

## **EMERGENCY MEDICINE SELECTIVE ROTATION**

Selective Title:           Pretending Selective for Categorical EM Residents

Brief Description:       Aimed at categorical senior level residents who will attend in academic or hybrid teaching EDs or during fellowship after graduation. Residents will work ED clinical shifts as the pretending (pre-attending).

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Educational or Clinical Site:   ☒ BUMC – Tucson Campus       ☒ BUMC – South Campus

Durations available:           ☒ 2 weeks       ☐ 4 weeks

Accepts visiting residents:   ☐ Yes           ☒ No

### Educational Goals:

1. Work in the role of a teaching attending, balancing patient care and ED flow/throughput with teaching and education of trainees on shift.
2. Provide on-shift resident and medical student education in the form of bedside teaching, brief topical presentations, and case-based discussions.
3. Determine the appropriate balance of supervision and autonomy necessary for various levels of trainees.
4. Assess resident competency and give real-time feedback appropriate for the situation and level of training.

### Resident Responsibilities:

1. Choose 8-9 shifts from the ED attending schedule. Resident MUST contact the attendings prior to the start of the selective to confirm they are willing to have a resident pretending. Suggest choosing a variety of attendings and practice styles. Resident MUST check in with the attending the day before each shift to ensure the shift has not been traded.
2. At the beginning of each shift, make on-shift residents aware of your pretending role and discuss your educational expectations with the attending with whom you are pretending (see below suggested list).
3. Take patient presentations from categorical and combined EM 1&2 residents and all levels of off-service residents. May take presentations from EM and combined 3 if they are willing.
4. Answer incoming patient transfer and EMS medical direction calls.
5. Provide patient specific or structured teaching sessions on every shift.
6. Communicate actionable feedback to residents in real-time.
7. Coordinate with nurses and nursing leadership to maintain consistent ED flow and throughput.

### Faculty attending expectations:

1. Communicate actionable feedback to pretending resident in real-time and at end of shift. Suggested topics may include: using the patient presentation to guide trainee towards a particular DDX, A&P, and proper use of diagnostic testing; identifying trainees who may need more directed guidance and feedback; assessing procedural and critical care competency; situational awareness of incoming patients (external transfers and waiting room) and overall ED flow; timely communication with nursing regarding ED flow and throughput; writing succinct and relevant critical care documentation.

### Assessment method for performance of stated objectives:

1. Verbal feedback from attending physicians.
2. Written feedback collected from chosen attendings and collated into a single evaluation.