



Australasian College  
for Emergency Medicine

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# Curriculum

Emergency Medicine  
Certificate  
Diploma  
Advanced Diploma

January 2020

DRAFT

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## Overview

An overview of the Units in the Emergency Medicine Certificate (EMC), Emergency Medicine Diploma (EMD) and Emergency Medicine Advanced Diploma (EMAD) is presented below.

Certificate		
<b>Unit 1</b>	Fundamental principles of emergency medicine	The practice of emergency medicine is underpinned by the principles of prioritisation, risk management and the ability to detect red flags of serious illness. On completion of Unit 1, the trainee will have acquired basic knowledge and skills in carrying out an initial focused assessment of an undifferentiated patient.
<b>Unit 2</b>	Managing emergency presentations 1	Emergency clinicians manage a wide range of patient presentation types in a time- pressured environment. On completion of Unit 2, the trainee will have acquired the knowledge and skills to manage and treat patients with common emergency presentations.
<b>Unit 3</b>	Understanding the emergency care environment	The practice of emergency medicine involves collaborating with people and organisations within the hospital and wider community. On completion of Unit 3, the trainee will have acquired basic knowledge and skills to deliver safe patient care in a modern emergency care system.
Diploma		
<b>Unit 1</b>	Critical care in emergency medicine	Critically unwell patients can present to any emergency department at any time. On the completion of Unit 1, the trainee will have acquired the fundamental knowledge and skills to stabilise critically ill and injured patients, as well as provide safe sedation for emergency procedures.
<b>Unit 2</b>	Managing emergency presentations 2	As clinicians increase in seniority, they must manage presentations that are less common and more complex. On completion of Unit 2, the trainee will have acquired the knowledge and skills to independently manage and treat a range of higher complexity emergency presentations.
<b>Unit 3</b>	Professional practice in the emergency care environment	An emergency medicine professional develops approaches that improve the care their patient receives from the emergency care system. On completion of Unit 3, the trainee will have acquired the knowledge, skills, and attributes to communicate and collaborate effectively with patients and families from different cultures, members of their local healthcare team, and clinicians from other services
Advanced Diploma		
<b>Unit 1</b>	Advanced techniques in emergency medicine	Emergency medicine is constantly changing as new modalities become available. On completion of Unit 1, the trainee will have the knowledge and skills to use diagnostic ultrasound and a wider variety of resuscitative and other emergency techniques.
<b>Unit 2</b>	Managing emergency presentations 3	As clinicians increase in seniority, they must manage presentations that are rarer and increasingly complex. On completion of Unit 2, the trainee will have acquired the knowledge and skills to independently manage and treat a wider variety of higher complexity emergency presentations.
<b>Unit 3</b>	Professional leadership in the emergency care environment	A reflective practitioner must maintain clinical abilities and incorporate innovations over a lifetime. On completion of Unit 3, the trainee will have acquired knowledge, skills and attributes to improve their practice, the practice of junior team members, and the practice of emergency medicine in their environment.

## Procedural skills checklist

The following table lists the minimum number of procedural skills for each program to be performed by a trainee and 'signed-off' by a FACEM, approved supervisor, or relevant specialist. The number in brackets indicates the minimum to be performed on a real patient. For example '4 (1)' indicates a **minimum** of four procedures, of which **at least** one of the four must be performed on a real patient. The remainder may be performed as a simulation. In the case of '1 (1)', the trainee must perform a **minimum of one** procedure, and this procedure **must be** performed on a real patient.

	EMC	No.	EMD	No.	EMDAD	No.
Resus	Insert oropharyngeal airway	1 (1)	Emergency intubation (insertion of oral ETT) after RSI	3 (3)	Complex RSI of an adult	2 (2)
	Insert nasopharyngeal airway	1 (1)	Other endotracheal intubation (insertion of ETT)	10 (10)	Emergency intubation (insertion of oral ETT) after RSI	2 (2)
	Insert laryngeal mask	1	Other airway procedures (either Insertion of laryngeal mask or endotracheal intubations)	10 (10)	Endotracheal intubation (insertion of oral ETT) with c-spine immobilisation	5 (2)
	Basic airway manoeuvres	2 (2)	Set up a ventilator for an adult in the ED	5 (1)	Use of bougie	2 (1)
	Use bag valve mask (both one and two handed)	1 adult 1 child	Non-invasive ventilation including BiPAP and CPAP	4 (1)	Other endotracheal intubation (insertion of ETT)	10
			Insertion of intercostal catheter	1	Front of neck access	1
					Other airway procedures (either Insertion of laryngeal mask or endotracheal intubations)	10 (10)
					Set up a ventilator, including adjustments and troubleshooting for an adult	5 (1)
					Insert intercostal catheter	(1)
Analgesia / pain relief	Intranasal analgesia (adult or child)	1 (1)	Procedural sedation	2 (1) adult (1) child		
	Digital nerve block	1 (1)	Femoral nerve block / fascia ilaca block	2 (1)		
	Infiltration of local anaesthetic	1 (1)				

## Procedural skills checklist (continued)

	EMC	No.	EMD	No.	EMDAD	No.
Trauma	Pelvic splinting / binder	1 (1)	Chest decompression	1	Management of complex trauma special subpopulations in two out of the following three: + Geriatric + Paediatric + Pregnant	2 (2)
	Close wound with tissue adhesive	1 (1)				
Burns	Assess burn (size and depth)	1 (1)			Fluid calculations and replacement	2 (1) adult (1) child
Wounds	Incision and drainage of abscess	1 (1)			Manage complex wound	1 (1)
Cardiac	Safe defibrillation, including in a child	1	Application of external pacemaker	1		
			Cardioversion	1		
Circulation	IV access - Large bore (16G or larger)	1 (1)	Arterial line insertion	1 (1)	Central venous access	3 (1)
	Intraosseous access	1	Insertion of Rapid infusion catheter (RIC) (pump giving sets, pressure bags, blood warmer)	1		
Neurology	Mini-mental state examination	1 (1)				
Infectious disease			Joint aspiration	1 (1)		
Ultrasound					eFAST or AAA	1 (1)
Other	Insertion of urinary catheter	2 (1) male (1) female				

## Procedural skills checklist (continued)

	EMC	No.	EMD	No.	EMDAD	No.
Paediatrics	Appropriate basic airway techniques (on an infant)	1	Neonate resuscitation	1	Complex RSI in a child	1
	Assess hydration	1 (1)	CPR in the newly born	1		
	Teach use of spacer	1 (1)	Neonate airway management, including use of: + airway suction + Bag ventilation + CPAP device	1		
		Bag ventilation in a child	4 (1)			
		Endotracheal intubation	5			
		Set up ventilator for using initial settings	2			
		Septic screening procedure	1 (1)			
	Obstetrics and gynaecological	Speculum vaginal examination and visualisation of the cervical os	1 (1)			
Assess foetal heartbeat in late pregnancy (foetal doppler)		1 (1)				
Gastrointestinal	Insertion of nasogastric tube	1 (1)				
Toxicology and toxinology	Splinting / Pressure immobilisation bandages	1 (1)	Interpret ECG in a poisoned patient	1 (1)		
ENT			Nasal packing	1 (1)		
			Chemical cautery of epistaxis	1 (1)		
Ophthalmology	Removal of foreign body from eye	1 (1)				



## Emergency Medicine Certificate

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## EMC Key

Abbreviation	Meaning
<b>ST</b>	Supervised training
<b>eLM</b>	eLearning Module
<b>WS</b>	Workshops
<b>PC</b>	Procedural Checklist
<b>IM</b>	Initial Meeting
<b>RM</b>	Reflection Meeting
<b>Exam</b>	Online examination
<b>WBAs</b>	<b>Workplace-based Assessments</b>
<b>Mini-CEX</b>	Mini-Clinical Evaluation Exercise
<b>CbD</b>	Case-based Discussion
<b>DOPS</b>	Direct Observation of Procedural Skills

## EMC Units, teaching and learning strategies, and assessment

Unit	Teaching and learning strategies	Assessment strategies
<b>Unit 1</b> <b>Fundamental principles of emergency medicine</b>	+ ST + eLM + WS	+ Mini-CEX + CbD + DOPS + PC + IM + RM + Exam
<b>Unit 2</b> <b>Managing emergency presentations 1</b>	+ ST + eLM + WS	+ Mini-CEX + CbD + DOPS + PC + IM + RM + Exam
<b>Unit 3</b> <b>Understanding the emergency care environment</b>	+ ST + eLM + WS	+ Mini-CEX + CbD + DOPS + PC + IM + RM + Exam

## EMC Workshops

Trainees are required to complete the following workshops:

- + Advanced Life Support (ALS) Level 2, or an equivalent workshop for trainees based in New Zealand.
- + Basic Life Support (BLS).

## EMC Units and themes

Unit	Themes
<b>Unit 1</b> <b>Fundamental principles of emergency medicine</b>	<ul style="list-style-type: none"> <li>+ Principles of emergency medicine</li> <li>+ Prioritisation in clinical practice</li> <li>+ Clinical risk management and safe decision making</li> <li>+ Procedure in Emergency Medicine</li> <li>+ Resuscitation medicine 1</li> <li>+ Pain management</li> <li>+ Vulnerable and high-risk patients</li> </ul>
<b>Unit 2</b> <b>Managing emergency presentations 1</b>	<ul style="list-style-type: none"> <li>+ Trauma</li> <li>+ Limb</li> <li>+ Burns and Skin/ soft tissue</li> <li>+ Chest pain</li> <li>+ Cardiovascular</li> <li>+ Collapse/syncope</li> <li>+ Neurological</li> <li>+ Altered levels of consciousness/ confusion</li> <li>+ Psychiatric and mental health</li> <li>+ Geriatric</li> <li>+ Paediatric</li> <li>+ Abdominal/pelvic pain</li> <li>+ Obstetrics</li> <li>+ Gastrointestinal</li> <li>+ Toxicological</li> <li>+ Ophthalmological</li> </ul>
<b>Unit 3</b> <b>Understanding the emergency care environment</b>	<ul style="list-style-type: none"> <li>+ Legal issues and forensic medicine</li> <li>+ Pre-hospital care, retrieval, admission, transfer and discharge</li> <li>+ Teamwork in the ED environment</li> <li>+ Personal health and wellbeing</li> <li>+ Public health</li> <li>+ Communicating with culturally and linguistically diverse groups</li> <li>+ Indigenous health and cultural competence</li> <li>+ Rural and remote emergency medicine 1</li> </ul>

## EMC Assessment Methods

Tool	What is assessed?	Methodology
<b>Mini-CEX</b>	History taking, examination, diagnosis and management plans, based on each of the following: <ul style="list-style-type: none"> <li>+ <i>Paediatric</i></li> <li>+ <i>Trauma with primary survey</i></li> <li>+ <i>Chest pain presentation</i></li> <li>+ <i>Abdominal pain presentation</i></li> <li>+ <i>Mental state examination</i></li> </ul>	Five 15 to 20-minute Mini-CEX observed by a FACEM or an approved supervisor.
<b>CbD</b>	Assessment, management, clinical reasoning and decision making, accuracy of documentation and reflection on case.	Two CbDs selected from six sets of case notes (three per case) conducted with a FACEM or an approved supervisor.
<b>DOPS</b>	Ability to safely and appropriately perform core procedures on a real patient: <ul style="list-style-type: none"> <li>+ <i>Suture wound</i></li> <li>+ <i>Bag valve mask</i></li> <li>+ <i>Safe Defibrillation</i></li> <li>+ <i>C-spine manoeuvre, including 3-person log roll</i></li> <li>+ <i>Plaster upper and lower limb</i></li> </ul>	Six DOPS forms to be completed for designated procedures, observed by a FACEM or approved supervisor.
<b>Procedural Checklist (PC)</b>	Ability to safely and appropriately perform procedures	FACEM, approved supervisor or relevant specialist to sign off observed procedures on the checklist
<b>Initial Meeting (IM)</b>	Conducted in the first two weeks of training for trainee to consider on: <ul style="list-style-type: none"> <li>+ Learning needs and goals</li> <li>+ Strengths and weaknesses</li> <li>+ Possible challenges in training</li> <li>+ The process of self-reflection during training</li> </ul>	One 30-minute IM between trainee and an approved supervisor
<b>Reflection Meeting (RM)</b>	Critically reflect upon training at approximately three and six month intervals for six FTE month training period	Two 45-minute RMs between trainees and FACEM or approved supervisor.
<b>Examination</b>	80 multiple choice questions (MCQ)	80 MCQs conducted online in 90 minutes under supervision

## EMC Unit 1 Fundamental Principles in Emergency Medicine

### Principles of emergency medicine

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
+ Principles of patient triage in emergency departments.		
+ Patients may complete their ED journey without a definitive diagnosis.		
+ Emergency Medicine as a craft that is practiced within a limited time period.		
+ The primary role of an emergency medicine clinician being to assess and manage undifferentiated patients.		
+ Basic principles of reflecting on own abilities, strengths, limitations in clinical practice.		
+ The importance of calling for help when required.	ST	WBA
+ Limitations in emergency medicine.	eLM	Exam
+ Documentation of cases in emergency medicine.		
+ Principles of infection control and the ACEM policy relating to infectious disease.		
+ The utility of point of care testing in addition to formal investigations.		
+ Principles of primary test ordering.		
+ ACEM guidelines relating to diagnostic imaging and pathology test ordering.		
+ Professional conduct in the emergency medicine environment, including with patients, family, staff and inter-professional colleagues.		

continued....

## Principles of emergency medicine (continued)

### Be able to:

- + Elicit a systematic focused clinical history, including use of appropriate questioning technique and responses to verbal and non-verbal cues.
- + Conduct a relevant and targeted physical examination, with appropriate consideration of patient comfort and dignity.
- + Explain the examination process to the patient.
- + Identify and synthesise problems.
- + Derive and implement a plan for initial investigation and management, with consideration of context, including:
  - Patient preferences
  - ED resources
  - Immediate treatment options
  - Ongoing care
- + Identify patients who are:
  - Unstable with the immediate need of resuscitation
  - Potentially unstable requiring emergent recognition and intervention
  - Physiologically stable but undiagnosed
- + Recognise critical symptoms and symptom patterns, and red flags (danger signs) for important diagnoses.
- + Manage and control infection in patients.
- + Check immunisation status and discuss the importance of appropriate immunisation status.
- + Prescribe medication, safely and appropriately.
- + Comply with universal precautions, including use of personal protective equipment.
- + Provide post blood born virus exposure prophylaxis (PEP) as required.
- + Engage actively in local infection control procedures.
- + Choose the optimal investigations and management relevant to the context and environment.
- + Recognise test result errors and their significance.
- + Identify need for observation and monitoring as an acceptable substitution to testing.
- + Demonstrate professionalism and respect when interacting with patients, carers, colleagues and other health professionals.
- + Document all pertinent case information in a manner that is clear, legible and accurate and meets legal requirements.
- + Reflect on own abilities, strengths and limitations in clinical practice.
- + Reflect on cases to affect future clinical patient-centred practice.
- + Recognise when help is needed and actively call for help.

ST  
eLMWBA  
Exam

# EMC Unit 1 Fundamental Principles in Emergency Medicine

## Prioritisation in clinical practice

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
+ The need for prioritisation in order to perform multiple tasks tailored to the patient.	ST eLM	WBA Exam
+ The need for prioritisation when managing multiple patients simultaneously.		
<b>Be able to:</b>		
+ Identify and prioritise the immediate issues and patient assessment and treatment tasks, even when the diagnosis is unclear.		
+ Justify the priorities of a list of tasks required in the initial assessment of an undifferentiated patient.		
+ Justify the priorities of a list of tasks required in the treatment of an undifferentiated patient.	ST eLM	WBA Exam
+ Adjust priorities in patient care based on ongoing changes in a patient's condition.		
+ Prioritise assessment and management of a patient using the paucity of available information.		
+ Implement an effective management plan.		
+ Provide care for more than one patient at a time.		

# EMC Unit 1 Fundamental Principles in Emergency Medicine

## Clinical risk management and safe decision-making

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Key elements of clinical risk management in and emergency department including:               <ul style="list-style-type: none"> <li>– Telephone advice and triage</li> <li>– Consultation</li> <li>– Transfer of responsibility</li> </ul> </li> <li>+ ACEM policy on provision of emergency medical telephone support to other health professionals.</li> <li>+ ACEM policy on provision of emergency medical telephone advice to the general public.</li> <li>+ Principles of decision making, including use of decision-making tools.</li> <li>+ The occurrence of bias that may cause errors in decision-making.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Apply fundamental principles of risk management to emergency care.</li> <li>+ Identify areas where the use of critical incident reporting can improve care.</li> <li>+ Involve senior personnel in high-risk areas to improve patient safety.</li> <li>+ Communicate effectively with staff and other health professionals to ensure continuity of care and reduce risk.</li> <li>+ Use strategies to minimise error in decision-making.</li> </ul>	ST eLM	WBA Exam



# EMC Unit 1 Fundamental Principles in Emergency Medicine

## Procedures in Emergency Medicine

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Indications and contraindications for a procedure.</li> <li>+ Own ability to safely and effectively perform procedure.</li> <li>+ Principles of informed consent.</li> <li>+ Preparation and planning for a procedure.</li> <li>+ Principles of managing complications during and following procedures.</li> <li>+ Appropriate analgesia for procedure.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Identify clinical need for procedure.</li> <li>+ Recognise level of competence needed to perform procedure and seek help as required.</li> <li>+ Proactively seek assistance prior to performing an unfamiliar procedure.</li> <li>+ Discuss the procedure with the patient, including risks, alternative options, and obtain informed consent.</li> <li>+ Appropriately prepare for procedure, including consideration of patients, self, staff, equipment, room, medications.</li> <li>+ Demonstrate knowledge, technique, efficiency, and safety while performing procedures.</li> <li>+ Detect and act on a problem or complication promptly, including aborting procedure safely and seeking help.</li> <li>+ Confirm placement of equipment during invasive procedures to minimise risk of complications.</li> <li>+ Consider patient comfort and administer analgesia, as appropriate.</li> </ul>	ST eLM	WBA Exam

# EMC Unit 1 Fundamental Principles in Emergency Medicine

## Resuscitation medicine 1

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Principles of a structured ABCDE approach.</li> <li>+ Modifications to resuscitation required for a child.</li> <li>+ Assessment and treatment of common time critical life/limb or sight threatening presentations.</li> <li>+ The principles of diagnosing and managing anaphylaxis and other allergic reactions.</li> </ul>	ST eLM WS	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Perform a structured assessment of the patient requiring resuscitation with simultaneous initiation of basic resuscitation treatments.</li> </ul>	ST eLM WS	WBA Exam

## Patent airway

<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Principles of assessing, establishing and maintaining a patent airway.</li> </ul>	ST eLM WS	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Identify patients with a potential airway problem.</li> <li>+ Recognise the obstructed airway, both partial and complete.</li> <li>+ Optimise the position of the patient for airway management.</li> <li>+ Commence appropriate management of partial and complete airway obstruction in conscious and unconscious patients.</li> <li>+ Complete the stabilisation sequence.</li> <li>+ Recognise when further assistance is required.</li> <li>+ Perform the following procedures:               <ul style="list-style-type: none"> <li>- Patient positioning</li> <li>- Basic airway manoeuvres</li> <li>- Suction</li> <li>- Insertion of oral airway</li> <li>- Insertion of nasopharyngeal airway</li> <li>- Insertion of Laryngeal Mask Airway</li> <li>- Cervical spine protection                   <ul style="list-style-type: none"> <li>• In-line C-spine immobilisation</li> </ul> </li> <li>- Application of hard cervical collar</li> </ul> </li> </ul>	ST eLM	WBA PC Exam

## Resuscitation medicine 1 (continued)

### Breathing difficulties

#### **Demonstrate knowledge and understanding of:**

- |  |     |      |
|--|-----|------|
| + Principles of assessing and treating patients with breathing difficulties. |     |      |
| + Principles of non-invasive ventilation.                                    | ST  | WBA  |
| + Principles and uses of PEEP.   | eLM | Exam |
| + Differences between BiPAP and CPAP.  |     |      |

#### **Be able to:**

- |  |     |      |
|--|-----|------|
| + Recognise acute life-threatening breathing problems.   |     |      |
| + Assess adequacy of ventilation, respiratory rate and effort and oxygen saturation.                                   |     |      |
| + Initiate appropriate oxygen therapy and other supplemental measures.   |     |      |
| + Recognise the need for advanced treatment measures such as non-invasive ventilation and invasive ventilation.        |     |      |
| + Recognise need for urgent investigation(s) including; ECG, CXR, arterial blood gas analysis, and commence treatment. |     |      |
| + Analyse and interpret:   |     |      |
| - simple blood gas results   | ST  |      |
| - laboratory results   | eLM | WBA  |
| - straight forward ECG patterns  | WS  | Exam |
| - plain radiology results including chest x-ray.   |     |      |
| + Perform the following procedures:  |     |      |
| - Auscultation of chest  |     |      |
| - BVM ventilation, both one and two-person   |     |      |
| - Oxygen therapy   |     |      |
| - Pulse oximetry   |     |      |
| - Nebulised therapy  |     |      |

continued....

## Resuscitation medicine 1 (continued)

### Circulation and fluid difficulties

#### Demonstrate knowledge and understanding of:

- + Principles of assessing and treating patients with circulation and fluid difficulties.
- + Basic principles of shock and of assessing and treating patients with shock.
- + The basic physiological mechanisms of cardiovascular compromise especially compensation and the state of adequate cardiac output.
- + Principles of fluid resuscitation, including the use of blood products.

ST  
eLMWBA  
Exam

#### Be able to:

- + Assess the adequacy of circulation.
- + Interpret pulse rate and blood pressure, including postural drop
- + Recognise cardiovascular compromise.
- + Estimate degree of dehydration.
- + Identify the presence of shock.
- + Identify and commence treatment for:
  - hypovolemic shock
  - distributive shock
  - obstructive shock
  - cardiogenic shock
- + Identify common arrhythmias including management of life-threatening arrhythmias.
- + Recognise the need for coronary reperfusion therapy.
- + Perform the following procedures:
- + Obtain Intravenous access - including large bore resuscitation lines
  - Obtain intraosseous access
  - Safe defibrillation (in an adult and child)
  - Arterial puncture
- + Initiate fluid resuscitation, including the use of blood products.

ST  
eLMWBA  
PC  
Exam

## Resuscitation medicine 1 (continued)

### Seizure or altered level of consciousness

#### **Demonstrate knowledge and understanding of:**

- + Principles of assessing and treating patients with seizures or altered levels of consciousness.
- + Principles of seizure management including appropriate pharmacology.
- + Principles of physical care of the unconscious patient.

ST  
eLM  
WSWBA  
Exam

#### **Be able to:**

- + Assess and treat patients presenting with seizure or altered level of consciousness.
- + Position the unconscious patient.
- + Recognise the need for airway protection.
- + Assess pupillary reactions.
- + Screen for localising neurological signs.
- + Measure vital signs essential to resuscitation including:
  - Blood sugar level
  - Glasgow Coma Score
- + Perform the following airway procedures for conscious and unconscious patients:
  - Basic airway manoeuvres
  - Use of airway adjunct
- + Perform the following procedures:
  - Obtain Intravenous access
  - Obtain Intraosseous access
  - Insertion of nasogastric tube
  - Insertion of indwelling urinary catheter

ST  
eLM  
WSWBA  
Exam

## EMC Unit 1 Fundamental Principles in Emergency Medicine

### Pain management

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ General principles of assessing pain in adults and in children.</li> <li>+ Types of non-pharmacological analgesia.</li> <li>+ Types of pharmacological analgesia including those administered by the following routes:               <ul style="list-style-type: none"> <li>- Oral</li> <li>- Parenteral</li> <li>- Direct infiltration</li> <li>- Inhalation/intranasal</li> </ul> </li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Accurately assess pain in adults and children.</li> <li>+ Recognise the most appropriate method of pain relief for a presentation.</li> <li>+ Relieve pain in a safe and timely manner.</li> <li>+ Prescribe appropriate analgesia for adult and paediatric patients.</li> <li>+ Perform the following procedures:               <ul style="list-style-type: none"> <li>- Obtain intravenous access</li> <li>- Digital nerve block</li> <li>- Splinting</li> <li>- Intranasal analgesia (adult or child)</li> <li>- Parenteral analgesia</li> <li>- Infiltration of local anaesthetic</li> </ul> </li> </ul>	ST eLM WS	WBA PC Exam

## EMC Unit 1 Fundamental Principles in Emergency Medicine

### Vulnerable and high-risk patients

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Reasons why some patients require specific modifications to ensure health care is delivered.</li> <li>+ Reasons for increased vulnerability in the following patients:               <ul style="list-style-type: none"> <li>- The psychiatric patient</li> <li>- The pregnant patient</li> <li>- The assault victim</li> <li>- Domestic abuse victim</li> <li>- The refugee</li> <li>- Culturally and linguistically diverse patient</li> <li>- The patient that cannot make their own decisions including:                   <ul style="list-style-type: none"> <li>• The very young</li> <li>• The very old</li> <li>• The prisoner</li> </ul> </li> </ul> </li> <li>+ The influence of age, gender and sociocultural factors on access to care and health outcomes.</li> <li>+ Methods to establish rapport with patients and carers/family/whānau.</li> <li>+ The principles of a shared plan of care.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Demonstrate family/ whānau centred care in place of patient centred care in relevant situations.</li> <li>+ Develop a shared plan of care with patient, carers, family/ whānau and appropriate health professionals and stakeholders as indicated.</li> <li>+ Engage additional services as needed to assist in providing emergency care to vulnerable patients.</li> <li>+ Communicate effectively and appropriately with parent/carer/ family/whānau and patient regarding diagnosis and management plan.</li> <li>+ Advocate for their patient's best care when referring to other services.</li> <li>+ Use validated screening tools for the identification of vulnerable patients including:               <ul style="list-style-type: none"> <li>- Elder abuse</li> <li>- Child abuse</li> <li>- Domestic violence</li> </ul> </li> </ul>	ST eLM	WBA Exam

## EMC Unit 2 Managing emergency presentations 1

### Trauma presentations (adult and paediatric)

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
<ul style="list-style-type: none"> <li>+ &lt;C&gt; ABCDE structured approach to trauma:               <ul style="list-style-type: none"> <li>- Catastrophic external haemorrhage (identification and immediate management).</li> <li>- Airway with cervical spine protection</li> <li>- Breathing (immediate and delayed life threats) with oxygenation and ventilation control</li> <li>- Circulation and haemorrhage control</li> <li>- Disability and prevention of secondary neurological insults</li> <li>- Exposure of the patient – preventing hypothermia</li> </ul> </li> <li>+ Principles of head injury management.</li> <li>+ Distinguishing clinical features of and red flags of:               <ul style="list-style-type: none"> <li>- Minor head injury</li> <li>- Post-concussion syndrome</li> </ul> </li> <li>+ Pathways for referral and resource mobilisation.</li> </ul>	ST eLM WS	WBA Exam

continued....



## Trauma presentations (adult and paediatric) (continued)

### Be able to:

- + Recognise, and assess patients who have suffered trauma and commence treatment.
- + Obtain pre-hospital information using ATMIST method:
  - Age
  - Time of Incident
  - Mechanism
  - Symptoms (including injuries and vital signs at scene and during transport)
  - Treatment (pre-hospital)
- + Elicit a relevant focussed patient history including:
  - Allergies
  - Medications
  - Past history
  - Last ate/drank
  - Events before injury
- + Conduct a primary trauma survey including the following assessments and examinations:
  - Airway
  - Breathing and ventilation
  - Circulation and haemorrhage control
  - Consciousness level using AVPU and/or GCS
  - Pupillary exam and peripheral neurology screen
  - Motor and sensory levels when peripheral neurology screen detects an abnormality
  - Exposure (preventing hypothermia, including log roll)
- + Utilise primary survey to identify life threats in trauma and secondary surveys to identify other occult injuries and recognise patterns of trauma.
- + Identify and initiate treatment of life, limb and sight threatening injury.
- + Undertake safe initial care of the potential spinal injury patient.
- + Interpret trauma series x-rays.
- + Perform the following procedures:
  - Appropriate basic airway manoeuvres
  - Cervical spine immobilisation
  - 3 - 4 person log roll
  - Suture wound
  - Closure of wound with tissue adhesive
  - Administration of appropriate analgesic
  - Application of splinting, including pelvic and long bone fractures
  - Obtain intravenous access - Large bore
  - Appropriate fluid resuscitation including use of blood products
  - Insertion of urinary catheter
  - Insertion of oro or nasogastric catheter

ST  
eLMWBA  
PC  
Exam

## EMC Unit 2 Managing emergency presentations 1

### Limb and musculoskeletal presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Presenting features and treatment of common limb and musculoskeletal injuries and illnesses.</li> <li>+ Principles of strain or sprain management.</li> <li>+ Principles of acute fracture management.</li> <li>+ Linking red flag symptoms and signs to potential neurovascular compromise.</li> <li>+ A list of fractures that pose a risk of permanent limb or joint injury or loss or life threat and those fractures commonly missed.</li> <li>+ A list of fractures that have potential for complications, especially in elderly and paediatric populations.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit relevant focused history for patients presenting with orthopaedic trauma/injury.</li> <li>+ Perform a targeted limb examination including neurovascular assessment.</li> <li>+ Identify and treat orthopaedic trauma presentations that do not require admission, including:               <ul style="list-style-type: none"> <li>- Simple limb fractures</li> <li>- Dislocations</li> <li>- Sprains and strains of joints</li> <li>- Upper limb injuries particularly hand injuries</li> <li>- Spinal injuries</li> <li>- Pelvic/lower limb injuries</li> </ul> </li> <li>+ Identify and initiate treatment for a limb injury that requires admission, particularly one with neurovascular compromise.</li> <li>+ Interpret limb x-rays.</li> <li>+ Describe fracture findings as seen on radiological images.               <ul style="list-style-type: none"> <li>- Perform the following procedures:</li> <li>- Simple joint reductions</li> <li>- Application of Plaster-of-Paris backslab to forearm and lower limb</li> <li>- Digital nerve block</li> <li>- Immobilisation</li> <li>- Splinting</li> </ul> </li> <li>+ Prescribe appropriate analgesia.</li> <li>+ Refer, as appropriate patients with a limb injury who require admission.</li> <li>+ Provide discharge instructions post treatment of fractures/dislocations including backslab care and advice on movement restrictions during healing.</li> </ul>	ST eLM	WBA Exam

## EMC Unit 2 Managing emergency presentations 1

### Burns and skin/ soft tissue presentations

#### Burns

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"><li>+ Burn pathophysiology as described by the Jackson’s burn wound model.</li><li>+ Principles of burn first aid.</li><li>+ The systematic effects of inflammation cascade.</li></ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"><li>+ Elicit a relevant focussed history from a patient presenting with burns.</li><li>+ Assess the size and depth of burns.</li><li>+ Identify those patients requiring referral for serious burns.</li><li>+ Apply appropriate burn first aid and dressing.</li><li>+ Administer fluid replacement therapy in adults and paediatric patients.</li><li>+ Administer the most appropriate analgesia.</li><li>+ Provide details of appropriate follow up.</li></ul>	ST eLM	WBA Exam

#### Skin / soft tissue

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"><li>+ Classification and types of wounds.</li><li>+ Clinical features and appropriate initial treatment of:<ul style="list-style-type: none"><li>- Nailbed injuries</li><li>- Abrasions</li><li>- Contusions</li></ul></li></ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"><li>+ Identify simple and complex lacerations and refer as appropriate.</li><li>+ Identify and provide appropriate treatment for wounds and follow appropriate processes to avoid potential infection.</li><li>+ Identify the most appropriate local anaesthetic technique.</li><li>+ Apply local anaesthetic.</li><li>+ Administer the most appropriate analgesia.</li><li>+ Clean and debride contaminated wounds.</li><li>+ Perform an incision and drainage of abscess.</li><li>+ Close wound and provide after care.</li><li>+ Establish tetanus status of patient.</li></ul>	ST eLM	WBA Exam

## EMC Unit 2 Managing emergency presentations 1

### Chest pain presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Clinical features and red flags of:               <ul style="list-style-type: none"> <li>- ACS (including STEMI, non-STEMI and unstable angina)</li> <li>- Pulmonary embolus</li> <li>- Pleuritis</li> <li>- Pneumonia</li> <li>- Pericarditis</li> <li>- Aortic dissection</li> <li>- Ischaemic chest pain</li> </ul> </li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a relevant focussed history and undertake a targeted examination and investigations for a patient presenting with chest pain.</li> <li>+ Diagnose the likely underlying cause of chest pain based on clinical features of:               <ul style="list-style-type: none"> <li>- Acute Coronary Syndrome (including STEMI, non-STEMI and unstable angina)</li> <li>- Pulmonary embolus</li> <li>- Pleuritis</li> <li>- Pneumonia</li> <li>- Pericarditis</li> <li>- Aortic dissection</li> <li>- Ischaemic chest pain</li> </ul> </li> <li>+ Choose the most appropriate investigation(s) for the chest pain presentation.</li> <li>+ Provide appropriate treatment including analgesia.</li> <li>+ Perform the following procedures:               <ul style="list-style-type: none"> <li>- Obtain intravenous access</li> <li>- Arterial puncture</li> </ul> </li> <li>+ Analyse and interpret straightforward ECG patterns or rhythm strips.</li> <li>+ Interpret chest x-rays.</li> </ul>	ST eLM	WBA Exam

## EMC Unit 2 Managing emergency presentations 1

### Cardiovascular presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
+ Clinical features and red flags of dyspnoea.	ST eLM	WBA Exam
<b>Be able to:</b>		
+ Elicit a relevant focussed history and undertake a targeted examination of a patient presenting with dyspnoea.		
+ Diagnose the likely underlying cause of dyspnoea based on the clinical features of: <ul style="list-style-type: none"> <li>- COPD/Asthma</li> <li>- Pneumonia</li> <li>- Acute pulmonary oedema</li> <li>- Pulmonary embolism</li> <li>- Pneumothorax</li> <li>- Bronchiolitis</li> <li>- Metabolic causes</li> </ul>	ST eLM WS	WBA Exam
+ Choose, request, and interpret most appropriate investigations for a patient with dyspnoea.		
+ Provide appropriate treatment including: <ul style="list-style-type: none"> <li>- Oxygen therapy</li> <li>- Bronchodilators</li> </ul>		
+ Perform the following procedures: <ul style="list-style-type: none"> <li>- Obtain intravenous access</li> <li>- Arterial puncture</li> </ul>		

## EMC Unit 2 Managing emergency presentations 1

### Collapse/ syncope presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Benign and serious causes of syncope and collapse.</li> <li>+ Red flags associated with collapse and syncope:               <ul style="list-style-type: none"> <li>- Chest pain</li> <li>- Shortness of breath</li> <li>- Abnormal ECG</li> <li>- Anaemia</li> <li>- Systemic hypotension</li> </ul> </li> <li>+ Clinical features and red flags of:               <ul style="list-style-type: none"> <li>- Seizure</li> <li>- Hypoglycaemia</li> <li>- Arrhythmia</li> <li>- Hypovolaemia</li> <li>- Cardiac arrest</li> </ul> </li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a relevant focussed history and undertake a targeted examination of a patient presenting with collapse/ syncope.</li> <li>+ Choose, request and interpret most appropriate investigations for a patient with collapse/ syncope.</li> <li>+ Diagnose the likely underlying causes of collapse/ syncope based on the clinical features of:               <ul style="list-style-type: none"> <li>- Seizure</li> <li>- Hypoglycaemia</li> <li>- Arrhythmia</li> <li>- Hypovolaemia</li> <li>- Cardiac arrest</li> </ul> </li> <li>+ Provide acute seizure management.</li> <li>+ Provide acute tachy or bradyarrhythmia management.</li> <li>+ Provide appropriate treatment including:               <ul style="list-style-type: none"> <li>- IV Glucose</li> <li>- IV fluids</li> </ul> </li> <li>+ Perform the following procedures:               <ul style="list-style-type: none"> <li>- Basic life support</li> <li>- Advanced life support</li> <li>- Measurement of blood sugar levels</li> </ul> </li> </ul>	ST eLM WS	WBA Exam

## EMC Unit 2 Managing emergency presentations 1

### Neurological presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
<ul style="list-style-type: none"> <li>+ Red flags associated with headache including:               <ul style="list-style-type: none"> <li>- Pain history (worst ever/thunderclap)</li> <li>- Associated syncope</li> <li>- Localising neurological signs</li> <li>- Second system involvement such as chest pain or neurological deficits which may indicate aortic or other vascular dissection</li> <li>- Presence of high-risk features such as:                   <ul style="list-style-type: none"> <li>• anticoagulants</li> <li>• presence of ventricular shunts</li> <li>• trauma</li> <li>• fever</li> <li>• immunocompromise</li> <li>• substance abuse</li> </ul> </li> </ul> </li> <li>+ Clinical features of:               <ul style="list-style-type: none"> <li>- Migraine</li> <li>- Tension headache</li> <li>- Subarachnoid Haemorrhage</li> <li>- Meningitis</li> <li>- Space-occupying lesion</li> <li>- Temporal arteritis.</li> </ul> </li> </ul>	ST eLM	WBA Exam

continued....

## Neurological presentations (continued)

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### Be able to:

- + Elicit a relevant focussed history and undertake a targeted examination of a patient presenting with a headache.
- + Diagnose the likely underlying cause of headache based on the clinical features of:
  - Migraine
  - Tension headache
  - Subarachnoid Haemorrhage
  - Meningitis
  - Space-occupying lesion
  - Temporal arteritis
- + Choose, request, and interpret the most appropriate investigations including cerebral CT scan.
- + Provide appropriate treatment including:
  - Analgesia
  - IV antibiotics
- + Perform the following procedures:
  - Obtain intravenous access
  - Blood sugar levels/Ketones
  - Measure Glasgow Coma Score
- + Conduct a mini mental state examination.

ST  
eLMWBA  
PC  
Exam



## EMC Unit 2 Managing emergency presentations 1

### Psychiatric and mental health presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Legal principles and regulations pertaining to emergency medicine and mental health.</li> <li>+ Relevant legal considerations relating to psychiatric presentations:               <ul style="list-style-type: none"> <li>- legal guardianship</li> <li>- power of attorney</li> <li>- involvement of the State Tribunal</li> </ul> </li> <li>+ Role and application relating to involuntary treatment as per the mental health act in the relevant jurisdiction.</li> <li>+ Common mental health presentations in the ED and appropriate first line management strategies</li> <li>+ Distinction between mental health related presentations and those modified by acute and/or chronic illness and/ or illicit drug use.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Apply the relevant regional mental health legislation as appropriate.</li> <li>+ Assess the psychiatric state of a patient including but not limited to:               <ul style="list-style-type: none"> <li>- Likelihood of self-harm</li> <li>- Depression</li> <li>- Anxiety disorders</li> <li>- Acute psychoses</li> <li>- Behavioural emergencies</li> </ul> </li> <li>+ Identify those who are alcohol and drug/ substance dependent.</li> <li>+ Identify common mental health presentations and undertake appropriate initial management.</li> <li>+ Recognise impending escalation of aggression (danger signs) which could place self and others in danger.</li> <li>+ Provide initial treatment of the acutely agitated patient.</li> <li>+ Recognise patients who would benefit from cultural support.</li> <li>+ Recognise failure to de-escalate a behavioural disturbance and promptly seek senior assistance.</li> <li>+ Identify appropriate treatment, which may include referral.</li> <li>+ Conduct a formal mental state examination.</li> <li>+ Undertake assessment of suicide risk and liaise with appropriate psychiatric services</li> <li>+ Undertake appropriate responsibilities in accordance with the relevant legal principles and regulations.</li> </ul>	ST eLM	WBA Exam

## EMC Unit 2 Managing emergency presentations 1

### Altered level of consciousness/confusion presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
+ Clinical features and red flags of altered level of consciousness and confusion.	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a relevant focussed history and undertake a targeted examination of a patient presenting with an altered level of consciousness/confusion.</li> <li>+ Diagnose the likely cause of altered level of consciousness/confusion based on the clinical features of the following presentations:               <ul style="list-style-type: none"> <li>- Circulatory</li> <li>- Cardiogenic</li> <li>- Neurological</li> <li>- Sepsis/shock</li> <li>- Trauma</li> <li>- Electrolyte/metabolic abnormalities including hypoglycaemia</li> <li>- Poisoning</li> </ul> </li> <li>+ Provide appropriate treatment including:               <ul style="list-style-type: none"> <li>- Airway management</li> <li>- Oxygenation and ventilation</li> <li>- Circulatory support</li> <li>- Neurologic resuscitation measures i.e. preventing secondary neurological insults</li> <li>- Fluid and electrolyte therapy</li> <li>- Other specific therapies as per underlying cause</li> </ul> </li> <li>+ Perform the following procedures:               <ul style="list-style-type: none"> <li>- Basic airway manoeuvres</li> <li>- Obtain intravenous access</li> <li>- Assessment of Glasgow Coma Score</li> <li>- Neurological examination</li> </ul> </li> </ul>		
	ST eLM WS	WBA PC Exam

## EMC Unit 2 Managing emergency presentations 1

### Geriatric presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Issues surrounding older person patients in the ED including:               <ul style="list-style-type: none"> <li>- Adequate support services</li> <li>- Increased medical complexity</li> <li>- Advanced healthcare directives</li> <li>- Identification of vulnerable patients</li> <li>- Elder abuse</li> <li>- Psychological factors</li> <li>- Legal, social and guardianship factors</li> </ul> </li> <li>+ The frequency and impact of the following in the older persons as a group:               <ul style="list-style-type: none"> <li>- Infections</li> <li>- Dementia</li> <li>- Delirium</li> <li>- Cardiovascular events / stroke</li> </ul> </li> <li>+ ACEM's policy on The Care of Elderly Patients in the Emergency Department.</li> </ul>	ST eLM	Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Follow local guidelines with regard to the reporting of suspected 'elder abuse'.</li> <li>+ Undertake appropriate assessment of older persons presenting in the emergency department</li> </ul>	ST eLM	WBA Exam

## EMC Unit 2 Managing emergency presentations 1

### Paediatric presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Be able to:</b>		
+ Elicit a relevant focussed history and undertake a targeted examination of a paediatric patient.	ST eLM	WBA Exam
+ Identify red flags in history and examination for non-accidental injury and follow local procedures and protocols as appropriate.		

### Febrile child

Demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"><li>+ Red flags in a febrile child:<ul style="list-style-type: none"><li>- Poorly interactive child</li><li>- Limping or non-weight-bearing child</li><li>- Severe muscle pain</li><li>- Floppy, listless child</li><li>- Rash.</li></ul></li></ul>	ST eLM	WBA Exam
Be able to:		
<ul style="list-style-type: none"><li>+ Carry out a targeted examination of the ear, nose and throat.</li><li>+ Carry out a structured examination of the infant with inconsolable crying.</li><li>+ Distinguish between benign and sinister causes of fever.</li><li>+ Recognise when fever is a sign of sepsis.</li><li>+ Choose, request, and interpret appropriate investigations for a febrile child.</li><li>+ Provide appropriate treatment for a febrile child including:<ul style="list-style-type: none"><li>- IV Fluids</li><li>- Antipyretics</li><li>- Antibiotics</li></ul></li><li>+ Perform the following procedures:<ul style="list-style-type: none"><li>- Calculate fluid therapy requirements</li><li>- Urine collection appropriate for age</li><li>- Obtain and secure intraosseous access</li><li>- Obtain and secure intravenous access</li></ul></li><li>+ Explain and interpret urine collection.</li></ul>	ST eLM	WBA Exam

continued....

## Paediatric presentations (continued)

### *Child with breathing difficulty*

#### **Demonstrate knowledge and understanding of:**

- + Apnoea as a red flag in an infant with breathing difficulty.
- + Clinical features related to causes of breathing difficulties in children including:
  - Bronchiolitis
  - Croup
  - Pneumonia
  - Asthma
  - Metabolic
  - Foreign body.

ST  
eLMWBA  
Exam

#### **Be able to:**

- + Diagnose the likely underlying cause of paediatric respiratory difficulty based on the clinical features of:
  - Bronchiolitis
  - Croup
  - Pneumonia
  - Asthma
  - Metabolic
  - Foreign body.
- + Choose, request and interpret appropriate investigations for a child with a breathing difficulty.
- + Measure oxygen saturation levels.
- + Perform basic airway techniques for an infant and child.
- + Teach use of spacer.
- + Provide appropriate treatment including:
  - Oxygen therapy
  - Administer spacer
  - Administer nebuliser
  - Bronchodilators
  - Steroids

ST  
eLM  
WSWBA  
PC  
Exam

continued....

## Paediatric presentations (continued)

### Child with vomiting

#### Demonstrate knowledge and understanding of:

- + Red flags in an unwell child with vomiting including:
  - Severe abdominal pain
  - Signs of shock or other symptoms of severe dehydration
  - Bile stained vomiting
  - Headache
  - Rash
- + Clinical features of:
  - Gastroenteritis
  - Pyloric stenosis
  - UTI
  - Appendicitis
  - DKA
  - Raised intracranial pressure.

ST  
eLMWBA  
Exam

#### Be able to:

- + Diagnose the likely underlying cause of paediatric vomiting based on the clinical features of:
  - Gastroenteritis
  - Pyloric stenosis
  - UTI
  - Appendicitis
  - DKA
  - Raised intracranial pressure
- + Perform the following procedures:
  - Assess hydration
  - Calculate fluid therapy requirements
  - Obtain intravenous access
  - Obtain intraosseous access
- + Consult senior clinician if investigations are required.
- + Provide appropriate treatment including:
  - Rehydration including oral, nasogastric or intravenous as appropriate
  - Specific treatment for underlying cause
  - Treatment for acute vomiting

ST  
eLMWBA  
PC  
Exam

## EMC Unit 2 Managing emergency presentations 1

### Obstetric presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Obstetric and gynaecological presentations common to the emergency department, including causes of bleeding/pain in first, second and third trimester.</li> <li>+ Safe and appropriate use of analgesia in different stages of pregnancy.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit an obstetric and gynaecological focussed history and carry out an appropriate examination</li> <li>+ Diagnose the likely underlying cause of bleeding/pain in the first trimester of pregnancy based on the clinical features of:               <ul style="list-style-type: none"> <li>- Threatened/incomplete miscarriage</li> <li>- Ectopic pregnancy</li> </ul> </li> <li>+ Check blood group/ rhesus status</li> <li>+ Diagnose the likely underlying cause of bleeding/pain in the second and third trimester of pregnancy based on the clinical features of:               <ul style="list-style-type: none"> <li>- Pre-eclampsia/ Eclampsia</li> <li>- Premature labour</li> <li>- Placenta abruption/previa</li> </ul> </li> <li>+ Choose, request and interpret the most appropriate investigations including foetal doppler.</li> <li>+ Perform the following procedures:               <ul style="list-style-type: none"> <li>- Obtain intravenous access</li> <li>- Speculum vaginal examination and visualisation of the cervical os</li> </ul> </li> <li>+ Safely carry out oxygen delivery.</li> <li>+ Provide appropriate and safe analgesia in pregnancy, labour and breastfeeding.</li> <li>+ Refer patient appropriately, including immediate referral to labour ward when required.</li> </ul>	ST eLM	WBA Exam

## EMC Unit 2 Managing emergency presentations 1

### Toxicological and envenomation presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Legal, psychiatric and social aspects of overdose.</li> <li>+ Principles of a risk assessment including agent, dose, time of ingestion, clinical features and patient factors.</li> <li>+ Distinguishing features of:               <ul style="list-style-type: none"> <li>- Adverse drug reactions</li> <li>- Poisoning</li> <li>- Drug overdose</li> <li>- Envenomation</li> </ul> </li> <li>+ Clinical features of common toxidromes including:               <ul style="list-style-type: none"> <li>- Opioid</li> <li>- Sympathomimetic</li> <li>- Sedative/hypnotic</li> <li>- Ethanol</li> </ul> </li> <li>+ The role of antidotes and antivenoms for common toxidromes.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a relevant focussed history and undertake a targeted examination of a patients presenting with toxicological emergencies</li> <li>+ Diagnose the likely underlying cause of toxicological or toxinological presentations based on the clinical features of:               <ul style="list-style-type: none"> <li>- Adverse drug reactions</li> <li>- Poisoning</li> <li>- Drug overdose</li> <li>- Envenomation</li> </ul> </li> <li>+ Perform a risk assessment of the poisoned patient</li> <li>+ Demonstrate an appropriate approach to the envenomed patient including:               <ul style="list-style-type: none"> <li>- Basic management of snake bite</li> <li>- Safe application of pressure immobilisation bandage (PIB)</li> <li>- Management of common envenomation syndromes</li> <li>- Seek timely advice from a toxicologist</li> </ul> </li> <li>+ Conduct the following investigations as appropriate:               <ul style="list-style-type: none"> <li>- Assessment of blood sugar level</li> <li>- ECG</li> </ul> </li> <li>+ Access poisons information as necessary.</li> <li>+ Demonstrate an approach to paracetamol poisoning including:               <ul style="list-style-type: none"> <li>- interpretation of paracetamol levels</li> <li>- institution of NAC antidote therapy</li> </ul> </li> <li>+ Provide other antidotes as advised by a toxicologist.</li> <li>+ Provide appropriate treatment including:               <ul style="list-style-type: none"> <li>- Airway and circulation support</li> <li>- Decontamination with charcoal as advised by a toxicologist</li> </ul> </li> </ul>	ST eLM WS	WBA PC Exam



## EMC Unit 2 Managing emergency presentations 1

### Gastrointestinal presentation

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Clinical features and red flags of common gastrointestinal emergencies.</li> <li>+ Red flags associated with vomiting including:               <ul style="list-style-type: none"> <li>- Distended abdomen</li> <li>- Haematemesis</li> <li>- Pain out of proportion to clinical examination findings</li> <li>- Causes external to GI pathologies including raised inter-cranial pressure, acute cardiac ischemia</li> </ul> </li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a relevant focussed history and undertake a targeted examination of adult patients presenting with vomiting</li> <li>+ Diagnose the common causes of vomiting based on the clinical features of:               <ul style="list-style-type: none"> <li>- Gastritis/Gastroenteritis</li> <li>- Raised Intracranial pressure</li> <li>- Hyperemesis gravidarum</li> <li>- Upper gastrointestinal bleed</li> <li>- Diabetic ketoacidosis</li> </ul> </li> <li>+ Diagnose common causes of diarrhoea including:               <ul style="list-style-type: none"> <li>- Gastroenteritis</li> <li>- Infectious Colitis</li> <li>- Lower Gastrointestinal bleed including:                   <ul style="list-style-type: none"> <li>• Diverticulitis</li> <li>• Inflammatory bowel disease i.e. Crohns and Ulcerative Colitis</li> </ul> </li> </ul> </li> <li>+ Choose, request, and interpret appropriate investigations for adults presenting with vomiting.</li> <li>+ Provide appropriate first line treatment including:               <ul style="list-style-type: none"> <li>- Antiemetics</li> <li>- IV fluids and electrolyte management</li> <li>- Insulin therapy</li> <li>- Blood product replacement</li> </ul> </li> <li>+ Perform the following procedures:               <ul style="list-style-type: none"> <li>- Insertion of oral or nasogastric tube</li> <li>- Obtain intravenous access</li> <li>- Obtain Intraosseous access</li> </ul> </li> </ul>	ST eLM	WBA PC Exam

## EMC Unit 2 Managing emergency presentations 1

### Abdominal and pelvic pain presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Clinical features and red flags of abdominal and pelvic pain including extremes of age.</li> <li>+ Genitourinary emergencies.</li> <li>+ Principles of paracentesis.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a relevant focussed history and undertake an appropriate examination in a patient presenting with abdominal/ pelvic pain.</li> <li>+ Diagnose the likely underlying cause of abdominal/pelvic pain based on the clinical features of:               <ul style="list-style-type: none"> <li>- Acute appendicitis</li> <li>- Bowel obstruction</li> <li>- Bowel ischemia</li> <li>- Diverticulitis</li> <li>- Acute peritonitis</li> <li>- Biliary colic</li> <li>- Pancreatitis</li> <li>- Renal colic</li> <li>- Abdominal aortic aneurysm</li> <li>- Ectopic pregnancy</li> <li>- Pelvic Inflammatory Disease (PID)</li> <li>- Testicular torsion</li> <li>- Ovarian torsion</li> </ul> </li> <li>+ Choose, request and interpret appropriate investigations for a patient presenting with abdominal/ pelvic pain.</li> <li>+ Provide appropriate treatment including analgesia.</li> <li>+ Perform a vaginal examination to assess pelvic pain.</li> </ul>	ST eLM	WBA Exam

## EMC Unit 2 Managing emergency presentations 1

### Ophthalmological presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Clinical features and red flags of common ophthalmological presentations to the emergency department.</li> <li>+ Uncommon presentations that require referral as an outpatient.</li> <li>+ Sight threatening presentations that require immediate referral and transfer including acute glaucoma, retinal detachment.</li> <li>+ Common drugs used in eye examinations including topical anaesthetics and pupil dilators.</li> <li>+ Principles of intraocular pressure measurement.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a relevant focussed history and undertake a targeted examination of patients presenting with common ophthalmological emergencies.</li> <li>+ Identify sight-threatening ophthalmological presentations through focussed history and examination.</li> <li>+ Diagnose the likely underlying cause of common ophthalmological presentation based on the clinical features of:               <ul style="list-style-type: none"> <li>- Corneal abrasions</li> <li>- Conjunctivitis</li> <li>- Corneal foreign body</li> <li>- Corneal ulcers</li> <li>- Lid margin laceration</li> <li>- Retinal detachment</li> </ul> </li> <li>+ Choose the most appropriate investigation(s) including:               <ul style="list-style-type: none"> <li>- Use of a slit lamp</li> <li>- Test for visual acuity</li> <li>- Use of the ophthalmoscope</li> </ul> </li> <li>+ Referral when necessary</li> <li>+ Provide appropriate procedures including:               <ul style="list-style-type: none"> <li>- Removal of foreign body from the eye</li> <li>- Irrigation of an eye</li> <li>- Referral when necessary</li> </ul> </li> </ul>	ST eLM	WBA Exam

## EMC Unit 3 Understanding the emergency care environment

### Legal issues and forensic medicine

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Legislation as it applies to the practice of emergency medicine.</li> <li>+ Legislation as it applies to the dispensing of medication.</li> <li>+ Legal issues relating to treatment of a minor.</li> <li>+ Legal issues relating to treatment of a person in custody.</li> <li>+ Legislation regarding confidentiality.</li> <li>+ Key legal issues relating to duty of care in emergency medicine.</li> <li>+ Principles of informed consent.</li> <li>+ Legislation that relates to children at risk.</li> <li>+ AMA and NZMA Code of Conduct for Medical Practitioners.</li> <li>+ Issues related to advanced care directives and limits of resuscitation.</li> <li>+ The role of the Coroner and coronial and statutory reporting/ investigations.</li> <li>+ Clinical and medico-legal requirements for management of physical/sexual assault/non-accidental injury cases.</li> <li>+ The principles of assault examination and evidence collection.</li> <li>+ OHS legislation and requirements.</li> <li>+ Principles of managing behavioural disturbances in the emergency department.</li> <li>+ Key legal issues relating to documentation in emergency medicine.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Complete an accurate police statement.</li> <li>+ Write medico-legal reports, with assistance.</li> <li>+ Undertake an assault examination and specimen collection with guidance from local experts and in accordance with local protocol and relevant legislation.</li> <li>+ Accurately document assault injuries, using correct terminology.</li> <li>+ Provide adequate and clear information for patients to make informed consent decisions, particularly in high-risk procedures.</li> <li>+ Apply the principles of confidentiality to normal practice.</li> </ul>	ST eLM	WBA Exam

## EMC Unit 3 Understanding the emergency care environment

### Pre-hospital care, retrieval, admission, transfer and discharge

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Pre-hospital care systems to ensure optimal patient care across the pre-hospital/ ED interface.</li> </ul>	ST eLM	Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Communicate effectively with pre-hospital staff, including ambulance teams.</li> <li>+ Identify the most appropriate course of action for the patient including:               <ul style="list-style-type: none"> <li>- Admission</li> <li>- Transfer</li> <li>- Discharge</li> </ul> </li> <li>+ Clarify patient needs for community support services and identify appropriate community support services on discharge.</li> <li>+ Ensure patient meets requirements for discharge.</li> <li>+ Respect cultural issues during process of discharge/admission/transfer.</li> <li>+ Communicate effectively with patients, carers, family/ whānua and health team members regarding patient disposition.</li> <li>+ Use graded assertive communication when advocating for a patient.</li> <li>+ Write concise, informative discharge letters ensuring that documentation is completed, as per policy and procedure.</li> </ul>	ST eLM	WBA Exam

## EMC Unit 3 Understanding the emergency care environment

### Teamwork in the ED environment

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
+ The characteristics of effective and ineffective teams.	ST eLM	Exam
<b>Be able to:</b>		
+ Actively seek the views of others.		
+ Promote the sharing of information and resources.		
+ Identify roles and responsibilities within a team.		
+ Identify and manage time critical patients.	ST eLM	WBA Exam
+ Prioritise tasks whilst minimising error.		
+ Use effective verbal and non-verbal communication.		
+ Employ strategies to manage conflict of interests and differences of opinion.		

## EMC Unit 3 Understanding the emergency care environment

### Personal health and wellbeing

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Factors which may impact health and well-being including:               <ul style="list-style-type: none"> <li>- Noisy, busy department</li> <li>- Conflicting pressures to complete multiple tasks</li> <li>- Challenging clients, patients and relatives</li> <li>- Inter-professional conflict and competing priorities within time-critical situations</li> </ul> </li> <li>+ The impact of shift work and stress on the well-being and function of emergency practitioners.</li> </ul>	ST eLM	RM Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Recognise risks to personal health and other wellbeing concerns and address them in appropriate manner including:               <ul style="list-style-type: none"> <li>- Self-care</li> <li>- Time management</li> <li>- Communication</li> <li>- Counselling support if necessary</li> <li>- Mentoring</li> </ul> </li> <li>+ Plan workload and activities to fulfil work requirements and commitments, without compromising own health.</li> </ul>	ST eLM	RM Exam

## EMC Unit 3 Understanding the emergency care environment

### Public health

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Key issues and trends in community health including:               <ul style="list-style-type: none"> <li>- Mandatory notification e.g. child abuse, elderly abuse, firearms, unfit to drive and drowning.</li> <li>- Substance abuse</li> <li>- Immunisation</li> <li>- Community epidemics</li> <li>- Infectious diseases control including notification, contact identification, tracing and prophylaxis (e.g. meningococcus)</li> <li>- Domestic violence</li> <li>- Health promotional strategies and interventions</li> <li>- Injury surveillance and prevention</li> <li>- Organ donation and transplantation protocols</li> </ul> </li> </ul>	ST eLM	Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Actively participate in health promotion at an individual and patient level.</li> <li>+ Accurately detect and manage mandatory notification cases and infectious diseases.</li> <li>+ Safely and appropriately co-ordinate notification responses in required cases.</li> <li>+ Conduct health promotion interventions including the brief opportunistic intervention in ED E.g. smoking cessation, alcohol and drug intake.</li> </ul>	ST eLM	WBA Exam



## EMC Unit 3 Understanding the emergency care environment

### Communication

#### Principles of effective communication

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Principles of good communication.</li> <li>+ Factors which may impact on effective communication and relationships including:               <ul style="list-style-type: none"> <li>- Working styles</li> <li>- Values, attitudes and background</li> <li>- Personality</li> <li>- Generational differences</li> <li>- Issues of power</li> <li>- Gender</li> </ul> </li> <li>+ Principles of managing communication challenges including delivering bad news.</li> <li>+ Principles of efficient and accurate record keeping and documentation.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Apply the techniques of good communication and active listening to clinical practice.</li> <li>+ Convey information clearly and accurately.</li> <li>+ Interpret the non-verbal-cues of others.</li> <li>+ Identify barriers to effective communication within the Emergency Medicine context.</li> <li>+ Quickly establish rapport, trust and understanding.</li> <li>+ Communicate effectively with colleagues and other health professionals to develop a shared plan of care.</li> <li>+ Communicate effectively with patients, carers, family/ whānau to produce patient centred and family centred care.</li> <li>+ Communicate bad news clearly and with sensitivity to a patient and/or carer.</li> <li>+ Empathise with and support a patient and/or carer when conveying bad news.</li> <li>+ Document cases clearly, succinctly, legibly and accurately.</li> </ul>	ST eLM	WBA Exam

continued....

## EMC Unit 3 Understanding the emergency care environment

### Communication (continued)

#### Communicating with culturally and linguistically diverse groups

##### **Demonstrate knowledge and understanding of:**

- + Principles of intercultural communication, cultural awareness, sensitivity and safety as it relates to emergency medicine.
- + Principles of using interpreter services and indigenous support workers.

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Exam

##### **Be able to:**

- + Demonstrate awareness of cultural issues and practices, which may have an impact on service delivery.
- + Work with and communicate effectively with diverse groups.
- + Recognise situations where working with an interpreter is appropriate.
- + Recognise situations where working with an Indigenous support worker is appropriate.
- + Work in culturally competent way showing respect for, and understanding of, diversity in the workplace.
- + Incorporate cultural, ethnic, religious, spiritual and linguistic considerations of the patient when creating patient centred and whānau centred management plans.
- + Involve the family/whānau appropriately, as an example of being culturally sensitive to the patient.
- + Work with an interpreter appropriately to communicate with the patient.
- + Inform other clinicians, particularly on referral, of cultural aspects of the patient which may significantly affect their post emergency care.
- + Continue to learn about the experience of different cultures.
- + Reflect on how the doctor's own culture influences the delivery of emergency medicine.
- + Contribute to the creation of a culturally safe workplace as applicable to the practice of emergency medicine.
- + Communicate appropriately with ethnically diverse patients.

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## EMC Unit 3 Understanding the emergency care environment

### Indigenous health

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ The impact of culture and the importance of cultural safety in emergency medical care.</li> <li>+ Attitudes, beliefs and customs of Aboriginal and Torres Strait Islander peoples and Māori relating to:               <ul style="list-style-type: none"> <li>- acute illness</li> <li>- injury and death</li> <li>- medical treatment</li> <li>- transportation and separation from family/ whānau and local community</li> </ul> </li> <li>+ Patterns of acute illness and injury particular to Indigenous populations.</li> <li>+ Barriers to health care for Aboriginal and Torres Strait Islander and Māori patients.</li> <li>+ Knowledge of Indigenous specific programs at a local and federal level.</li> <li>+ ACEM's Reconciliation Action Plan and Te Rautaki Manaaki Mana: Excellence in Emergency Care for Māori.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Communicate appropriately with Aboriginal and Torres Strait Islanders, and Māori.</li> <li>+ Communicate appropriately and effectively with Aboriginal and Torres Strait Islander and Māori support workers in facilitating care for Indigenous patients.</li> </ul>	ST eLM	WBA Exam

## EMC Unit 3 Understanding the emergency care environment

### Rural and remote emergency medicine 1

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ The variety of contexts in which emergency medicine is practiced, including variation due to increasing remoteness and decreased hospital size.</li> <li>+ Communication medium used in rural and remote settings including telehealth medium.</li> <li>+ Resource limitations in rural and remote emergency departments.</li> <li>+ Limitations associated with requesting investigations in rural and remote emergency departments.</li> <li>+ Difference between presentations in rural and remote emergency departments compared with presentations to urban emergency departments.</li> <li>+ The impact of distance on the practice of emergency medicine in rural and remote emergency departments including:               <ul style="list-style-type: none"> <li>- Delay in presentation</li> <li>- Challenges for referral</li> <li>- Challenge of distance, access to retrieval &amp; subspecialties.</li> </ul> </li> <li>+ Common rural attitudes to health and healthcare.</li> <li>+ Emergency medicine networks.</li> <li>+ Emergency medicine as part of a network.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Use information technology, telehealth, phone and radio effectively to seek advice and communicate with distant health professionals and services.</li> </ul>	ST eLM	WBA Exam

## Emergency Medicine Diploma

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## EMD Key

Abbreviation	Meaning
<b>ST</b>	Supervised training
<b>eLM</b>	eLearning Module
<b>WS</b>	Workshops
<b>PC</b>	Procedural Checklist
<b>IM</b>	Initial Meeting
<b>RM</b>	Reflection Meeting
<b>Exam</b>	Online examination
<b>WBAs</b>	<b>Workplace-based Assessments</b>
<b>Mini-CEX</b>	Mini-Clinical Evaluation Exercise
<b>CbD</b>	Case-based Discussion
<b>DOPS</b>	Direct Observation of Procedural Skills

## EMD Units, teaching and learning strategies, and assessment

Unit	Teaching and learning strategies	Assessment strategies
<b>Unit 1</b> <b>Critical care in emergency medicine</b>	+ ST + eLM + WS	+ Mini-CEX + CbD + DOPS + PC + IM + RM + Exam
<b>Unit 2</b> <b>Managing emergency presentations 2</b>	+ ST + eLM + WS	+ Mini-CEX + CbD + DOPS + PC + IM + RM + Exam
<b>Unit 3</b> <b>Professional practice in the emergency care environment</b>	+ ST + eLM + WS	+ Mini-CEX + CbD + DOPS + PC + IM + RM + Exam

## EMD Workshops

Trainees are required to complete the following workshops:

- + Advanced Paediatric Life Support (APLS)
- + Early Management of Severe Trauma (EMST) or Emergency Trauma Management (ETM).

## EMD Units and themes

Unit	Themes
<b>Unit 1</b> <b>Critical care in emergency medicine</b>	<ul style="list-style-type: none"> <li>+ Resuscitation medicine 2</li> <li>+ Pain management</li> </ul>
<b>Unit 2</b> <b>Managing emergency presentations 2</b>	<ul style="list-style-type: none"> <li>+ Complex trauma</li> <li>+ Complex orthopaedic</li> <li>+ Cardiac</li> <li>+ Complex haemodynamic</li> <li>+ Advanced Neurological</li> <li>+ Complex psychiatric</li> <li>+ Advanced Paediatric</li> <li>+ Infectious disease</li> <li>+ Renal, metabolic and endocrine</li> <li>+ Musculoskeletal</li> <li>+ Complex obstetric and gynaecological</li> <li>+ Advanced toxicological and toxinological</li> <li>+ ENT</li> </ul>
<b>Unit 3</b> <b>Professional practice in the emergency care environment</b>	<ul style="list-style-type: none"> <li>+ Professional and ethical practice</li> <li>+ Communication</li> <li>+ Management of the daily ED</li> <li>+ Rural and remote emergency medicine 2</li> </ul>

## EMD Assessment Methods

Tool	What is assessed?	Methodology
<b>Mini-CEX</b>	History taking, examination, diagnosis and management based on each of the following: <ul style="list-style-type: none"> <li>+ <i>Obstetrics &amp; Gynaecological</i></li> <li>+ <i>Multi-trauma</i></li> <li>+ <i>Neurology</i></li> <li>+ <i>Toxicology</i></li> <li>+ <i>Metabolic (DKA, BAC)</i></li> </ul>	Five 15 to 20-minute Mini-CEXs observed by a FACEM or an approved supervisor.
<b>CbD</b>	Assessment, management, clinical reasoning and decision making, accuracy of documentation and reflection on case	Two CbDs selected from six sets of case notes (three per case) conducted with a FACEM or an approved supervisor
<b>DOPS</b>	Ability to safely and appropriately perform core procedures on a real patient <ul style="list-style-type: none"> <li>+ <i>Non-invasive ventilation</i></li> <li>+ <i>Procedural sedation</i></li> <li>+ <i>Lumbar puncture</i></li> <li>+ <i>Rapid sequence induction (RSI) – initial ventilator settings</i></li> </ul>	Five DOPS forms to be completed for designated procedures and observed by a FACEM or an approved supervisor.
<b>Procedural Checklist (PC)</b>	Ability to safely and appropriately perform listed procedures in simulation, or when specified, in a real patient.	FACEM, approved supervisor or relevant specialist to sign off observed procedures on the checklist
<b>Initial Meeting (IM)</b>	Conducted in the first two weeks of training for trainee to consider on: <ul style="list-style-type: none"> <li>+ Learning needs and goals</li> <li>+ Strengths and weaknesses</li> <li>+ Possible challenges in training</li> <li>+ The process of self-reflection during training</li> </ul>	One 30-minute initial meeting between trainee and an approved supervisor
<b>Reflection Meeting (RM)</b>	Critically reflect upon training at approximately three and six month intervals for a six FTE month training period	Two 45-minute reflection meeting between trainees and FACEM or an approved supervisor.
<b>Examination</b>	80 multiple choice questions (MCQ) based on the curriculum	80 MCQs, online in 90 minutes, under supervision



## EMD Unit 1 Critical care in emergency medicine

### Resuscitation medicine 2

#### Difficult airway

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Distinguishing features of a difficult airway.</li> <li>+ A structured approach to the difficult airway including:               <ul style="list-style-type: none"> <li>- Assessment</li> <li>- Rescue airway algorithms</li> <li>- Techniques</li> <li>- Equipment used</li> <li>- Managing the “can’t intubate, can’t oxygenate” scenario.</li> </ul> </li> <li>+ Indications for intubation.</li> <li>+ Principles of Rapid Sequence Intubation (RSI).</li> <li>+ Pharmacology of common induction drugs and paralytics including those for:               <ul style="list-style-type: none"> <li>- maintenance of sedation</li> <li>- analgesia</li> <li>- paralysis.</li> </ul> </li> <li>+ Use of end tidal carbon dioxide monitoring.</li> <li>+ Justification for performing a pre-emptive intubation of a patient.</li> </ul>	ST eLM WS	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Identify and manage patients with a potential difficult or threatened airway.</li> <li>+ Recognise when to seek assistance.</li> <li>+ Actively call for help as needed.</li> <li>+ Choose and request the most appropriate investigation(s) for a difficult airway.</li> <li>+ Provide appropriate treatment for upper airway obstruction.</li> <li>+ Perform simple Rapid Sequence Intubation (RSI) including initial ventilator settings.</li> <li>+ Develop a failed intubation algorithm.</li> <li>+ Perform an endotracheal intubation (insertion of ETT).</li> <li>+ Perform an emergency endotracheal intubation (insertion of ETT) after RSI.</li> </ul>	ST eLM WS	WBA PC Exam

continued....

## Resuscitation medicine 2 (continued)

### Complex breathing difficulties

#### Demonstrate knowledge and understanding of:

- + Distinguishing features of respiratory failure.
- + Causes of complex breathing difficulties.
- + Trigger points at which to support ventilation or escalate treatment.
- + Different non-invasive ventilation modalities.
- + Risks of intubation and ventilation in a patient with a chronic airway limitation such as asthma and COPD
- + Setting up a transport ventilator for an adult

ST  
eLM  
WS

WBA  
Exam

#### Be able to:

- + Diagnose the likely cause of complex breathing difficulties based on the clinical features of:
  - Life Threatening asthma
  - Exacerbations of chronic obstructive pulmonary disease
  - Acute pulmonary oedema
  - Massive Pulmonary embolism
  - Pneumonia with para-pneumonic effusion
  - Tension pneumothorax
  - Haemothorax
  - Pleural effusion
  - Pneumomediastinum
- + Choose the most appropriate investigation(s) for a complex breathing problem.
- + Stratify the severity of risk in the following conditions:
  - Asthma
  - Chronic obstructive pulmonary disease (COPD), including seeking to identify and treat underlying cause for exacerbation i.e. infection, Pulmonary Embolus, pneumothorax, Acute Coronary Syndrome (ACS)
  - Acute Pulmonary Oedema (APO)
  - Pulmonary Embolus (PE)
  - Pneumonia
    - Look for systemic sepsis
    - Special consideration in the immunosuppressed and patients in wet tropical areas
- + Stratify risk, choose imaging and manage the pregnant patient with presumed Pulmonary Embolus (PE).
- + Provide appropriate treatment, including pharmacotherapy, for:
  - Life-threatening asthma
    - Magnesium
    - Adrenaline
    - Aminophylline
    - Salbutamol nebulised and IV
    - Hydrocortisone
    - Ipratropium bromide
    - Non-Invasive ventilation

ST  
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WBA  
PC  
Exam

continued....

*Resuscitation medicine 2 (continued)**Complex breathing difficulties (continued)***Be able to:**

- COPD
  - Seek and treat underlying causes for exacerbation i.e. infection, Pulmonary Embolus, pneumothorax, ACS
  - O2 therapy, with consideration of risk of hypercapnia
  - Salbutamol/ ipratropium bromide/hydrocortisone
  - Early use of BiPAP
  - Antibiotics
- APO
  - Glycerine Trinitrate
  - Frusemide
  - Morphine
  - CPAP/BiPAP
  - ECG and cardiac biomarkers
  - ACE inhibitors and antihypertensives
- Pulmonary Embolus
  - VQ vs CTPA
  - Heparin
  - Thrombolysis in massive PE
- Pneumonia
  - Antibiotic therapy as per Antibiotic guidelines
  - Special consideration in the immunosuppressed and patients in wet tropical areas
- + Differentiate the contribution of pulmonary and cardiac causes of dyspnoea.
- + Perform the following procedures:
  - Non-invasive ventilation including BiPAP and CPAP
  - Positive pressure ventilation
  - Insertion of intercostal catheter
  - Aspiration of pneumothorax
- + Set up a transport ventilator, using initial settings.

ST	WBA
eLM	PC
Exam	Exam

## EMD Unit 1 Critical care in emergency medicine

### Advanced Pain Management and Procedural Sedation

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Methods of pain management including:               <ul style="list-style-type: none"> <li>- Procedural sedation (in an adult and child)</li> <li>- Regional anaesthesia, including Bier's block</li> <li>- Chronic pain relief</li> </ul> </li> <li>+ Pharmacology of regional anaesthesia, including:               <ul style="list-style-type: none"> <li>- Pros and cons of use</li> <li>- Adverse reactions</li> <li>- Complications.</li> </ul> </li> <li>+ Principles of nerve block procedures.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Recognise the most appropriate method of pain relief for complex presentations.</li> <li>+ Perform the following procedures:               <ul style="list-style-type: none"> <li>- Femoral nerve block/ Fascia Iliaca block</li> <li>- Procedural sedation in an adult and child</li> <li>- Intravenous analgesia</li> <li>- Other regional nerve block as appropriate.</li> </ul> </li> </ul>	ST eLM	WBA PC Exam

## EMD Unit 2 Managing emergency medicine presentations 2

### Complex Trauma presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Principles of initial multi-trauma assessment and management.</li> <li>+ Distinguishing clinical features and red flags of traumatic head and spinal injury including:               <ul style="list-style-type: none"> <li>- Extradural haemorrhage</li> <li>- Subdural haemorrhage</li> <li>- Intracerebral haemorrhage</li> <li>- Traumatic subarachnoid haemorrhage</li> <li>- Haematoma</li> <li>- Diffuse axonal injury</li> </ul> </li> <li>+ Spinal trauma including:               <ul style="list-style-type: none"> <li>- Spinal cord syndromes</li> <li>- Spinal cord and associated ligamentous injury without bony injury</li> </ul> </li> <li>+ Indications for CT and MRI scanning in trauma patients.</li> <li>+ Use of Focused Assessment by Sonography for Trauma (FAST) examination and possible associated problems.</li> <li>+ Local and State Trauma Guidelines for the management, admission and referral of severe trauma patients.</li> <li>+ Legal and forensic considerations relating to inflicted injuries.</li> <li>+ Management of sexual violence</li> <li>+ Techniques for application of a femoral traction splint device.</li> <li>+ Principles of preservation of severed body parts for re-implantation.</li> <li>+ Principles of administration of fluid resuscitation in major trauma including concepts of permissive hypotension, haemostatic resuscitation and massive transfusion</li> <li>+ Principles of neuroprotective resuscitation.</li> <li>+ Indications for intubation of trauma patients.</li> <li>+ Indications for CT scan and bedside ultrasound in trauma patients.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Initiate appropriate management of identified head injuries, including neuroprotective resuscitation.</li> <li>+ Perform a primary survey with commencement of appropriate initial treatment for the following identified life-threatening injuries:               <ul style="list-style-type: none"> <li>- Exsanguinating haemorrhage</li> <li>- Airway compromise</li> <li>- Chest injuries</li> <li>- Concealed catastrophic haemorrhage</li> <li>- Disability and focal neurological signs suggesting head or spinal trauma</li> <li>- Hypothermia or massive burns</li> </ul> </li> </ul>	ST eLM WS	WBA Exam

continued....

## Complex Trauma presentations (continued)

### Be able to:

- + Administer fluid/blood products including massive transfusion and correction of coagulopathy.
- + Perform a detailed secondary survey and identify further or occult injuries.
- + Perform an assessment to identify life-threatening injuries to the following body areas:
  - Head/ face
  - Neck
  - Chest
  - Abdomen
  - Pelvis
  - Back/ spine
  - Limbs
- + Initiate life-saving treatment when life-threatening injuries are identified.
- + Choose and interpret images including trauma x-ray series.
- + Diagnose and initiate treatment for:
  - Aortic injury
  - Diaphragmatic rupture
  - Pulmonary contusion
  - Myocardial contusion
  - Cardiac tamponade
  - Oesophageal rupture
  - Tracheobronchial injury
  - Penetrating truncal injury
  - Tension pneumothorax
  - Flail chest
  - Massive haemothorax
  - Open pneumothorax
  - Pelvic fracture
  - Sacral fracture
  - Acetabular fracture
  - Coccygeal fracture
- + Undertake the following assessments:
  - Spinal cord assessment
  - Examination of the spine (cervical, thoracic and lumbar)
  - Spinal clearance (clinical and radiological)
- + Identify injury to vertebrae (fracture/dislocation and spinal cord).
- + Identify and manage the traumatic abdominal injuries to solid organs and hollow viscera.
- + Stabilise and transfer patient for definitive investigation and management.
- + Prevent pregnancy and STIs and liaise with appropriate people to arrange specimen collection for sexual violence.
- + Perform the following procedures:
  - Chest decompression
  - Insertion of intercostal catheter

ST  
eLM  
WS

WBA  
Exam

## EMD Unit 2 Managing emergency medicine presentations 2

### Cardiac presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Be able to:</b>		
+ Elicit a relevant focussed history and undertake a targeted examination for patients presenting with cardiac emergencies.	ST eLM	WBA Exam
+ Diagnose the likely cause of cardiac emergency presentations.		

### Acute Coronary Syndrome

<b>Demonstrate knowledge and understanding of:</b>		
+ Clinical features and red flags of pericardial effusion.		
+ Treatment for acute coronary syndrome including unstable angina/ non-STEMI and STEMI.	ST eLM	WBA Exam
+ Indications for various relevant investigations.		
+ Referral for angiography.		
+ Indications for admission or outpatient follow-up.		
<b>Be able to:</b>		
+ Identify the features of atypical acute coronary syndrome.		
+ Identify the most appropriate investigation(s) including:		
- Use of troponin/other serum markers		
- Interpretation of ECG findings of STEMI, NSTEMI and STEMI equivalent		
- Stress testing		
- Echocardiography		
- Angiography	ST eLM	WBA Exam
+ Provide appropriate treatment including:		
- Analgesia including GTN and narcotics		
- Oxygen therapy when indicated		
- Standard anticoagulation drugs including aspirin and LMW heparin		
- Treatment of STEMI by reperfusion including:		
• Fibrinolysis		
• Referral for PTCA /stenting		

continued....

## Cardiac presentations (continued)

### Acute cardiogenic pulmonary oedema

#### Demonstrate knowledge and understanding of:

- + Causes of acute cardiogenic pulmonary oedema including:
  - Acute ischemia
  - Acute valve rupture
  - Altitude sickness
  - Cor pulmonale
- + Basic principles of management of congestive cardiac failure.

ST  
eLMWBA  
Exam

#### Be able to:

- + Choose and request the most appropriate investigation(s) including:
  - ECG
  - CXR.
- + Analyse and interpret complex ECG patterns or rhythm strips.
- + Provide appropriate initial treatment including:
  - Ventilatory support both non-invasive and invasive
  - Nitrates (S/L, topical or IVI)
  - ACE Inhibitors
  - Frusemide
  - Analgesia
  - Aspirin
  - Use of inotropes.

ST  
eLMWBA  
Exam

### Valvular disorders

#### Demonstrate knowledge and understanding of:

- + Clinical features of valvular disorders and related conditions.

ST  
eLMWBA  
Exam

#### Be able to:

- + Identify valvular disorders and conditions associated with valvular disorders.

ST  
eLMWBA  
Exam

continued....



## Cardiac presentations (continued)

### Common arrhythmias

#### **Demonstrate knowledge and understanding of:**

- + Pharmacology and use of common anti-arrhythmic drugs.
- + Indications, contraindications and complications of:
  - External transcutaneous pacing
  - DC Cardioversion
  - Defibrillation.

ST  
eLMWBA  
Exam

#### **Be able to:**

- + Identify important tachy- and bradyarrhythmias including:
  - Sick sinus syndrome
    - 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.
- + Identify the most appropriate investigation(s) for common arrhythmias.
- + Provide appropriate treatment including:
  - Common anti-arrhythmic drugs (e.g. amiodarone, sotalol, flecanide, digoxin, adenosine)
  - Vagal manoeuvres in supraventricular tachycardias
- + Perform the following procedures:
  - External transcutaneous pacing
  - DC Cardioversion
  - Defibrillation.
- + Recognise when to discontinue resuscitation after cardiac arrest.

ST  
eLMWBA  
Exam

### ECG changes associated with other conditions

#### **Demonstrate knowledge and understanding of:**

- + ECG changes due to electrolyte disturbances.
- + ECG changes due to common poisonings.
- + ECG changes of “cardiac mimics”.

ST  
eLMWBA  
Exam

## EMD Unit 2 Managing emergency medicine presentations 2

### Circulation related presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
+ Principles of invasive haemodynamic monitoring.	ST eLM	WBA Exam
<b>Be able to:</b>		
+ Elicit a relevant focussed history and undertake a targeted examination of patients presenting with haemodynamic emergencies.		
+ Choose and request the most appropriate investigation(s) including central venous pressure and arterial blood pressure monitoring.		
+ Recognise and treat fluid overload.		
+ Recognise and manage a hypertensive crisis.		
+ Recognise indications for use of various blood products including: <ul style="list-style-type: none"> <li>- O negative blood</li> <li>- Massive transfusion</li> <li>- Fresh frozen plasma (FFP)</li> <li>- Platelets (Plat)</li> <li>- Cryoprecipitate</li> </ul>	ST eLM	WBA PC Exam
+ Provide appropriate treatment including: <ul style="list-style-type: none"> <li>- Fluid resuscitation</li> <li>- Use of blood products</li> <li>- Inotropic and vasopressor support</li> <li>- Coronary reperfusion for acute myocardial infarction</li> </ul>		
+ Perform the following procedures: <ul style="list-style-type: none"> <li>- Arterial line insertion</li> <li>- Insertion of Rapid Infusion Catheter (RIC) for Rapid fluid resuscitation (pump giving sets, pressure bags, blood warmer)</li> </ul>		

## EMD Unit 2 Managing emergency medicine presentations 2

### Complex neurological presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Be able to:</b>		
+ Elicit a relevant focussed history and undertake a targeted examination and investigations for patients presenting with neurological emergencies.	ST eLM	WBA Exam
+ Diagnose the likely underlying cause of neurological emergency presentations.		

### Altered level of consciousness

<b>Be able to:</b>		
+ Choose and request the most appropriate investigation(s) for altered state of consciousness.	ST eLM	WBA Exam
+ Diagnose likely underlying cause of altered state of consciousness.		
+ Provide appropriate treatment for altered level of consciousness.		

### Headache

<b>Demonstrate knowledge and understanding of:</b>		
+ Principles of lumbar puncture.	ST eLM	WBA Exam
<b>Be able to:</b>		
+ Perform a lumbar puncture for investigation of a headache.	ST eLM	WBA Exam

continued....

## Complex neurological presentations (continued)

### Stroke

#### Demonstrate knowledge and understanding of:

- + Aetiology of stroke including:
  - Cerebral thrombosis
  - Emboli
  - Haemorrhage.
- + Clinical features of stroke including anatomical distribution and stroke syndromes e.g. MCA, PICA.
- + Clinical features of transient ischaemic attacks and mimics.
- + Indications for both neurological and neurosurgical consultation.
- + The importance of early diagnosis and investigation of subarachnoid haemorrhage including:
  - CT scan
  - Lumbar puncture.

ST  
eLMWBA  
Exam

#### Be able to:

- + Identify transient ischaemic attacks.
- + Choose and request the most appropriate investigation(s) including:
  - Non-contrast and contrast CT brain and neck
  - MRI brain
  - Lumbar puncture.
- + Identify patients who may benefit from invasive stroke therapy such as clot retrieval.
- + Provide appropriate treatment for all forms of stroke including:
  - Early intervention by stroke team
  - Appropriate analgesia
  - Reperfusion strategy if appropriate.

ST  
eLMWBA  
Exam

### Syncope, vertigo and ataxia

#### Demonstrate knowledge and understanding of:

- + Clinical features and difference between syncope and vertigo.
- + Clinical features of vertebrobasilar insufficiency.
- + The difference between central and peripheral vertigo.
- + Risk stratification tools used to diagnose syncope.
- + The criteria for admission for patients with either syncope or vertigo.

ST  
eLMWBA  
Exam

#### Be able to:

- + Demonstrate use of the Hallpike test for benign paroxysmal positional vertigo (BPPV).
- + Perform an Epley's manoeuvre to treat benign paroxysmal positional vertigo (BPPV).

ST  
eLMWBA  
Exam

continued....

## Complex neurological presentations (continued)

### Seizures/ epilepsy

#### Demonstrate knowledge and understanding of:

- + Indications for the following investigations:

- CT
- MRI.

ST  
eLMWBA  
Exam

#### Be able to:

- + Assess seizure status including airway control.
- + Initiate management of seizure.
- + Initiate management of status epilepticus.
- + Identify causes of seizures including:
  - Alcohol-related
  - Drugs
  - Post-traumatic
  - Electrolyte and Metabolic disturbances.
- + Identify the most appropriate investigation(s) for seizures including:
  - Imaging (CT/MRI scan)
- + Provide appropriate treatment for seizures including:
  - Management of blood glucose
  - Anti-epileptic pharmacological treatment.

ST  
eLMWBA  
Exam

### Infections

#### Demonstrate knowledge and understanding of:

- + Clinical features of infections that lead to neurological symptoms.

ST  
eLMWBA  
Exam

### Acute spinal cord lesions

#### Demonstrate knowledge and understanding of:

- + Clinical features of spinal cord lesions:
  - Epidural abscess
  - Transverse myelitis.

ST  
eLMWBA  
Exam

### Movement disorders

#### Demonstrate knowledge and understanding of:

- + Clinical features of Parkinson's disease.
- + Characteristics of tardive dyskinesia.
- + Characteristics of dystonia.

ST  
eLMWBA  
Exam

## EMD Unit 2 Managing emergency medicine presentations 2

### Complex psychiatric presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ The system for assessing all aspects of patient's mental health.</li> <li>+ Local legal issues relating to psychiatric presentations.</li> <li>+ Complex psychiatric presentations to the ED.</li> <li>+ Management of patients with acute complex mental health issues including acute excited delirium.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a relevant focussed history and undertake a targeted examination for patients presenting with complex psychiatric emergencies.</li> <li>+ Diagnose the likely underlying cause of a psychiatric emergency presentation.</li> <li>+ Identify the clinical features of:               <ul style="list-style-type: none"> <li>- Mood disorders                   <ul style="list-style-type: none"> <li>• Depression</li> <li>• Bipolar disorder.</li> </ul> </li> <li>- Thought disorder                   <ul style="list-style-type: none"> <li>• Psychosis – Acute/Chronic.</li> </ul> </li> <li>- Behavioural Presentations                   <ul style="list-style-type: none"> <li>• Primary psychiatric</li> <li>• Suicide ideation</li> <li>• Acute intoxication</li> <li>• Delirium</li> <li>• Acquired brain injury</li> <li>• Complex persistent pain syndrome.</li> </ul> </li> <li>- Personality disorders</li> <li>- Co-morbidities with mental illness</li> <li>- Adolescent issues                   <ul style="list-style-type: none"> <li>• Body dysmorphic issues – anorexia/bulimia</li> </ul> </li> <li>- Paediatric issues</li> <li>- Drug and alcohol issues                   <ul style="list-style-type: none"> <li>• Acute – intoxication/withdrawal</li> <li>• Chronic – Alcohol/analgesia.</li> </ul> </li> </ul> </li> <li>+ Choose and request the most appropriate investigation(s) including diagnostic tests.</li> <li>+ Provide appropriate treatment including referral.</li> <li>+ Prescribe and/or provide appropriate restraint for the acutely agitated patient including:               <ul style="list-style-type: none"> <li>- Verbal.</li> <li>- Physical.</li> <li>- Pharmacological.</li> <li>- Determine decision-making capacity.</li> </ul> </li> </ul>	ST eLM	WBA Exam

## EMD Unit 2 Managing emergency medicine presentations 2

### Advanced paediatric presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
+ Technique for endotracheal intubation in an infant and child.	ST eLM WS	WBA Exam
<b>Be able to:</b>		
+ Elicit a relevant focussed history and undertake a targeted examination of ill and injured infants and children.	ST eLM WS	WBA Exam
+ Identify children at risk and take steps as appropriate.		

### Newborn baby (up to 4 hours old)

Demonstrate knowledge and understanding of:		
<ul style="list-style-type: none"><li>+ The newborn resuscitation algorithm.</li><li>+ Airway and breathing problems in a newborn.</li><li>+ Circulation problems in the newborn (bradycardia, cyanosis and shock).</li><li>+ Depressed muscle tone/movement in the newborn.</li></ul>	ST eLM WS	WBA Exam
Be able to:		
<ul style="list-style-type: none"><li>+ Identify the clinical features of the following:<ul style="list-style-type: none"><li>- Airway and breathing problems in a newborn</li><li>- Circulation problems in a newborn (bradycardia, cyanosis and shock)</li><li>- Depressed muscle tone/movement in the newly born.</li></ul></li><li>+ Participate in resuscitation in the newborn.</li><li>+ Investigate the newborn for abnormalities during and immediately after resuscitation, including:<ul style="list-style-type: none"><li>- Blood glucose and blood gas investigation</li><li>- CXR interpretation (heart and lung problems e.g. cardiomegaly, pneumothorax post resuscitation).</li></ul></li><li>+ Select appropriate resuscitation fluid and administer drugs appropriately, including calculation of doses/volume (particularly focusing on 0.9% saline, 10% dextrose, adrenaline and naloxone administration).</li><li>+ Provide post resuscitation care, including temperature control and nutritional/ fluid support.</li><li>+ Interpret APGAR score.</li><li>+ Manage and support airway and breathing in a newborn including:<ul style="list-style-type: none"><li>- airway suction</li><li>- bag ventilation</li><li>- CPAP device</li></ul></li><li>+ Perform CPR in a newborn.</li></ul>	ST eLM WS	WBA PC Exam

continued....

## Advanced paediatric presentations (continued)

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### *Ill infant (up to 2 years old) or child (above 2 years old)*

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#### **Demonstrate knowledge and understanding of:**

- + Signs of serious illness in an ill infant or child:
  - Abnormal colour e.g. Cyanosis, pallor, jaundice, purpura/petechiae
  - Decreased neurological responsiveness
  - Abnormal temperature
  - Decreased oral intake or urine output
  - Weight loss
  - Projectile vomiting
  - Blood-stained vomit

ST  
eLM  
WS

WBA  
Exam

continued....



## Advanced paediatric presentations (continued)

### *Ill infant (up to 2 years old) or child (above 2 years old) (continued)*

#### **Be able to:**

- + Recognise signs of serious illness in an infant or child.
- + Identify the clinical features of the following:
  - Paediatric Cardiopulmonary Arrest
  - Respiratory distress
    - upper and lower airway causes
  - Circulation collapse
  - Common arrhythmias
  - Congenital heart disease
  - Septic Child
    - recognition assessment
    - investigation
    - treatment
  - Altered Level of Consciousness including:
    - Afebrile Seizure
    - Hypoglycaemia
  - Apparent Life-Threatening Event
  - Abdominal pain
    - organic
    - functional
  - Trauma in children
  - Child with a limp
  - Feeding problems in the infant
  - Excessive crying in the infant
- + Choose, request and interpret the most appropriate investigations including:
  - Paediatric radiology
  - Appropriate phlebotomy and pathology investigations (biochemistry, haematology, micro)
  - CSF and joint fluid analysis
- + Provide appropriate treatment including:
  - IV fluid therapy including type and rate
  - Drug therapy including antibiotics and analgesics
- + Set up a ventilator for a child using initial settings.
- + Perform the following procedures:
  - Bag mask ventilation
  - Endotracheal intubation
  - Defibrillation and Cardioversion (electrical and chemical)
  - Septic screening e.g. blood culture or sterile urine collection
  - Circulation access and blood sampling including intraosseous access and arterial blood sampling

ST  
eLM  
WS

WBA  
PC  
Exam

## Advanced paediatric presentations (continued)

### Injured infant or child

#### Demonstrate knowledge and understanding of:

- + Clinical features of:
  - Minor head injury and concussion
  - Chest and abdominal trauma
  - Soft tissue injury
  - Limb injury with neurovascular compromise
  - Salter-Harris fractures
  - Injuries to the carpal bone complex
  - Open fractures

ST  
eLM  
WS

WBA  
Exam

#### Be able to:

- + Identify and manage:
  - Minor head trauma and concussion
  - Common paediatric soft tissue injuries (simple lacerations)
  - Salter-Harris fractures
  - Injuries to the carpal bone complex
  - Limb injury with and without neurovascular compromise
  - Open fractures
- + Choose, request and interpret the most appropriate investigations, including radiology.
- + Provide appropriate treatment including:
  - Analgesia
  - Drug treatment
  - IV fluid
  - Limb immobilisation techniques
  - Appropriate reduction of fracture/dislocation with neurovascular compromise.
- + Arrange observation in ED or short stay admission as required.
- + Perform procedural sedation.

ST  
eLM  
WS

WBA  
PC  
Exam

## EMD Unit 2 Managing emergency medicine presentations 2

### Infectious disease presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Aetiology of common infectious diseases including STIs, in particular those that are notifiable.</li> <li>+ Appropriate prophylactic regimes e.g. including contact tracing in meningococcus, Chlamydia etc.</li> <li>+ Indications for cultures, microscopy, serology and PCR testing.</li> <li>+ Principles for performing an ascitic tap.</li> <li>+ Use of Personal Protective Equipment for self and staff.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a relevant focussed history and undertake a targeted examination for patients presenting with infectious diseases.</li> <li>+ Identify those patients whose presentation is due to infectious disease.</li> <li>+ Identify those patients who are immunocompromised and have atypical presentation of infection.</li> <li>+ Recognise sepsis and/ or sepsis shock and commence appropriate interventions.</li> <li>+ Choose, request and interpret the most appropriate investigation(s) including:               <ul style="list-style-type: none"> <li>- Cultures</li> <li>- Microscopy</li> <li>- Serology</li> <li>- PCR testing</li> </ul> </li> <li>+ Provide appropriate treatment including:               <ul style="list-style-type: none"> <li>- Antibiotics</li> <li>- Supportive therapy</li> <li>- Infectious Disease consultation</li> </ul> </li> <li>+ Perform the following procedures:               <ul style="list-style-type: none"> <li>- Suprapubic bladder aspiration</li> <li>- Joint aspiration</li> <li>- Blood culture collection</li> </ul> </li> <li>+ Demonstrate appropriate counselling skills for patients diagnosed with or potentially having infectious diseases with:               <ul style="list-style-type: none"> <li>- social implications</li> <li>- mortality/morbidity implications</li> </ul> </li> <li>+ Refer patients as appropriate.</li> </ul>	ST eLM	WBA PC Exam

## EMD Unit 2 Managing emergency medicine presentations 2

### Renal, endocrine and metabolic presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Clinical features of metabolic and endocrine emergency presentations.</li> <li>+ Principles of assessment and management of metabolic and endocrine emergency presentations.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Diagnose the likely underlying cause of metabolic and endocrine emergency based on the clinical features of:               <ul style="list-style-type: none"> <li>- Diabetic ketoacidosis</li> <li>- Hyperglycemic Hypersomolar State</li> <li>- Hypoglycaemia</li> <li>- Hyperglycaemia</li> <li>- Addisonian crisis</li> <li>- Thyrotoxicosis</li> <li>- Myxoedema Coma</li> <li>- Renal failure</li> <li>- Acid based disturbances</li> <li>- Disturbance in sodium, potassium, calcium</li> </ul> </li> <li>+ Choose, request and interpret the most appropriate investigation(s) including:               <ul style="list-style-type: none"> <li>- Measurement and interpretation of venous blood gas (VBG)</li> </ul> </li> <li>+ Commence initial treatment for metabolic and endocrine emergencies including:               <ul style="list-style-type: none"> <li>- Treatment of hyperglycaemic diagnoses</li> <li>- Emergency therapies for endocrine deficiency and excess</li> <li>- Treatment of sodium, potassium and other electrolyte derangements</li> <li>- Treatment of acute renal failure</li> </ul> </li> <li>+ Initiate referral for complex paediatric metabolic derangement.</li> <li>+ Recognise and appropriately respond to indications for urgent dialysis.</li> <li>+ Recognise and respond appropriately to common complications in dialysis patients.</li> </ul>	ST eLM	WBA Exam

## EMD Unit 2 Managing emergency medicine presentations 2

### Musculoskeletal presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
+ Clinical features of complex muscular-skeletal emergencies.		
+ Clinical features of joint inflammation.		
+ Principles for assessment and management of the inflamed joints.		
+ Principles of assessment and management of muscular-skeletal emergencies.	ST eLM	WBA Exam
+ Fractures that pose a risk of severe underlying injury and complications, particularly in elderly and paediatric patients.		
+ Potential nerve and vascular complications of dislocations.		

continued....

## EMD Unit 2 Managing emergency medicine presentations 2

### Musculoskeletal presentations (continued)

#### Be able to:

- + Elicit a relevant focussed history and undertake a targeted examination for patients presenting with complex musculoskeletal emergencies.
- + Diagnose the likely underlying cause of musculoskeletal emergency presentations based on the clinical features of:
  - Complex soft tissue injury including:
    - crush injuries
    - high pressure injection injuries
  - Compartment syndrome
  - Superficial and deep space hand infections
  - Major joint dislocations
  - Gout
  - Auto-immune disease
  - Acute rheumatic fever
  - Septic joints
- + Choose, request and interpret the most appropriate investigation(s) for the inflamed joint, including aspiration.
- + Choose, request and interpret the most appropriate investigation(s) for complex musculoskeletal emergencies.
- + Provide appropriate treatment including:
  - Surgical referral
  - Reduction
  - Plaster
  - Drainage
  - Anti-inflammatory medication
- + Perform reductions of limb fractures and major joint dislocation requiring treatment (on either an adult or child).
- + Consider potential underlying injuries and/or age-related complications and appropriately manage:
  - rib fractures
  - sternal fracture
  - L1 Chance fracture
  - vertebral fractures
  - extremity injuries
  - compartment syndrome

ST  
eLMWBA  
Exam

## EMD Unit 2 Managing emergency medicine presentations 2

### Complex obstetric and gynaecological presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Indications for cardiotocography (CTG).</li> <li>+ Indications and procedures for vaginal and other gynaecological swabs.</li> <li>+ Clinical features of:               <ul style="list-style-type: none"> <li>- Pelvic Inflammatory Disease (PID)</li> <li>- Trauma in pregnancy</li> <li>- Antepartum, intrapartum and postpartum haemorrhage</li> <li>- Miscarriage</li> <li>- Hyperemesis gravidarum.</li> </ul> </li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a relevant focussed history and undertake an appropriate examination for patients with complex obstetric and gynaecological presentations.</li> <li>+ Identify the underlying cause of obstetric and gynaecological emergency presentations.</li> <li>+ Identify the clinical features and red flags of:               <ul style="list-style-type: none"> <li>- Pelvic Inflammatory Disease (PID)</li> <li>- Trauma in pregnancy</li> <li>- Antepartum, intrapartum and postpartum haemorrhage</li> <li>- Miscarriage</li> <li>- Hyperemesis gravidarum</li> </ul> </li> <li>+ Safely and appropriately, examine the pregnant abdomen.</li> <li>+ Initiate empirical treatment of likely gynaecological diagnoses including Pelvic Inflammatory Disease.</li> </ul>	ST eLM	WBA Exam

## EMD Unit 2 Managing emergency medicine presentations 2

### Advanced toxicological and toxinological presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
<ul style="list-style-type: none"> <li>+ Clinical features of toxidromes including:               <ul style="list-style-type: none"> <li>- Anticholinergic</li> <li>- Serotonergic and neuroleptic malignant syndrome</li> <li>- Hypoglycaemia</li> <li>- Sodium channel blockade</li> <li>- Calcium channel blocker toxicity</li> <li>- Spider and snakebite</li> </ul> </li> <li>+ Indications, contraindications and complications of common antidotes and antivenoms including:               <ul style="list-style-type: none"> <li>- Atropine</li> <li>- Calcium</li> <li>- Flumazenil</li> <li>- glucagon</li> <li>- N Acetyl cysteine</li> <li>- Naloxone</li> <li>- Octreotide</li> <li>- Physostigmine</li> <li>- Pralidoxime</li> <li>- Sodium Bicarbonate</li> <li>- Vitamin K</li> </ul> </li> <li>+ The modalities, indications, contraindications and complications of techniques used in management of the poisoned patient including:               <ul style="list-style-type: none"> <li>- decontamination</li> <li>- enhanced elimination</li> <li>- antidote therapy</li> </ul> </li> <li>+ Specific management of locally relevant:               <ul style="list-style-type: none"> <li>- snake and spider bites</li> <li>- marine envenomation</li> <li>- arachnid envenomation</li> </ul> </li> </ul>	ST eLM	WBA Exam

continued....



## EMD Unit 2 Managing emergency medicine presentations 2

### Ear, Nose and Throat (ENT) presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
+ Distinguishing features of common ear, nose and throat (ENT) emergency presentations.	ST eLM	WBA Exam
<b>Be able to:</b>		
+ Elicit a relevant focussed history and undertake an appropriate examination for patients presenting with ear, nose and throat (ENT) emergencies.		
+ Diagnose the likely underlying cause of ear, nose and throat (ENT) emergency presentations based on the clinical features and red flags of: <ul style="list-style-type: none"> <li>- Epistaxis</li> <li>- Quinsy</li> <li>- Nasal foreign bodies</li> <li>- Mastoiditis</li> <li>- Retropharyngeal abscess</li> <li>- Epiglottitis</li> <li>- Post-tonsillectomy bleed or infection</li> <li>- Dental emergencies</li> </ul>	ST eLM	WBA PC Exam
+ Choose and request the most appropriate investigation/s for ear, nose and throat NT emergency presentations.		
+ Perform the following procedures: <ul style="list-style-type: none"> <li>- Nasal packing (anterior and posterior)</li> <li>- Silver nitrate cautery of anterior epistaxis</li> <li>- Removal of foreign bodies from ear and nose (including indications for removal under anaesthesia)</li> <li>- Administration of local anaesthesia</li> </ul>		
+ Refer patient as needed.		

## EMD Unit 3

### Professional practice in the emergency care environment

#### Rural and remote emergency medicine 2

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Alternative options for investigation and management when desired resources are not available.</li> <li>+ Decisions relating to timing of transfer of resuscitation patients.</li> <li>+ Relative health of rural and remote communities compared to urban communities</li> <li>+ Impact of distance of patients from the hospital on patient management.</li> <li>+ The impact of distance from specialty and subspecialty resources on:               <ul style="list-style-type: none"> <li>– Rational use of clinical investigations and observation in lieu of transport for investigation</li> <li>– Conservative treatment of problems where advance treatments of complications are not available locally</li> </ul> </li> <li>+ Effective liaison and utilisation of retrieval.</li> <li>+ Logistical aspects of retrieval.</li> <li>+ Utilisation of local networks and regional hubs.</li> <li>+ Different models of care used by different Emergency Departments and Emergency Services.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Identify opportunities to network relationships with metropolitan emergency medicine colleagues, other specialists and stakeholders.</li> <li>+ Utilise local and limited resources effectively.</li> <li>+ Prioritise essential treatment vs timely retrieval.</li> <li>+ Use telehealth medium to provide assistance, support and advice when managing patients in rural and remote environments.</li> <li>+ Determine and initiate alternative investigations and management in the absence of optimal resources.</li> </ul>	ST eLM	WBA Exam

## EMD Unit 3

### Professional practice in the emergency care environment

#### Professional and ethical practice

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ National codes relating to good professional and ethical practice:               <ul style="list-style-type: none"> <li>– Conflict of interest</li> <li>– Confidentiality</li> </ul> </li> <li>+ Identifying strengths and limitations in self as well as in others.</li> <li>+ Sources of professional feedback.</li> <li>+ The impact of behaviour on others in the workplace.</li> <li>+ The effect of stress on own behaviour.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Demonstrate consistently high standards when carrying out responsibilities and commitments.</li> <li>+ Uphold personal and professional ethics and values that:               <ul style="list-style-type: none"> <li>– consider the values of the organization</li> <li>– respect the culture, beliefs and abilities of individuals.</li> </ul> </li> <li>+ Obtain and analyse professional feedback from a variety of sources.</li> <li>+ Reflect on personal strengths and limitations.</li> <li>+ Appropriately adjust behaviour in response to feedback and reflection.</li> <li>+ Value, respect and promote equality and diversity in the workplace.</li> <li>+ Demonstrate effective professional behaviours.</li> <li>+ Take appropriate actions if ethics and values are compromised.</li> <li>+ Effectively self-evaluate personal scope of practice and competence.</li> </ul>	ST eLM	WBA RM

## EMD Unit 3

### Professional practice in the emergency care environment

#### Communication

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Effective strategies for communication in complex scenarios including:               <ul style="list-style-type: none"> <li>- Psychiatric</li> <li>- Sexual assault</li> <li>- Domestic violence</li> <li>- End of life issues</li> <li>- Disclosure</li> <li>- Error or adverse events</li> <li>- Adolescent patients</li> <li>- Communication impaired patients</li> </ul> </li> <li>+ Principles of safe and effective communication with an aggressive patient and/ or in challenging patient scenarios.</li> <li>+ Techniques for communicating with diverse cultural groups in highly stressful situations.</li> <li>+ Principles of effective communication in conflict situations involving:               <ul style="list-style-type: none"> <li>- carers</li> <li>- ancillary staff</li> </ul> </li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Communicate effectively with a patient in all aspects of a consultation:               <ul style="list-style-type: none"> <li>- history taking</li> <li>- examination</li> <li>- assessment</li> <li>- transfer</li> </ul> </li> <li>+ Demonstrate effective communication in the following mediums:               <ul style="list-style-type: none"> <li>- face-to-face</li> <li>- phone</li> <li>- email</li> </ul> </li> <li>+ Display the use of effective verbal and non-verbal communication skills in a challenging patient scenario.</li> <li>+ Tailor communication to both the patient and the situation.</li> <li>+ Listen to others and show respect for the views of staff, patients and carers.</li> <li>+ Respect the patient and carer's involvement in healthcare delivery.</li> <li>+ Use appropriate communication tools for consultation, referral and transport.</li> <li>+ Demonstrate effective communication with parent/ carer and patient regarding diagnosis and management plans, including follow up.</li> </ul>	ST eLM	WBA Exam

## EMD Unit 3

### Professional practice in the emergency care environment

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#### Management of the daily ED

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Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
+ Factors that impact on patient flow in an emergency department.	ST	WBA
+ The impact of surges on the emergency department.	eLM	Exam
<b><i>Be able to:</i></b>		
+ Implement strategies to assist in improving patient flow.		
+ Adopt techniques used to manage patient surges.	ST	WBA
+ Demonstrate ability to multi-task to manage situations in the emergency department.	eLM	RM

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## Emergency Medicine Advanced Diploma

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## EMAD Key

Abbreviation	Meaning
ST	Supervised training
eLM	eLearning Module
WS	Workshops
PC	Procedural Checklist
IM	Initial Meeting
RM	Reflection Meeting
Exam	Online examination
<b>WBAs</b>	<b>Workplace-based Assessments</b>
Mini-CEX	Mini-Clinical Evaluation Exercise
DOPS	Direct Observation of Procedural Skills
QA	Quality Assurance, Improvement Activity or Audit
ORC	Observed Clinical Referral
CLSR	Clinical Lead Shift Report

## EMAD Units, teaching and learning strategies, and assessment

Unit	Teaching and learning strategies	Assessment strategies
<b>Unit 1</b> <b>Advanced techniques in emergency medicine</b>	+ ST + eLM + WS	+ Mini-CEX + DOPS + CLSR + PC + OCR + IM + RM + Exam
<b>Unit 2</b> <b>Managing emergency presentations 3</b>	+ ST + eLM + WS	+ Mini-CEX + DOPS + CLSR + PC + OCR + IM + RM + Exam
<b>Unit 3</b> <b>Professional leadership in the emergency care environment</b>	+ ST + eLM + WS	+ Mini-CEX + DOPS + CLSR + PC + QA + OCR + IM + RM + Exam

## EMAD Workshops

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Trainees are required to complete the following workshops:

- + Fundamentals of bedside ultrasound workshop, as approved by ASUM.
- + ACEM Clinical Supervisor workshop.

## EMAD Units and themes

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Unit	Themes
<b>Unit 1</b> <b>Advanced techniques in emergency medicine</b>	<ul style="list-style-type: none"> <li>+ Resuscitation medicine 3</li> <li>+ Ultrasound in resuscitation</li> </ul>
<b>Unit 2</b> <b>Managing emergency presentations 3</b>	<ul style="list-style-type: none"> <li>+ Environmental injury</li> <li>+ Complex skin/ soft tissue injury/ burns</li> <li>+ Complex ophthalmological</li> <li>+ Rare infectious disease</li> <li>+ Complex toxicological and toxinological</li> <li>+ Choosing wisely</li> </ul>
<b>Unit 3</b> <b>Professional leadership in the emergency care environment</b>	<ul style="list-style-type: none"> <li>+ Emergency health care in rural and remote context</li> <li>+ Emergency retrieval, transportation and patient transfer</li> <li>+ Quality assurance improvement and innovation</li> <li>+ Leadership and management</li> <li>+ Disaster management principles</li> <li>+ Collaboration within the whole hospital environment</li> <li>+ Decision making and patient safety</li> <li>+ Supervision and teaching</li> <li>+ The reflective clinician</li> <li>+ Evidence based approach to emergency medicine practice</li> </ul>



## EMAD Assessment Methods

Tool	What is assessed?	Methodology
<b>Mini-CEX</b>	History taking, examination, diagnosis and management based on the following:  + <i>Three highly complex and different presentations relating to any theme within Unit 2 of the <b>EMD</b> curriculum, or any theme of Unit 1 or 2 of the <b>EMAD</b> curriculum</i>	Five 15 to 20-minute Mini-CEXs observed by a FACEM or an approved supervisor.
<b>DOPS</b>	Ability to safely and appropriately perform the following core procedures:  + <i>Ventilation – trouble shooting</i> + <i>US guided peripheral vascular access</i> + <i>Central access</i>	Three DOPS forms to be completed for designated procedures and observed by a FACEM or an approved supervisor.
<b>QA</b>	Trainee's capacity for undertaking and reflecting on quality improvement strategies, e.g. audit, adverse event monitoring, guideline review, presentation at morbidity and mortality meeting.	Completion of a quality improvement activity and reflection on this activity with an approved supervisor.
<b>OCR</b>	Assessment on essential communication skills pertaining to the clinical handover and/or referral of a patient.	One clinical referral observed by an approved supervisor.
<b>CLSR</b>	Competence to effectively lead, oversee and manage the Emergency Department including patient flow, staff management, handover and seizing teaching opportunities.	Two clinical lead shift reports. Supervisor observes trainee, gets feedback from other ED staff including nurses and clerks, and provides feedback at end of shift to trainee.
<b>Procedural Checklist (PC)</b>	Ability to safely and appropriately perform procedures.	FACEM, approved supervisor or relevant specialist to sign off observed procedures on the checklist
<b>Initial Meeting (IM)</b>	Conducted in the first two weeks of training for trainee to consider on:  + Learning needs and goals + Strengths and weaknesses + Possible challenges in training + The process of self-reflection during training	One 30-minute initial meeting between trainee and an approved supervisor
<b>Reflection Meeting (RM)</b>	Critically reflect upon training at approximately three and six month intervals for six FTE month training period	Two 45-minute reflection meeting between trainees and an approved supervisor.
<b>Examination</b>	50 multiple choice questions (MCQs) based on curriculum.	One-hour online MCQ exam completed under supervision.

## EMAD Unit 1 Advanced techniques in emergency medicine

### Resuscitation medicine 3

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Dangers of Rapid Sequence Intubation (RSI) in a physiologically challenging patient.</li> <li>+ Principles of Rapid Sequence Intubation (RSI) in a child.</li> <li>+ Anatomical and physiological challenges of resuscitating a child.</li> <li>+ Advanced techniques for airway management in an adult and child.</li> <li>+ Salinger technique for vascular access procedures.</li> <li>+ Principles of central venous access.</li> <li>+ Principles of umbilical artery or vein catheterisation</li> </ul>	ST eLM WS	Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Intubate a child</li> <li>+ Lead a team in a straightforward newborn resuscitation</li> <li>+ Seek advice when first line resuscitation methods fail in newborn resuscitation</li> <li>+ Manage anatomically challenging airways in adults and children</li> <li>+ Recognise resuscitation presentations where ongoing resuscitation may be futile.</li> <li>+ Explain the decisions regarding medical management and the goals of end of life care to a patient and their family and/or carers.</li> <li>+ Take responsibility for ceasing resuscitation appropriately in a complex presentation.</li> <li>+ Decide on appropriate goals of care and limitation of medical treatment for a dying patient.</li> <li>+ Deliver appropriate end of care palliative care to a patient who is dying in the ED.</li> <li>+ Sensitively elicit patient and carer wishes regarding organ donation where appropriate in the ED.</li> <li>+ Perform complex RSI of an adult.</li> <li>+ Adjust and trouble shoot in a ventilated patient.</li> <li>+ Adapt resuscitation skills when first line measures are not successful .</li> <li>+ Manage complications in resuscitation including acting on pre-discussed plan with team for “can’t intubate, can’t oxygenate” scenarios</li> <li>+ Perform the following procedures:               <ul style="list-style-type: none"> <li>– Insert a central venous line</li> <li>– Obtain IV access in the newborn</li> <li>– Endotracheal Intubation with:                   <ul style="list-style-type: none"> <li>• C-spine immobilization</li> <li>• Use of a Bougie</li> <li>• Emergency front of neck access as appropriate for age.</li> </ul> </li> </ul> </li> </ul>	ST eLM WS	WBA PC Exam

## EMAD Unit 1 Advanced techniques in emergency medicine

### Ultrasound in resuscitation

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Physics of ultrasound wave.</li> <li>+ Ultrasound image optimisation.</li> <li>+ Common artefact production.</li> <li>+ Ultrasound machine controls.</li> <li>+ Normal anatomy as viewed in ultrasound images, as pertains to:               <ul style="list-style-type: none"> <li>- eFAST</li> <li>- Abdominal Aortic Aneurysm (AAA)</li> </ul> </li> <li>+ Pathologies as viewed in ultrasound images.</li> <li>+ Principles of common bedside ultrasound skills used in resuscitation assessment, including:               <ul style="list-style-type: none"> <li>- eFAST</li> <li>- AAA assessment</li> </ul> </li> <li>+ Indications, limitations and complications of eFAST and AAA</li> <li>+ Indications, advantages, limitations and complications of ultrasound guidance procedures:               <ul style="list-style-type: none"> <li>- Insertion of peripheral IV cannula</li> <li>- Central venous access</li> <li>- Femoral nerve block</li> </ul> </li> </ul>	ST eLM WS	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Perform the following ultrasound assessments:               <ul style="list-style-type: none"> <li>- eFAST</li> <li>- AAA assessment</li> </ul> </li> <li>+ Perform the following ultrasound-guided procedures:               <ul style="list-style-type: none"> <li>- Insertion of peripheral IV cannula</li> <li>- Central venous access</li> <li>- Femoral nerve block</li> </ul> </li> </ul>	ST eLM WS	WBA PC Exam

## EMAD Unit 2 Managing emergency presentations 3

### Highly complex emergency presentations

#### Structural heart disease

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
+ Clinical features of structural heart disease.	ST eLM	Exam
<b>Be able to:</b>		
+ Initiate appropriate treatment and refer as necessary.	ST eLM	WBA Exam

#### Complex trauma

<b>Demonstrate knowledge and understanding of:</b>		
+ Principles of management of complex multi-trauma in special circumstances, including pregnant, paediatric and geriatric patients.	ST eLM WS	Exam
<b>Be able to:</b>		
+ Assess and manage complex trauma in special subpopulations, including pregnant, paediatric and geriatric patients.	ST eLM WS	WBA PC Exam
+ Insert an intercostal catheter.		

#### Complex metabolic and endocrine

<b>Demonstrate knowledge and understanding of:</b>		
+ Clinical features of complex metabolic and endocrine emergency presentations.	ST eLM	Exam
<b>Be able to:</b>		
+ Identify paediatric errors of metabolism, resuscitate and initiate investigation in conjunction with a paediatric department.	ST eLM	Exam

## EMAD Unit 2 Managing emergency presentations 3

### Rare infectious disease presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Clinical features of, and red flags in tropical infectious diseases.</li> <li>+ Clinical features and red flags of Australian and New Zealand zoonoses.</li> <li>+ Distinguishing clinical features and red flags of infectious diseases in the returned traveler.</li> <li>+ Practicalities of management of rare infectious disease presentations in the ED including:               <ul style="list-style-type: none"> <li>- isolation</li> <li>- notification</li> <li>- contact precautions</li> <li>- contact tracing</li> </ul> </li> <li>+ Immunisation for rarer diseases.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Recognise and diagnose occupational based infectious diseases.</li> <li>+ Recognise and diagnose infectious diseases in the returned traveler.</li> </ul>	ST eLM	WBA Exam

## EMAD Unit 2 Managing emergency presentations 3

### Environmental injury presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Be able to:</b>		
+ Elicit a focused history and conduct a targeted examination of a patient presenting with environmental related injury/condition.	ST eLM	WBA Exam
+ Measure core temperature		

### Electrical injury

<b>Demonstrate knowledge and understanding of:</b>		
+ Clinical features of electrical injuries.		
+ Patterns of electric injury associated with:		
– AC and DC injury		
– Household versus high voltages and lightning injuries including:		
• Arrhythmias	ST	WBA
• Cardiac injury	eLM	Exam
• Neurological deficit		
• Deep burns		
• Compartment syndromes and rhabdomyolysis		
• High-risk settings e.g. pregnancy.		
– Associated other injuries with mechanism e.g. trauma		
<b>Be able to:</b>		
+ Recognise the clinical features of an electrical injury.		
+ Assess and manage patients with electrical injury and their associated acute sequelae.	ST	WBA
+ Choose and request the most appropriate investigations.	eLM	Exam
+ Provide appropriate treatment for patient with an electrical injury		

continued....

## Environmental injury presentations (continued)

### Immersion injury

#### Demonstrate knowledge and understanding of:

- + Clinical features of immersion injuries.

ST  
eLMWBA  
Exam

#### Be able to:

- + Recognise the clinical features of an immersion injury.
- + Assess and provide appropriate treatment for:
  - Drowning
  - Hypothermia
  - Acute Lung Injury
  - Arrhythmias
  - Metabolic disturbance
- + Choose and request the most appropriate investigations.
- + Identify associated patterns of injury and presentation including trauma suicide and intoxication.

ST  
eLMWBA  
Exam

### Hypothermia

#### Demonstrate knowledge and understanding of:

- + Clinical features of hypothermia.

ST  
eLM  
WSWBA  
Exam

#### Be able to:

- + Recognise the clinical features of hypothermia.
- + Classify severity of hypothermia.
- + Minimise patient disturbance to avoid complications.
- + Conduct relevant metabolic and endocrine assessments.
- + Choose and request the most appropriate investigations.
- + Interpret ECG findings.
- + Differentiate “hypothermic” from “dead”.
- + Provide appropriate treatment including:
  - Passive and active warming techniques, with consideration of complications.
  - Rapid cooling via external and internal techniques.

ST  
eLM  
WSWBA  
Exam

continued....

## Environmental injury presentations (continued)

### Hyperthermia

#### **Demonstrate knowledge and understanding of:**

- + Clinical features of hyperthermia.

ST  
eLM  
WS

Exam

#### **Be able to:**

- + Recognise the clinical features of hyperthermia.
- + Assess with consideration of sepsis, metabolic and endocrine disturbance causes.
- + Choose and request the most appropriate investigations.
- + Provide appropriate treatment including:
  - Rapid cooling via external and internal techniques.
  - Fluid management.
  - Antidotes e.g. dantrolene

ST  
eLM  
WS

WBA  
Exam

### Hyperbaric injuries

#### **Demonstrate knowledge and understanding of:**

- + Clinical features of hyperbaric injuries.
- + Rationale for oxygen therapy.
- + Local and national referral patterns for hyperbaric related injury.

ST  
eLM

WBA  
Exam

#### **Be able to:**

- + Diagnose:
  - hyperbaric injuries and complications
  - barotrauma including neurological respiratory and joint manifestations
- + Choose and request the most appropriate investigations.
- + Provide appropriate treatment for:
  - hyperbaric injuries and complications
  - barotrauma including neurological respiratory and joint manifestations

ST  
eLM

WBA  
Exam



## EMAD Unit 2 Managing emergency presentations 3

### Complex wound presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Issues associated with concurrent complex wounds and fractures.</li> <li>+ Complex wound contaminants (e.g. chemicals, coral, tropical bites (human or animal)).</li> <li>+ Unusual infections (e.g. saltwater, fresh water, flooding).</li> <li>+ Imaging modalities for foreign bodies.</li> <li>+ Appropriateness of different suturing materials and dressings.</li> </ul>	ST eLM	Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a focused history and conduct targeted examination of a patient presenting with complex wounds.</li> <li>+ Undertake appropriate assessment for vascular, neurological or tendon injury.</li> <li>+ Identify the need for appropriate antibiotic cover, exploration and debridement in the operating theatre.</li> <li>+ Choose the most appropriate treatment including:               <ul style="list-style-type: none"> <li>- Surgical referral</li> <li>- Imaging</li> <li>- Dressing/suturing</li> </ul> </li> <li>+ Perform the following procedures:               <ul style="list-style-type: none"> <li>- Regional nerve blocks including femoral nerve block</li> <li>- Incision and drainage of abscess</li> <li>- Multi-layer wound closure</li> <li>- Suture special wounds (e.g. lips)</li> </ul> </li> <li>+ Manage complex wounds.</li> </ul>	ST eLM	WBA PC Exam

## EMAD Unit 2 Managing emergency presentations 3

### Complex burn presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
<ul style="list-style-type: none"> <li>+ Distinguishing features of               <ul style="list-style-type: none"> <li>- Chemical burns</li> <li>- Electrical burns</li> <li>- Sunburn</li> <li>- Thermal burn.</li> </ul> </li> <li>+ Team and multidisciplinary nature of complex burn management.</li> <li>+ Implications of complex burns for the calculation of fluid requirements.</li> <li>+ Appropriate treatment for complex burns</li> <li>+ Methods of analgesia for complex burns e.g. Opiates, Patient Controlled Analgesia (PCA), Ketamine</li> <li>+ Indications and pathways for referral to burns centres for management.</li> <li>+ The indications and techniques for performing an escharotomy.</li> <li>+ Appropriate transport dressings for burns.</li> </ul>	ST eLM WS	WBA Exam

continued....

## Complex burn presentations (continued)

### Be able to:

- + Elicit a focused history and conduct targeted examination of patient presenting with complex burns
- + Identify the distinguishing features of:
  - Chemical burns
  - Electrical burns
  - Sunburn
  - Thermal burn
- + Choose and provide appropriate management and treatment for complex burns that includes:
  - Airway management
  - Fluid resuscitation
  - Management of associated intoxication e.g. carbon monoxide and cyanide.
- + Carry out fluid calculations and replacement in an adult and child
- + Use appropriate tools for calculating burn surface area and adjust for complicating factors and age.
- + Recognise and appropriately manage 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.
- + Choose and request the most appropriate investigation(s) for a patient presenting with complex burns.
- + Provide appropriate treatment including:
  - Analgesia e.g. Opiates, PCA, Ketamine
  - Prophylaxis measures for Peptic Ulcer and Tetanus
  - Dressing
  - Cooling
- + Manage a multidisciplinary clinical team.
- + Function as a team leader where necessary.
- + Use appropriate communication tools for efficient consultation, referral and transfer.

ST  
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Exam

## EMAD Unit 2 Managing emergency presentations 3

### Complex ophthalmological presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Clinical features of:               <ul style="list-style-type: none"> <li>- Hyphema</li> <li>- Keratitis</li> <li>- Ocular burns</li> <li>- Globe injury</li> <li>- Ophthalmological complications of facial fractures</li> <li>- Optic nerve injury</li> <li>- Lacrimal duct injuries</li> <li>- Sudden loss of vision</li> <li>- Vitreous haemorrhage</li> <li>- Glaucoma</li> </ul> </li> </ul>	ST eLM	Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Elicit a focused history and conduct a targeted examination of patient presenting with complex ophthalmological emergencies.</li> <li>+ Diagnose the likely cause of an ophthalmological emergency.</li> <li>+ Identify the most appropriate investigation(s) and provide appropriate treatment including referral.</li> </ul>	ST eLM	WBA Exam

## EMAD Unit 2 Managing emergency presentations 3

### Complex toxicological and toxinological presentations

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
<ul style="list-style-type: none"> <li>+ Less common toxidromes including:               <ul style="list-style-type: none"> <li>- Cholinergic</li> <li>- Salicylate</li> <li>- Serotonergic syndrome</li> <li>- Neuroleptic malignant syndrome</li> </ul> </li> <li>+ Management of withdrawal syndromes and their complications (opioid, ETOH, benzos, amphetamines)</li> </ul>	ST eLM	Exam

## EMAD Unit 2 Managing emergency presentations 3

### Choosing wisely

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Principles of choosing wisely.</li> <li>+ Common drivers for over testing.</li> <li>+ Risks associated with over testing, including:               <ul style="list-style-type: none"> <li>- increase cost</li> <li>- issues with interpretation</li> <li>- overdiagnosis</li> <li>- patient harm</li> </ul> </li> <li>+ Resources available to assist with determining the appropriateness and necessity of an investigation, test, treatment or procedure.</li> <li>+ Practical systems to ensure rational ordering of investigations by medical staff.</li> </ul>	ST eLM	Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Apply principles of choosing wisely to clinical practice to provide safe and highest standard of patient care in the Emergency Department.</li> <li>+ Rationalise and justify investigation, test, treatment or procedure.</li> <li>+ Demonstrate rational decision making in imaging.</li> <li>+ Demonstrate rational requesting of pathology testing.</li> </ul>	ST eLM	WBA Exam

## EMAD Unit 3

### Professional leadership in the emergency care environment

#### Rural and remote emergency medicine 3

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
<ul style="list-style-type: none"> <li>+ The spectrum of emergencies likely to be encountered in a rural and remote setting.</li> <li>+ The impact of rural and remote attitudes which may delay presentation to ED.</li> <li>+ The impact of resource limitations on emergency care.</li> <li>+ The principles of improvisation and harnessing all available resources.</li> <li>+ Initial emergency stabilisation and time-critical care in non-hospital settings.</li> <li>+ Telehealth and its application including:               <ul style="list-style-type: none"> <li>– an awareness of varying communication strategies (e.g. phone, radio and internet-based strategies)</li> <li>– limitations of communication strategies in certain areas</li> <li>– operating procedures governing use of some radio modalities</li> </ul> </li> <li>+ Innovation in care systems and technology and their applications to the rural/remote environment.</li> <li>+ The role of the rural ED as a link to broader health care in the region and state.</li> </ul>	ST eLM	WBA Exam
<b><i>Be able to:</i></b>		
<ul style="list-style-type: none"> <li>+ Demonstrate resourceful independent practice when working in geographic and professional isolation.</li> <li>+ Give and receive advice via phone, radio or telehealth medium.</li> <li>+ Initiate coordination of local medical transport agencies with appropriate specialist involvement.</li> <li>+ Collaborate with doctors in a remote setting to stabilise and manage a patient while awaiting retrieval.</li> <li>+ Facilitate access to broader health care and support in the region and state</li> </ul>	ST eLM	WBA Exam

## EMAD Unit 3

### Professional leadership in the emergency care environment

#### Emergency retrieval, transportation and patient transfer

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Processes involved in pre-hospital response and management.</li> <li>+ The process of preparing a patient for transfer including:               <ul style="list-style-type: none"> <li>– resuscitation and stabilization</li> <li>– packaging for safe transport</li> </ul> </li> <li>+ Transport platforms and associated rationale.</li> <li>+ Requirements of safe patient transfer, including equipment, drugs and monitors</li> <li>+ Factors contributing to a safe referral and transfer process including:               <ul style="list-style-type: none"> <li>– Knowing own limitations</li> <li>– Knowing when, how and where to refer appropriately</li> </ul> </li> <li>+ Effective and appropriate communication with other specialist areas (e.g. surgery, ICU)</li> <li>+ Safe and effective handover of patients:               <ul style="list-style-type: none"> <li>– Within the emergency department</li> <li>– Within the hospital</li> <li>– To other hospitals/facilities</li> </ul> </li> <li>+ Effective utilization of limited transport logistics with multiple patients.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Prepare a patient transport bag.</li> <li>+ Use transport equipment safely.</li> <li>+ Choose and rationalise the best available transport method.</li> <li>+ Complete required documentation for transfer of patients (including involuntary transport of patients with acute psychosis).</li> <li>+ Conduct safe referral and effective handover with the accepting/transfer team.</li> <li>+ Arrange referral to distant services in collaboration with the patient and/or carer(s), considering the balance of potential benefits, harms and costs.</li> </ul>	ST eLM	WBA Exam



## EMAD Unit 3

### Professional leadership in the emergency care environment

#### Quality assurance, improvement and innovation

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ ACEM quality standards framework.</li> <li>+ Methods of identification and quantification of risk to patients.</li> <li>+ The application of current quality improvement methodology to monitor processes and the effects of change.</li> <li>+ Leadership strategies to motivate for innovation.</li> <li>+ Quality improvement process: identification, change in practice and monitoring of effect.</li> <li>+ Principles of conducting morbidity and mortality meetings.</li> <li>+ Principles of quality, safety and clinical standards.</li> <li>+ Principles of a clinical audit, including types, use and challenges.</li> <li>+ The audit cycle.</li> <li>+ Accessing and evaluating evidence based clinical guidelines.</li> <li>+ Adapt universal guidelines to local conditions.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Conduct a clinical audit.</li> <li>+ Obtain and act on patient, carer and service user feedback and experiences.</li> <li>+ Listen to and incorporate different stakeholder perspectives.</li> <li>+ Demonstrate reflective practice.</li> <li>+ Critically evaluate departmental practice through:               <ul style="list-style-type: none"> <li>– Adverse event monitoring</li> <li>– Critical incident reviews</li> <li>– Morbidity and mortality meetings.</li> </ul> </li> <li>+ Carry out Quality Improvement processes.</li> </ul>	ST eLM	WBA RM Exam

## EMAD Unit 3

### Professional leadership in the emergency care environment

#### Decision Making and patient safety

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Complex emergency department issues including:               <ul style="list-style-type: none"> <li>– Overcrowding in the ED</li> <li>– Multiple critically ill patients</li> <li>– Recruitment / rostering</li> <li>– Contingency planning</li> </ul> </li> <li>+ Processes for reviewing errors and adverse events.</li> <li>+ Cognitive bias and strategies to reduce cognitive bias.</li> </ul>	ST eLM	WBA Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Prioritise tasks and resources according to local guidelines.</li> <li>+ Use clinical reasoning to justify diagnostic decisions and management priorities.</li> <li>+ Use of risk stratification methods to create a safe patient management plan.</li> <li>+ Demonstrate autonomous decision making when required.</li> </ul>	ST eLM	WBA

## EMAD Unit 3

### Professional leadership in the emergency care environment

#### Leadership and management

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Leadership skills and attributes relevant to the emergency department.</li> <li>+ The difference between leadership and management.</li> <li>+ The process for complaints handling in the emergency department.</li> <li>+ Various clinical and non-clinical support tools accessible in an emergency department.</li> <li>+ Principles of safe rostering.</li> <li>+ Departmental overcrowding and access block, and the effect of these on patient care and clinical outcomes.</li> <li>+ Principles of stakeholder engagement relevant to the emergency department.</li> <li>+ Principles of a medico-legal report and timely submission.</li> <li>+ Principles of change management.</li> </ul>	ST eLM	WBA RM Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Manage the ED at times of patient surge.</li> <li>+ Manage and organise ED teams as required.</li> <li>+ Oversee the ED while managing own patient workload.</li> <li>+ Provide clinical supervision of junior staff in an ED.</li> <li>+ Liaise effectively regarding inpatient coordination.</li> <li>+ Investigate and manage complaints as per local complaint process and deliver actions in a timely manner.</li> <li>+ Competently allocate finite health resources.</li> <li>+ Liaise effectively with stakeholders as relevant.</li> <li>+ Conduct a simple clinical audit.</li> <li>+ Review and develop clinical guidelines.</li> <li>+ Develop and use conflict resolution strategies to minimize and resolve conflict.</li> </ul>	ST eLM	WBA

## EMAD Unit 3

### Professional leadership in the emergency care environment

#### Disaster management and preparedness

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b>Demonstrate knowledge and understanding of:</b>		
<ul style="list-style-type: none"> <li>+ Principles of disaster management including:               <ul style="list-style-type: none"> <li>– the comprehensive approach of prevention (mitigation), preparedness, response and recovery</li> <li>– the 4 c's of command, control, coordination and communication</li> <li>– the all agencies approach</li> <li>– the all hazards approach</li> <li>– the prepared community.</li> </ul> </li> <li>+ Principles of response to chemical, biological and radiological incidents.</li> <li>+ The key implications of principles of disaster management for your hospital, your emergency department and your role in the ED.</li> <li>+ The emergency department disaster plan including:               <ul style="list-style-type: none"> <li>– Integration of this with rest of the hospital, the local and district disaster arrangements, state and national arrangements</li> <li>– Training and resources required to support the plan.</li> </ul> </li> </ul>	ST eLM	Exam
<b>Be able to:</b>		
<ul style="list-style-type: none"> <li>+ Undertake disaster preparedness exercise such as desktop and simulation exercise.</li> <li>+ Apply principles of disaster triage.</li> <li>+ Carry out interagency communication (e.g. police, ambulance, government and Department of Health).</li> </ul>	ST eLM	Exam

## EMAD Unit 3

### Professional leadership in the emergency care environment

#### Collaboration with community and hospital

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
<ul style="list-style-type: none"><li>+ The importance of inter and intra-disciplinary relationships as they relate to the ED.</li><li>+ Principles of the relationship between the emergency department and the community it serves.</li></ul>	ST eLM	Exam
<b><i>Be able to:</i></b>		
<ul style="list-style-type: none"><li>+ Develop and maintain intra-disciplinary relationships through local and distant networks.</li><li>+ Develop and maintain inter-disciplinary relationships in the ED and in the community.</li><li>+ Collaborate with other Emergency Medicine professionals for the purposes of research, clinical governance, formal debriefing and formal peer review.</li></ul>	ST eLM	WBA Exam

## EMAD Unit 3

### Professional leadership in the emergency care environment

#### Supervision and teaching

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
<ul style="list-style-type: none"> <li>+ Basic principles of adult learning.</li> <li>+ Strategies for teaching in the emergency department, which acknowledge that teaching in ED is integrated across all professional groups.</li> <li>+ Principles of bedside teaching.</li> <li>+ Strategies and educational supports for working with clinicians of various levels of experience.</li> <li>+ Strategies for supporting a doctor in difficulty.</li> <li>+ Principles of providing effective feedback on clinical performance.</li> <li>+ Delivery modes of teaching in the Emergency Department such as:               <ul style="list-style-type: none"> <li>- bedside</li> <li>- hand-over rounds</li> <li>- formal</li> <li>- didactic.</li> </ul> </li> <li>+ Potential for tension between educational opportunity and patient safety when supervising staff in the clinical environment.</li> </ul>	ST eLM WS	WBA Exam
<b><i>Be able to:</i></b>		
<ul style="list-style-type: none"> <li>+ Provide safe and effective supervision in the clinical environment, including recognising when to intervene to maintain patient safety.</li> <li>+ Integrate basic adult learning principles to enhance the delivery of clinical bedside teaching.</li> <li>+ Demonstrate effective bedside teaching, including teaching of skills/procedures.</li> <li>+ Proactively seize and utilise identified teaching opportunities in the emergency department environment.</li> <li>+ Deliver constructive feedback to junior medical staff and peers.</li> <li>+ Teach to a small audience or group.</li> </ul>	ST eLM WS	WBA Exam

## EMAD Unit 3

### Professional leadership in the emergency care environment

#### The reflective clinician

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
+ Principles of critical appraisal of self.		
+ Self-reflection on scope of practice and competency.	ST	RM
+ Strategies for professional longevity.	eLM	Exam
+ The importance of continuous learning and professional development.		
<b><i>Be able to:</i></b>		
+ Routinely critically appraise own total practice through self-reflection and self-assessment to demonstrate growth as a professional Emergency Medicine clinician.		
+ Undertake professional development and opportunities for continuous learning.	ST	RM
+ Maintain practices for independent life-long learning, including in situations of geographic remoteness and/or with limited peer support.	eLM	

## EMAD Unit 3

### Professional leadership in the emergency care environment

#### Evidenced-based approach to emergency medicine practice

Learning Objective	Teaching and Learning Strategies	Assessment Methods
<b><i>Demonstrate knowledge and understanding of:</i></b>		
+ Process of implementing knowledge into practice.	ST	WBA
+ Methods for accessing recently published information about medicine.	eLM	Exam
<b><i>Be able to:</i></b>		
+ Access relevant evidence and articles to support clinical decision-making.	ST	WBA
+ Critically appraise clinical research and literature, including the relevance and validity of conclusions.	eLM	





Questions regarding this  
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