



## **POLICY ON MEDICAL UNDERGRADUATE CURRICULUM IN EMERGENCY MEDICINE**

### **1. PURPOSE AND SCOPE**

- 1.1 This document is a policy of the Australasian College for Emergency Medicine and relates to the role of emergency medicine in medical student education.
- 1.2 The policy is applicable to medical schools throughout Australasia

### **2. POLICY**

- 2.1 ACEM believes that emergency medicine is a core component of medical school curricula.
- 2.2 ACEM supports the teaching of emergency medicine as a separate “stand alone” subject with a dedicated “immersion” experience as part of an integrated programme.
- 2.3 ACEM believes that all medical students should be competent in basic emergency & life saving skills at an early stage in their medical school education with regular reassessment of these skills.
- 2.4 ACEM believes that teaching and assessment of medical students in emergency medicine is best coordinated by emergency physicians.
- 2.5 ACEM strongly supports the development of academic emergency medicine within universities with provision of appropriate resources.
- 2.6 ACEM strongly supports the appointment of academic positions in emergency medicine for the specific role of teaching medical students.

### **3. PROCEDURE AND ACTIONS**

- 3.1 At the completion of emergency medicine education medical students should be able to:
  - a) Recognise a critically ill or potentially critically ill patient of all ages based on historical or physiological criteria
  - b) Initiate interventions in critically ill patients including but not limited to, simple airway and ventilation manoeuvres including oxygen therapy, life threatening arrhythmias, basic life support & fluid therapy
  - c) Have an understanding of the principles and practice of the scope of emergency medicine
    - Be able to perform a focused history and examination of an undifferentiated patient
    - Perform relevant investigations, and act appropriately on the results of those investigations.
    - Understand the principles of pain relief and able to use balanced methods of pain relief
    - Prioritise patient care based upon accepted triage standards
    - Understand the roles and functions of members of multidisciplinary teams
  - d) Be confident in seeking assistance from others when needed
  - e) Communicate effectively with patients, family members and all members of the team caring for a patient, including clerical, nursing, paramedical and medical staff using both written and verbal communication modes in crisis situations