • Understand clinical features of ischaemic chest pain • Understand indications for admission or outpatient follow-up. • Understand the indications for various investigations • Identify the most appropriate investigation/s and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Use of troponin/other serum markers ◦ Interpretation of ECG findings of AMI ◦ stress testing, ◦ echocardiography, ◦ angiography ◦ analgesia including GTN and narcotics ◦ oxygen when indicated ◦ standard anticoagulation drugs including aspirin and LMW heparin ◦ Treatment of STEMI by reperfusion including: <ul style="list-style-type: none"> ◦ Fibrinolysis ◦ Referral for PTCA /stenting • Indications and dose of clopidogrel • Indications and use of glycoprotein 2b/3a inhibitors <ul style="list-style-type: none"> ◦ Treatment of non-STEMI <ul style="list-style-type: none"> ▪ Aspirin and clopidogrel ▪ LMW Heparin ▪ B-Blockers ▪ Referral for angiography 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> • Application of external pacemaker • Cardioversion

Element	Knowledge and skills	Procedures
	<p>2. Acute cardiogenic pulmonary oedema</p> <ul style="list-style-type: none"> • Demonstrate understanding of the common causes of acute pulmonary oedema including <ul style="list-style-type: none"> ◦ ischaemic heart disease • Discuss less common causes such as: <ul style="list-style-type: none"> ◦ acute mitral valve rupture • Identify the most appropriate investigation/s and provide appropriate treatment including: <ul style="list-style-type: none"> • ECG and CXR • Nitrates (S/L, topical or IV) • ACE Inhibitors • Frusemide • Analgesia • Aspirin • Ventilatory support both non-invasive and invasive • Use of inotropes <p>3. Common arrhythmias</p> <ul style="list-style-type: none"> • Understand and identify common tachy- and bradyarrhythmias including <ul style="list-style-type: none"> ◦ Sick sinus syndrome <ul style="list-style-type: none"> ▪ Tachy-bradycardia syndrome ◦ Bundle branch blocks (right, left and hemiblocks) ◦ Heart block (1st, 2nd and 3rd degree) ◦ Supraventricular tachycardia ◦ Broad Complex tachycardia ◦ Ventricular tachycardia ◦ Ventricular fibrillation ◦ Pre-excitation Syndromes ◦ Long QT Syndrome • Understand pharmacology and use of common anti-arrhythmic drugs • Demonstrate familiarity with external pacemaker/defibrillator application and use • Identify when to discontinue resuscitation • Identify the most appropriate investigation/s and provide appropriate treatment including <ul style="list-style-type: none"> ◦ Common anti-arrhythmic drugs (e.g. amiodarone, sotalol, flecainide, digoxin, adenosine) ◦ Vagal manoeuvres in supraventricular tachycardia's 	
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>complex haemodynamic</i> emergencies	<ul style="list-style-type: none"> • Identify the underlying cause of shock including the distinguishing features of: <ul style="list-style-type: none"> ◦ Hypovolemic shock ◦ Distributive shock ◦ Obstructive shock ◦ Cardiogenic shock • Demonstrate understanding of invasive haemodynamic monitoring. • Demonstrate understanding of the Saling technique for vascular access procedures. • Discuss risks associated with various anatomical sites of insertion. • Recognise the indication for use of various blood products including: <ul style="list-style-type: none"> ◦ O negative blood ◦ Massive transfusion 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> • Central venous access • Arterial lines • Rapid infusion (pump giving sets, pressure bags, blood warmer)

Element	Knowledge and skills	Procedures
	<ul style="list-style-type: none"> ◦ Fresh frozen plasma (FFP) ◦ Platelets (Plat) ◦ Prothrombinex • Identify the most appropriate investigation/s and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Recognise the indication for use of various blood products including: ◦ Fluid resuscitation ◦ Use of blood products ◦ Inotropic support ◦ Coronary reperfusion for acute myocardial infarction ◦ Central venous pressure and arterial blood pressure monitoring ◦ Recognition and treatment of fluid overload ◦ Recognition and management of hypertensive crisis 	
<p>Undertake history, examination, investigation and initiate treatment of patients presenting with <i>complex trauma</i> emergencies</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of Initial Management of Trauma consistent with Early Management of Severe Trauma (EMST) principles and building on skills gained in the EM Certificate. • Obtain MIST history from the pre-hospital providers which should include: <ul style="list-style-type: none"> ◦ Mechanism and time of injury ◦ Injuries identified ◦ Vital signs at scene and during transport ◦ Treatment before arrival at hospital • Undertake Primary Survey with attention to the management of: <ul style="list-style-type: none"> ◦ Airway and Cervical spine ◦ Breathing (chest injuries) ◦ Circulation and haemorrhage control ◦ Disability ◦ Exposure of the patient ◦ Discuss indications for intubation of trauma patients ◦ Understand appropriate administration of fluid/blood products including massive transfusion principles • Undertake a detailed secondary survey and identify further or occult injuries • Identify the underlying result of trauma including the distinguishing features of: <ul style="list-style-type: none"> ◦ Head and facial injuries ◦ Thoracic injury ◦ Abdominal injury ◦ Pelvic and lower limb injury ◦ Spinal injury • Demonstrate understanding of intracranial consequences and management of head injury including: <ul style="list-style-type: none"> ◦ Extradural haemorrhage ◦ Subdural haemorrhage ◦ Intracerebral haemorrhage ◦ Subarachnoid haemorrhage ◦ Haematoma ◦ Diffuse axonal injury ◦ Minor head injury ◦ Post-concussion syndrome • Identify and manage potentially life-threatening facial injuries • Identify life-threatening chest trauma including: <ul style="list-style-type: none"> ◦ Tension pneumothorax 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Insertion of intercostal catheter • 3 - 4 person log roll*

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	<ul style="list-style-type: none"> ◦ Flail chest ◦ Massive haemothorax ◦ Open pneumothorax ◦ Cardiac tamponade • Identify injury to vertebrae (fracture/dislocation and spinal cord) • Demonstrate understanding of: <ul style="list-style-type: none"> ◦ Spinal cord syndromes ◦ Spinal cord and associated ligamentous injury without bony injury ◦ Spinal cord assessment ◦ Examination of the spine (cervical, thoracic and lumbar) ◦ Spinal clearance (clinical and radiological) ◦ Including Indications for MRI scanning in trauma patients • Undertake safe initial care of the potential spinally injured patient (spinal immobilisation) • Identify and manage the following injuries found on secondary survey: <ul style="list-style-type: none"> ◦ aortic injury ◦ diaphragmatic rupture, ◦ pulmonary contusion ◦ myocardial contusion ◦ oesophageal rupture ◦ tracheobronchial injury ◦ Penetrating truncal trauma ◦ Vascular and acute limb threatening injury • Undertake examination of hip, pelvis and SI joints and identify and manage the following: <ul style="list-style-type: none"> ◦ Pelvic fracture ◦ Sacral fracture ◦ Acetabular fracture ◦ Coccygeal fracture • Identify and manage the traumatic abdominal injuries to solid organs and hollow viscera • Identify and manage pregnancy and trauma • Interpret trauma x-ray series • Demonstrate knowledge of Focused Assessment by Sonography for Trauma (FAST) examination. • Discuss indications for CT scan in trauma patients • Demonstrate understanding of local or agreed protocols for admission of trauma patients under surgical teams • Identify process for stabilisation and transfer of patient for definitive investigation and management • Demonstrate understanding of: Thomas splint; Donway splint application; • Demonstrate understanding of preservation of severed body parts for re-implantation 	
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>neurological</i> emergencies	<ul style="list-style-type: none"> • Identify the underlying cause of neurological emergency including the distinguishing features of: <ul style="list-style-type: none"> ◦ Headache ◦ Stroke and transient ischaemic attacks ◦ Seizures/epilepsy ◦ Altered conscious level ◦ Syncope, vertigo and ataxia ◦ Infections ◦ Acute spinal cord lesions ◦ Movement disorders 	

Element	Knowledge and skills	Procedures
	<ul style="list-style-type: none"> ▪ Gait ▪ Parkinson's disease ▪ Dystonia <p>1. Headache</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the different causes of headache including distinguishing features of: <ul style="list-style-type: none"> ◦ Migraine ◦ Subarachnoid haemorrhage ◦ Meningitis ◦ Encephalitis ◦ Temporal arteritis ◦ Hypertension ◦ Cerebral vessel dissection ◦ Sinusitis ◦ Tumour ◦ Glaucoma ◦ Dental • Identify the most appropriate investigation/s and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ CT scan and interpretation ◦ Lumbar puncture ◦ Analgesia ◦ Referral if indicated <p>2. Stroke</p> <ul style="list-style-type: none"> • Discuss the distinguishing features of stroke including anatomical distribution and stroke syndromes e.g. MCA, PICA • Understand aetiology of stroke including: cerebral thrombosis, emboli and haemorrhage • Identify transient ischaemic attacks • Discuss indications for both neurological and neurosurgical consultation • Discuss the importance of early diagnosis and investigation of subarachnoid haemorrhage including CT scan and lumbar puncture • Identify the most appropriate investigation/s and provide appropriate treatment for all forms of stroke including: <ul style="list-style-type: none"> ◦ Non-contrast CT brain ◦ MRI brain ◦ Lumbar puncture ◦ Stroke team early intervention ◦ Appropriate analgesia ◦ Reperfusion strategy if appropriate <p>3. Altered conscious level</p> <ul style="list-style-type: none"> • Identify the most appropriate investigation/s and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Use of the Glasgow Coma Score (GCS) ◦ TIPS AEIOU (Trauma, infection, psychiatric, stroke, alcohol, endocrine, insulin, hypoxia, uraemia) ◦ Resuscitation with attention to airway and circulation <p>4. Syncope and vertigo</p> <ul style="list-style-type: none"> • Discuss the distinguishing features and difference between syncope and vertigo • Demonstrate understanding of the difference between central and peripheral vertigo 	

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	<ul style="list-style-type: none"> • Demonstrate the use of the Hallpike test for benign paroxysmal positional vertigo • Demonstrate an understanding of the risk stratification for syncope (CHESS - Chest pain, Haemoglobin, ECG, Short of breath, Systolic blood pressure) • Identify the criteria for admission for patients with either syncope or vertigo • Discuss the features of vertebrobasilar insufficiency <p>5. Seizures/ epilepsy</p> <ul style="list-style-type: none"> • Assess seizure status including airway control • Initiate control of seizure • Demonstrate understanding and management of status epilepticus • Identify causes of seizures including: <ul style="list-style-type: none"> ◦ Alcohol-related ◦ Drugs ◦ Post-traumatic • Discuss indications for various investigations (CT, MRI) • Identify the most appropriate investigation/s and provide appropriate treatment for epilepsy including: <ul style="list-style-type: none"> ◦ Airway management ◦ Appropriate Ix including blood glucose ◦ Appropriate Anti-epileptic pharmacological treatment ◦ CT scan 	
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>complex burns</i>	<ul style="list-style-type: none"> • Recognise the team and multidisciplinary nature of complex burn management. • Identify the distinguishing features of the following: <ul style="list-style-type: none"> ◦ Chemical burns ◦ Electrical burns ◦ Sunburn ◦ Thermal burn • Recognise special circumstances of some chemical burns e.g. hydrofluoric acid and hypocalcaemia • Recognise the risk of airway injury in some major burns patients and the need for early intubation. • Recognise the risk of associated phenomena e.g. inhaled toxins/gases • Recognise the risk of associated non-burn trauma. • Understand the implications of complex burns for the calculation of fluid requirements. • Identify the most appropriate assessment and understand appropriate treatment for: <ul style="list-style-type: none"> ◦ Airway management ◦ Respiratory Burns ◦ Fluid resuscitation ◦ Associated intoxication e.g. carbon monoxide. • Demonstrate knowledge of indications and pathways for referral to burns centres for management. • Manage a multidisciplinary clinical team • Function as a team leader where necessary. • Use appropriate communication tools for efficient consultation, referral and transport • Identify the most appropriate investigation/s and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Use of appropriate tools for calculating burn surface area and adjust for complicating factors and age. 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Burn/ first aid/ analgesia/ dressing • Fluid calculations using the appropriate formulae for the burns fluid replacement for both children and adults.

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	<ul style="list-style-type: none"> ◦ Methods of analgesia e.g. Dressings, Cooling, Opiates, PCA, Ketamine ◦ Appropriate prophylaxis measures for Peptic Ulcer and Tetanus ◦ Knowledge of appropriate transport dressings for burns. • Describe the indications and techniques for performing an escharotomy 	
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>complex wounds</i>	<ul style="list-style-type: none"> • Undertake appropriate assessment for vascular, neurological or tendon injury. • Identify the need for appropriate antibiotic cover, exploration and debridement in the Operating Theatre. • Demonstrate knowledge of issues associated with concurrent complex wounds and fractures. • Discuss imaging modalities for foreign bodies. • Demonstrate knowledge of complex wound contaminants (e.g. chemicals, coral, tropical, bites (human or animal). • Demonstrate knowledge of unusual infections (e.g. salt water, fresh water, flooding.) • Discuss appropriateness of different suturing materials and dressings • Identify the most appropriate treatment including: <ul style="list-style-type: none"> ◦ Surgical referral ◦ Imaging ◦ Appropriate dressing/suturing 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> • Regional nerve blocks including femoral nerve block. • Incision and drainage of abscess • Multi-layer wound closure • Suture special wounds (e.g. lips)
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>ENT emergencies</i>	<ul style="list-style-type: none"> • Identify the underlying cause of ENT emergency including the distinguishing features of: <ul style="list-style-type: none"> • Epistaxis, • Quinsy • Nasal foreign bodies • Mastoiditis • Ludwig's angina • Epiglottitis • Post-tonsillectomy bleed or infection • Dental emergencies • Identify the most appropriate investigation/s for and provide appropriate treatment and referral including: <ul style="list-style-type: none"> • Packing of nose (anterior and posterior) • Removal of foreign bodies from ear and nose (including indications for removal under anaesthesia) • Silver nitrate cauterisation of anterior epistaxis 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> • Nasal local anaesthetic • Nasal packing • Chemical cauterisation of epistaxis
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>complex ophthalmological emergencies</i>	<ul style="list-style-type: none"> • Identify underlying cause of ophthalmological emergency including the distinguishing features of: <ul style="list-style-type: none"> ◦ Hyphema ◦ Corneal abrasions ◦ Keratitis ◦ Corneal ulcers ◦ Ocular burns ◦ Globe injury ◦ Muscle entrapment, ◦ Optic nerve injury ◦ Lid margin laceration ◦ Lacrimal duct injuries ◦ Sudden loss of vision ◦ Retinal detachment 	

Element	Knowledge and skills	Procedures
	<ul style="list-style-type: none"> ◦ Vitreous haemorrhage ◦ Glaucoma • Assess visual acuity and undertake ophthalmoscopy examination. • Identify the most appropriate investigation/s and provide appropriate treatment including referral. 	
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>environmental</i> emergencies	<ul style="list-style-type: none"> • Identify the underlying cause of the environmental emergency including the distinguishing features of: <ul style="list-style-type: none"> ◦ Electrical injury ◦ Immersion injury ◦ Hypothermia/Hyperthermia ◦ Hyperbaric injury <p>1. Electrical injury</p> <ul style="list-style-type: none"> • Identify the most appropriate assessment and provide appropriate treatment • Identify differences in injury pattern between AC and DC injury, household versus high voltages and lightning injuries • These patterns include <ul style="list-style-type: none"> ◦ Arrhythmias ◦ Cardiac injury ◦ Neurological deficit ◦ Deep burns ◦ Compartment syndromes and rhabdomyolysis ◦ High risk settings e.g. pregnancy. ◦ Associated other injuries with mechanism eg trauma <p>2. Immersion injury</p> <ul style="list-style-type: none"> • Identify the most appropriate assessment and provide appropriate treatment for problems including <ul style="list-style-type: none"> ◦ “dry” versus “wet” drowning ◦ Hypothermia ◦ Acute Lung Injury ◦ Arrhythmias ◦ Metabolic disturbance • Associated patterns of injury and presentation including trauma suicide and intoxication <p>3. Hypothermia</p> <ul style="list-style-type: none"> • Identify the most appropriate assessment and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Measurement and understanding of core temperature ◦ Classification of severity of hypothermia ◦ Minimise patient disturbance to avoid complications ◦ Metabolic and Endocrine assessments ◦ ECG findings ◦ Passive and active Warming Techniques. ◦ Rapid cooling via external and internal techniques. ◦ Differentiation of “hypothermic” from “dead” <p>4. Hyperthermia</p> <ul style="list-style-type: none"> • Identify the most appropriate assessment and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Measurement and understanding of core temperatures ◦ Exclusion of sepsis ◦ Exclusion of metabolic eg rhabdomyolysis, coagulopathy and 	

Element	Knowledge and skills	Procedures
	<ul style="list-style-type: none"> ◦ endocrine disturbances eg thyroid storm ◦ Passive and active Warming Techniques ◦ Rapid cooling via external and internal techniques. ◦ Appropriate fluid management. ◦ Appropriate use of antidotes e.g. dantrolene. <p>5. Hyperbaric injuries</p> <ul style="list-style-type: none"> • Identify the most appropriate assessment and provide appropriate treatment <ul style="list-style-type: none"> ◦ identify hyperbaric injuries and complications ◦ barotrauma including neurological , respiratory and joint manifestations ◦ understand rationale for oxygen therapy ◦ know local and national referral patterns for hyperbaric related injury 	
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>infectious diseases</i>	<ul style="list-style-type: none"> • Identify those patients whose presentation is due to infectious disease. • Demonstrate knowledge of common infectious diseases, in particular those that are notifiable. • Identify those patients who are immunocompromised and have atypical presentation of infection • Demonstrate knowledge of appropriate prophylactic regimes e.g. contact tracing in meningococcus, Chlamydia etc. • Explain indications for cultures , microscopy, serology and PCR testing and interpret results of these investigations in the relevant clinical context • Discuss appropriate use of Personal Protective Equipment for self and staff • Demonstrate appropriate counselling skills for patients diagnosed with or potentially having infectious diseases with social implications as well as mortality/morbidity implications. • Recognise severe sepsis and demonstrate appropriate interventions • Identify the most appropriate investigation/s/assessment and provide appropriate treatment/referral including <ul style="list-style-type: none"> ◦ supportive therapy ◦ antibiotic therapy ◦ Infectious Disease consultation 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> • Suprapubic bladder aspiration • Ascitic tap • Joint aspiration • Blood culture collection
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>metabolic and endocrine emergencies</i>	<ul style="list-style-type: none"> • Identify underlying cause of metabolic and endocrine emergency including the distinguishing features of: <ul style="list-style-type: none"> ◦ Diabetic ketoacidosis ◦ HHNK Syndrome ◦ Hypoglycaemia ◦ Hyperglycaemia ◦ Addisonian crisis ◦ Thyrotoxicosis ◦ Myxoedema Coma ◦ Renal/dialysis ◦ Acid based disturbances ◦ Disturbance in sodium, potassium, calcium ◦ Paediatric inborn errors of metabolism • Identify the most appropriate investigation/s and commence initial treatment of these emergencies including: <ul style="list-style-type: none"> ◦ Measurement of blood glucose, venous blood gas ◦ Fluid, insulin and potassium therapy ◦ Administration of glucose and Glucagon ◦ Blood gas interpretation ◦ Emergency therapies for endocrine deficiency and excess 	

Element	Knowledge and skills	Procedures
	<ul style="list-style-type: none"> ◦ Sodium and potassium derangements ◦ Indications for urgent dialysis ◦ Referral for complex paediatric metabolic derangement 	
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>musculoskeletal</i> emergencies	<ul style="list-style-type: none"> • Identify the underlying cause of emergency including the distinguishing features of: <ul style="list-style-type: none"> ◦ Complex soft tissue injury including: <ul style="list-style-type: none"> ▪ crush injuries ▪ high pressure injection injuries ◦ Compartment syndrome ◦ Superficial and deep space hand infections ◦ Major joint dislocations ◦ Potential nerve and vascular complications of dislocations • Identify the most appropriate investigation/s and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Surgical referral ◦ Reduction ◦ Plaster ◦ Drainage 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Perform 3 reductions of either limb fractures or major joint Dislocation requiring treatment (adult or child)
Undertake history, examination, investigation and initiate treatment of patients presenting with complex <i>obstetric and gynaecological</i> emergencies	<ul style="list-style-type: none"> • Identify the underlying cause of emergency including the distinguishing features of: <ul style="list-style-type: none"> ◦ Pre-eclampsia / eclampsia ◦ PID ◦ Ectopic pregnancy ◦ Premature labour ◦ Trauma in pregnancy ◦ Post and ante-partum haemorrhage ◦ Miscarriage ◦ Hyperemesis gravidarum • Describe the indications for CTG 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Simple palpation of the pregnant abdomen
Safely and effectively administer <i>advanced pain relief</i> and procedural sedation	<ul style="list-style-type: none"> • Recognise the most appropriate method of pain relief for complex presentations. • Demonstrate advanced knowledge of the different methods of analgesia including: <ul style="list-style-type: none"> ◦ Procedural sedation ◦ Regional anaesthesia ◦ Chronic pain relief 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Femoral nerve block • Procedural sedation including intravenous sedation (adult or child – please also refer Injured Infant as only 1 DOPs required under this element or Injured Infant) • Intravenous analgesia
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>complex psychiatric</i> emergencies	<ul style="list-style-type: none"> • Identify the underlying cause of emergency including the distinguishing features of: <ul style="list-style-type: none"> ◦ Mood disorders <ul style="list-style-type: none"> ▪ Depression ▪ Bipolar disorder ◦ Thought disorder <ul style="list-style-type: none"> ▪ Psychosis – Acute/Chronic ◦ Behavioural Presentations <ul style="list-style-type: none"> ▪ Primary psychiatric ▪ Suicide ideation ▪ Acute intoxication ▪ Delirium ▪ Acquired brain injury ▪ Complex persistent pain syndrome ◦ Personality disorders ◦ Co-morbidities with mental illness 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Conduct a mini-mental state examination

Element	Knowledge and skills	Procedures
	<ul style="list-style-type: none"> ◦ Adolescent issues <ul style="list-style-type: none"> ▪ Body dysmorphic issues – anorexia/bulimia ◦ Paediatric issues ◦ Drug and alcohol issues <ul style="list-style-type: none"> ▪ Acute – intoxication/withdrawal ▪ Chronic – Alcohol/analgesia • Discuss the system for assessing all aspects of patient’s mental health • Demonstrate knowledge of the local legal issues relating to psychiatric presentations. • Identify the most appropriate investigation/s and provide appropriate treatment including: <ul style="list-style-type: none"> ◦ Diagnostic tests ◦ Referral ◦ Restraint <ul style="list-style-type: none"> ▪ Verbal ▪ Chemical ▪ Physical ▪ Legal • Demonstrate knowledge of the following danger signs: <ul style="list-style-type: none"> ◦ impending escalation of aggression which could place yourself and others in danger 	
Undertake history, examination, investigation and initiate treatment of patients presenting with <i>advanced toxicological and toxinological emergencies</i>	<ul style="list-style-type: none"> • Identify the underlying causes of emergency presentation including the distinguishing features of: <ul style="list-style-type: none"> ◦ Risk Assessment principles including agent, dose, time for ingestion, clinical features and patient factors. ◦ Toxidromes: anticholinergic, cholinergic (muscarinic and nicotinic), opioid, sympathomimetic, serotonergic and neuroleptic malignant syndrome, sedative/hypnotic, hypoglycaemia, salicylates, ethanol, sodium channel blockade, spider and snakebite ◦ Antidotes and antivenoms: atropine, calcium, flumazenil, glucagon, N Acetyl cysteine, naloxone, octreotide, physostigmine, pralidoxime, sodium Bicarbonate and Vitamin K. ◦ Methods to decontaminate and enhance elimination: ipecac, lavage and charcoal ◦ Specific management of: Snake and spider bites, marine and arachnid envenomations relevant to local surrounds 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> • Perform a risk assessment of a poisoned patient • Interpret ECG in a poisoned patient • Pressure immobilisation bandage • Splinting with PIB application
<p>Paediatric</p> <p>Undertake history, examination, investigation and initiate treatment of the <i>newly born baby</i> (up to 4 hrs. old)</p>	<ul style="list-style-type: none"> • Identify the distinguishing features of the following: <ul style="list-style-type: none"> ◦ Airway and breathing problems in the newly born ◦ Circulation problems in the newly born (bradycardia, cyanosis and shock) ◦ Depressed muscle tone/movement in the newly born • Identify, order and interpret the most appropriate investigations and provide appropriate treatment including <ul style="list-style-type: none"> ◦ Initiation of neonatal resuscitation ◦ Investigation for newly born abnormalities during and immediately after resuscitation, including blood glucose and blood gas investigation, and CXR interpretation (heart and lung problems e.g. cardiomegaly, pneumothorax post resuscitation). ◦ Choice of resuscitation fluid and drug administration, including calculation of doses/volume. Particularly concentrating on 0.9% saline, 10% dextrose, adrenaline and naloxone administration ◦ Post resuscitation care, including temperature control and nutritional/fluid support ◦ APGAR score 	Safely and appropriately carry out the following procedures: <ul style="list-style-type: none"> • CPR in the newly born • Airway and breathing support in the newly born, including airway suction and bag ventilation • IV access in the newly born including IV cannulation and umbilical artery or vein catheterisation
Undertake history, examination, investigation and initiate treatment of <i>an ill</i>	<ul style="list-style-type: none"> • Identify the distinguishing features of the following: <ul style="list-style-type: none"> ◦ Paediatric Cardiopulmonary Arrest 	Safely and appropriately carry out the following procedures:

Element	Knowledge and skills	Procedures
<p><i>infant (up to 2 years old) or child (above 2 years old)</i></p>	<ul style="list-style-type: none"> ◦ Respiratory distress (upper and lower airway causes) ◦ Circulation collapse, common arrhythmias and congenital heart disease. ◦ Septic Child (recognition assessment, investigation and treatment) ◦ Altered Level of Consciousness (including Afebrile Seizure, Hypoglycaemia) ◦ Apparent Life Threatening Event ◦ Abdominal pain (organic and functional) ◦ Trauma in Children ◦ Child with a limp ◦ Feeding problems in the infant ◦ Excessive crying in the infant • Identify, order and interpret the most appropriate investigations and provide appropriate treatment including; <ul style="list-style-type: none"> ◦ Oxygen therapy ◦ IV fluid therapy including type and rate ◦ Paediatric radiology ◦ Appropriate phlebotomy and pathology investigations (biochemistry, haematology, micro) ◦ Urine collection ◦ CSF and joint fluid analysis ◦ Drug therapy including choice – including antibiotics and analgesics • Demonstrate knowledge of the following danger signs: <ul style="list-style-type: none"> ◦ Cyanosis ◦ Decreased neurological responsiveness ◦ Abnormal temperature ◦ Decreased oral intake or urine output ◦ Blood or Bile-stained vomitus ◦ Projectile vomiting • Demonstrate effective communication with parent and patient of diagnostic and management plans 	<ul style="list-style-type: none"> • Bag ventilation, endotracheal intubation and initial ventilator settings • Circulation access and blood sampling including intraosseous access and arterial blood sampling • Defibrillation and Cardioversion (electrical and chemical) • Septic workup procedures e.g. blood culture or sterile urine collection
<p>Undertake history, examination, investigation and initiate treatment of the <i>injured infant or child</i></p>	<ul style="list-style-type: none"> • Identify the distinguishing features of the following: <ul style="list-style-type: none"> ◦ Minor head injury ◦ Soft tissue injury ◦ Limb injury with neurovascular compromise • Identify and manage <ul style="list-style-type: none"> ◦ Minor head trauma and concussion ◦ Common paediatric soft tissue injuries (simple lacerations) <ul style="list-style-type: none"> ▪ Salter-Harris injuries ▪ Injuries to the carpal bone complex ▪ Open fractures • Identify, order and interpret the most appropriate investigations and provide appropriate treatment including <ul style="list-style-type: none"> ◦ Analgesia ◦ Radiology interpretation ◦ Drug and IV fluid choice ◦ Limb immobilisation techniques ◦ Appropriate reduction of fracture/dislocation with neurovascular compromise ◦ Observation in ED or short stay admission ◦ Demonstrate effective communication with parent and patient re: follow up management plans (e.g. minor head injury) 	<p>Safely and appropriately carry out the following procedures:</p> <ul style="list-style-type: none"> • Procedural sedation including intravenous sedation* (adult or child – please also refer to Advance Pain Relief as only 1 DOPs required under this element or Advance Pain Relief)

EMD02 Participate in advanced clinical support activities

Element	Knowledge	Skills/Procedures
<p>Initiate and participate in <i>quality assurance</i> and improvement activities. This includes:</p> <ul style="list-style-type: none"> • Delivering appropriate care • Ensuring Patient Safety • Critically evaluating own clinical practice and that of peers (e.g. by peer review / adverse event monitoring) • Encouraging Improvement and Innovation in clinical practice 	<ul style="list-style-type: none"> • Methods of identification and quantification of risk to patients • How to use a range of databases for system appraisal and monitoring • The application of current quality improvement methodology to monitor processes and the effects of change. • Leadership strategies to motivate for innovation • Understand QI process: identification, change in practice and monitoring of effect 	<ul style="list-style-type: none"> • Use systematic ways of assessing and minimising risk • Obtain and act on patient, carer and service user feedback and experiences • Listen to others and recognise different perspectives • Demonstrate reflective practice • Demonstrate implementation of QI process
<p>Demonstrate an understanding of <i>public health issues</i> and actively participate in health promotion at an individual patient and departmental level.</p>	<ul style="list-style-type: none"> • Key issues and trends in community health including: <ul style="list-style-type: none"> ◦ Mandatory notification e.g. child abuse, elderly abuse, firearms, unfit to drive and drowning. ◦ Substance abuse ◦ Immunisation ◦ Community epidemics ◦ Infectious diseases control including notification, contact identification, tracing and prophylaxis (e.g. meningococcus) • Domestic violence <ul style="list-style-type: none"> ◦ Health promotional strategies and interventions ◦ Injury surveillance and prevention ◦ Demonstrate an understanding of organ donation and transplantation protocols 	<ul style="list-style-type: none"> • Accurate detection and management in mandatory notification cases and infectious diseases. • Safe and appropriate co-ordination of notification responses in required cases • Can conduct health promotion interventions including the brief opportunistic intervention in ED. • E.g. smoking cessation, alcohol and drug intake
<p>Demonstrate an understanding of <i>disaster management principles</i></p>	<ul style="list-style-type: none"> • Describe the core principles of disaster management including : <ul style="list-style-type: none"> ◦ the comprehensive approach of prevention (mitigation), preparedness, response and recovery ◦ the 4 c's of command, control, coordination and communication ◦ the all agencies approach ◦ the all hazards approach ◦ the prepared community • Identify the key implications of these principles for your hospital, your emergency department and your role in the ED • Identify & familiarisation with your emergency department's disaster plan if available including: <ul style="list-style-type: none"> ◦ integration of this with rest of the hospital, the local and district disaster arrangements, state and national arrangements ◦ Training and resources required to support the plan 	<ul style="list-style-type: none"> • Involvement in disaster preparedness exercise such as desktop and simulation exercise • Application of disaster triage • Interagency communication (e.g. police, ambulance, government and department of health)
<p>Demonstrate an understanding of <i>emergency health care</i> in the rural and remote context:</p>	<ul style="list-style-type: none"> • The differing spectrum of emergencies likely to be encountered • The impact of rural and remote attitudes which may cause delays in presentation • The impact of limited resource availability and the principles of improvisation and harnessing all available resources. • Understanding of initial emergency stabilisation and time-critical care in non-hospital settings • An understanding of telehealth and its application including an awareness of varying 	<ul style="list-style-type: none"> • Giving and receiving advice via phone, radio or internet • Providing initial advice regarding stabilisation of a patient in a remote setting • Initial coordination of local medical transport agencies with appropriate specialist involvement.

Element	Knowledge	Skills/Procedures
	<p>communication strategies (e.g. phone, radio and internet-based strategies), their limitations in certain areas and operating procedures governing use of some radio modalities.</p> <ul style="list-style-type: none"> • Awareness of innovation in care systems and technology and their applications to the rural/remote environment. 	
Demonstrate an understanding of <i>indigenous health issues</i> including Aboriginal, Torres Strait Islander and Maori health	<ul style="list-style-type: none"> • Understanding cultural issues and the concept of cultural competence as they impact on emergency medical care. • Indigenous attitudes, beliefs and customs relating to: <ul style="list-style-type: none"> • acute illness • injury and death • medical treatment • transportation and separation from family and local community • Patterns of acute illness and injury particular to indigenous populations • Barriers to health care for Indigenous patients • Knowledge of indigenous specific programmes at a local and federal level. 	<ul style="list-style-type: none"> • Appropriate communication with indigenous and other ethnically diverse patients • Appropriate and effective communication with Indigenous support workers in facilitating care for indigenous patients.
Demonstrate advanced knowledge and skills in coordination of <i>emergency retrieval and transportation</i>	<ul style="list-style-type: none"> • Describe the process involved in pre-hospital response and management • Describe the steps in preparing a patient for transfer including <ul style="list-style-type: none"> • resuscitation and stabilisation • packaging' for safe transport • Knowledge of appropriate transport platforms and associated rationale • Familiarity with equipment, drugs and monitors required for safe transport 	<ul style="list-style-type: none"> • Preparation of a patient transport bag • Able to safely use transport equipment
Demonstrate the ability to <i>refer and transfer</i> patients requiring care beyond what is available locally (either higher level care or breadth of resources)	<ul style="list-style-type: none"> • Discuss the issues factors contributing to a safe referral and transfer process including: <ul style="list-style-type: none"> • Knowing own limitations • Knowing when, how and where to refer appropriately • Communicating effectively and appropriately with other specialist areas (e.g. surgery, ICU) • Choice of best available transport method and associated rationale • Demonstrate an understanding of the safe and effective handover of patients: <ul style="list-style-type: none"> ◦ Within the emergency department ◦ Within the hospital ◦ To other hospitals/facilities 	<ul style="list-style-type: none"> • Complete required documentation for transfer of patients (including involuntary transport of patients with acute psychosis) • Conduct safe and effective handover with the accepting/transfer team

EMD03 Demonstrate advanced professional, legal and ethical practice

Element	Knowledge	Skills/Procedures
Demonstrate a commitment to patients, profession and society through <i>professional and ethical behaviour and practice</i> .	<ul style="list-style-type: none"> • Know the national codes relating to good professional and ethical practice <ul style="list-style-type: none"> ◦ Conflict of interest ◦ Confidentiality • Identify strengths and limitations in self and others; the impact of behaviour on others in the workplace; and the effect of stress on own behaviour • Meet responsibilities and commitments to consistently high standards 	<ul style="list-style-type: none"> • Plan workload and activities to fulfil work requirements and commitments, without compromising own health • Obtain, analyse and act on feedback from a variety of sources • Demonstrate effective inter-professional behaviours.

Element	Knowledge	Skills/Procedures
	<ul style="list-style-type: none"> • Change behaviour in the light of feedback and reflection. • Uphold personal and professional ethics and values, taking into account the values of the organisation and respecting the culture, beliefs and abilities of individuals • Value, respect and promote equality and diversity 	<ul style="list-style-type: none"> • Take appropriate action if ethics and values are compromised
Demonstrate advanced knowledge of <i>legal practice & forensic medicine</i>	<ul style="list-style-type: none"> • Demonstrate familiarity with the AMA Code of Conduct for Medical Practitioners • Identify the issues surrounding advanced directives and limits of resuscitation • Discuss the role of the Coroner and coronial and statutory reporting/investigations. • Demonstrate understanding of the clinical and medico-legal requirements for management of physical/sexual assault /non-accidental injury cases • Demonstrate knowledge of the treatment of minor and persons in custody • Demonstrate an understanding of the legal issues surrounding refusal of treatment against medical advice. • Demonstrate understanding of OHS legislation and requirements • Understand the application of duty of care principles • Manage behavioural disturbances in the emergency department 	<ul style="list-style-type: none"> • Write medico-legal reports when required • Undertake sexual assault examination and specimen collection
Demonstrate leadership and management skills	<ul style="list-style-type: none"> • Demonstrate an understanding of leadership skills and attributes • Discuss the difference between leadership and management • Identify the process for complaints handling in the emergency department • Identify the various clinical and non-clinical support tools which can be accessed in an emergency department. 	<ul style="list-style-type: none"> • Demonstrate ability to manage and organise ED teams as required • Liaise effectively regarding inpatient coordination • Demonstrate the ability to take on leadership or administration roles when appropriate • Handle complaints and refer as appropriate • Demonstrate competence in the use of electronic record systems and documentation • Demonstrate competence in the allocation of finite health resources
Demonstrate prioritisation and decision-making skills	<ul style="list-style-type: none"> • Discuss issues requiring complex decision making and prioritisation in ED including: <ul style="list-style-type: none"> ◦ Overcrowding in the ED ◦ Multiple critically ill patients ◦ Recruitment / rostering ◦ Contingency planning • Prioritise tasks and resources according to local guidelines. 	<ul style="list-style-type: none"> • Demonstrate use of clinical reasoning to justify diagnostic decisions and management priorities • Demonstrate use of risk stratification methods to create a safe patient management plan • Demonstrate autonomous decision making when required • Demonstrate appropriate delegation of tasks
Demonstrate an ability to apply an <i>evidence-based approach</i> to emergency medicine practice	<ul style="list-style-type: none"> • Ability to access relevant evidence and articles to support clinical decision making 	<ul style="list-style-type: none"> • Demonstrate critical appraisal of available research as to whether it

Element	Knowledge	Skills/Procedures
	<ul style="list-style-type: none"> • Comment on conclusions drawn in clinical research and whether the research is appropriate to answer clinical questions (including appropriateness of statistical methods and strength of conclusions drawn) • Identify the process of implementing knowledge into clinical practice 	adequately answers a clinical question
<p>Demonstrate the ability to utilise <i>advanced communication skills</i> when dealing with patients and carers to ensure:</p> <p>candidates treat patients, carers and all staff politely and considerately, listening and respecting their views, giving them information in a way they can understand and respecting their involvement in health care delivery.</p>	<ul style="list-style-type: none"> • Understanding effective strategies for communication in complex scenarios including: • Psychiatric, sexual assault, domestic violence, end of life issues, disclosure, error or adverse events, adolescent and communication impaired patients • The principles of using interpreter services and indigenous support workers. • The principles of safely and effectively communicating with aggressive and other challenging patient scenarios • The techniques of communicating with diverse cultural groups in highly stressful situations • The principles of communicating effectively in conflict situations with carers and ancillary staff. 	<ul style="list-style-type: none"> • Demonstrate an ability to work and communicate effectively with diverse groups. • Demonstrate an ability to work in a culturally competent way which shows respect for and understanding of diversity in the workplace. • Demonstrate an ability to communicate effectively in a consultation in the areas of history taking, examination, assessment and transfer. • Demonstrate responsible communication in its various forms; face-to-face, phone and email
<p>Provide <i>effective supervision</i> and teaching to students, junior doctors and other staff (e.g. nursing and allied health) in the emergency department</p>	<ul style="list-style-type: none"> • Discuss appropriate strategies for teaching in the emergency department that includes the fact that teaching in ED is integrated across all professional groups. • Know the principles of providing effective feedback on clinical performance • Understand different modes of teaching in the Emergency Department eg bedside, hand-over rounds and formal or didactic. • Awareness of the tension between education and patient safety when supervising staff in the clinical environment 	<ul style="list-style-type: none"> • Demonstrate the ability to provide safe and effective supervision in the clinical environment including the ability to know when to intervene for patient safety and be able to give feedback. • Demonstrate effective one on one teaching whilst working on the floor including teaching of skills / procedures and associated feedback on practice.