<table>
<thead>
<tr>
<th>LCME Standard</th>
<th>Description of Standard</th>
<th>How Syllabus Addresses Standard</th>
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<tbody>
<tr>
<td>ED-1-A</td>
<td>Objectives should be stated in outcome-based terms that allows assessment of student progress in developing competencies expected of a physician</td>
<td>Specific and measurable objectives are described for general competencies, patient presentations, and procedures.</td>
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<tr>
<td>ED -2</td>
<td>Central oversight is needed to assure that faculty define the types of patients and clinical conditions that students must encounter</td>
<td>Patient presentations and specific disease entities that should be encountered are defined by consensus-building process among a national group of educators.</td>
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<td>ED-13</td>
<td>Clinical instruction must cover all organ systems and include important aspects of different stages of care (e.g., preventive versus acute).</td>
<td>The section on specific disease entities is organized by and covers multiple organ systems. The section of patient presentations instructs students on how to approach acute presentations.</td>
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<tr>
<td>ED-17</td>
<td>Educational opportunities must be available in multidisciplinary content areas such as emergency medicine</td>
<td>A core content of emergency medicine is provided to enrich existing clerkships and facilitate the development of new ones.</td>
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<tr>
<td>ED-19</td>
<td>Specific instructions in communications skills must be provided</td>
<td>Specific objectives for communication skills are provided in the general competencies section.</td>
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<tr>
<td>ED-20</td>
<td>Students must be prepared for addressing the medical consequences of common societal problems (e.g., violence and abuse)</td>
<td>Injury control and prevention as well as screening for intimate partner violence are identified as specific objectives (next page).</td>
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<tr>
<td>ED-29</td>
<td>The faculty of each discipline should set the standards of achievement in that discipline</td>
<td>The consensus-building process involved a national group of emergency medicine educators.</td>
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**Specific objectives based on specific emergent disease presentation**

1) Abdominal pain  
   a. Demonstrate the ability to identify a surgical abdomen  
   b. Discuss/explain the role of analgesia in patient management

2) Altered Mental Status  
   a. Recognize the breadth of the differential for altered mental status  
   b. List emergent causes for altered mental status (hypoglycemia, hypoxia)

3) Cardiac arrest  
   a. Identify Asystole, ventricular tachycardia and ventricular fibrillation on ECG/monitor  
   b. Describe the initial treatment of asystole, pulseless ventricular tachycardia / ventricular fibrillation, pulseless electrical activity  
   c. List the most common causes of pulseless electrical activity and their treatments  
   d. Discuss the role of adequate chest compressions and early defibrillation in the management of pulseless patients.

4) Chest pain  
   a. Be able to interpret classic acute coronary syndrome findings on electrocardiogram  
   b. List important initial management options (aspirin, nitroglycerin, oxygen, pain relief)

5) GI Bleeding  
   a. Recognize hemodynamic instability  
   b. Identify probable source of bleeding and recognize how this influences initial management (gastroenterology vs. surgery)

6) Headache  
   a. Recognize emergent causes and identify diagnostic modalities and management

7) Poisoning  
   a. Describe common toxidromes  
   b. List commonly available antidotes or treatments (for acetaminophen, aspirin, tricyclic antidepressants, carbon monoxide, toxic alcohols, narcotics)

8) Respiratory distress  
   a. Describe clinical manifestations of respiratory distress  
   b. List life threatening causes or respiratory distress  
   c. Describe role of arterial blood gas in assessing respiratory status

9) Shock  
   a. Describe the clinical manifestations that indicate shock  
   b. List potential causes (classifications) of shock  
   c. Recognize importance of fluid resuscitation in maintaining perfusion

10) Trauma  
    a. Describe the initial evaluation of a trauma patient (primary and secondary survey)  
    b. Promote injury control and prevention  
    c. Describe the screening for intimate partner violence