

## **ADDICTION MEDICINE**

### **Goals:**

- To prepare, select EM residents for careers with focus on, or interest in, the field of addiction medicine: applicants for Addiction Medicine Fellowship positions or Emergency Physicians in academic settings with interest in Addiction Medicine. The track is particularly focused on Emergency Medicine/Department and Hospital interaction with patients who have substance use disorders and addiction which is a unique skill set among Addiction Medicine specialists and an area of particular focus right now (e.g. ED/hospital initiation of buprenorphine)
- To develop advanced competency in EM related Addiction Medicine principals.
- To familiarize residents with community resources related to addiction medicine and how they interrelate to the wider hospital system and state and local resources (e.g. NY OASAS and DOH)
- Residents will develop knowledge on the use of buprenorphine and other medications to treat Opioid Use Disorder including initiation, dosing during acute and chronic pain conditions for patients with OUD and in management of pain and perioperative medication use for patients on Medications for Opioid Use Disorder. They will also complete X waiver training while on the Toxicology rotation (or separately via various mechanisms).
- To cultivate interest and involvement in public policy and advocacy in the field of addiction medicine at a local, state and/or national level.
- To develop an understanding of racial and social disparities related to treatment of patients with substance use disorders and addiction and in the overall addiction medicine workforce and to understand ways that providers and systems (health care) and professional organizations are trying to combat these disparities.

### **Structure:**

- Two-year rotating curriculum
- Approximately 1.5 hours of didactic educational sessions per block. 90% of this will involve faculty, fellow, and peer lectures and small group discussions on topics within addiction medicine much of this is interactive case-based presentation. The remaining 10% will be used to discuss scholarly activities and plan for future sessions.
- Completion of track requirements will require some additional time outside of track sessions, to remotely attend a national toxicology webinar on occasion, or to participate in a community activity (flexibility in whether track participant attends an activity e.g. Recovery Always Saturday events vs creates information sheet through reviewing information about the resource).

## **BIOPSYCHOSOCIAL TRACK**

### **Purpose:**

To establish, develop and promote a Bio-Psycho-Social lens through which EM Residents can view themselves, their patients, their community, and presenting medical problems

This incorporates a broad understanding of:

- Social determinants of health
- Health inequities
- Neuropsychology and psychophysiology; the interplay of physical and mental health both in individuals and our communities
- How interpersonal interactions affect physical health at every level of systems (intimate relationships, families, workplace, community, society)
- How to use multiple modalities within the medical institution and via community collaborations, advocacy and policy to promote health in its broadest definition

### **Goals:**

- To establish, develop and promote a relational approach to emergency medicine that optimizes clinical outcomes and professional satisfaction
- To establish, develop and promote an applied understanding of the psycho-social impacts of trauma in the acute setting, and the long-term implications
- To establish, develop and promote a “universal precaution” approach with trauma-informed care strategies in emergency medicine
- To establish, develop and promote self-awareness and emotional processing as a tool for patient management, and for sustained personal wellness and prevention of burnout
- -o be able to identify psychological and social factors which are contributing to medical problems (such as, but not limited to psychiatric emergencies, somatic complaints, social determinants of health and health inequity)
- As per Hopkins Center of Health Humanities: to be able to combine aspects of narrative medicine and visual thinking strategies with community and patient engagement, social sciences, social medicine and health policy

## **CRITICAL CARE TRACK**

### **Goals:**

- To prepare EM residents for careers with focus on, or interest in, the field of critical care: as applicants for Critical Care Fellowship positions or Emergency Physicians with a strong interest in Critical Care.
- To develop advanced competency in Emergency Medicine-related Critical Care principles.
- To provide EM residents with a greater familiarity to the breadth of Critical Care
- To provide insight into the diversity of careers offered within the field of critical care medicine (including in pre-hospital settings, such as critical care flight).
- To provide EM residents with tools to network and form relationships within the field of Critical Care.

### **Structure:**

- Two-year curriculum
- Approximately 1.5 hours of didactic educational sessions per block for 9 blocks/year. Some of this will involve faculty, fellow, and peer lectures and small group discussions on topics within Critical Care. Additional time will be used to discuss scholarly activities and plan upcoming track events.
- Completion of track requirements will require some additional time outside of track sessions.

## **EDUCATION TRACK**

### **Mission:**

This track is designed to enhance the skill set of an Emergency Medicine resident by providing additional exposure, training and education within the academic realm of emergency medicine. Inherent in this track is a flexible structure in order to meet the individual educational needs of the resident with interests outside of the tracks that are currently offered. It is designed to inspire the resident to pursue a career in academic emergency medicine.

### **Objectives:**

- Develop the skills to help prepare for a future career in academic emergency medicine or graduate medical education by providing an educational background and creating an academic skill set
- Develop skills to become an effective teacher and mentor
- Develop a track that incorporates interests/EM topics not included in other tracks

## **EMS TRACK**

The primary goal of the EMS track is a greater appreciation of the spectrum of prehospital medicine and the role of EMS clinicians within the continuum of care. The secondary goal is an enhanced understanding of the diverse roles of the EMS medical director in clinical oversight of EMS systems. Completion of the two-year track curriculum will serve as a foundation for those residents seeking to maintain involvement in EMS systems of care post residency through continued interaction with EMS clinicians, provision of medical oversight, or completion of an EMS fellowship to further their expertise.

It is understood that track participants will vary in their background and goals regarding long-term involvement in EMS. Our Division of Prehospital Medicine itself has faculty with a diversity of expertise and roles in prehospital medicine and we will seek to make a variety of opportunities available to residents to support their varied interests in EMS. From a faculty perspective, our goal is to support the experiences, growth, and professional development of track participants while simultaneously supporting the needs of our local EMS systems. To this end, track resident participation in EMS-focused quality improvement and research initiatives, which will also meet their residency requirements, is highly encouraged.

The EMS track curriculum is designed for longitudinal growth of the resident, with increasing responsibilities within the local EMS system as desired.

## **MEDICAL TOXICOLOGY TRACK**

### **Goals:**

- To prepare select EM residents for careers with focus on, or interest in, the field of toxicology: applicants for Medical Toxicology Fellowship positions or Emergency Physicians in academic settings with interest in Medical Toxicology.
- To develop advanced competency in Emergency Medicine related Medical Toxicology principals.
- To provide EM residents with a greater familiarity to the breadth of Medical Toxicology
- To provide insight into the diversity of careers offered within the field of toxicology
- To provide EM residents with tools to network and form relationships within the field of toxicology
- Over the course of the track, develop 2 or 3 vetted stock toxicology powerpoint based presentations to be used in the residents future career

### **Structure:**

- Two-year curriculum
- Approximately 1.5 hours of didactic educational sessions per block. 75% of this will involve faculty, fellow, and peer lectures and small group discussions on topics within toxicology. The remaining 25% will be used to discuss scholarly activities and plan for future sessions.
- Completion of track requirements will require some additional time outside of track sessions, to remotely attend a national toxicology webinar on occasion.

## **PEDIATRIC EMERGENCY MEDICINE TRACK**

### **Learning Objectives:**

- Understand the components of PEM fellowship: clinical, research, education
- Extend clinical PEM skills
- Serve as a pediatric resource/teacher within the residency program
- Complete an academic project in the field of PEM
- Appreciate career options with PEM fellowship or niche in PEM

### **Basic components:**

- Attend PEM conference at least once a month or 12 times a year
- Develop a pediatric specific QA/QI project
- Connect pediatrics to resident research project
- For TAD rotation, give a pediatric specific lecture
- Attend pediatric simulation sessions for PEM
- Run pediatric simulation sessions for EM and pediatric residents
- Attend pediatric trauma mock codes
- Participate in splinting/suturing labs for pediatric residents
- Attend at least 1 pediatric grand rounds or morning report
- Consider pediatric specialty electives
- Lead a pediatric journal club during the monthly track sessions
- Participate in a pediatric administrative activity during TAD block or potentially longitudinally
- Community project: participate in pediatric physicals, strong stroll, high school information sessions, or develop community outreach project

## **RESEARCH TRACK**

### **Goals:**

- To train and develop select Emergency Medicine Residents for careers as clinician-scientists. While a research project is required in the curriculum for all of our residents, those who are part of the Research Track benefit from additional education and mentorship in order to achieve a higher level of research involvement and productivity.
- To expose trainee to a broad range of methodological and administrative aspects of research including the planning, funding, executing, analyzing, and disseminating results.
- To prepare trainee for future research training including research fellowship, research degree programs (MSCI, MPH), and participation in research projects.

### **Structure:**

- Two year curriculum
- Two hours of didactic educational sessions per block (some may be left unscheduled for self-study or to be repaid “in-kind” for track related work done during other times)
- Completion of track requirements may require additional time outside of track sessions

## **ULTRASOUND TRACK**

### **Goals/Objectives:**

- The EM resident Ultrasound Track is intended to foster resident interest, professional development, and scholarly activity in emergency ultrasound, beyond the ACGME requirements and ACEP guidelines that are already in place within the US rotation and curriculum requirements for daily clinical use.
- The residents will be exposed to additional aspects of the US Division that pertain to the administrative and academic duties, with the hopes of developing interest to pursue fellowship training in ultrasound, skills to provide future US medical direction, and/or aptitude to advance US academics and research.

## **WILDERNESS MEDICINE TRACK**

### **Goals:**

- To prepare select EM residents for careers in wilderness medicine: as expedition leaders, expedition medics, medical directors, educators, and researchers.
- To develop basic competency in wilderness skills: wilderness survival, map and compass navigation, search and rescue, shelter building, wilderness first aid, etc.
- To expose trainees to a broad range of educational and experiential wilderness medicine opportunities
- To develop EM residents as peer-educators in the field of wilderness medicine

### **Structure:**

- Two year curriculum
- Two hours of didactic educational sessions per block. Some of this will involve faculty and peer lectures on a wilderness topic, and some will be hands-on skill acquisition. Additional time will be used to discuss research projects and plan upcoming track events
- Completion of track requirements will require additional time outside of track sessions