



Clerkship in Emergency Medicine

EMMD 7504

Fall, Spring, Summer

Academic Year 2025-26

SYLLABUS STATEMENT

This course was designed by a team of faculty utilizing the evidence-based design processes and curriculum aligned with national standards as set by Clerkship Directors in Emergency Medicine (CDEM), and with attention to our institutional needs and goals for graduating medical students. The purpose of the syllabus is to provide clarity about course expectations and contact information.

COURSE DESCRIPTION

EMMD 7504 is a 4-week Advanced-Core Clerkship required of all University of Minnesota Medical School Students. Students will do a minimum of 11 clinical shifts and 1 EMS ride-along experience with didactic and skills procedure labs during that time.

It is the expectation that medical students provide supervised “first contact” for patients presenting to the Emergency Department with acute complaints, illness, or injury. Students will participate and function as active members of the Emergency Department healthcare team. As such, students will be responsible for:

- Obtaining accurate history and exam data;
- Formulating workup and treatment plans;
- Assisting with basic and advanced procedural care;
- Providing preceptors with focused presentations;
- Communicating in a culturally competent, effective and respectful manner with patients, families, and allied members of the health care team, consulting services required in the provision of optimal patient care;

Throughout the clerkship, students will complete clinical shifts and fulfill EPAs with their faculty instructors, including at minimum of EPA 1, EPA 11, and five of EPA 10.

Student demeanor with patients, families, department staff, and physicians will have a substantial impact on the student’s assessment. Professional and respectful communication and conduct are an essential component of a successful future physician. Demonstration of questionable or unprofessional behavior will be grounds for remediation and/or dismissal from the Clerkship.

CANVAS SITE

Canvas site: [Emergency Medicine Clerkship](#)

CLERKSHIP DIRECTOR

[Role descriptions & how they can assist](#)

William Peterson, MD, MHPE
Pete2788@umn.edu

CLERKSHIP CO-DIRECTOR

[Role descriptions & how they can assist](#)

Mary Ann McNeil, MA, NRP
mamcneil@umn.edu

CLERKSHIP COORDINATOR

[Role descriptions & how they can assist](#)

Aimee Donahue
emmdcoordinator@umn.edu

REFERENCES & ALIGNMENT TO GRADUATION REQUIREMENTS

Institutional Goals & Objectives	Entrustable Professional Activities	Methods of Instruction
UMN Competencies Required for Graduation	Refer to EPAs	Refer to AAMC Categories

Overall, the course uses the following Methods of Assessment and Instruction aligned with Clerkship learning goals, objectives, graduation competencies, and entrustable professional activities as noted in the table below.

CLERKSHIP CURRICULUM ALIGNMENT TABLE

Clerkship Learning Goal	Aligned Learning Objective	Assessment Method (AAMC AM)	Course Activity / Instruction Method (AAMC IM)	Graduation Competencies and Subdomains (refer to UMN Competencies Required for Graduation)	Entrustable Professional Activities (EPAs)
Participate in patient care in the Emergency Department setting	Obtain accurate history and exam information from a patient	AM02: Clinical Performance Rating/Checklist ; AM03: Exam – Institutionally Developed, Clinical Performance; AM10: Narrative Assessment	IM03: Clinical Experience - Inpatient	PC1	1
Participate in care of patients requiring urgent or emergent intervention	Recognize when a patient is unstable requiring immediate intervention.	AM02: Clinical Performance Rating/Checklist AM12: Participation	IM03: Clinical Experience - Inpatient	PC4, KP2	10

Develop and prioritize a differential diagnosis following a clinical encounter	Generate an accurate, prioritized differential diagnosis based on your assessment of the patient, with attention to categories of most likely, and most life-threatening	AM02: Clinical Performance Rating/Checklist , AM10: Narrative Assessment, AM11: Oral Patient Presentation	IM03: Clinical Experience – Inpatient, IM16: Patient Presentation – Learner,	PC4	6,10
Interpret common diagnostic and screening tests	Interpret diagnostic studies such as labwork, EKGs, radiographs	AM02: Clinical Performance Rating/Checklist , AM10: Narrative Assessment,	IM03: Clinical Experience – Inpatient,	PC2	3
Provide an oral presentation of a clinical encounter with focus on information relevant to chief complaint	Communicate important patient findings, assessment, and plan in a concise, brief, and focused oral presentation to other health care team members	AM02: Clinical Performance Rating/Checklist , AM10: Narrative Assessment, AM11: Oral Patient Presentation	IM03: Clinical Experience – Inpatient, IM16: Patient Presentation – Learner,	PC5, ICS1, ICS2, ICS3	6
Develop an assessment and plan for a patient following a clinical encounter	Generate a diagnostic and therapeutic plan for a patient based on assessment and differential diagnosis formulated during patient encounter	AM02: Clinical Performance Rating/Checklist , AM10: Narrative Assessment, AM11: Oral Patient Presentation	IM03: Clinical Experience – Inpatient, IM16: Patient Presentation – Learner,	PC3, PC4, PC6, KP1, KP2	3, 4

Obtain consent and assist with bedside procedural care when relevant	Obtain informed consent from a patient for procedures. Participate in bedside procedures and interventions such as bag-valve-mask ventilation, laceration repair, intravenous line insertion, splint placement	AM02: Clinical Performance Rating/Checklist AM12: Participation	IM03: Clinical Experience - Inpatient, IM25: Simulation	PC6, ICS1, P2	11,12
Appropriately document a clinical encounter in the patient record.	Document findings from history, physical exam, and studies, along with an assessment and plan that articulates reasoning, in an organized, focused, and concise patient note in the medical chart	AM01: Clinical Documentation Review, AM02: Clinical Performance Rating/Checklist , AM10: Narrative Assessment	IM03: Clinical Experience – Inpatient	PC1, P7	5
Engage in patient-centered, specifically tailored, and understandable communication and education with patients and their caregivers.	Communicate important patient findings, assessment, and plan in a tailored, understandable manner to the patient and patient's caregivers.	AM02: Clinical Performance Rating/Checklist , AM10: Narrative Assessment, AM11: Oral Patient Presentation	IM03: Clinical Experience – Inpatient,	PC5, ICS1, ICS2, ICS3	6,9

Develop skills used in clinical practice to assess and resolve clinical questions quickly at the point of care, interpret medical literature and research data, and communicate your findings at a level your patients can understand.	Demonstrate the use of scientific reasoning in acquisition of knowledge and application to patient care.	AM02: Clinical Performance Rating/Checklist , AM10: Narrative Assessment,	IM03: Clinical Experience – Inpatient,	SCI1, SBP1	7
Demonstrate a commitment to carrying out professional responsibilities and adhering to ethical principles	Demonstrate compassion, respect, and integrity with patient encounters and with interactions with other professional team members.	AM02: Clinical Performance Rating/Checklist , AM10: Narrative Assessment,	IM03: Clinical Experience – Inpatient,	P1, P2, P3, P4, IPC1	9,13

[Template for clerkship-specific alignment table](#)

[Learning goals aligned to Graduation Competencies](#)

GRADING AND ASSESSMENT

EMD 7504 is graded on a pass/fail basis. In order to pass the course, a student must complete the following:

Threshold Element Description	Summative or Formative	Timing	Length	Pass Requirement
Bequest Lab	Formative	First week	4-hour in-person session	Required Attendance and Participation
Weekly Conferences at Regions or HCMC	Formative	Weekly	Variable, range from 1 to 3 hours, available in person or asynchronously	Attendance is required for Regions and HCMC rotators; optional for other east metro, west metro, and Duluth rotators
Simulation Sessions	Formative	Second week and third week	4.5 hours each in person	Required Attendance and Participation
EPAs	Summative and Formative	Each shift	N/A	Completion of EPA 1, five of EPA 10, and on average

				twelve total over 4-weeks
Graded Element Description	Summative or Formative	Timing	# Questions	Pass / No Pass
SAEM Exam	Summative	Last day	50	Pass threshold 70%

ATTENDANCE REQUIREMENTS

Excused Absences: Please see the Medical School's [Attendance Requirements and Excused Absence Policy](#) for details/process related to absences. Requests for an approved absence should be submitted a minimum of three weeks in advance of the start of the rotation, except in cases of unexpected illness or emergencies (e.g., family or personal crises). Requests for approved absences are submitted directly to the Clerkship Director and Clerkship Coordinator

- In cases of unexpected illness or emergencies, the request for an approved absence should be submitted as soon as reasonably possible, preferably prior to the indicated shift. In addition, the student should make every effort to contact all individuals who may be impacted by their absence (e.g., Site Director, Supervisor). This includes requests to miss/reschedule an assessment (ie, quizzes, practicals, and examinations).

COURSE EVALUATION REQUIREMENTS

Student course evaluations represent an important contribution to the educational stewardship of the U of MN Medical School. Each year, the curriculum is carefully re-evaluated in the light of specific student suggestions, and student feedback is taken very seriously. Therefore, completing the course evaluation for each course is a required professional expectation of medical students. The Course Evaluation is open for approximately two weeks following the end of the course, and must be completed in the CourseEval system while it is open.

OTHER COURSE GUIDELINES AND POLICIES

All Medical Student Policies	University of Minnesota Medical Student Policies
Attendance and Excused Absences	Attendance Requirements and Excused Absences
Disability Resources	Accommodation information: Duluth: DRC website, umddr@d.umn.edu, 218.726.6130 Twin Cities: DRC website, drc@umn.edu, 612.626.1333 If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the campus-specific DRC office to arrange a confidential discussion regarding equitable access and reasonable accommodations. *If a student has any accommodations that needs to be applied to any portion of this clerkship, including for exams, the student must submit a current (i.e., for the current semester) accommodation letter from

	the Office for Equity and Diversity's Disability Resource Center to the clerkship coordinator at medclerk@umn.edu no later than the first day of the clerkship. Medical Students with Disabilities Policy
Duty Hours	Duty Hours, Years 3 & 4
Grades and Incomplete Contracts	Grading & Grade Appeals
Mistreatment	Student Mistreatment Policy Mistreatment and Harassment Policy and Reporting Information
Professionalism	Student Conduct Code *Please note that dress code varies by site, and questions regarding dress code should be directed to the site director or coordinator.
Remediation	Students who fail to meet the minimum requirements for passing this course will have their performance reviewed by a campus-specific Scholastic Standing Committee (SSC). SSC will determine eligibility for make-up, retakes, or a different path of remediation. Grading & Grade Appeals Information Scholastic Standing Committees
Intellectual Responsibility	Procedures for Reporting Ethics Violations to the Peer Review Committee can be found here, in the event that a student, faculty, or staff member witnesses a violation of the Statement of Intellectual Responsibility.
Syllabus Change	Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.