
2026-2027 Emergency Medicine Clerkship

Clerkship Contacts

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Clerkship Description

The Emergency Medicine rotation during the OPSEF Block is a unique learning opportunity designed to provide students with early exposure to the specialty and to the urgent and emergent care of children and adolescents. Students will assess undifferentiated patients and develop their own diagnostic and therapeutic management plans, integrating and applying knowledge from the other disciplines encountered in the block. Clinical experiences will be augmented by didactics and additional field experiences, including the 911 center and EMS ride out.

Clerkship Objectives

Patient Care

Goal: Students who are able to provide patient-centered care that is appropriate and compassionate.

Objectives: By the end of the clerkship, students should be able to:

- Obtain an accurate problem-focused history and physical exam (PC-1.1, PC-1.2, PC-1.3)
- Develop a diagnostic and therapeutic patient management plan for the patient with both an undifferentiated complaint and a known disease process (PC-1.3, PC-1.2)
- Formulate a differential dx when evaluating an undifferentiated patient: (PC-1.3)
 - List worst case scenarios
 - Prioritize likelihood of diagnoses based on clinical findings
- Patient management skills (PC-1.2, PC-1.7)
 - Monitor the response to therapeutic intervention
 - Develop appropriate disposition and follow up plans
- Patient communication (PC-1.6, PC-1.7)
 - Educate patients on safety and provide anticipatory guidance as necessary
 - Educate patients to ensure comprehension of discharge plan
- Interpret basic diagnostic tests such as, but not limited to labs and imaging (PC-1.3)
- Initiate basic resuscitation and stabilization (PC-1.5)

Knowledge for Practice

OPSEF

Goal: Students who are able to apply their broad knowledge base to patient care in the ED clinical setting.

Objectives: During the clerkship, the student will have opportunity to:

- Apply diagnostic principles from pre-clerkship years to the ED clinical setting (KP-2.2)
- Apply evidence-based principles to patient care in the ED clinical setting (KP-2.3)

Practice Based Learning and Improvements

Goal: Students who are able to apply scientific evidence to patient care, accept, and apply feedback for improvement of patient care practices.

Objectives: Students will demonstrate the ability to:

- Apply corrective feedback (PBL-3.3)

Interpersonal and Communication Skills

Goal: Students who are able to effectively communicate with patients, families, faculty, staff, residents and other students.

Objectives: Students will have opportunity to:

- Develop and demonstrate professional interactions and effective communication with ED faculty, staff and consultants (ICS-4.2)
- Demonstrate active listening skills (ICS-4.3)
- Establish a therapeutic relationship with patients and families (ICS-4.1, ICS-4.3)

Professionalism

Goal: Students who demonstrate a commitment to carrying out professional responsibilities, adhering to ethical principles, displaying sensitivity to a diverse patient population.

Objectives: Throughout the clerkship, students will demonstrate:

- Respect towards patients and families whose lifestyles, culture and values may be different from their own (PRO-5.1)
- Ethical behavior, including patient confidentiality, privacy and consent (PRO-5.2)
- Reliability, by arriving on time and prepared for all required activities (PRO-5.3, PRO-5.7)
- Honesty and integrity in patient care (PRO-5.6)
- Professional appearance (PRO-5.7)
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Systems-Based Practice

Goal: Students who demonstrate an awareness of the larger context of health care and understand how to effectively utilize system resources to provide optimal care.

Objectives: By the end of the clerkship, students should be able to:

- Describe the role of poison centers in the US healthcare system (SBP-6.1)

Inter-Professional Collaboration

Goal: Students who demonstrate the ability to effectively engage as part of an inter-professional team.

Objectives: Throughout the clerkship, student should have the opportunity to:

- Develop teamwork and inter-professional communication skills in the ED (IPC-7.3)

Personal and Professional Development

Goal: Students who demonstrate the principles required for lifelong professional growth.

Objectives: During the clerkship, students will have opportunity to:

- Develop proper judgment regarding when to take responsibility and when to seek assistance with patient care, based on their current level of training (PPD-8.1)

Integration Threads

<u>X</u> Geriatrics	<u>X</u> Patient Safety	<u>X</u> Communication Skills	<u>X</u> Professionalism	<u>X</u> Palliative Care
_ Basic Science	<u>X</u> Pain Management	<u>X</u> Diagnostic Imaging	<u>X</u> EBM	_ Clinical & Translation Research
<u>X</u> Ethics	<u>X</u> Chronic Illness Care	<u>X</u> Clinical Pathology	<u>X</u> Quality Improvement	

General Requirements

Course expectations include showing up for all shifts, on time, appropriately attired (scrubs or business attire, no dangling hair, no open toe shoes), ready to work, with a stethoscope and your ID badge. When evaluating real or simulated patients, always use appropriate Personal Protective Equipment (PPE) and be respectful.

ED Shifts will be at the following facility, additional facilities may be added later in the year:

- El Paso Children's Hospital, 4815 Alameda, 915-298-5443

If an emergency arises preventing you from working your shift or you are ill, e-mail the Clerkship Coordinator and PLFELPClerkshipAbsence@ttuhsc.edu.

You are expected to act as the primary provider for the patients you see on your shifts. You will do a focused H&P, and then present the patient to the resident/faculty with a differential diagnosis along with a diagnostic and therapeutic management plan. Each student will be assigned approximately 36 clinical hours in the emergency department. You will be required to work nights and weekends, as scheduled, during your Ambulatory rotations.

All patients are to be presented to faculty before pelvic and rectal exams, and before any procedures are done. You are not to do any of these things without direct physician observation. You must notify and obtain approval from the senior resident or faculty member for each patient you plan to pick up. If a patient appears unstable (i.e., looks really sick, has respiratory distress, or has abnormal vital signs) notify your attending or resident immediately.

Do not leave the department without advising your faculty. Expect to eat your meals in the ED, although you will be allowed to leave the department to get food from the cafeteria. There is a refrigerator and microwave in the Emergency Department for students to use.

Grading Policy

Grading will be based on attendance, participation, and your clinical shift assessment forms. Due to the brief duration of the course, grades will be pass/fail only.

PASS:

- Complete a minimum of 10 patient entries and document an observed h and p in the Op-Log system
- Observed H and P Pink Card submitted x 2 in Elentra
- 36 hours in the ED
- 9 hours on an EMS ride-out
- 2 hours at the 911 command center
- Clinical evaluations must meet a minimum standard of the following:
 - Professional behavior
 - Patient evaluation skills
 - Patient management skills

IN PROGRESS:

This grade will be issued at the end of the clerkship if the course requirements have not been met due to mitigating circumstances. Once the requirements have been met the grade will be changed to PASS.

FAIL:

- Unprofessional behavior
- Failure to complete required remedial work in the allotted time.
- Failure to complete course requirements to a satisfactory level.

Clerkship Experiences

Pre-Hospital Experience

Each student will spend 2 hours at the 911 Dispatch Center where dispatchers receive calls. You do not need to bring anything. You will be able to see firsthand what happens behind the scenes.

You will also spend one 9-hour shift with an EMS crew at a Fire Station within the city. The address will be provided to you by the Clerkship Coordinator and will be posted on your Elentra calendar. You may wear scrubs.

Objectives:

- Gain firsthand experience on how EMS responds to calls, assesses patients, and provides care in the field
- Become familiar with the challenges of providing patient care outside of a hospital or clinical setting
- Observe and gain appreciation for how EMS performs patient assessments, utilizes local patient protocols, and communicates patient information to hospital staff at time of transfer

Re-Assignment

Students with previous experience in the pre-hospital arena may request to substitute their hours with additional ED shift(s) totaling the same hours. The request should be made prior to the rotation starting.

Clinical Observed H&P Encounter Pink Cards

These cards will be used only during your EM shifts to facilitate real time feedback for your own professional development as well as to be incorporated into your mid-clerkship feedback. The Program Coordinator will provide these cards to you throughout the rotation. You are required to turn in 2 cards. Students can either upload them or email them to the Program Coordinator.

Mid-Rotation Assessment

Progress will be assessed for each student at the midpoint of the rotation. Clerkship faculty will review your clinical evaluations and Op-Log entries.

Any student who is not making satisfactory progress will meet with clerkship faculty to discuss their perception of any problem, the student's strengths and weaknesses and current circumstances.

Op-Log Entries

You will be required to complete Op-Log entries on all patients with whom you have direct, clinical contact; e.g., performing a patient's history and physical examination, or performing or assisting in a procedure. Each student is required to document in the Op-Log the following mandatory conditions: (1) nausea/vomiting (2) Fever. Involvement with a more advanced or critical patient in which significant faculty/resident teaching is involved should also be included. Involvement with a more advanced or critical patient in which significant faculty/resident teaching is involved should also be included. Please note that in addition to your required entries, you must document an observed h and p under the "Procedures" tab in the op-Log system.

If you are not able to complete all required diagnoses, please notify the Clerkship Coordinator for instructions that will assist you in completing the requirements.

Clinical Assessments

You are encouraged to seek out feedback from faculty and senior residents while on your assigned shifts. Senior residents should only be approached to complete an evaluation if the faculty defers to the resident. Clinical shift assessment forms can be completed in two ways: 1- Provide them with a blank shift assessment form to complete for the assigned shift. This should be reviewed with you and submitted into the locked student assessment box in the ED by the evaluator. If done in this manner, the student is still required to trigger the assessment in Elentra within 48 hours. 2- Students may trigger a shift assessment through the Elentra system for completion by their faculty/resident evaluator. One completed shift assessment form is required for each assigned shift. All faculty members and senior residents have been asked to provide you with verbal feedback during and at the end of your shift.

Sample clinical assessment:

Final Clerkship Assessments

Grades for the Emergency Medicine Clerkship should be available approximately three to four weeks after the conclusion of the rotation. This clerkship is a Pass/Fail rotation. Students should be proactive in seeing patients and improve their clinical skills by consistently applying their medical knowledge in the clinical setting. Below is a summary of how students are assessed. The assessments will be aggregated for your final grade. Comments will also be provided highlighting students strengths and areas for improvement.

Specifics that commonly lead to “Needs Improvement” in one or more competencies in the final grade

- Not submitting assignments by the due date
- Not completing all OpLog requirements by the due date
- Not triggering an ED clinical shift assessment within 48 hours of each shift

EMERGENCY MEDICINE FINAL CLERKSHIP ASSESSMENT – OPSEF (All competencies graded as: Needs improvement/Meets expectations/Exceeds expectations)		
Competency	Components	Source
Patient Care	○ Demonstrate proper interviewing techniques (PC-1.1) ○ Obtain an accurate problem-focused history and physical exam and submit the observed H&P by end of block. Non-compliance will negatively impact the students’ final grade, resulting in a “needs improvement” until requirement is met. (PC-1.1, PC-1.2, PC-1.3) (PC-1.1) ○ Develop a diagnostic and therapeutic patient management plan for the patient with both an undifferentiated complaint and a known disease process (PC-1.3, PC-1.2) ○ Formulate a differential dx when evaluating an undifferentiated patient: (PC-1.3) ○ List worst case scenarios ○ Prioritize likelihood of diagnoses based on clinical findings ○ Patient management skills (PC-1.2, PC-1.7) ○ Monitor the response to therapeutic intervention ○ Develop appropriate disposition and follow up plans ○ Patient communication (PC-1.6, PC-1.7) ○ Educate patients on safety and provide anticipatory guidance as necessary ○ Educate patients to ensure comprehension of discharge plan ○ Recognize immediate life-threatening conditions such as, but not limited to, STEMI, Stroke, high- acuity Trauma, etc. (PC-1.4, PC-1.5) ○ Interpret basic diagnostic tests such as, but not limited to labs and imaging (PC-1.3) ○ Initiate basic resuscitation and stabilization	○ Emergency Medicine Clinical Assessments ○ Timely Op-Log Entries ○ Clinical Observed H&P encounter cards

Knowledge for Practice	○ Apply diagnostic principles from years 1-3 to the ED clinical setting (KP-2.2) ● <i>Apply evidence-based principles to patient care in the ED clinical setting (KP-2.3)</i>	○ Emergency Medicine Clinical Assessments ○ ILP
Interpersonal & Communication Skills	○ Develop and demonstrate professional interactions and effective communication with ED faculty, staff and consultants (ICS-4.2) ○ Demonstrate active listening skills (ICS-4.3) ○ Establish a therapeutic relationship with patients and families (ICS-4.1, ICS-4.3)	○ Emergency Medicine Clinical Assessments ○ Clinical Observed H&P
Practice-Based Learning & Improvement	○ Act on corrective feedback (PBL-3.3) ○ Use information technology to improve patient care (PBL-3.4)	○ Emergency Medicine Clinical Assessments
System-Based Practice	○ Demonstrate understanding of limitations patients' face due to lack of resources (SBP-6.2, SBP-6.3) ○ <i>Know when accessing social services is indicated (SBP-6.2, SBP-6.4)</i>	○ Emergency Medicine Clinical Assessments ○ Timely Op-Log entries
Professionalism	○ Respect towards patients and families whose lifestyles, culture and values may be different from their own (PRO-5.1) ○ Ethical behavior, including patient confidentiality, privacy and consent (PRO-5.2) ○ Reliability, by arriving on time and prepared for all required activities (PRO-5.3, PRO-5.7) ○ Honesty and integrity in patient care (PRO-5.6) ○ <i>Professional appearance (PRO-5.7)</i>	○ Emergency Medicine Clinical Assessments ○ Timely OP-Log Entries
Inter-professional Collaboration	○ <i>Develop teamwork and inter-professional communication skills during simulation activities and in the ED (IPC-7.3)</i>	○ Emergency Medicine Clinical Assessments
Personal and Professional Development	○ Develop proper judgment regarding when to take responsibility and when to seek assistance with patient care, based on their current level of training (PPD-8.1)	○ Emergency Medicine Clinical Assessments

Recommended Online Resources

<https://www.saem.org/about-saem/academies-interest-groups-affiliates2/cdem/for-students/online-education/peds-em-curriculum>

AI Statement

TTUHSC EP may utilize institution-approved artificial intelligence (AI)-assisted tools to support teaching, learning, and grading processes. AI tools are used to enhance efficiency and consistency; however, they do not replace faculty expertise, professional judgment, or final decision-making authority. Examples of permitted AI-supported functions may include, but are not limited to: assignment completion support where explicitly allowed, verification of submission completeness, preliminary rubric-aligned feedback, similarity checks, scoring assistance, and workflow efficiency improvements. Faculty are responsible for reviewing and verifying AI-generated outputs prior to assigning grades or providing final feedback.

Student use of AI tools (including generative AI platforms) is governed by course-specific guidelines. In some

assignments, AI use may be permitted; in others, it may be limited or prohibited. Students are responsible for understanding and adhering to these expectations. Any AI-generated or AI-assisted content must be appropriately disclosed and cited in accordance with course instructions to maintain academic integrity. Failure to follow course AI guidelines may constitute academic misconduct.

Students should be aware that AI-generated content may contain inaccuracies, incomplete information, or embedded bias. Students remain responsible for the accuracy, originality, and integrity of all submitted work. Faculty retain full responsibility for final evaluation of student performance. Students may request clarification regarding grading processes or feedback and may appeal decisions through established institutional procedures.