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Supplemental Digital Appendix 1

Rotational goals and objectives in the format of the ACGME/ABIM milestones: Examples tailored to different patient care settings:

1. Intensive Care Unit (TICU/MICU) Service
2. Emergency Medicine Service
3. Inpatient General Internal Medicine Services
4. Ambulatory Medicine
5. Geriatric Medicine
6. Endocrinology Consult Service

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Intensive Care Unit (TICU/MICU) Service
Internal Medicine Residency Program at University of Kansas Medical Center

1 – standard text

2 – *standard and italicized text*

3 – ***standard, italicized and bold italicized text***

Director: _____

Duration: 4 week block

Supervision: Attending Responsible for the ICU Service

Facility: University of Kansas Medical Center - Medical ICU (Unit 65) or Transplant ICU (Unit 63)

Required Didactics:

1. Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM
 - 4050 Wescoe
2. Core Conference - Monday, Tuesday, Thursday and Friday at 12:15 PM
 - 3rd Floor Sudler
3. Grand Rounds – Wednesday at 8:00 AM
 - 3rd Floor Sudler
4. Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon
 - 3rd Floor Sudler
5. Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon
 - 3rd Floor Sudler
6. Journal Club – 3rd Friday of the Rotation Block at 1:00 PM
 - 5003 KU Hospital

Educational Purpose:

Residents are required to rotate in the Intensive Care Unit in order to acquire the skills, knowledge, and experience to evaluate and provide care for critically ill patients and to recognize patients who are critically ill. The rotation also provides opportunities to acquire procedural skills for the resuscitation of critically ill patients, as well as experience with the multidisciplinary approach to the care of critically ill patients. Built in to this rotation is also the critical exposure to quality standards and awareness of national practice and safety guidelines such as Joint Commission Core Measures.

Educational Methods:

Direct observation of patient care and bedside teaching occur in the setting of daily ICU rounds with the pulmonary attending. Residents evaluate and treat patients both in the capacity of new admissions and follow-up. The supervising attending reviews and critiques the resident's interpretation of diagnostic studies and formulation of assessments and plans. Residents attend didactic sessions as above. Recommended educational resources for this rotation include the following:

1. Up to Date (available on hospital and clinic computers)
2. Textbook of Critical Care, Shoemaker, Ayres, Grenvik, Holbrook, Current Edition
3. Harrison's Principles of Internal Medicine, Current Edition
4. Critical Care Medicine, Parrillo, Dellinger, 2nd edition
5. The ICU Book, Marino, 2nd edition
6. Pulmonary and Critical Care Update Online; <http://www.chestnet.org>
7. Chest, American Journal of Respiratory and Critical Care Medicine, Thorax – all available online through Dykes Library

Intensive Care Unit (TICU/MICU) Service ICU OVERALL GOALS and OBJECTIVES

OVERALL COMPETENCY PROGRESSION BY CORE COMPETENCY AND PGY LEVEL (Adapted from ABIM Developmental Milestones)			
CORE COMPETENCY: PATIENT CARE			
PGY LEVEL			GOAL History and Data Gathering OBJECTIVES
1			a. Acquire accurate and relevant history from the patient in an efficiently customized, prioritized, and hypothesis driven fashion b. Seek and obtain appropriate, verified, and prioritized data from secondary sources (e.g. family, records, pharmacy)
	2		c. <i>Obtain relevant historical subtleties that inform and prioritize both differential diagnoses and diagnostic plans, including sensitive, complicated, and detailed information that may not often be volunteered by the patient</i>
		3	d. <i>Role model gathering subtle and reliable information from the patient for junior members of the healthcare team</i>
PGY LEVEL			GOAL Performing a Physical Examination OBJECTIVES
1			a. Perform an accurate physical examination that is appropriately targeted to the patient's complaints and medical conditions. Identify pertinent abnormalities using common maneuvers b. Accurately track important changes in the physical examination over time in the ICU setting
	2		c. <i>Demonstrate and teach how to elicit important physical findings for junior members of the healthcare team</i>
		3	d. <i>Routinely identify subtle or unusual physical findings that may influence clinical decision making, using advanced maneuvers where applicable</i>
PGY LEVEL			GOAL Clinical Reasoning OBJECTIVES
1			a. Synthesize all available data, including interview, physical examination, and preliminary laboratory data, to define each patient's central clinical problem b. Develop prioritized differential diagnoses, evidence-based diagnostic and therapeutic plan for common ICU conditions
	2		c. <i>Modify differential diagnosis and care plan based upon clinical course and data as appropriate</i>
		3	b. <i>Recognize disease presentations that deviate from common patterns and that require complex decision making</i>
PGY LEVEL			GOAL Diagnostic Tests OBJECTIVES

1			a. Make appropriate clinical decisions based upon the results of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids
	2		b. <i>Make appropriate clinical decision based upon the results of more advanced diagnostic tests</i>
PGY LEVEL			GOAL Patient Management OBJECTIVES
1			a. Recognize situations with a need for urgent or emergent medical care including life threatening conditions b. Recognize when to seek additional guidance c. Provide appropriate preventive care and teach patient regarding self-care in the ICU d. Initiate management and stabilize patients with emergent medical conditions
		3	e. <i>Manage patients with conditions that require intensive care</i> f. <i>Manage complex or rare medical conditions</i> g. <i>Customize care in the context of the patient's preferences and overall health</i>
Evaluation Methods			
Faculty evaluation, Mini CEX, Direct Observation			

CORE COMPETENCY: MEDICAL KNOWLEDGE			
PGY LEVEL			GOAL Core Content Knowledge OBJECTIVES
1			a. Understand the relevant pathophysiology and basic science for common medical conditions b. Demonstrate sufficient knowledge to diagnose and treat common conditions that require hospitalization
	2		c. <i>Demonstrate sufficient knowledge to evaluate common ambulatory conditions</i> d. <i>Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions</i> e. <i>Demonstrate sufficient knowledge to provide preventive care</i> f. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care</i>
		3	g. <i>Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions</i> h. <i>Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions</i> i. <i>Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education</i>
PGY LEVEL			GOAL Diagnostic Tests OBJECTIVES
1			a. Understand indications for and basic interpretation of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids

	2		<p><i>b. Understand indications for and has basic skills in interpreting more advanced diagnostic tests</i></p> <p><i>c. Understand prior probability and test performance characteristics</i></p>
Evaluation Methods			
Faculty evaluation, ITE, Morning Report evaluation, Direct Observation			

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT			
PGY LEVEL		GOAL Ask Answerable Questions for Emerging Information Needs	
		OBJECTIVES	
1			a. Identify learning needs (clinical questions) as they emerge in patient care activities
	2		<p><i>b. Classify and precisely articulate clinical questions</i></p> <p><i>c. Develop a system to track, pursue, and reflect on clinical questions</i></p>
PGY LEVEL		GOAL Acquires the Best Advice	
		OBJECTIVES	
1			a. Access medical information resources to answer clinical questions and library resources to support decision making
	2		<p><i>b. Effectively and efficiently search NLM database for original clinical research articles</i></p> <p><i>c. Effectively and efficiently search evidence-based summary medical information resources</i></p>
		3	d. Appraise the quality of medical information resources and select among them based on the characteristics of the clinical question
PGY LEVEL		GOAL Appraises the Evidence for Validity and Usefulness	
		OBJECTIVES	
1			<p>a. With assistance, appraise study design, conduct and statistical analysis in clinical research papers</p> <p>b. With assistance, appraise clinical guideline recommendations for bias</p>
		3	<p>c. With assistance, appraise study design, conduct, and statistical analysis in clinical research papers</p> <p>d. Independently, appraise clinical guideline recommendations for bias and cost-benefit considerations</p>
PGY LEVEL		GOAL Applies the evidence to decision-making for individual patients	
		OBJECTIVES	
1			a. Determine if clinical evidence can be generalized to an individual patient

		3	b. Customize clinical evidence for an individual patient c. Communicate risks and benefits of alternatives to patients d. Integrate clinical evidence, clinical context, and patient preferences into decision-making
PGY LEVEL			GOAL Improves Via Feedback OBJECTIVES
1			a. Respond welcomingly and productively to feedback from all members of the health care team including faculty, peer residents, students, nurses, allied health workers, patients and their advocates b. Actively seek feedback from all members of the health care team
	2		c. <i>Calibrate self-assessment with feedback and other external data</i> d. <i>Reflect on feedback in developing plans for improvement</i>
PGY LEVEL			GOAL Improves via self-assessment OBJECTIVES
	2		a. <i>Maintain awareness of the situation in the moment and respond to meet situational needs</i>
		3	b. Reflect (in action) when surprised, applies new insights to future clinical scenarios, and reflects (on action) back on the process
PGY LEVEL			GOAL Participate in education of all members of the health care team OBJECTIVES
1			a. Actively participate in teaching conferences
	2		b. <i>Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care</i>
		3	c. Take a leadership role in the education of all members of the health care team.
Evaluation Methods			
Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation			

CORE COMPETENCY: INTERPERSONAL & COMMUNICATION SKILLS			
PGY LEVEL		GOAL Communicate effectively OBJECTIVES	
1		a. Provide timely and comprehensive verbal and written communication to patients/advocates b. Effectively use verbal and non-verbal skills to create rapport with patients/families c. Use communication skills to build a therapeutic relationship	
	2	d. <i>Engage patients/advocates in shared decision-making for uncomplicated diagnostic and therapeutic scenarios</i> e. <i>Utilize patient-centered education strategies</i>	

		3	<p><i>f. Engage patients/advocates in shared decision-making for difficult, ambiguous or controversial scenarios</i></p> <p><i>g. Appropriately counsel patients about the risks and benefits of tests and procedures highlighting cost awareness and resource allocation when appropriate</i></p> <p><i>h. Role model effective communication skills in challenging situations when appropriate</i></p>
PGY LEVEL			GOAL Intercultural sensitivity OBJECTIVES
1			<p>a. Effectively use an interpreter to engage patients in the clinical setting including patient education when appropriate</p> <p>b. Demonstrate sensitivity to differences in patients including but not limited to race, culture, gender, sexual orientation, socioeconomic status, literacy, and religious beliefs</p>
		3	<i>c. Actively seek to understand patient differences and views and reflects this in respectful communication and shared decision-making with the patient and the healthcare team</i>
PGY LEVEL			GOAL Transitions of Care OBJECTIVES
1			a. Effectively communicate with other caregivers in order to maintain appropriate continuity during transitions of care
	2		<i>b. Role model and teach effective communication with next caregivers during transitions of care</i>
PGY LEVEL			GOAL Applies the evidence to decision-making for individual patients OBJECTIVES
1			a. Determine if clinical evidence can be generalized to an individual patient
		3	<p><i>b. Customize clinical evidence for an individual patient</i></p> <p><i>c. Communicate risks and benefits of alternatives to patients</i></p> <p><i>Integrate clinical evidence, clinical context, and patient preferences into decision-making</i></p>
PGY LEVEL			GOAL Interprofessional team OBJECTIVES
1			<p>a. Deliver appropriate, succinct, hypothesis-driven oral presentations</p> <p>b. Effectively communicate plan of care to all members of the health care team</p>
		3	<i>c. Engage in collaborative communication with all members of the health care team</i>
PGY LEVEL			GOAL Consultation OBJECTIVES
1			<p>a. Request consultative services in an effective manner</p> <p>b. Clearly communicate the role of consultant to the patient, in support of the primary care relationship</p>
		3	<i>c. Communicate consultative recommendations to the referring team in an effective manner</i>
PGY LEVEL			GOAL Health Records OBJECTIVES

1		a. Provide legible, accurate, complete, and timely written communication that is congruent with medical standards
	2	b. <i>Ensure succinct, relevant, and patient-specific written communication</i>
Evaluation Methods		
Faculty Evaluation, 360 Evaluations, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning report evaluation		

CORE COMPETENCY: PROFESSIONALISM		
PGY LEVEL	GOAL Adhere to basic ethical principles OBJECTIVES	
1		a. Document and report clinical information truthfully b. Follow formal policies c. Accept personal errors and honestly acknowledge them
	3	d. <i>Uphold ethical expectations of research and scholarly activity</i>
PGY LEVEL	GOAL Demonstrate compassion and respect to patients OBJECTIVES	
1		a. Demonstrate empathy and compassion to all patients b. Demonstrate a commitment to relieve pain and suffering
	2	c. <i>Provide support (physical, psychological, social and spiritual) for dying patients and their families</i> d. <i>Provide leadership for a team that respects patient dignity and autonomy</i>
PGY LEVEL	GOAL Provide timely, constructive feedback to colleagues OBJECTIVES	
1		a. Communicate constructive feedback to other members of the health care team\
	2	b. <i>Recognize, respond to and report impairment in colleagues or substandard care via peer review process</i>
PGY LEVEL	GOAL Maintain Accessibility OBJECTIVES	
1		a. Responsibilities including but not limited to calls and pages b. Carry out timely interactions with colleagues, patients and their designated caregivers
PGY LEVEL	GOAL Recognize conflicts of interest OBJECTIVES	
1		a. Recognize and manage obvious conflicts of interest, such as caring for family members and professional associates as patients

	2		b. Maintain ethical relationships with industry c. Recognize and manage subtler conflicts of interest
PGY LEVEL			GOAL Demonstrate personal accountability OBJECTIVES
1			a. Dress and behave appropriately. Scrubs are only to be worn on call and underneath a white lab coat b. Maintain appropriate professional relationships with patients, families and staff c. Ensure prompt completion of clinical, administrative, and curricular tasks d. Recognize and address personal, psychological, and physical limitations that may affect professional performance e. Recognize the scope of his/her abilities and ask for supervision and assistance appropriately
		3	f. Serve as a professional role model for more junior colleagues (e.g., medical students, interns) g. Recognize the need to assist colleagues in the provision of duties
PGY LEVEL			GOAL Practice individual patient advocacy OBJECTIVES
1			a. Recognize when it is necessary to advocate for individual patient needs
		3	b. Effectively advocate for individual patient needs
PGY LEVEL			GOAL Comply with public health policies OBJECTIVES
	2		a. <i>Recognize and take responsibility for situations where public health supersedes individual health (e.g. reportable infectious diseases)</i>
PGY LEVEL			GOAL Respect the dignity, culture, beliefs, values and opinions or the patient OBJECTIVES
1			a. Treat patients with dignity, civility and respect, regardless of race, culture, gender, ethnicity, age or socioeconomic status
		3	b. Recognize and manage conflict when patient values differ from their own
PGY LEVEL			GOAL Confidentiality OBJECTIVES
1			a. Maintain patient confidentiality
	2		b. <i>Educate and hold others accountable for patient confidentiality</i>
PGY LEVEL			GOAL Recognize and address disparities in health care OBJECTIVES
1			a. Recognize that disparities exist in health care among populations and that they may impact care of the patient

		3	b. Embrace physicians' role in assisting the public and policy makers in understanding and addressing causes of disparity in disease and suffering c. Advocates for appropriate allocation of limited health care resources.
Evaluation Methods			
Faculty Evaluation, 360 Evaluations, Mini CEX, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning Report Evaluation			

CORE COMPETENCY: SYSTEMS BASED PRACTICE			
PGY LEVEL		GOAL Works effectively within multiple health delivery systems	
		OBJECTIVES	
1			a. Understand unique roles and services provided by local health care delivery systems
	2		b. <i>Manage and coordinate care and care transitions across multiple delivery systems, including ambulatory, subacute, acute, rehabilitation, and skilled nursing.</i>
		3	c. Negotiate patient-centered care among multiple care providers.
PGY LEVEL		GOAL Works effectively within an interprofessional team	
		OBJECTIVES	
1			a. Appreciate roles of a variety of health care providers, including, but not limited to, consultants, therapists, nurses, home care workers, pharmacists, and social workers. b. Work effectively as a member within the interprofessional team to ensure safe patient care. c. Consider alternative solutions provided by other teammates
		3	d. Demonstrate how to manage the team by utilizing the skills and coordinating the activities of interprofessional team members
PGY LEVEL		GOAL Recognizes system error and advocates for system improvement	
		OBJECTIVES	
1			a. Recognize health system forces that increase the risk for error including barriers to optimal patient care b. Identify, reflect upon, and learn from critical incidents such as near misses and preventable medical errors
	2		c. <i>Dialogue with care team members to identify risk for and prevention of medical error</i> d. <i>Understand mechanisms for analysis and correction of systems errors</i>
		3	e. Demonstrate ability to understand and engage in a system level quality improvement intervention. f. Partner with other healthcare professionals to identify, propose improvement opportunities within the system.
PGY LEVEL		GOAL Identify forces that impact the cost of health care and advocates for cost-effective	

			care OBJECTIVES
1			a. Reflect awareness of common socio-economic barriers that impact patient care. b. Understand how cost-benefit analysis is applied to patient care (i.e. via principles of screening tests and the development of clinical guidelines)
	2		c. <i>Identify the role of various health care stakeholders including providers, suppliers, financiers, purchasers and consumers and their varied impact on the cost of and access to health care.</i> d. <i>Understand coding and reimbursement principles</i>
PGY LEVEL			GOAL Practices cost-effective care OBJECTIVES
1			a. Identify costs for common diagnostic or therapeutic tests b. Minimize unnecessary care including tests, procedures, therapies and excessive ICU length of stay
	2		c. <i>Demonstrate the incorporation of cost-awareness principles into standard clinical judgments and decision-making</i>
		3	d. <i>Demonstrate the incorporation of cost-awareness principles into complex clinical scenarios</i>
Evaluation Methods			
Faculty Evaluation			

INTENSIVE CARE UNIT (TICU/MICU) SERVICE SERVICE SPECIFIC GOALS and OBJECTIVES

ADDITIONAL COMPETENCY EXPECTATIONS SPECIFIC TO INTENSIVE CARE UNIT (TICU/MICU) SERVICE

CORE COMPETENCY: MEDICAL KNOWLEDGE

GOAL Develop Core Content Knowledge for medical conditions in the ICU including but not limited to:

1. Acute and Chronic Hepatic Insufficiency and Failure
2. Acute and Chronic Renal Insufficiency and Failure
3. Acute and Chronic Respiratory Insufficiency and Failure
 1. Basic Ventilator Management
 2. Pleural Effusion
 3. Tension Pneumothorax
4. Cardiac Emergencies
 1. Acute Myocardial Infarction
 2. Life Threatening Arrhythmias
 3. Pericardial Tamponade
 4. Severe Congestive Heart Failure and Cardiogenic Shock
5. End of Life Decision Making and Ethics
6. Endocrine emergencies
 1. Diabetic ketoacidosis
 2. Adrenal Insufficiency
 3. Thyroid Emergencies
7. Fluid and Electrolyte Management
8. GI Bleeding
9. Hypertensive Emergencies
10. Meningitis and Other Life Threatening Infections
11. Neurologic Emergencies
 1. Thrombotic and Hemorrhagic CVA
 2. Status Epilepticus
12. Nutritional Issues in the ICU
 1. Malnutrition
 2. Enteral Nutrition
 3. Total Parenteral Nutrition
13. Poisoning and Overdose
14. Prophylaxis in the ICU
 1. Hand Washing
 2. Stress Ulcer
 3. DVT
 4. Ventilator Associated Pneumonia
 5. Sedation/Analgesia
15. Shock
 1. Volume and Blood Product Administration
 2. Vasopressor and Inotrope administration
 3. Hemodynamic Monitoring
16. Sepsis
 1. Antibiotic Administration
 2. Early Goal Directed Therapy
17. Thromboembolic Disease

PGY LEVEL	OBJECTIVES
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1			a. Understand the relevant pathophysiology and basic understanding necessary for initial diagnosis and treatment of common ICU conditions
	2		b. <i>Demonstrate sufficient knowledge to diagnose and treat common conditions that require hospitalization</i> Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions c. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care</i>
		3	d. <i>Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions</i> e. <i>Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions</i> f. <i>Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education</i>
Evaluation Methods			
Faculty evaluation, ITE, Morning Report evaluation, Direct Observation			

CORE COMPETENCY: PATIENT CARE			
GOAL Learn aspects impacting patient care for the following Procedures: <ol style="list-style-type: none"> 1. Abdominal Paracentesis 2. Arterial Catheterization 3. Basic Bedside Ultrasound 4. Bronchoscopy 5. Central Venous Catheterization 6. Endotracheal Intubation 7. Lumbar Puncture 8. Mechanical Ventilation 9. Pulmonary Artery Catheterization 10. Thoracentesis 11. Tube Thoracostomy 			
PGY LEVEL		OBJECTIVES	
1			a. Awareness of indications, contraindications, risks and benefits of common ICU invasive procedures b. Appropriately perform invasive procedures under supervision of the attending staff, fellow, or supervising resident
	2		c. <i>Appropriately perform invasive procedures and provide post-procedure management for common procedures</i>
Evaluation Methods			
Faculty evaluation, Mini CEX, Direct Observation			

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT			
GOAL Participate in education of all members of the health care team Required Didactics: <ol style="list-style-type: none"> Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM <ul style="list-style-type: none"> 4050 Wescoe Core Conference - Monday, Tuesday, Thursday and Friday at 12:15 PM <ul style="list-style-type: none"> 3rd Floor Sudler Grand Rounds – Wednesday at 8:00 AM <ul style="list-style-type: none"> 3rd Floor Sudler Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon <ul style="list-style-type: none"> 3rd Floor Sudler Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon <ul style="list-style-type: none"> 3rd Floor Sudler Journal Club – 3rd Friday of the Rotation Block at 1:00 PM <ul style="list-style-type: none"> 5003 KU Hospital 			
PGY LEVEL		OBJECTIVES	
1		a. Actively participate in teaching conferences	
	2	b. <i>Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care</i>	
		3	c. <i>Take a leadership role in the education of all members of the health care team.</i>
Evaluation Methods			
Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation			

Emergency Medicine Service - KU
Internal Medicine Residency Program at University of Kansas Medical Center
Adapted from ABIM Developmental Milestones

1 – standard text

2 – *standard and italicized text*

3 – ***standard, italicized and bold italicized text***

Director: _____

Duration: 4 week block

Supervision: Attending Responsible for the Emergency Medicine Service

Facility: University of Kansas Medical Center – Emergency Department

Required Didactics:

Note: Didactics are attended as appropriate within work hours guidelines and stabilization of patients given the nature of both ER shifts and patient care

1. Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM
 - 4050 Wescoe
2. Core Conference - Monday, Tuesday, Thursday and Friday at 12:15 PM
 - 3rd Floor Sudler
3. Grand Rounds – Wednesday at 8:00 AM
 - 3rd Floor Sudler
4. Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon
 - 3rd Floor Sudler
5. Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon
 - 3rd Floor Sudler
6. Journal Club – 3rd Friday of the Rotation Block at 1:00 PM
 - 5003 KU Hospital

Educational Purpose:

Emergency department rotations are a required component of the program curriculum because the ED offers unparalleled experience in undifferentiated disease presentation and management of urgent and emergent conditions. In addition, residents gain exposure to adolescent illnesses and gynecologic conditions that are less often seen in resident continuity clinics. While residents primarily evaluate adult, medically-ill patients, they have the opportunity to participate in initial care of trauma, pediatric, and obstetric cases as well, thus broadening their experience and understanding of the scope of practice of emergency medicine.

Educational Methods:

Direct observation of patient care and bedside teaching occur in the setting of emergency room patient encounters. Residents evaluate and treat patients for a variety ambulatory and critical care conditions. Residents participate in the coordination of care for patients being discharged from the ER and needing outpatient follow-up as well as for patients requiring inpatient floor and ICU admissions. The supervising attending reviews and critiques the resident's interpretation of diagnostic studies and formulation of assessments and plans. Residents attend didactic conferences as indicated above.

EMERGENCY MEDICINE SERVICE KU			
OVERALL GOALS and OBJECTIVES			
OVERALL COMPETENCY PROGRESSION BY CORE COMPETENCY AND PGY LEVEL (Adapted from ABIM Developmental Milestones)			
CORE COMPETENCY: PATIENT CARE			
PGY LEVEL			GOAL History and Data Gathering OBJECTIVES
1			a. Acquire accurate and relevant history from the patient in an efficiently customized, prioritized, and hypothesis driven fashion b. Seek and obtain appropriate, verified, and prioritized data from secondary sources (e.g. family, records, pharmacy)
	2		c. <i>Obtain relevant historical subtleties that inform and prioritize both differential diagnoses and diagnostic plans, including sensitive, complicated, and detailed information that may not often be volunteered by the patient</i>
		3	d. <i>Role model gathering subtle and reliable information from the patient for junior members of the healthcare team when appropriate</i>
PGY LEVEL			GOAL Performing a Physical Examination OBJECTIVES
1			a. Perform an accurate physical examination that is appropriately targeted to the patient's complaints and medical conditions. Identify pertinent abnormalities using common maneuvers b. Accurately track important changes in the physical examination over time in the emergency room setting
	2		c. <i>Demonstrate and teach how to elicit important physical findings for junior members of the healthcare team when appropriate</i>
		3	d. <i>Routinely identify subtle or unusual physical findings that may influence clinical decision making, using advanced maneuvers where applicable</i>
PGY LEVEL			GOAL Clinical Reasoning OBJECTIVES
1			a. Synthesize all available data, including interview, physical examination, and preliminary laboratory data, to define each patient's central clinical problem b. Develop prioritized differential diagnoses, evidence-based diagnostic and therapeutic plan for common ambulatory conditions in the emergency room
	2		c. <i>Modify differential diagnosis and care plan based upon clinical course and data as appropriate</i>
		3	d. <i>Recognize disease presentations that deviate from common patterns and that require complex decision making</i>
PGY LEVEL			GOAL Invasive Procedures: OBJECTIVES

1			<ul style="list-style-type: none"> a. Awareness of indications, contraindications, risks and benefits of common invasive procedures b. Appropriately perform invasive procedures under supervision of the attending staff, fellow, or supervising resident
	2		<ul style="list-style-type: none"> c. <i>Appropriately perform invasive procedures and provide post-procedure management for common procedures</i>
PGY LEVEL			GOAL Diagnostic Tests OBJECTIVES
1			<ul style="list-style-type: none"> a. Make appropriate clinical decisions based upon the results of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids
	2		<ul style="list-style-type: none"> b. <i>Make appropriate clinical decision based upon the results of more advanced diagnostic tests</i>
PGY LEVEL			GOAL Patient Management OBJECTIVES
1			<ul style="list-style-type: none"> a. Recognize situations with a need for urgent or emergent medical care including life threatening conditions b. Recognize when to seek additional guidance c. Provide appropriate preventive care and teach patient regarding self-care d. With supervision, manage patients with common clinical disorders seen in the practice of emergency medicine e. With minimal supervision, manage patients with common and complex clinical disorders seen in the practice of emergency medicine f. Initiate management and stabilize patients with emergent medical conditions
		3	<ul style="list-style-type: none"> g. <i>Manage patients with conditions that require intensive care</i> h. <i>Independently manage patients with a broad spectrum of clinical disorders seen in the practice of emergency medicine</i> i. <i>Manage complex or rare medical conditions</i> j. <i>Customize care in the context of the patient's preferences and overall health</i>
Evaluation Methods			
Faculty evaluation, Mini CEX, Direct Observation			

CORE COMPETENCY: MEDICAL KNOWLEDGE			
PGY LEVEL			GOAL Core Content Knowledge OBJECTIVES
1			<ul style="list-style-type: none"> a. Understand the relevant pathophysiology and basic science for common medical conditions that prompt Emergency Room evaluation b. Demonstrate sufficient knowledge to diagnose and treat common conditions that prompt Emergency Room evaluation

	2		<ul style="list-style-type: none"> c. <i>Demonstrate sufficient knowledge to evaluate common ambulatory conditions in the emergency room setting</i> d. <i>Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions in the emergency room setting</i> e. <i>Demonstrate sufficient knowledge to provide preventive care in the emergency room setting</i> f. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care in the emergency room setting</i>
		3	<ul style="list-style-type: none"> g. <i>Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions</i> h. <i>Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions</i> i. <i>Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education</i>
PGY LEVEL		GOAL Diagnostic Tests	
		OBJECTIVES	
1			a. Understand indications for and basic interpretation of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids
	2		<ul style="list-style-type: none"> b. <i>Understand indications for and has basic skills in interpreting more advanced diagnostic tests</i> c. <i>Understand prior probability and test performance characteristics</i>
Evaluation Methods			
Faculty evaluation, ITE, Morning Report evaluation, Direct Observation			

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT			
PGY LEVEL		GOAL Ask Answerable Questions for Emerging Information Needs	
		OBJECTIVES	
1			a. Identify learning needs (clinical questions) as they emerge in patient care activities
	2		<ul style="list-style-type: none"> b. <i>Classify and precisely articulate clinical questions</i> c. <i>Develop a system to track, pursue, and reflect on clinical questions</i>
PGY LEVEL		GOAL Acquires the Best Advice	
		OBJECTIVES	
1			a. Access medical information resources to answer clinical questions and library resources to support decision making
	2		<ul style="list-style-type: none"> b. <i>Effectively and efficiently search NLM database for original clinical research articles</i> c. <i>Effectively and efficiently search evidence-based summary medical information resources</i>
		3	d. <i>Appraise the quality of medical information resources and select among them based on the characteristics of the clinical question</i>
PGY LEVEL		GOAL Appraises the Evidence for Validity and Usefulness	

			OBJECTIVES
1			a. With assistance, appraise study design, conduct and statistical analysis in clinical research papers b. With assistance, appraise clinical guideline recommendations for bias
		3	c. With assistance, appraise study design, conduct, and statistical analysis in clinical research papers d. Independently, appraise clinical guideline recommendations for bias and cost-benefit considerations
PGY LEVEL			GOAL Applies the evidence to decision-making for individual patients
			OBJECTIVES
1			a. Determine if clinical evidence can be generalized to an individual patient
		3	b. Customize clinical evidence for an individual patient c. Communicate risks and benefits of alternatives to patients d. Integrate clinical evidence, clinical context, and patient preferences into decision-making
PGY LEVEL			GOAL Improves via feedback
			OBJECTIVES
1			a. Respond welcomingly and productively to feedback from all members of the health care team including faculty, peer residents, students, nurses, allied health workers, patients and their advocates b. Actively seek feedback from all members of the health care team
	2		c. Calibrate self-assessment with feedback and other external data d. Reflect on feedback in developing plans for improvement
PGY LEVEL			GOAL Improves via self-assessment
			OBJECTIVES
	2		a. Maintain awareness of the situation in the moment and respond to meet situational needs
		3	b. Reflect (in action) when surprised, applies new insights to future clinical scenarios, and reflects (on action) back on the process
PGY LEVEL			GOAL Participate in education of all members of the health care team
			OBJECTIVES
1			a. Actively participate in teaching conferences
	2		b. Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care
		3	c. Take a leadership role in the education of all members of the health care team.
Evaluation Methods			

Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation

CORE COMPETENCY: INTERPERSONAL & COMMUNICATION SKILLS			
PGY LEVEL		GOAL Communicate effectively OBJECTIVES	
1			a. Provide timely and comprehensive verbal and written communication to patients/advocates b. Effectively use verbal and non-verbal skills to create rapport with patients/families c. Use communication skills to build a therapeutic relationship
	2		d. <i>Engage patients/advocates in shared decision-making for uncomplicated diagnostic and therapeutic scenarios</i> e. <i>Utilize patient-centered education strategies</i>
		3	f. <i>Engage patients/advocates in shared decision-making for difficult, ambiguous or controversial scenarios</i> g. <i>Appropriately counsel patients about the risks and benefits of tests and procedures highlighting cost awareness and resource allocation when appropriate</i> h. <i>Role model effective communication skills in challenging situations when appropriate</i>
PGY LEVEL		GOAL Intercultural sensitivity OBJECTIVES	
1			a. Effectively use an interpreter to engage patients in the clinical setting including patient education when appropriate b. Demonstrate sensitivity to differences in patients including but not limited to race, culture, gender, sexual orientation, socioeconomic status, literacy, and religious beliefs
		3	<i>c. Actively seek to understand patient differences and views and reflects this in respectful communication and shared decision-making with the patient and the healthcare team</i>
PGY LEVEL		GOAL Transitions of Care OBJECTIVES	
1			a. Effectively communicate with other caregivers in order to maintain appropriate continuity during transitions of care
	2		<i>b. Role model and teach effective communication with next caregivers during transitions of care</i>
PGY LEVEL		GOAL Interprofessional team OBJECTIVES	
1			a. Deliver appropriate, succinct, hypothesis-driven oral presentations b. Effectively communicate plan of care to all members of the health care team
		3	<i>c. Engage in collaborative communication with all members of the health care team</i>
PGY LEVEL		GOAL Consultation	

			OBJECTIVES
1			a. Request consultative services in an effective manner b. Clearly communicate the role of consultant to the patient, in support of the primary care relationship
		3	c. Communicate consultative recommendations to the referring team in an effective manner
PGY LEVEL			GOAL Health Records OBJECTIVES
1			a. Provide legible, accurate, complete, and timely written communication that is congruent with medical standards
	2		b. <i>Ensure succinct, relevant, and patient-specific written communication</i>
Evaluation Methods			
Faculty Evaluation, 360 Evaluations, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning report evaluation			

CORE COMPETENCY: PROFESSIONALISM			
PGY LEVEL			GOAL Adhere to basic ethical principles OBJECTIVES
1			a. Document and report clinical information truthfully b. Follow formal policies c. Accept personal errors and honestly acknowledge them
		3	d. <i>Uphold ethical expectations of research and scholarly activity</i>
PGY LEVEL			GOAL Demonstrate compassion and respect to patients OBJECTIVES
1			a. Demonstrate empathy and compassion to all patients b. Demonstrate a commitment to relieve pain and suffering
	2		c. <i>Provide support (physical, psychological, social and spiritual) for dying patients and their families</i> d. <i>Provide leadership for a team that respects patient dignity and autonomy</i>
PGY LEVEL			GOAL Provide timely, constructive feedback to colleagues OBJECTIVES
1			a. Communicate constructive feedback to other members of the health care team\

	2		<i>b. Recognize, respond to and report impairment in colleagues or substandard care via peer review process</i>
PGY LEVEL			GOAL Maintain Accessibility OBJECTIVES
1			a. Responsibilities including but not limited to calls and pages b. Carry out timely interactions with colleagues, patients and their designated caregivers
PGY LEVEL			GOAL Recognize conflicts of interest OBJECTIVES
1			a. Recognize and manage obvious conflicts of interest, such as caring for family members and professional associates as patients
	2		<i>b. Maintain ethical relationships with industry</i> <i>c. Recognize and manage subtler conflicts of interest</i>
PGY LEVEL			GOAL Demonstrate personal accountability OBJECTIVES
1			a. Dress and behave appropriately. Scrubs are only to be worn on call and underneath a white lab coat b. Maintain appropriate professional relationships with patients, families and staff c. Ensure prompt completion of clinical, administrative, and curricular tasks d. Recognize and address personal, psychological, and physical limitations that may affect professional performance e. Recognize the scope of his/her abilities and ask for supervision and assistance appropriately
		3	<i>f. Serve as a professional role model for more junior colleagues (e.g., medical students, interns)</i> <i>g. Recognize the need to assist colleagues in the provision of duties</i>
PGY LEVEL			GOAL Practice individual patient advocacy OBJECTIVES
1			a. Recognize when it is necessary to advocate for individual patient needs
		3	<i>b. Effectively advocate for individual patient needs</i>
PGY LEVEL			GOAL Comply with public health policies OBJECTIVES
	2		<i>a. Recognize and take responsibility for situations where public health supersedes individual health (e.g. reportable infectious diseases)</i>
PGY LEVEL			GOAL Respect the dignity, culture, beliefs, values and opinions or the patient OBJECTIVES
1			a. Treat patients with dignity, civility and respect, regardless of race, culture, gender, ethnicity, age or socioeconomic status
		3	<i>b. Recognize and manage conflict when patient values differ from their own</i>

PGY LEVEL			GOAL Confidentiality OBJECTIVES
1			a. Maintain patient confidentiality
	2		b. <i>Educate and hold others accountable for patient confidentiality</i>
PGY LEVEL			GOAL Recognize and address disparities in health care OBJECTIVES
1			a. Recognize that disparities exist in health care among populations and that they may impact care of the patient
		3	b. <i>Embrace physicians' role in assisting the public and policy makers in understanding and addressing causes of disparity in disease and suffering</i> c. <i>Advocates for appropriate allocation of limited health care resources.</i>
Evaluation Methods			
Faculty Evaluation, 360 Evaluations, Mini CEX, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning Report Evaluation			

CORE COMPETENCY: SYSTEMS BASED PRACTICE			
PGY LEVEL			GOAL Works effectively within multiple health delivery systems OBJECTIVES
1			a. Understand unique roles and services provided by local health care delivery systems
	2		b. <i>Manage and coordinate care and care transitions across multiple delivery systems, including ambulatory, subacute, acute, rehabilitation, and skilled nursing.</i>
		3	c. <i>Negotiate patient-centered care among multiple care providers.</i>
PGY LEVEL			GOAL Works effectively within an interprofessional team OBJECTIVES
1			a. Appreciate roles of a variety of health care providers, including, but not limited to, consultants, therapists, nurses, home care workers, pharmacists, and social workers. b. Work effectively as a member within the interprofessional team to ensure safe patient care. c. Consider alternative solutions provided by other teammates
		3	d. <i>Demonstrate how to manage the team by utilizing the skills and coordinating the activities of interprofessional team members</i>
PGY LEVEL			GOAL Recognizes system error and advocates for system improvement OBJECTIVES

1			<ul style="list-style-type: none"> a. Recognize health system forces that increase the risk for error including barriers to optimal patient care b. Identify, reflect upon, and learn from critical incidents such as near misses and preventable medical errors
	2		<ul style="list-style-type: none"> c. <i>Dialogue with care team members to identify risk for and prevention of medical error</i> d. <i>Understand mechanisms for analysis and correction of systems errors</i>
		3	<ul style="list-style-type: none"> e. Demonstrate ability to understand and engage in a system level quality improvement intervention. f. Partner with other healthcare professionals to identify, propose improvement opportunities within the system.
PGY LEVEL			GOAL Identify forces that impact the cost of health care and advocates for cost-effective care OBJECTIVES
1			<ul style="list-style-type: none"> a. Reflect awareness of common socio-economic barriers that impact patient care. b. Understand how cost-benefit analysis is applied to patient care (i.e. via principles of screening tests and the development of clinical guidelines)
	2		<ul style="list-style-type: none"> c. <i>Identify the role of various health care stakeholders including providers, suppliers, financiers, purchasers and consumers and their varied impact on the cost of and access to health care.</i> d. <i>Understand coding and reimbursement principles</i>
PGY LEVEL			GOAL Practices cost-effective care OBJECTIVES
1			<ul style="list-style-type: none"> a. Identify costs for common diagnostic or therapeutic tests b. Minimize unnecessary care including tests, procedures, therapies and ambulatory or hospital encounters
	2		<ul style="list-style-type: none"> c. <i>Demonstrate the incorporation of cost-awareness principles into standard clinical judgments and decision-making</i>
		3	<ul style="list-style-type: none"> d. Demonstrate the incorporation of cost-awareness principles into complex clinical scenarios
Evaluation Methods			
Faculty Evaluation,			

EMERGENCY MEDICINE SERVICE-KU SPECIFIC GOALS and OBJECTIVES

ADDITIONAL COMPETENCY EXPECTATIONS SPECIFIC TO INTENSIVE CARE UNIT (TICU/MICU) SERVICE

CORE COMPETENCY: MEDICAL KNOWLEDGE

GOAL Develop Core Content Knowledge for medical conditions that prompt Emergency Room evaluation including but not limited to:

1. Acute and Chronic Cardiac Conditions and Emergencies
 - a. Acute Coronary Syndrome
 - b. Arrhythmias
 - c. Cardiomyopathies
2. Acute and Chronic Hepatic Conditions and Emergencies
3. Acute and Chronic Renal Conditions and Emergencies
4. Acute and Chronic Respiratory Conditions and Emergencies
5. Critical Care – Recognition and Initial Stabilization of Critical Illness
6. Common Ambulatory Symptoms
 - a. Cough
 - b. Dizziness
 - c. Fatigue
 - d. Sleep Disturbance
 - e. Syncope
 - f. Pain
7. HEENT Disorders and Emergencies
 - a. Foreign Body
 - b. Infections
 - c. Pain
 - d. Sensory Loss
8. End of Life Decision Making and Ethics
9. Endocrine Diseases and Emergencies
 - a. Diabetes and Diabetic ketoacidosis
 - b. Adrenal Insufficiency
 - c. Thyroid Disease
10. Fluid and Electrolyte Management
11. Gastrointestinal Diseases and Emergencies
 - a. Bleeding
 - b. Colitis – Inflammatory, Infectious, Ischemic
 - c. Uncontrolled Symptoms – Diarrhea, Pain, Vomiting,
12. Hypertension and Hypertensive Emergencies
13. Infections +/- Sepsis
 - a. Dermatologic
 - b. Genital/Urinary
 - c. Hematologic/Vascular
 - d. Neurologic
 - e. Respiratory
14. Mental and Behavioral Health
15. Neurologic Conditions and Emergencies
 - a. Thrombotic and Hemorrhagic CVA
 - b. Seizures and Status Epilepticus
 - c. Syncope
 - d. Delirium/Dementia
16. Poisoning and Overdose
17. Shock
 - a. Volume and Blood Product Administration

b. Vasopressor and Inotrope administration c. Hemodynamic Monitoring 18. Thromboembolic Disease 19. Uncontrolled Symptoms a. Diarrhea b. Nausea c. Pain d. Vomiting			
PGY LEVEL		OBJECTIVES	
1			a. Understand the relevant pathophysiology and basic science for common medical that prompt Emergency Room evaluation b. Demonstrate sufficient knowledge to diagnose and treat common conditions that prompt Emergency Room evaluation
	2		c. <i>Demonstrate sufficient knowledge to evaluate common ambulatory conditions in the emergency room setting</i> d. <i>Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions in the emergency room setting</i> e. <i>Demonstrate sufficient knowledge to provide preventive care in the emergency room setting</i> f. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care in the emergency room setting</i>
		3	g. <i>Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions</i> h. <i>Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions</i> i. <i>Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education</i>
Evaluation Methods			
Faculty evaluation, ITE, Morning Report evaluation, Direct Observation			

CORE COMPETENCY: PATIENT CARE	
PGY LEVEL	GOAL Develop increasing knowledge and ability to perform the following Procedures: <ol style="list-style-type: none"> 1. Abdominal Paracentesis 2. Arterial Catheterization 3. Basic Bedside Ultrasound 4. Central Venous Catheterization 5. Endotracheal Intubation 6. Lumbar Puncture 7. Sensitive Genitourinary Exams <ol style="list-style-type: none"> a. Pelvic b. Rectal 8. Thoracentesis OBJECTIVES

1			a. Awareness of indications, contraindications, risks and benefits of common invasive procedures b. Appropriately perform invasive procedures under supervision
	2		c. <i>Appropriately perform invasive procedures and provide post-procedure management for common procedures</i>
Evaluation Methods			
Faculty evaluation, Mini CEX, Direct Observation			

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT			
GOAL Participate in education of all members of the health care team Required Didactics: Note: Didactics are attended as appropriate within work hours guidelines and stabilization of patients given the nature of both ER shifts and patient care			
1. Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM • 4050 Wescoe 2. Core Conference - Monday, Tuesday, Thursday and Friday at 12:15 PM • 3 rd Floor Sudler 3. Grand Rounds – Wednesday at 8:00 AM • 3 rd Floor Sudler 4. Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon • 3 rd Floor Sudler 5. Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon • 3 rd Floor Sudler 6. Journal Club – 3rd Friday of the Rotation Block at 1:00 PM • 5003 KU Hospital			
PGY LEVEL		OBJECTIVES	
1		a. Actively participate in teaching conferences	
	2	b. <i>Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care</i>	
		3	c. <i>Take a leadership role in the education of all members of the health care team.</i>
Evaluation Methods			
Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation			

Inpatient General Internal Medicine Services - KU
Internal Medicine Residency Program at University of Kansas Medical Center
Adapted from ABIM Developmental Milestones

1 – standard text

2 – *standard and italicized text*

3 – ***standard, italicized and bold italicized text***

Director: _____

Duration: 4 week block

Supervision: Attending Responsible for the Inpatient Service

Facility: University of Kansas Medical Center – Medical/Surgical Units

Required Didactics:

1. Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM
 - 4050 Wescoe
2. Core Conference - Monday, Tuesday, Thursday and Friday at 12:15 PM
 - 3rd Floor Sudler
3. Grand Rounds – Wednesday at 8:00 AM
 - 3rd Floor Sudler
4. Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon
 - 3rd Floor Sudler
5. Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon
 - 3rd Floor Sudler
6. Journal Club – 3rd Friday of the Rotation Block at 1:00 PM
 - 5003 KU Hospital

Educational Purpose:

The purpose of resident rotations on the inpatient general medicine service is to gain experience in management of acute medical illness across a wide spectrum of patient ages and diagnoses. In addition to fostering competence in the areas of patient care and medical knowledge, the service provides critical experience in collaborating with other members of the healthcare team, including nurse care coordinators, social workers, and pharmacists, as well as students and fellow residents, which builds skill in interpersonal communication and professionalism. Exposure to the intricacies of daily hospital care, including discharge planning and triage to higher or lower levels of care, builds competency in systems-based practice, and opportunities to learn from mistakes build patterns of practice-based learning. Built in to this rotation is also the critical exposure to quality standards and awareness of national practice and safety guidelines such as Joint Commission Core Measures.

Educational Methods:

Direct observation of patient care and bedside teaching occur in the setting of daily inpatient rounds with the attending. Residents evaluate and treat patients both in the capacity of follow-up as well as initial evaluation. The supervising attending reviews and critiques the resident's interpretation of diagnostic studies and formulation of assessments and plans. Residents additionally attend didactic conferences as indicated above. Recommended educational resources for this rotation include the following:

1. Harrison's Principles of Internal Medicine, Current Edition, by Anthony S Fauci, Eugene Braunwald, Dennis L. Kasper, and Stephen L. Hauser
2. Hospital Medicine, Current Edition, by Robert M Wachter, Lee Goldman and Harry Hollander

INPATIENT GENERAL IM SERVICES KU

INPATIENT OVERALL GOALS and OBJECTIVES

OVERALL COMPETENCY PROGRESSION BY CORE COMPETENCY AND PGY LEVEL FOR
INPATIENT SERVICES(Adapted from ABIM Developmental Milestones)

CORE COMPETENCY: PATIENT CARE

PGY LEVEL			GOAL History and Data Gathering OBJECTIVES
1			<ul style="list-style-type: none"> a. Acquire accurate and relevant history from the patient in an efficiently customized, prioritized, and hypothesis driven fashion b. Seek and obtain appropriate, verified, and prioritized data from secondary sources (e.g. family, records, pharmacy)
	2		<ul style="list-style-type: none"> c. <i>Obtain relevant historical subtleties that inform and prioritize both differential diagnoses and diagnostic plans, including sensitive, complicated, and detailed information that may not often be volunteered by the patient</i>
		3	<ul style="list-style-type: none"> d. <i>Role model gathering subtle and reliable information from the patient for junior members of the healthcare team</i>
PGY LEVEL			GOAL Performing a Physical Examination OBJECTIVES
1			<ul style="list-style-type: none"> a. Perform an accurate physical examination that is appropriately targeted to the patient's complaints and medical conditions. Identify pertinent abnormalities using common maneuvers b. Accurately track important changes in the physical examination over time in the inpatient setting
	2		<ul style="list-style-type: none"> c. <i>Demonstrate and teach how to elicit important physical findings for junior members of the healthcare team</i>
		3	<ul style="list-style-type: none"> d. <i>Routinely identify subtle or unusual physical findings that may influence clinical decision making, using advanced maneuvers where applicable</i>
PGY LEVEL			GOAL Clinical Reasoning OBJECTIVES
1			<ul style="list-style-type: none"> a. Synthesize all available data, including interview, physical examination, and preliminary laboratory data, to define each patient's central clinical problem b. Develop prioritized differential diagnoses, evidence-based diagnostic and therapeutic plan for common inpatient and ambulatory conditions
	2		<ul style="list-style-type: none"> c. <i>Modify differential diagnosis and care plan based upon clinical course and data as appropriate</i>
		3	<ul style="list-style-type: none"> b. <i>Recognize disease presentations that deviate from common patterns and that require complex decision making</i>

PGY LEVEL			GOAL Invasive Procedures OBJECTIVES
1			a. Awareness of indications, contraindications, risks and benefits of common invasive procedures b. Appropriately perform invasive procedures under supervision
	2		c. <i>Appropriately perform invasive procedures and provide post-procedure management for common procedures</i>
PGY LEVEL			GOAL Diagnostic Tests OBJECTIVES
1			a. Make appropriate clinical decisions based upon the results of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids
	2		b. <i>Make appropriate clinical decision based upon the results of more advanced diagnostic tests</i>
PGY LEVEL			GOAL Patient Management OBJECTIVES
1			a. Recognize situations with a need for urgent or emergent medical care including life threatening conditions b. Recognize when to seek additional guidance c. Provide appropriate preventive care and teach patient regarding self-care d. With supervision, manage patients with common clinical disorders seen in the inpatient setting e. With minimal supervision, manage patients with common and complex clinical disorders seen in the inpatient setting f. Initiate management and stabilize patients with emergent medical conditions
		3	g. Manage patients with conditions that require intensive care h. Independently manage patients with a broad spectrum of clinical disorders seen in the practice of internal medicine i. Manage complex or rare medical conditions j. Customize care in the context of the patient's preferences and overall health
Evaluation Methods			
Faculty evaluation, Mini CEX			

CORE COMPETENCY: MEDICAL KNOWLEDGE				
PGY LEVEL			GOAL Core Content Knowledge OBJECTIVES	
1			a. Understand the relevant pathophysiology and basic science for common medical conditions in the inpatient setting b. Demonstrate sufficient knowledge to diagnose and treat common conditions that require hospitalization	
	2		c. <i>Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions</i> d. <i>Demonstrate sufficient knowledge to provide preventive care in the hospital setting</i> e. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care</i>	
		3	f. <i>Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions</i> g. <i>Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions</i> h. <i>Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education</i>	
PGY LEVEL			GOAL Diagnostic Tests OBJECTIVES	
1			a. Understand indications for and basic interpretation of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids	
	2		b. <i>Understand indications for and has basic skills in interpreting more advanced diagnostic tests</i> c. <i>Understand prior probability and test performance characteristics</i>	
Evaluation Methods				
Faculty evaluation, ITE, Morning Report evaluation				

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT				
PGY LEVEL			GOAL Ask Answerable Questions for Emerging Information Needs OBJECTIVES	
1			a. Identify learning needs (clinical questions) as they emerge in patient care activities	
	2		b. <i>Classify and precisely articulate clinical questions</i> c. <i>Develop a system to track, pursue, and reflect on clinical questions</i>	
PGY LEVEL			GOAL Acquires the Best Advice OBJECTIVES	

1			a. Access medical information resources to answer clinical questions and library resources to support decision making
	2		b. <i>Effectively and efficiently search NLM database for original clinical research articles</i> c. <i>Effectively and efficiently search evidence-based summary medical information resources</i>
		3	d. Appraise the quality of medical information resources and select among them based on the characteristics of the clinical question
PGY LEVEL			GOAL Appraises the Evidence for Validity and Usefulness OBJECTIVES
1			a. With assistance, appraise study design, conduct and statistical analysis in clinical research papers b. With assistance, appraise clinical guideline recommendations for bias
		3	c. With assistance, appraise study design, conduct, and statistical analysis in clinical research papers d. Independently, appraise clinical guideline recommendations for bias and cost-benefit considerations
PGY LEVEL			GOAL Applies the evidence to decision-making for individual patients OBJECTIVES
1			a. Determine if clinical evidence can be generalized to an individual patient
		3	b. Customize clinical evidence for an individual patient c. Communicate risks and benefits of alternatives to patients d. Integrate clinical evidence, clinical context, and patient preferences into decision-making
PGY LEVEL			GOAL Improves Via Feedback OBJECTIVES
1			a. Respond welcomingly and productively to feedback from all members of the health care team including faculty, peer residents, students, nurses, allied health workers, patients and their advocates b. Actively seek feedback from all members of the health care team
	2		c. <i>Calibrate self-assessment with feedback and other external data</i> d. <i>Reflect on feedback in developing plans for improvement</i>
PGY LEVEL			GOAL Improves via self-assessment OBJECTIVES
	2		a. <i>Maintain awareness of the situation in the moment and respond to meet situational needs</i>
		3	b. Reflect (in action) when surprised, applies new insights to future clinical scenarios, and reflects (on action) back on the process
PGY LEVEL			GOAL Participate in education of all members of the health care team OBJECTIVES
2			a. Actively participate in teaching conferences

	2		b. <i>Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care</i>
		3	c. <i>Take a leadership role in the education of all members of the health care team.</i>
Evaluation Methods			
Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation,			

CORE COMPETENCY: INTERPERSONAL & COMMUNICATION SKILLS			
PGY LEVEL		GOAL Communicate effectively OBJECTIVES	
1			a. Provide timely and comprehensive verbal and written communication to patients/advocates b. Effectively use verbal and non-verbal skills to create rapport with patients/families c. Use communication skills to build a therapeutic relationship
	2		d. <i>Engage patients/advocates in shared decision-making for uncomplicated diagnostic and therapeutic scenarios</i> e. <i>Utilize patient-centered education strategies</i>
		3	f. <i>Engage patients/advocates in shared decision-making for difficult, ambiguous or controversial scenarios</i> g. <i>Appropriately counsel patients about the risks and benefits of tests and procedures highlighting cost awareness and resource allocation when appropriate</i> h. <i>Role model effective communication skills in challenging situations when appropriate</i>
PGY LEVEL		GOAL Intercultural sensitivity OBJECTIVES	
1			a. Effectively use an interpreter to engage patients in the clinical setting including patient education when appropriate b. Demonstrate sensitivity to differences in patients including but not limited to race, culture, gender, sexual orientation, socioeconomic status, literacy, and religious beliefs
		3	c. <i>Actively seek to understand patient differences and views and reflects this in respectful communication and shared decision-making with the patient and the healthcare team</i>
PGY LEVEL		GOAL Transitions of Care OBJECTIVES	
1			a. Effectively communicate with other caregivers in order to maintain appropriate continuity during transitions of care
	2		b. <i>Role model and teach effective communication with next caregivers during transitions of care</i>
PGY LEVEL		GOAL Interprofessional team OBJECTIVES	

1			a. Deliver appropriate, succinct, hypothesis-driven oral presentations b. Effectively communicate plan of care to all members of the health care team
	2		c. Engage in collaborative communication with all members of the health care team
PGY LEVEL			GOAL Consultation OBJECTIVES
1			a. Request consultative services in an effective manner b. Clearly communicate the role of consultant to the patient, in support of the primary care relationship
		3	c. Communicate consultative recommendations to the referring team in an effective manner
PGY LEVEL			GOAL Health Records OBJECTIVES
1			a. Provide legible, accurate, complete, and timely written communication that is congruent with medical standards
	2		b. Ensure succinct, relevant, and patient-specific written communication
Evaluation Methods			
Faculty Evaluation, 360 Evaluations, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning report evaluation			

CORE COMPETENCY: PROFESSIONALISM			
PGY LEVEL			GOAL Adhere to basic ethical principles OBJECTIVES
1			a. Document and report clinical information truthfully b. Follow formal policies c. Accept personal errors and honestly acknowledge them
		3	d. Uphold ethical expectations of research and scholarly activity
PGY LEVEL			GOAL Demonstrate compassion and respect to patients OBJECTIVES
1			a. Demonstrate empathy and compassion to all patients b. Demonstrate a commitment to relieve pain and suffering
	2		c. Provide support (physical, psychological, social and spiritual) for dying patients and their families d. Provide leadership for a team that respects patient dignity and autonomy
PGY LEVEL			GOAL Provide timely, constructive feedback to colleagues

			OBJECTIVES
1			a. Communicate constructive feedback to other members of the health care team\
	2		b. <i>Recognize, respond to and report impairment in colleagues or substandard care via peer review process</i>
PGY LEVEL			GOAL Maintain Accessibility
			OBJECTIVES
1			a. Responsibilities including but not limited to calls and pages b. Carry out timely interactions with colleagues, patients and their designated caregivers
PGY LEVEL			GOAL Recognize conflicts of interest
			OBJECTIVES
1			a. Recognize and manage obvious conflicts of interest, such as caring for family members and professional associates as patients
		3	b. <i>Maintain ethical relationships with industry</i> c. <i>Recognize and manage subtler conflicts of interest</i>
PGY LEVEL			GOAL Demonstrate personal accountability
			OBJECTIVES
1			a. Dress and behave appropriately. Scrubs are only to be worn on call and underneath a white lab coat b. Maintain appropriate professional relationships with patients, families and staff c. Ensure prompt completion of clinical, administrative, and curricular tasks d. Recognize and address personal, psychological, and physical limitations that may affect professional performance e. Recognize the scope of his/her abilities and ask for supervision and assistance appropriately
		3	f. <i>Serve as a professional role model for more junior colleagues (e.g., medical students, interns)</i> g. <i>Recognize the need to assist colleagues in the provision of duties</i>
PGY LEVEL			GOAL Practice individual patient advocacy
			OBJECTIVES
1			a. Recognize when it is necessary to advocate for individual patient needs
		3	b. <i>Effectively advocate for individual patient needs</i>
PGY LEVEL			GOAL Comply with public health policies
			OBJECTIVES
	2		a. <i>Recognize and take responsibility for situations where public health supersedes individual health (e.g. reportable infectious diseases)</i>
PGY LEVEL			GOAL Respect the dignity, culture, beliefs, values and opinions of the patient
			OBJECTIVES

1			a. Treat patients with dignity, civility and respect, regardless of race, culture, gender, ethnicity, age or socioeconomic status
		3	b. Recognize and manage conflict when patient values differ from their own
PGY LEVEL			GOAL Confidentiality OBJECTIVES
1			a. Maintain patient confidentiality
	2		b. Educate and hold others accountable for patient confidentiality
PGY LEVEL			GOAL Recognize and address disparities in health care OBJECTIVES
1			a. Recognize that disparities exist in health care among populations and that they may impact care of the patient
		3	b. Embrace physicians' role in assisting the public and policy makers in understanding and addressing causes of disparity in disease and suffering c. Advocates for appropriate allocation of limited health care resources.
Evaluation Methods			
Faculty Evaluation, 360 Evaluations, Mini CEX, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning Report Evaluation			

CORE COMPETENCY: SYSTEMS BASED PRACTICE			
PGY LEVEL		GOAL Works effectively within multiple health delivery systems OBJECTIVES	
1			a. Understand unique roles and services provided by local health care delivery systems
	2		b. Manage and coordinate care and care transitions across multiple delivery systems, including ambulatory, subacute, acute, rehabilitation, and skilled nursing.
		3	c. Negotiate patient-centered care among multiple care providers.
PGY LEVEL		GOAL Works effectively within an interprofessional team OBJECTIVES	
1			a. Appreciate roles of a variety of health care providers, including, but not limited to, consultants, therapists, nurses, home care workers, pharmacists, and social workers. b. Work effectively as a member within the interprofessional team to ensure safe patient care. c. Consider alternative solutions provided by other teammates

		3	d. Demonstrate how to manage the team by utilizing the skills and coordinating the activities of interprofessional team members
PGY LEVEL			GOAL Recognizes system error and advocates for system improvement OBJECTIVES
1			a. Recognize health system forces that increase the risk for error including barriers to optimal patient care b. Identify, reflect upon, and learn from critical incidents such as near misses and preventable medical errors
	2		c. Dialogue with care team members to identify risk for and prevention of medical error d. Understand mechanisms for analysis and correction of systems errors
		3	e. Demonstrate ability to understand and engage in a system level quality improvement intervention. f. Partner with other healthcare professionals to identify, propose improvement opportunities within the system.
PGY LEVEL			GOAL Identify forces that impact the cost of health care and advocates for cost-effective care OBJECTIVES
1			a. Reflect awareness of common socio-economic barriers that impact patient care. b. Understand how cost-benefit analysis is applied to patient care (i.e. via principles of screening tests and the development of clinical guidelines)
	2		c. Identify the role of various health care stakeholders including providers, suppliers, financiers, purchasers and consumers and their varied impact on the cost of and access to health care. d. Understand coding and reimbursement principles
PGY LEVEL			GOAL Practices cost-effective care OBJECTIVES
1			a. Identify costs for common diagnostic or therapeutic tests b. Minimize unnecessary care including tests, procedures, therapies hospital encounters, excessive hospital length of stay
	2		c. Demonstrate the incorporation of cost-awareness principles into standard clinical judgments and decision-making
		3	d. Demonstrate the incorporation of cost-awareness principles into complex clinical scenarios
Evaluation Methods			
Faculty Evaluation			

GENERAL IM SERVICES KU

SERVICE SPECIFIC GOALS and OBJECTIVES

ADDITIONAL COMPETENCY EXPECTATIONS SPECIFIC TO INPATIENT GENERAL IM SERVICES KU

CORE COMPETENCY: MEDICAL KNOWLEDGE

GOAL Develop Core Content Knowledge for medical conditions in the inpatient setting including but not limited to:

1. Acute and Chronic Cardiac Conditions Requiring Hospitalization
 1. Acute Coronary Syndrome
 2. Arrhythmias
 3. Cardiomyopathies
2. Acute and Chronic Hepatic Conditions Requiring Hospitalization
3. Acute and Chronic Renal Conditions Requiring Hospitalization
4. Acute and Chronic Respiratory Conditions Requiring Hospitalization
5. Critical Care – Recognition and Initial Stabilization of Critical Illness
6. Endo of Life Decision Making and Ethics
7. Endocrine Diseases requiring Hospitalization
 1. Diabetes and Diabetic ketoacidosis
 2. Adrenal Insufficiency
 3. Thyroid Disease
8. Fluid and Electrolyte Management
9. Gastrointestinal Diseases Requiring Hospitalization
 1. Bleeding
 2. Colitis – Inflammatory, Infectious, Ischemic
 3. Uncontrolled Symptoms – Diarrhea, Pain, Vomiting,
10. Hypertension and Hypertensive Emergencies
11. Infections +/- Sepsis Requiring Hospitalization
 1. Dermatologic
 2. Genital/Urinary
 3. Hematologic/Vascular
 4. Neurologic
 5. Respiratory
12. Neurologic Conditions Requiring Hospitalization
 1. Thrombotic and Hemorrhagic CVA
 2. Seizures
 3. Syncope
 4. Delirium/Dementia
13. Nutrition in the Hospital
 1. Malnutrition
 2. Enteral Nutrition
 3. Total Parenteral Nutrition
14. Peri-operative Medical Management
15. Poisoning and Overdose
16. Prophylaxis in the Hospital Setting
 1. Stress Ulcer
 2. DVT
17. Quality Standards/Improvement – Core Measures
 1. Acute Myocardial Infarction
 2. Heart Failure
 3. Pneumonia
 4. Venous Thromboembolism
18. Thromboembolic Disease
19. Uncontrolled Symptoms
 1. Diarrhea

			2. Nausea 3. Pain 4. Vomiting
PGY LEVEL			OBJECTIVES
1			a. Understand the relevant pathophysiology and basic science for common medical conditions in the inpatient setting. b. Demonstrate sufficient knowledge to diagnose and treat common conditions that require hospitalization
	2		c. <i>Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions</i> d. <i>Demonstrate sufficient knowledge to provide preventive care in the hospital setting</i> e. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care</i>
		3	f. <i>Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions</i> g. <i>Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions</i> h. <i>Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education</i>
Evaluation Methods			
Faculty evaluation, ITE, Morning Report evaluation			

CORE COMPETENCY: PATIENT CARE			
GOAL Learn aspects impacting patient care for the following Procedures: <ol style="list-style-type: none"> 1. Abdominal Paracentesis 2. Arterial Catheterization 3. Central Venous Catheterization 4. Lumbar Puncture 5. Thoracentesis 			
PGY LEVEL			OBJECTIVES
1			a. Awareness of indications, contraindications, risks and benefits of common invasive procedures b. Appropriately perform invasive procedures under supervision
	2		c. <i>Appropriately perform invasive procedures and provide post-procedure management for common procedures</i>
Evaluation Methods			
Faculty evaluation, Mini CEX			

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT			
GOAL Participate in education of all members of the health care team Required Didactics: <ol style="list-style-type: none"> Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM <ul style="list-style-type: none"> 4050 Wescoe Core Conference - Monday, Tuesday, Thursday and Friday at 12:15 PM <ul style="list-style-type: none"> 3rd Floor Sudler Grand Rounds – Wednesday at 8:00 AM <ul style="list-style-type: none"> 3rd Floor Sudler Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon <ul style="list-style-type: none"> 3rd Floor Sudler Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon <ul style="list-style-type: none"> 3rd Floor Sudler Journal Club – 3rd Friday of the Rotation Block at 1:00 PM <ul style="list-style-type: none"> 5003 KU Hospital 			
PGY LEVEL		OBJECTIVES	
1		a. Actively participate in teaching conferences	
	2	b. <i>Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care</i>	
		3	c. <i>Take a leadership role in the education of all members of the health care team.</i>
Evaluation Methods			
Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation,			

Ambulatory Medicine
Internal Medicine Residency Program at University of Kansas Medical Center
Adapted from ABIM Developmental Milestones

1 – standard text

2 – *standard and italicized text*

3 – ***standard, italicized and bold italicized text***

Director: _____

Duration: Experience Specific

- **Continuity Clinic – Longitudinal Experience Over 3 Years of Training**
- **Ambulatory/Night Float – 2 weeks of a 4 week block**
- **Ambulatory/Swing Shift – 2 weeks of a 4 week block**

Supervision: Experience Specific - Attending Responsible for the Ambulatory Clinic

Facility:

- **University of Kansas Medical Center**
- **Kansas City Veterans Medical Center**
- **Private Practice Internal Medicine Clinic**
- **Urban Safety Net Health Services Center**

Required Didactics:

1. **Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM**
 - **4050 Wescoe**
2. **Core Conference - Monday, Tuesday, Thursday and Friday at 12:15 PM**
 - **3rd Floor Sudler**
3. **Grand Rounds – Wednesday at 8:00 AM**
 - **3rd Floor Sudler**
4. **Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon**
 - **3rd Floor Sudler**
5. **Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon**
 - **3rd Floor Sudler**
6. **Journal Club – 3rd Friday of the Rotation Block at 1:00 PM**
 - **5003 KU Hospital**

Ambulatory Experiences:

1. **Continuity Care of a Panel of Patients** – This consists of weekly 4 hour clinic sessions in one of five offices. In these settings, residents provide comprehensive care for a panel of patients under the supervision of a designated faculty member. While a specific faculty member is assigned as the primary supervisor for each resident, office affiliated faculty also teach the housestaff.
 - **Ambulatory Care Conference** – A small group interactive teaching session is held prior to each morning ambulatory continuity clinic session. Each week this session focuses on a different issue that commonly affects the care of ambulatory medical patients. We use the Yale Ambulatory Curriculum and all lessons are available electronically on the Angel Learning website. Residents receive the didactic information in association with case questions in advance of the conference. Residents are expected to come to the session having reviewed these “homework questions” and related materials. A faculty member, who has also reviewed the case, then facilitates a discussion.
2. **Ambulatory Blocks –**
 - **Ambulatory/Night Float** – Each resident has 2-3 ambulatory blocks as a component of Ambulatory/Night Float rotations each academic year. During the Ambulatory/Night Float

rotation, the resident spends 2 weeks in the Ambulatory Setting and 2 weeks on the Night Float service. Please see the [Night Float Curriculum](#) for details about the night float portion of the rotation. During the ambulatory component of the rotation, the resident spends several half days each week with subspecialty attendings evaluating common ambulatory problems in the relevant clinical area. For example, half days are spent with endocrinologists, pulmonologists, dermatologists, geriatricians, otolaryngologists, orthopedic surgeons, rehabilitation medicine specialists, gynecologists, anesthesiology pain specialist or an ophthalmologist.

- **Ambulatory/Swing Shift** - Each supervising resident has 1-2 ambulatory blocks as a component of Ambulatory/Swing Shift rotations each academic year. During the Ambulatory/Swing Shift rotation, the resident spends 2 weeks in the Ambulatory Setting and 2 weeks on the Swing Shift service. Please see the [Swing Shift Service Curriculum](#) for details about the swing shift portion of the rotation. During the ambulatory component of the rotation, the resident spends several half days each week with subspecialty attendings evaluating common ambulatory problems in the relevant clinical area. For example, half days are spent with endocrinologists, pulmonologists, dermatologists, geriatricians, otolaryngologists, orthopedic surgeons, rehabilitation medicine specialists, gynecologists, anesthesiology pain specialist or an ophthalmologist.
3. **Rapid Return Clinic, University of Kansas Internal Medicine** – Within the ambulatory blocks as a component of Ambulatory/Night Float or Ambulatory/Swing Shift rotations, residents spend several half days each week in the Rapid Return Clinic, supervised by a general internist faculty member. In this setting, the resident sees patients of the practice with acute needs. In addition, the resident works with the same faculty member to triage abnormal test results from prior urgent care clinic sessions or from the resident continuity clinic, determining whether the result can be reviewed by the primary physician at the time of the next clinic session, or whether immediate contact needs to be initiated. When the primary physician is not available, the Rapid Return resident and faculty member work with the office nursing staff to make telephone calls and resolve problems.
 4. **Private Practice Ambulatory Rotation** – Upper level residents are provided opportunities to work with a private practice General Internist or community setting Emergency Department in one month blocks. In this setting, residents provide general primary or emergency care under the direct supervision of an attending physician in a private practice setting.

Educational Purpose:

The ambulatory rotations provide invaluable experience in the assessment and care of internal medicine patients in the outpatient setting. A complement of clinical and didactic elements are designed to prepare residents for continuity care, urgent care, triage of medical issues and follow-up needs all unique to the outpatient setting.

Educational Methods:

Direct observation of patient care and bedside teaching occur in the setting of outpatient clinics with the attending. Rotation schedules are structured to include a varying schedule of half-day clinical experiences along with structured scholarly activities. The supervising attending reviews and critiques the resident's interpretation of diagnostic studies and formulation of assessments and plans. Residents attend didactic conferences as indicated above. Additionally, residents meet prior to their continuity clinic with a faculty member to discuss the learning module topics assigned for that session. Recommended educational resources for this rotation include the following:

1. Up To Date at www.utdol.com – Available on all hospital computers www.utdol.com

2. Access Medicine. Available through the library including internal medicine text books as well as textbooks from other specialties and subspecialties.
3. Harrison's Principles of Internal Medicine, Current Edition, by Anthony S Fauci, Eugene Braunwald, Dennis L. Kasper, and Stephen L. Hauser
4. US Preventative Services Task Force – Clinical Practice Guidelines
<http://www.ahrq.gov/clinic/uspstfix.htm>
5. Yale Ambulatory Curriculum, Current Lessons

AMBULATORY MEDICINE KU OVERALL GOALS and OBJECTIVES			
OVERALL COMPETENCY PROGRESSION BY CORE COMPETENCY AND PGY LEVEL (Adapted from ABIM Developmental Milestones)			
CORE COMPETENCY: PATIENT CARE			
PGY LEVEL		GOAL History and Data Gathering OBJECTIVES	
1			a. Acquire accurate and relevant history from the patient in an efficiently customized, prioritized, and hypothesis driven fashion b. Seek and obtain appropriate, verified, and prioritized data from secondary sources (e.g. family, records, pharmacy)
	2		c. <i>Obtain relevant historical subtleties that inform and prioritize both differential diagnoses and diagnostic plans, including sensitive, complicated, and detailed information that may not often be volunteered by the patient</i>
		3	d. <i>Role model gathering subtle and reliable information from the patient for junior members of the healthcare team when applicable</i>
PGY LEVEL		GOAL Performing a Physical Examination OBJECTIVES	
1			a. Perform an accurate physical examination that is appropriately targeted to the patient's complaints and medical conditions. Identify pertinent abnormalities using common maneuvers b. Accurately track important changes in the physical examination over time in the outpatient setting
	2		c. <i>Demonstrate and teach how to elicit important physical findings for junior members of the healthcare team</i>
		3	d. <i>Routinely identify subtle or unusual physical findings that may influence clinical decision making, using advanced maneuvers where applicable</i>
PGY LEVEL		GOAL Clinical Reasoning OBJECTIVES	
1			a. Synthesize all available data, including interview, physical examination, and preliminary laboratory data, to define each patient's central clinical problem b. Develop prioritized differential diagnoses, evidence-based diagnostic and therapeutic plan for common ambulatory conditions
	2		c. <i>Modify differential diagnosis and care plan based upon clinical course and data as appropriate</i>
		3	b. <i>Recognize disease presentations that deviate from common patterns and that require complex decision making</i>
PGY LEVEL		GOAL Invasive Procedures: OBJECTIVES	

1			a. Awareness of indications, contraindications, risks and benefits of common ambulatory invasive procedures
	2		b. <i>Appropriately perform invasive procedures and provide post-procedure management for common procedures when applicable</i>
PGY LEVEL			GOAL Diagnostic Tests OBJECTIVES
1			a. Make appropriate clinical decisions based upon the results of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids
	2		b. <i>Make appropriate clinical decision based upon the results of more advanced diagnostic tests</i>
PGY LEVEL			GOAL Patient Management OBJECTIVES
1			a. Recognize situations with a need for urgent or emergent medical care including life threatening conditions b. Recognize when to seek additional guidance c. Provide appropriate preventive care and teach patient regarding self-care d. With supervision, manage patients with common clinical disorders seen in the practice of ambulatory internal medicine e. With minimal supervision, manage patients with common and complex clinical disorders seen in the practice of ambulatory internal medicine f. Initiate management and stabilize patients with emergent medical conditions
		3	g. <i>Manage patients with conditions that require intensive care</i> h. <i>Independently manage patients with a broad spectrum of clinical disorders seen in the practice of internal medicine</i> i. <i>Manage complex or rare medical conditions</i> j. <i>Customize care in the context of the patient's preferences and overall health</i>
PGY LEVEL			GOAL Consultative Care OBJECTIVES
	2		a. <i>Provide specific, responsive consultation to other services when applicable</i>
		3	b. <i>Provide consultation for patients with more complex clinical problems requiring detailed risk assessment when applicable</i>
Evaluation Methods			
Faculty evaluation, Mini CEX, Direct Observation			

CORE COMPETENCY: MEDICAL KNOWLEDGE				
PGY LEVEL			GOAL Core Content Knowledge OBJECTIVES	
1			a. Understand the relevant pathophysiology and basic science for common medical conditions in this ambulatory setting b. Demonstrate sufficient knowledge to diagnose and treat common conditions in the ambulatory setting	
	2		c. <i>Demonstrate sufficient knowledge to evaluate common conditions in this ambulatory setting</i> d. <i>Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions</i> e. <i>Demonstrate sufficient knowledge to provide preventive care</i> f. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care</i>	
		3	a. <i>Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions</i> b. <i>Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions</i> c. <i>Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education</i>	
PGY LEVEL			GOAL Diagnostic Tests OBJECTIVES	
1			a. Understand indications for and basic interpretation of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids	
	2		b. <i>Understand indications for and has basic skills in interpreting more advanced diagnostic tests</i> c. <i>Understand prior probability and test performance characteristics</i>	
Evaluation Methods				
Faculty evaluation, ITE, Morning Report evaluation, Direct Observation				

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT				
PGY LEVEL			GOAL Ask Answerable Questions for Emerging Information Needs OBJECTIVES	
1			a. Identify learning needs (clinical questions) as they emerge in patient care activities	
	2		b. <i>Classify and precisely articulate clinical questions</i> c. <i>Develop a system to track, pursue, and reflect on clinical questions</i>	
PGY LEVEL			GOAL Acquires the Best Advice OBJECTIVES	

1			a. Access medical information resources to answer clinical questions and library resources to support decision making
	2		b. <i>Effectively and efficiently search NLM database for original clinical research articles</i> c. <i>Effectively and efficiently search evidence-based summary medical information resources</i>
		3	d. Appraise the quality of medical information resources and select among them based on the characteristics of the clinical question
PGY LEVEL			GOAL Appraises the Evidence for Validity and Usefulness OBJECTIVES
1			a. With assistance, appraise study design, conduct and statistical analysis in clinical research papers b. With assistance, appraise clinical guideline recommendations for bias
		3	c. With assistance, appraise study design, conduct, and statistical analysis in clinical research papers d. Independently, appraise clinical guideline recommendations for bias and cost-benefit considerations
PGY LEVEL			GOAL Applies the evidence to decision-making for individual patients OBJECTIVES
1			a. Determine if clinical evidence can be generalized to an individual patient
		3	b. Customize clinical evidence for an individual patient c. Communicate risks and benefits of alternatives to patients d. Integrate clinical evidence, clinical context, and patient preferences into decision-making
PGY LEVEL			GOAL Improves Via Feedback OBJECTIVES
1			a. Respond welcomingly and productively to feedback from all members of the health care team including faculty, peer residents, students, nurses, allied health workers, patients and their advocates b. Actively seek feedback from all members of the health care team
	2		c. <i>Calibrate self-assessment with feedback and other external data</i> d. <i>Reflect on feedback in developing plans for improvement</i>
PGY LEVEL			GOAL Improves via self-assessment OBJECTIVES
	2		a. <i>Maintain awareness of the situation in the moment and respond to meet situational needs</i>
		3	b. Reflect (in action) when surprised, applies new insights to future clinical scenarios, and reflects (on action) back on the process
PGY LEVEL			GOAL Participate in education of all members of the health care team OBJECTIVES
1			a. Actively participate in teaching conferences

	2		<i>b. Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care</i>
		3	<i>c. Take a leadership role in the education of all members of the health care team.</i>
Evaluation Methods			
Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation			

CORE COMPETENCY: INTERPERSONAL & COMMUNICATION SKILLS			
PGY LEVEL		GOAL Communicate effectively OBJECTIVES	
1			a. Provide timely and comprehensive verbal and written communication to patients/advocates b. Effectively use verbal and non-verbal skills to create rapport with patients/families c. Use communication skills to build a therapeutic relationship
	2		d. <i>Engage patients/advocates in shared decision-making for uncomplicated diagnostic and therapeutic scenarios</i> e. <i>Utilize patient-centered education strategies</i>
		3	f. <i>Engage patients/advocates in shared decision-making for difficult, ambiguous or controversial scenarios</i> g. <i>Appropriately counsel patients about the risks and benefits of tests and procedures highlighting cost awareness and resource allocation when appropriate</i> h. <i>Role model effective communication skills in challenging situations when appropriate</i>
PGY LEVEL		GOAL Intercultural sensitivity OBJECTIVES	
1			a. Effectively use an interpreter to engage patients in the clinical setting including patient education when appropriate b. Demonstrate sensitivity to differences in patients including but not limited to race, culture, gender, sexual orientation, socioeconomic status, literacy, and religious beliefs
		3	<i>c. Actively seek to understand patient differences and views and reflects this in respectful communication and shared decision-making with the patient and the healthcare team</i>
PGY LEVEL		GOAL Transitions of Care OBJECTIVES	
1			a. Effectively communicate with other caregivers in order to maintain appropriate continuity during transitions of care
	2		<i>b. Role model and teach effective communication with next caregivers during transitions of care</i>
PGY LEVEL		GOAL Interprofessional team OBJECTIVES	

1			a. Deliver appropriate, succinct, hypothesis-driven oral presentations b. Effectively communicate plan of care to all members of the health care team
		3	c. Engage in collaborative communication with all members of the health care team
PGY LEVEL			GOAL Consultation OBJECTIVES
1			a. Request consultative services in an effective manner b. Clearly communicate the role of consultant to the patient, in support of the primary care relationship
		3	c. Communicate consultative recommendations to the referring team in an effective manner
PGY LEVEL			GOAL Health Records OBJECTIVES
1			a. Provide legible, accurate, complete, and timely written communication that is congruent with medical standards
	2		b. <i>Ensure succinct, relevant, and patient-specific written communication</i>
Evaluation Methods			
Faculty Evaluation, 360 Evaluations, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning report evaluation			

CORE COMPETENCY: PROFESSIONALISM			
PGY LEVEL			GOAL Adhere to basic ethical principles OBJECTIVES
1			a. Document and report clinical information truthfully b. Follow formal policies c. Accept personal errors and honestly acknowledge them
		3	d. Uphold ethical expectations of research and scholarly activity
PGY LEVEL			GOAL Demonstrate compassion and respect to patients OBJECTIVES
1			a. Demonstrate empathy and compassion to all patients b. Demonstrate a commitment to relieve pain and suffering
	2		c. <i>Provide support (physical, psychological, social and spiritual) for dying patients and their families</i> d. <i>Provide leadership for a team that respects patient dignity and autonomy</i>
PGY LEVEL			GOAL Provide timely, constructive feedback to colleagues OBJECTIVES

1			a. Communicate constructive feedback to other members of the health care team\
	2		b. <i>Recognize, respond to and report impairment in colleagues or substandard care via peer review process</i>
PGY LEVEL			GOAL Maintain Accessibility OBJECTIVES
1			a. Responsibilities including but not limited to calls and pages b. Carry out timely interactions with colleagues, patients and their designated caregivers
PGY LEVEL			GOAL Recognize conflicts of interest OBJECTIVES
1			a. Recognize and manage obvious conflicts of interest, such as caring for family members and professional associates as patients
	2		b. <i>Maintain ethical relationships with industry</i> c. <i>Recognize and manage subtler conflicts of interest</i>
PGY LEVEL			GOAL Demonstrate personal accountability OBJECTIVES
1			a. Dress and behave appropriately. Scrubs are only to be worn on call and underneath a white lab coat b. Maintain appropriate professional relationships with patients, families and staff c. Ensure prompt completion of clinical, administrative, and curricular tasks d. Recognize and address personal, psychological, and physical limitations that may affect professional performance e. Recognize the scope of his/her abilities and ask for supervision and assistance appropriately
		3	f. <i>Serve as a professional role model for more junior colleagues (e.g., medical students, interns)</i> g. <i>Recognize the need to assist colleagues in the provision of duties</i>
PGY LEVEL			GOAL Practice individual patient advocacy OBJECTIVES
1			a. Recognize when it is necessary to advocate for individual patient needs
		3	b. <i>Effectively advocate for individual patient needs</i>
PGY LEVEL			GOAL Comply with public health policies OBJECTIVES
	2		a. <i>Recognize and take responsibility for situations where public health supersedes individual health (e.g. reportable infectious diseases)</i>
PGY LEVEL			GOAL Respect the dignity, culture, beliefs, values and opinions or the patient OBJECTIVES
1			a. Treat patients with dignity, civility and respect, regardless of race, culture, gender, ethnicity, age or socioeconomic status

		3	<i>b. Recognize and manage conflict when patient values differ from their own</i>
PGY LEVEL			GOAL Confidentiality OBJECTIVES
1			a. Maintain patient confidentiality
	2		<i>b. Educate and hold others accountable for patient confidentiality</i>
PGY LEVEL			GOAL Recognize and address disparities in health care OBJECTIVES
1			a. Recognize that disparities exist in health care among populations and that they may impact care of the patient
		3	<i>b. Embrace physicians' role in assisting the public and policy makers in understanding and addressing causes of disparity in disease and suffering</i> <i>c. Advocates for appropriate allocation of limited health care resources.</i>
Evaluation Methods			
Faculty Evaluation, 360 Evaluations, Mini CEX, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning Report Evaluation			

CORE COMPETENCY: SYSTEMS BASED PRACTICE			
PGY LEVEL			GOAL Works effectively within multiple health delivery systems OBJECTIVES
1			a. Understand unique roles and services provided by local health care delivery systems
	2		<i>b. Manage and coordinate care and care transitions across multiple delivery systems, including ambulatory, subacute, acute, rehabilitation, and skilled nursing.</i>
		3	<i>c. Negotiate patient-centered care among multiple care providers.</i>
PGY LEVEL			GOAL Works effectively within an interprofessional team OBJECTIVES
1			a. Appreciate roles of a variety of health care providers, including, but not limited to, consultants, therapists, nurses, home care workers, pharmacists, and social workers. b. Work effectively as a member within the interprofessional team to ensure safe patient care. c. Consider alternative solutions provided by other teammates
		3	<i>d. Demonstrate how to manage the team by utilizing the skills and coordinating the activities of interprofessional team members</i>

PGY LEVEL			GOAL Recognizes system error and advocates for system improvement OBJECTIVES
1			a. Recognize health system forces that increase the risk for error including barriers to optimal patient care b. Identify, reflect upon, and learn from critical incidents such as near misses and preventable medical errors
	2		c. <i>Dialogue with care team members to identify risk for and prevention of medical error</i> d. <i>Understand mechanisms for analysis and correction of systems errors</i>
		3	e. <i>Demonstrate ability to understand and engage in a system level quality improvement intervention.</i> f. <i>Partner with other healthcare professionals to identify, propose improvement opportunities within the system.</i>
PGY LEVEL			GOAL Identify forces that impact the cost of health care and advocates for cost-effective care OBJECTIVES
1			a. Reflect awareness of common socio-economic barriers that impact patient care. b. Understand how cost-benefit analysis is applied to patient care (i.e. via principles of screening tests and the development of clinical guidelines)
	2		c. <i>Identify the role of various health care stakeholders including providers, suppliers, financiers, purchasers and consumers and their varied impact on the cost of and access to health care.</i> d. <i>Understand coding and reimbursement principles</i>
PGY LEVEL			GOAL Practices cost-effective care OBJECTIVES
1			a. Identify costs for common diagnostic or therapeutic tests b. Minimize unnecessary care including tests, procedures, therapies and ambulatory or hospital encounters
	2		c. <i>Demonstrate the incorporation of cost-awareness principles into standard clinical judgments and decision-making</i>
		3	d. <i>Demonstrate the incorporation of cost-awareness principles into complex clinical scenarios</i>
Evaluation Methods			
Faculty Evaluation,			

AMBULATORY MEDICINE-KU SPECIFIC GOALS and OBJECTIVES			
ADDITIONAL COMPETENCY EXPECTATIONS SPECIFIC TO INTENSIVE CARE UNIT (TICU/MICU) SERVICE			
CORE COMPETENCY: MEDICAL KNOWLEDGE			
GOAL Develop Core Content Knowledge for medical conditions in this ambulatory setting including but not limited to: <ol style="list-style-type: none"> 1. Cognitive Impairment and Dementia 2. Common Diseases Chronically Managed in Ambulatory Medicine <ol style="list-style-type: none"> a. Anemia b. Cardiomyopathy and Coronary Artery Disease c. Chronic Kidney Disease d. Chronic Liver Disease e. Chronic Lung Disease f. Chronic Pain/Fatigue Disorders g. Diabetes h. Hyperlipidemia i. Hypertension j. Mental Health Disorders k. Thyroid Disease 3. Common Ambulatory Symptoms <ol style="list-style-type: none"> a. Cough b. Dizziness c. Fatigue d. Sleep Disturbance e. Syncope f. Pain 4. HEENT Disorders <ol style="list-style-type: none"> a. Hearing Loss b. Infection - Ears, Eyes, Nose, Sinuses, Throat c. Pain – Ears, Eyes, Nose, Sinuses, Throat d. Vision Loss 5. Mental/Behavior Health 6. Men's Health <ol style="list-style-type: none"> a. Genitourinary Disorders and Infections b. Sexual Dysfunction 7. Obesity 8. Perioperative Medicine 9. Routine Health Screening <ol style="list-style-type: none"> a. Age and Gender Appropriate Screening b. Immunizations 10. Women's Health <ol style="list-style-type: none"> a. Contraception b. Genitourinary Disorders and Infections c. Menstrual Cycle and Irregularities d. Sexual Dysfunction 			
PGY LEVEL		OBJECTIVES	
1		a. Understand the relevant pathophysiology and basic science for common medical conditions in this ambulatory setting b. Demonstrate sufficient knowledge to diagnose and treat common conditions in the ambulatory setting	

	2		<ul style="list-style-type: none"> c. <i>Demonstrate sufficient knowledge to evaluate common conditions in this ambulatory setting</i> d. <i>Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions</i> e. <i>Demonstrate sufficient knowledge to provide preventive care</i> f. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care</i>
		3	<ul style="list-style-type: none"> g. <i>Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions</i> h. <i>Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions</i> i. <i>Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education</i>
Evaluation Methods			
Faculty evaluation, ITE, Morning Report evaluation, Direct Observation			

CORE COMPETENCY: PATIENT CARE			
PGY LEVEL			GOAL Develop increasing knowledge and ability to perform the following Procedures: <ol style="list-style-type: none"> 1. Abscess Incision and Drainage 2. Joint Aspiration/Injection 3. Pap Smear 4. Sensitive Examinations <ol style="list-style-type: none"> 1. Breast 2. Pelvic 3. Testicular 4. Rectal 5. Skin Lesion Biopsy OBJECTIVES
1			a. Awareness of indications, contraindications, risks and benefits of common procedures:
	2		b. <i>Appropriately perform procedures and provide post-procedure management for common procedures</i>
PGY LEVEL			GOAL Develop increasing knowledge and ability to perform the following Diagnostic Tests <ol style="list-style-type: none"> 1. Age and Sex Appropriate Health Screening Review 2. DEXA Scans 3. Functional Status Assessment 4. Immunization Record Review OBJECTIVES

1		a. Make appropriate clinical decisions based upon the results of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids
	2	b. <i>Make appropriate clinical decision based upon the results of more advanced diagnostic tests</i>
Evaluation Methods		
Faculty evaluation, Mini CEX, Direct Observation		

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT		
		GOAL Participate in education of all members of the health care team 1. Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM <ul style="list-style-type: none">• 4050 Wescoe 2. Core Conference - Monday, Tuesday, Thursday and Friday at 12:15 PM <ul style="list-style-type: none">• 3rd Floor Sudler 3. Grand Rounds – Wednesday at 8:00 AM <ul style="list-style-type: none">• 3rd Floor Sudler 4. Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon <ul style="list-style-type: none">• 3rd Floor Sudler 5. Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon <ul style="list-style-type: none">• 3rd Floor Sudler 6. Journal Club – 3rd Friday of the Rotation Block at 1:00 PM <ul style="list-style-type: none">• 5003 KU Hospital
PGY LEVEL	OBJECTIVES	
1		a. Actively participate in teaching conferences
	2	b. <i>Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care</i>
		c. <i>Take a leadership role in the education of all members of the health care team.</i>
	3	
Evaluation Methods		
Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation		

Geriatric Medicine
Internal Medicine Residency Program at University of Kansas Medical Center
Adapted from ABIM Developmental Milestones

1 – standard text

2 – *standard and italicized text*

3 – ***standard, italicized and bold italicized text***

Director: _____

Contact Information: _____

Duration: 4 week block

Supervision: Attending Responsible for the Geriatric Clinic or Service

Facility:

- University of Kansas Medical Center – Geriatrics Primary Care Clinic
- Skilled Nursing Facility and Long Term Care, To Be Named
- University of Kansas Medical Center – Selected Specialty Care Clinics such as:
 - Osteoporosis Clinic
 - Memory Disorders/Dementia Clinic
 - Urology/Incontinence Clinic
- Kansas City Veterans Medical Center – Selected Specialty Care Clinics such as:
 - Geriatric Assessment Clinic
 - Wound Clinic

Required Didactics:

1. Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM
 - 4050 Wescoe
2. Core Conference - Monday, Tuesday, Thursday and Friday at 12:15 PM
 - 3rd Floor Sudler
3. Grand Rounds – Wednesday at 8:00 AM
 - 3rd Floor Sudler
4. Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon
 - 3rd Floor Sudler
5. Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon
 - 3rd Floor Sudler
6. Journal Club – 3rd Friday of the Rotation Block at 1:00 PM
 - 5003 KU Hospital
7. Geriatrics Didactics – Fridays at 2:00 PM
 - Supervising Faculty Office, 2nd Floor Landon Center on Aging
8. Geriatrics Journal Club – 3rd Thursday of each month at 4:00 PM
 - Fellows Library, 2nd Floor Landon Center on Aging
9. Ethics Conference – 4th Thursday of each month at 12:00 PM
 - Geriatrics Classroom, 2nd Floor Landon Center on Aging

Educational Purpose:

The geriatrics rotation is a requirement for all upper-level residents, as mandated by the RRC-IM. The rotation provides invaluable experience in the assessment and care of older adults, with a complement of clinical and didactic elements designed to prepare the resident for geriatrics content on the ABIM examination, but more importantly, to recognize and understand both normal aging and pathological processes associated with aging in their patients. .

Educational Methods:

Direct observation of patient care and bedside teaching occur in the setting of outpatient clinics with the attending. Rotation schedules are structured on a monthly basis to include a varying schedule of half-day clinical experiences in the care of older adults along with structured

scholarly activities. Residents evaluate and treat patients both in the capacity of follow-up as well as initial presentation. The supervising attending reviews and critiques the resident's interpretation of diagnostic studies and formulation of assessments and plans. Residents attend didactic conferences as indicated above. Additionally, residents meet once or twice weekly with a geriatrics faculty to discuss the learning module topics and case vignettes that are assigned to the resident at the beginning of the rotation. Recommended educational resources for this rotation include the following:

1. Portal of Geriatrics Online Education (www.POGOe.org)
2. Geriatric Medicine Fellow's Library – Landon Center on Aging]
3. Geriatrics Syllabus Binder – Provided at the start of the rotation

GERIATRIC MEDICINE KU			
OVERALL GOALS and OBJECTIVES			
OVERALL COMPETENCY PROGRESSION BY CORE COMPETENCY AND PGY LEVEL (Adapted from ABIM Developmental Milestones)			
CORE COMPETENCY: PATIENT CARE			
PGY LEVEL		GOAL History and Data Gathering OBJECTIVES	
1		a. Acquire accurate and relevant history from the patient in an efficiently customized, prioritized, and hypothesis driven fashion	
	2	b. Seek and obtain appropriate, verified, and prioritized data from secondary sources (e.g. family, records, pharmacy)	
		c. <i>Obtain relevant historical subtleties that inform and prioritize both differential diagnoses and diagnostic plans, including sensitive, complicated, and detailed information that may not often be volunteered by the patient</i>	
		d. <i>Role model gathering subtle and reliable information from the patient for junior members of the healthcare team when applicable</i>	
PGY LEVEL		GOAL Performing a Physical Examination OBJECTIVES	
1		a. Perform an accurate physical examination that is appropriately targeted to the patient's complaints and medical conditions. Identify pertinent abnormalities using common maneuvers	
	2	b. Accurately track important changes in the physical examination over time in the outpatient setting	
		c. <i>Demonstrate and teach how to elicit important physical findings for junior members of the healthcare team</i>	
		d. <i>Routinely identify subtle or unusual physical findings that may influence clinical decision making, using advanced maneuvers where applicable</i>	
PGY LEVEL		GOAL Clinical Reasoning OBJECTIVES	
1		a. Synthesize all available data, including interview, physical examination, and preliminary laboratory data, to define each patient's central clinical problem	
	2	b. Develop prioritized differential diagnoses, evidence-based diagnostic and therapeutic plan for common ambulatory conditions	
		c. <i>Modify differential diagnosis and care plan based upon clinical course and data as appropriate</i>	
		d. <i>Recognize disease presentations that deviate from common patterns and that require complex decision making</i>	
PGY LEVEL		GOAL Procedures: OBJECTIVES	
	2	a. <i>Appropriately perform invasive procedures and provide post-procedure management for common procedures</i>	

PGY LEVEL			GOAL Diagnostic Tests OBJECTIVES
1			a. Make appropriate clinical decisions based upon the results of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids
	2		b. <i>Make appropriate clinical decision based upon the results of more advanced diagnostic tests</i>
PGY LEVEL			GOAL Patient Management OBJECTIVES
1			a. Recognize situations with a need for urgent or emergent medical care including life threatening conditions b. Recognize when to seek additional guidance c. Provide appropriate preventive care and teach patient regarding self-care d. With supervision, manage patients with common clinical disorders seen in the practice of ambulatory internal medicine e. With minimal supervision, manage patients with common and complex clinical disorders seen in the practice of ambulatory internal medicine f. Initiate management and stabilize patients with emergent medical conditions
		3	g. Manage patients with conditions that require intensive care h. Independently manage patients with a broad spectrum of clinical disorders seen in the practice of internal medicine i. Manage complex or rare medical conditions j. Customize care in the context of the patient's preferences and overall health
Evaluation Methods			
Faculty evaluation, Mini CEX			

CORE COMPETENCY: MEDICAL KNOWLEDGE			
PGY LEVEL			GOAL Core Content Knowledge OBJECTIVES
1			a. Understand the relevant pathophysiology and basic science for common medical conditions in this ambulatory setting b. Demonstrate sufficient knowledge to diagnose and treat common conditions in this ambulatory setting
	2		c. <i>Demonstrate sufficient knowledge to evaluate common ambulatory conditions</i> d. <i>Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions</i> e. <i>Demonstrate sufficient knowledge to provide preventive care</i> f. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care</i>
		3	g. Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions h. Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions i. Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education

PGY LEVEL			GOAL Diagnostic Tests OBJECTIVES
1			a. Understand indications for and basic interpretation of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids
	2		b. <i>Understand indications for and has basic skills in interpreting more advanced diagnostic tests</i> c. <i>Understand prior probability and test performance characteristics</i>
Evaluation Methods			
Faculty evaluation, ITE, Morning Report evaluation			

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT			
PGY LEVEL			GOAL Ask Answerable Questions for Emerging Information Needs OBJECTIVES
1			a. Identify learning needs (clinical questions) as they emerge in patient care activities
	2		b. <i>Classify and precisely articulate clinical questions</i> c. <i>Develop a system to track, pursue, and reflect on clinical questions</i>
PGY LEVEL			GOAL Acquires the Best Advice OBJECTIVES
1			a. Access medical information resources to answer clinical questions and library resources to support decision making
	2		b. <i>Effectively and efficiently search NLM database for original clinical research articles</i> c. <i>Effectively and efficiently search evidence-based summary medical information resources</i>
		3	d. <i>Appraise the quality of medical information resources and select among them based on the characteristics of the clinical question</i>
PGY LEVEL			GOAL Appraises the Evidence for Validity and Usefulness OBJECTIVES
1			a. With assistance, appraise study design, conduct and statistical analysis in clinical research papers b. With assistance, appraise clinical guideline recommendations for bias
		3	c. <i>With assistance, appraise study design, conduct, and statistical analysis in clinical research papers</i> d. <i>Independently, appraise clinical guideline recommendations for bias and cost-benefit considerations</i>
PGY LEVEL			GOAL Applies the evidence to decision-making for individual patients OBJECTIVES

1			a. Determine if clinical evidence can be generalized to an individual patient
		3	b. Customize clinical evidence for an individual patient c. Communicate risks and benefits of alternatives to patients d. Integrate clinical evidence, clinical context, and patient preferences into decision-making
PGY LEVEL			GOAL Improves via feedback OBJECTIVES
1			a. Respond welcomingly and productively to feedback from all members of the health care team including faculty, peer residents, students, nurses, allied health workers, patients and their advocates b. Actively seek feedback from all members of the health care team
	2		c. <i>Calibrate self-assessment with feedback and other external data</i> d. <i>Reflect on feedback in developing plans for improvement</i>
PGY LEVEL			GOAL Improves via self-assessment OBJECTIVES
	2		a. <i>Maintain awareness of the situation in the moment and respond to meet situational needs</i>
		3	b. Reflect (in action) when surprised, applies new insights to future clinical scenarios, and reflects (on action) back on the process
PGY LEVEL			GOAL Participate in education of all members of the health care team OBJECTIVES
1			a. Actively participate in teaching conferences
	2		b. <i>Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care</i>
		3	c. Take a leadership role in the education of all members of the health care team.
Evaluation Methods			
Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation,			

CORE COMPETENCY: INTERPERSONAL & COMMUNICATION SKILLS			
PGY LEVEL		GOAL Communicate effectively OBJECTIVES	
1			a. Provide timely and comprehensive verbal and written communication to patients/advocates b. Effectively use verbal and non-verbal skills to create rapport with patients/families c. Use communication skills to build a therapeutic relationship
	2		d. <i>Engage patients/advocates in shared decision-making for uncomplicated diagnostic and therapeutic scenarios</i> e. <i>Utilize patient-centered education strategies</i>
		3	f. <i>Engage patients/advocates in shared decision-making for difficult, ambiguous or controversial scenarios</i> g. <i>Appropriately counsel patients about the risks and benefits of tests and procedures highlighting cost awareness and resource allocation when appropriate</i> h. <i>Role model effective communication skills in challenging situations when appropriate</i>
PGY LEVEL		GOAL Intercultural sensitivity OBJECTIVES	
1			a. Effectively use an interpreter to engage patients in the clinical setting including patient education when appropriate b. Demonstrate sensitivity to differences in patients including but not limited to race, culture, gender, sexual orientation, socioeconomic status, literacy, and religious beliefs
		3	c. <i>Actively seek to understand patient differences and views and reflects this in respectful communication and shared decision-making with the patient and the healthcare team</i>
PGY LEVEL		GOAL Transitions of Care OBJECTIVES	
1			a. Effectively communicate with other caregivers in order to maintain appropriate continuity during transitions of care
	2		b. <i>Role model and teach effective communication with next caregivers during transitions of care</i>
PGY LEVEL		GOAL Interprofessional team OBJECTIVES	
1			a. Deliver appropriate, succinct, hypothesis-driven oral presentations b. Effectively communicate plan of care to all members of the health care team
		3	c. <i>Engage in collaborative communication with all members of the health care team</i>
PGY LEVEL		GOAL Consultation OBJECTIVES	
1			a. Request consultative services in an effective manner b. Clearly communicate the role of consultant to the patient, in support of the primary care relationship

		3	c. Communicate consultative recommendations to the referring team in an effective manner
PGY LEVEL			GOAL Health Records OBJECTIVES
1			a. Provide legible, accurate, complete, and timely written communication that is congruent with medical standards
	2		b. <i>Ensure succinct, relevant, and patient-specific written communication</i>
Evaluation Methods			
Faculty Evaluation, 360 Evaluations, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning report evaluation			

CORE COMPETENCY: PROFESSIONALISM			
PGY LEVEL			GOAL Adhere to basic ethical principles OBJECTIVES
1			a. Document and report clinical information truthfully b. Follow formal policies c. Accept personal errors and honestly acknowledge them
		3	d. Uphold ethical expectations of research and scholarly activity
PGY LEVEL			GOAL Demonstrate compassion and respect to patients OBJECTIVES
1			a. Demonstrate empathy and compassion to all patients b. Demonstrate a commitment to relieve pain and suffering
	2		c. <i>Provide support (physical, psychological, social and spiritual) for dying patients and their families</i> d. <i>Provide leadership for a team that respects patient dignity and autonomy</i>
PGY LEVEL			GOAL Provide timely, constructive feedback to colleagues OBJECTIVES
1			a. Communicate constructive feedback to other members of the health care team\
	2		b. <i>Recognize, respond to and report impairment in colleagues or substandard care via peer review process</i>
PGY LEVEL			GOAL Maintain Accessibility OBJECTIVES
1			a. Responsibilities including but not limited to calls and pages b. Carry out timely interactions with colleagues, patients and their designated caregivers

PGY LEVEL			GOAL Recognize conflicts of interest OBJECTIVES
1			a. Recognize and manage obvious conflicts of interest, such as caring for family members and professional associates as patients
	2		b. Maintain ethical relationships with industry c. Recognize and manage subtler conflicts of interest
PGY LEVEL			GOAL Demonstrate personal accountability OBJECTIVES
1			a. Dress and behave appropriately. Scrubs are only to be worn on call and underneath a white lab coat b. Maintain appropriate professional relationships with patients, families and staff c. Ensure prompt completion of clinical, administrative, and curricular tasks d. Recognize and address personal, psychological, and physical limitations that may affect professional performance e. Recognize the scope of his/her abilities and ask for supervision and assistance appropriately
		3	f. Serve as a professional role model for more junior colleagues (e.g., medical students, interns) g. Recognize the need to assist colleagues in the provision of duties
PGY LEVEL			GOAL Practice individual patient advocacy OBJECTIVES
1			a. Recognize when it is necessary to advocate for individual patient needs
		3	b. Effectively advocate for individual patient needs
PGY LEVEL			GOAL Comply with public health policies OBJECTIVES
	2		a. Recognize and take responsibility for situations where public health supersedes individual health (e.g. reportable infectious diseases)
PGY LEVEL			GOAL Respect the dignity, culture, beliefs, values and opinions of the patient OBJECTIVES
1			a. Treat patients with dignity, civility and respect, regardless of race, culture, gender, ethnicity, age or socioeconomic status
		3	b. Recognize and manage conflict when patient values differ from their own
PGY LEVEL			GOAL Confidentiality OBJECTIVES
1			a. Maintain patient confidentiality
	2		b. Educate and hold others accountable for patient confidentiality
PGY LEVEL			GOAL Recognize and address disparities in health care OBJECTIVES

1			a. Recognize that disparities exist in health care among populations and that they may impact care of the patient
		3	b. Embrace physicians' role in assisting the public and policy makers in understanding and addressing causes of disparity in disease and suffering c. Advocates for appropriate allocation of limited health care resources.
Evaluation Methods			
Faculty Evaluation, 360 Evaluations, Mini CEX, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning Report Evaluation			

CORE COMPETENCY: SYSTEMS BASED PRACTICE			
PGY LEVEL		GOAL Works effectively within multiple health delivery systems	
		OBJECTIVES	
1			a. Understand unique roles and services provided by local health care delivery systems
	2		b. <i>Manage and coordinate care and care transitions across multiple delivery systems, including ambulatory, subacute, acute, rehabilitation, and skilled nursing.</i>
		3	c. Negotiate patient-centered care among multiple care providers.
PGY LEVEL		GOAL Works effectively within an interprofessional team	
		OBJECTIVES	
1			a. Appreciate roles of a variety of health care providers, including, but not limited to, consultants, therapists, nurses, home care workers, pharmacists, and social workers. b. Work effectively as a member within the interprofessional team to ensure safe patient care. c. Consider alternative solutions provided by other teammates
		3	d. Demonstrate how to manage the team by utilizing the skills and coordinating the activities of interprofessional team members
PGY LEVEL		GOAL Recognizes system error and advocates for system improvement	
		OBJECTIVES	
1			a. Recognize health system forces that increase the risk for error including barriers to optimal patient care b. Identify, reflect upon, and learn from critical incidents such as near misses and preventable medical errors
	2		c. <i>Dialogue with care team members to identify risk for and prevention of medical error</i> d. <i>Understand mechanisms for analysis and correction of systems errors</i>

		3	<p>e. Demonstrate ability to understand and engage in a system level quality improvement intervention.</p> <p>f. Partner with other healthcare professionals to identify, propose improvement opportunities within the system.</p>
PGY LEVEL			<p>GOAL Identify forces that impact the cost of health care and advocates for cost-effective care</p> <p>OBJECTIVES</p>
1			<p>a. Reflect awareness of common socio-economic barriers that impact patient care.</p> <p>b. Understand how cost-benefit analysis is applied to patient care (i.e. via principles of screening tests and the development of clinical guidelines)</p>
	2		<p>c. <i>Identify the role of various health care stakeholders including providers, suppliers, financiers, purchasers and consumers and their varied impact on the cost of and access to health care.</i></p> <p>d. <i>Understand coding and reimbursement principles</i></p>
PGY LEVEL			<p>GOAL Practices cost-effective care</p> <p>OBJECTIVES</p>
1			<p>a. Identify costs for common diagnostic or therapeutic tests</p> <p>b. Minimize unnecessary care including tests, procedures, therapies and ambulatory or hospital encounters</p>
	2		<p>c. <i>Demonstrate the incorporation of cost-awareness principles into standard clinical judgments and decision-making</i></p>
		3	<p>d. <i>Demonstrate the incorporation of cost-awareness principles into complex clinical scenarios</i></p>
Evaluation Methods			
Faculty Evaluation			

GERIATRIC MEDICINE-KU SPECIFIC GOALS and OBJECTIVES			
ADDITIONAL COMPETENCY EXPECTATIONS SPECIFIC TO INTENSIVE CARE UNIT (TICU/MICU) SERVICE			
CORE COMPETENCY: MEDICAL KNOWLEDGE			
GOAL Develop Core Content Knowledge for medical conditions in this ambulatory setting including but not limited to: <ol style="list-style-type: none"> 1. Age Related Changes in Physiology, Pharmacology and Health Status 2. Cognitive Impairment and Dementia 3. Gait, Balance, and Falling/Fear of Falling 4. Health Care Decision-Making & Advanced Directives 5. Failure to Thrive; Geriatric Psychiatry Issues in Primary Care 6. Geriatric Assessment & Functional Evaluation 7. Human Aging: Physiology and Physical Exam 8. Incontinence 9. Medication Use and Polypharmacy 10. Palliative Care in Late Life 11. Prevention and Screening in Older Adults 12. What You Need to Know About Long Term Care 			
PGY LEVEL		OBJECTIVES	
1			a. Understand the relevant pathophysiology and basic science for common medical conditions in this ambulatory setting b. Demonstrate sufficient knowledge to diagnose and treat common conditions in this ambulatory setting.
	2		c. <i>Demonstrate sufficient knowledge to evaluate common ambulatory conditions</i> d. <i>Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions</i> e. <i>Demonstrate sufficient knowledge to provide preventive care.</i> f. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care</i>
		3	g. <i>Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions</i> h. <i>Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions</i> i. <i>Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education</i>
Evaluation Methods			
Faculty evaluation, ITE, Morning Report evaluation, Direct Observation			

CORE COMPETENCY: PATIENT CARE			
			GOAL Develop increasing knowledge and ability to perform the following Diagnostic Tests <ol style="list-style-type: none">1. ADL and IADL Assessment2. DEXA Scans3. Cognitive Testing in the Geriatric Patient4. Gait Assessment in the Geriatric Patient
PGY LEVEL			OBJECTIVES
1			a. Make appropriate clinical decisions based upon the results of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids
	2		b. <i>Make appropriate clinical decision based upon the results of more advanced diagnostic tests</i>
Evaluation Methods			
Faculty evaluation, Mini CEX, Direct Observation			

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT			
GOAL Participate in education of all members of the health care team <ol style="list-style-type: none"> Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM <ul style="list-style-type: none"> 4050 Wescoe Core Conference - Monday, Tuesday, Thursday and Friday at 12:15 PM <ul style="list-style-type: none"> 3rd Floor Sudler Grand Rounds – Wednesday at 8:00 AM <ul style="list-style-type: none"> 3rd Floor Sudler Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon <ul style="list-style-type: none"> 3rd Floor Sudler Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon <ul style="list-style-type: none"> 3rd Floor Sudler Journal Club – 3rd Friday of the Rotation Block at 1:00 PM <ul style="list-style-type: none"> 5003 KU Hospital Geriatrics Didactics – Fridays at 2:00 PM <ul style="list-style-type: none"> Supervising Faculty Office, 2nd Floor Landon Center Geriatrics Journal Club – 3rd Thursday of each month at 4:00 PM <ul style="list-style-type: none"> Fellows Library, 2nd Floor Landon Center Ethics Conference – 4th Thursday of each month at 12:00 PM <ul style="list-style-type: none"> Geriatrics Classroom, 2nd Floor Landon Center 			
PGY LEVEL		OBJECTIVES	
1		a. Actively participate in teaching conferences	
	2	b. <i>Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care</i>	
		3	c. Take a leadership role in the education of all members of the health care team.
Evaluation Methods			
Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation,			

Endocrinology Consult Service - KU
Internal Medicine Residency Program at University of Kansas Medical Center
Adapted from ABIM Developmental Milestones

PGY1 – standard text

PGY2 – standard and italicized text

PGY3 – standard, italicized and bold italicized text

Director: _____

Division Coordinator: _____

Duration: 4 week block

Supervision: Attending Responsible for the Endocrinology Clinic or Consult Service

Facility: University of Kansas Medical Center

Required Didactics:

1. Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM
 - 4050 Wescoe
2. Core Conference - Monday, Tuesday, Thursday and Friday at 12:15 PM
 - 3rd Floor Sudler
3. Grand Rounds – Wednesday at 8:00 AM
 - 3rd Floor Sudler
4. Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon
 - 3rd Floor Sudler
5. Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon
 - 3rd Floor Sudler
6. Journal Club – 3rd Friday of the Rotation Block at 1:00 PM
 - 5003 KU Hospital
7. Endocrinology Core Conference – Wednesdays at 12:15 PM
8. Endocrinology Research Conference – Tuesdays at 7:30 AM
9. Thyroid Tumor Board – 2nd Wednesday of Month at 7:00 AM

Educational Purpose:

Rotation on the Endocrinology Consult Service provides experience in the role of evaluation and management of endocrine problems arising in both the outpatient and inpatient settings. This goal is accomplished through a combination of faculty directed patient care activities and didactic learning experiences. Residents gain experience in the spectrum of diabetes care from acute inpatient management to chronic preventative care, as well as the diagnosis and management of less common endocrine disorders. Residents gain experience in a variety of settings including Endocrinology/Diabetes/Osteoporosis/Genetics Clinics, Inpatient Endocrinology Consult Service and Outpatient Phone Consultation Service.

Educational Methods:

Direct observation of patient care and bedside teaching occur in the setting of both the outpatient clinic as well as the daily consult rounds with the attending. Residents evaluate and treat patients both in the capacity of follow-up as well as initial consultation. The supervising attending reviews and critiques the resident's interpretation of diagnostic studies and formulation of assessments and plans. Residents additionally attend a number of didactic conferences as indicated above.

Recommended educational resources for this rotation include the following:

1. William Textbook of Endocrinology – Provided in Endocrinology Clinic
2. Journal of Clinical Endocrinology – Provided online by KU Library
3. Diabetes CARE - Provided online by KU Library
4. Pub Med Literature Search - online via KU Library for specific literature regarding patient related problems.

KU ENDOCRINOLOGY CONSULT ROTATION CONSULTS OVERALL GOALS and OBJECTIVES

OVERALL COMPETENCY PROGRESSION BY CORE COMPETENCY AND PGY LEVEL
(Adapted from ABIM Developmental Milestones)

CORE COMPETENCY: PATIENT CARE

PGY LEVEL			GOAL History and Data Gathering OBJECTIVES
1			a. Acquire accurate and relevant history from the patient in an efficiently customized, prioritized, and hypothesis driven fashion b. Seek and obtain appropriate, verified, and prioritized data from secondary sources (e.g. family, records, pharmacy)
	2		c. <i>Obtain relevant historical subtleties that inform and prioritize both differential diagnoses and diagnostic plans, including sensitive, complicated, and detailed information that may not often be volunteered by the patient</i>
		3	d. <i>Role model gathering subtle and reliable information from the patient for junior members of the healthcare team when applicable</i>
PGY LEVEL			GOAL Performing a Physical Examination OBJECTIVES
1			a. Perform an accurate physical examination that is appropriately targeted to the patient's complaints and medical conditions. Identify pertinent abnormalities using common maneuvers b. Accurately track important changes in the physical examination over time in the outpatient and inpatient settings
	2		c. <i>Demonstrate and teach how to elicit important physical findings for junior members of the healthcare team</i>
		3	d. <i>Routinely identify subtle or unusual physical findings that may influence clinical decision making, using advanced maneuvers where applicable</i>
PGY LEVEL			GOAL Clinical Reasoning OBJECTIVES
1			a. Synthesize all available data, including interview, physical examination, and preliminary laboratory data, to define each patient's central clinical problem b. Develop prioritized differential diagnoses, evidence-based diagnostic and therapeutic plan for common inpatient and ambulatory conditions
	2		c. <i>Modify differential diagnosis and care plan based upon clinical course and data as appropriate</i>
		3	d. <i>Recognize disease presentations that deviate from common patterns and that require complex decision making</i>
PGY LEVEL			GOAL: Invasive Procedures OBJECTIVES

1			a. Awareness of indications, contraindications, risks and benefits of common invasive procedures
	2		b. <i>Appropriately perform invasive procedures and provide post-procedure management for common procedures when applicable</i>
PGY LEVEL			GOAL Diagnostic Tests OBJECTIVES
1			a. Make appropriate clinical decisions based upon the results of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids
	2		b. <i>Make appropriate clinical decision based upon the results of more advanced diagnostic tests</i>
PGY LEVEL			GOAL Patient Co-Management OBJECTIVES
1			a. Recognize situations with a need for urgent or emergent medical care including life threatening conditions b. Recognize when to seek additional guidance c. Provide appropriate preventive care and teach patient regarding self-care d. With supervision, manage patients with common clinical disorders seen in the practice of inpatient and ambulatory internal medicine e. With minimal supervision, manage patients with common and complex clinical disorders seen in the practice of inpatient and ambulatory internal medicine f. Initiate management and stabilize patients with emergent medical conditions
		3	g. <i>Manage patients with conditions that require intensive care</i> h. <i>Independently manage patients with a broad spectrum of clinical disorders seen in the practice of internal medicine</i> i. <i>Manage complex or rare medical conditions</i> j. <i>Customize care in the context of the patient's preferences and overall health</i>
PGY LEVEL			GOAL: Consultative Care OBJECTIVES
	2		a. <i>Provide specific, responsive consultation to other services</i>
		3	b. <i>Provide consultation for patients with more complex clinical problems requiring detailed risk assessment</i>
Evaluation Methods			
Faculty evaluation, Mini CEX, Direct Observation			

CORE COMPETENCY: MEDICAL KNOWLEDGE			
PGY LEVEL		GOAL Core Content Knowledge OBJECTIVES	
1			a. Understand the relevant pathophysiology and basic science for common medical conditions that prompt consultation b. Demonstrate sufficient knowledge to diagnose and treat common conditions that prompt consultation
	2		c. <i>Demonstrate sufficient knowledge to evaluate common conditions that prompt consultation</i> d. <i>Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions</i> e. <i>Demonstrate sufficient knowledge to provide preventive care</i> f. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care</i>
		3	g. Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions h. Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions i. Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education
PGY LEVEL		GOAL Diagnostic Tests OBJECTIVES	
1			a. Understand indications for and basic interpretation of common diagnostic testing, including but not limited to routine blood chemistries, hematologic studies, coagulation tests, arterial blood gases, ECG, chest radiographs, pulmonary function tests, urinalysis and other body fluids
	2		b. <i>Understand indications for and has basic skills in interpreting more advanced diagnostic tests</i> c. <i>Understand prior probability and test performance characteristics</i>
Evaluation Methods			
Faculty evaluation, ITE, Morning Report evaluation, Direct Observation			

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT			
PGY LEVEL		GOAL Ask Answerable Questions for Emerging Information Needs OBJECTIVES	
1			a. Identify learning needs (clinical questions) as they emerge in patient care activities
	2		b. <i>Classify and precisely articulate clinical questions</i> c. <i>Develop a system to track, pursue, and reflect on clinical questions</i>
PGY LEVEL		GOAL Acquires the Best Advice OBJECTIVES	
1			a. Access medical information resources to answer clinical questions and library resources to support decision making

	2		<i>b. Effectively and efficiently search NLM database for original clinical research articles</i> <i>c. Effectively and efficiently search evidence-based summary medical information resources</i>
		3	d. Appraise the quality of medical information resources and select among them based on the characteristics of the clinical question
PGY LEVEL			GOAL Appraises the Evidence for Validity and Usefulness OBJECTIVES
1			a. With assistance, appraise study design, conduct and statistical analysis in clinical research papers b. With assistance, appraise clinical guideline recommendations for bias
		3	c. With assistance, appraise study design, conduct, and statistical analysis in clinical research papers d. Independently, appraise clinical guideline recommendations for bias and cost-benefit considerations
PGY LEVEL			GOAL Applies the evidence to decision-making for individual patients OBJECTIVES
1			a. Determine if clinical evidence can be generalized to an individual patient
		3	b. Customize clinical evidence for an individual patient c. Communicate risks and benefits of alternatives to patients d. Integrate clinical evidence, clinical context, and patient preferences into decision-making
PGY LEVEL			GOAL Improves Via Feedback OBJECTIVES
1			a. Respond welcomingly and productively to feedback from all members of the health care team including faculty, peer residents, students, nurses, allied health workers, patients and their advocates b. Actively seek feedback from all members of the health care team
	2		c. Calibrate self-assessment with feedback and other external data d. Reflect on feedback in developing plans for improvement
PGY LEVEL			GOAL Improves via self-assessment OBJECTIVES
	2		a. Maintain awareness of the situation in the moment and respond to meet situational needs
		3	b. Reflect (in action) when surprised, applies new insights to future clinical scenarios, and reflects (on action) back on the process
PGY LEVEL			GOAL Participate in education of all members of the health care team OBJECTIVES
1			a. Actively participate in teaching conferences
	2		b. Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care

		3	c. Take a leadership role in the education of all members of the health care team.
Evaluation Methods			
Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation			

CORE COMPETENCY: INTERPERSONAL & COMMUNICATION SKILLS			
PGY LEVEL		GOAL Communicate effectively	
		OBJECTIVES	
1			a. Provide timely and comprehensive verbal and written communication to patients/advocates and the primary team b. Effectively use verbal and non-verbal skills to create rapport with patients/families and the primary team c. Use communication skills to build a therapeutic relationship
	2		d. <i>Engage patients/advocates in shared decision-making for uncomplicated diagnostic and therapeutic scenarios</i> d. <i>Utilize patient-centered education strategies</i>
		3	e. <i>Engage patients/advocates in shared decision-making for difficult, ambiguous or controversial scenarios</i> f. <i>Appropriately counsel patients about the risks and benefits of tests and procedures highlighting cost awareness and resource allocation</i> <i>Role model effective communication skills in challenging situations</i>
PGY LEVEL		GOAL Intercultural sensitivity	
		OBJECTIVES	
1			a. Effectively use an interpreter to engage patients in the clinical setting including patient education b. Demonstrate sensitivity to differences in patients including but not limited to race, culture, gender, sexual orientation, socioeconomic status, literacy, and religious beliefs
		3	c. <i>Actively seek to understand patient differences and views and reflects this in respectful communication and shared decision-making with the patient and the healthcare team</i>
PGY LEVEL		GOAL Transitions of Care	
		OBJECTIVES	
1			a. Effectively communicate with other caregivers in order to maintain appropriate continuity during transitions of care
	2		b. <i>Role model and teach effective communication with next caregivers during transitions of care</i>
PGY LEVEL		GOAL Applies the evidence to decision-making for individual patients	
		OBJECTIVES	
1			a. Determine if clinical evidence can be generalized to an individual patient

		3	b. Customize clinical evidence for an individual patient c. Communicate risks and benefits of alternatives to patients <i>Integrate clinical evidence, clinical context, and patient preferences into decision-making</i>
PGY LEVEL			GOAL Interprofessional team OBJECTIVES
1			a. Deliver appropriate, succinct, hypothesis-driven oral presentations b. Effectively communicate plan of care to all members of the health care team
	2		c. Engage in collaborative communication with all members of the health care team
PGY LEVEL			GOAL Consultation OBJECTIVES
1			a. Respond to consultation requests in an effective manner b. Clearly communicate the role of consultant to the patient, in support of the primary care relationship
		3	c. Communicate consultative recommendations to the referring team in an effective manner
PGY LEVEL			GOAL Health Records OBJECTIVES
1			a. Provide legible, accurate, complete, and timely written communication that is congruent with medical standards
	2		b. Ensure succinct, relevant, and patient-specific written communication
Evaluation Methods			
Faculty Evaluation, 360 Evaluations, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning report evaluation			

CORE COMPETENCY: PROFESSIONALISM			
PGY LEVEL		GOAL Adhere to basic ethical principles OBJECTIVES	
1			a. Document and report clinical information truthfully b. Follow formal policies c. Accept personal errors and honestly acknowledge them
		3	d. Uphold ethical expectations of research and scholarly activity
PGY LEVEL		GOAL Demonstrate compassion and respect to patients OBJECTIVES	
1			a. Demonstrate empathy and compassion to all patients b. Demonstrate a commitment to relieve pain and suffering

	2		<p>c. <i>Provide support (physical, psychological, social and spiritual) for dying patients and their families</i></p> <p>d. <i>Provide leadership for a team that respects patient dignity and autonomy</i></p>
PGY LEVEL			GOAL Provide timely, constructive feedback to colleagues
			OBJECTIVES
1			a. Communicate constructive feedback to other members of the health care team\
	2		b. <i>Recognize, respond to and report impairment in colleagues or substandard care via peer review process</i>
PGY LEVEL			GOAL Maintain Accessibility
			OBJECTIVES
1			<p>a. Responsibilities including but not limited to calls and pages</p> <p>b. Carry out timely interactions with colleagues, patients and their designated caregivers</p>
PGY LEVEL			GOAL Recognize conflicts of interest
			OBJECTIVES
1			a. Recognize and manage obvious conflicts of interest, such as caring for family members and professional associates as patients
	2		<p>b. <i>Maintain ethical relationships with industry</i></p> <p>c. <i>Recognize and manage subtler conflicts of interest</i></p>
PGY LEVEL			GOAL Demonstrate personal accountability
			OBJECTIVES
1			<p>a. Dress and behave appropriately Scrubs are only to be worn on call and underneath a white lab coat.</p> <p>b. Maintain appropriate professional relationships with patients, families and staff</p> <p>c. Ensure prompt completion of clinical, administrative, and curricular tasks</p> <p>d. Recognize and address personal, psychological, and physical limitations that may affect professional performance</p> <p>e. Recognize the scope of his/her abilities and ask for supervision and assistance appropriately</p>
		3	<p>f. <i>Serve as a professional role model for more junior colleagues (e.g., medical students, interns)</i></p> <p>g. <i>Recognize the need to assist colleagues in the provision of duties</i></p>
PGY LEVEL			GOAL Practice individual patient advocacy
			OBJECTIVES
1			a. Recognize when it is necessary to advocate for individual patient needs
		3	b. <i>Effectively advocate for individual patient needs</i>
PGY LEVEL			GOAL Comply with public health policies
			OBJECTIVES

	2		a. <i>Recognize and take responsibility for situations where public health supersedes individual health (e.g. reportable infectious diseases)</i>
PGY LEVEL			GOAL Respect the dignity, culture, beliefs, values and opinions of the patient OBJECTIVES
1			a. Treat patients with dignity, civility and respect, regardless of race, culture, gender, ethnicity, age or socioeconomic status
		3	b. <i>Recognize and manage conflict when patient values differ from their own</i>
PGY LEVEL			GOAL Confidentiality OBJECTIVES
1			a. Maintain patient confidentiality
	2		b. <i>Educate and hold others accountable for patient confidentiality</i>
PGY LEVEL			GOAL Recognize and address disparities in health care OBJECTIVES
1			a. Recognize that disparities exist in health care among populations and that they may impact care of the patient
		3	b. <i>Embrace physicians' role in assisting the public and policy makers in understanding and addressing causes of disparity in disease and suffering</i> c. <i>Advocates for appropriate allocation of limited health care resources.</i>
Evaluation Methods			
Faculty Evaluation, 360 Evaluations, Mini CEX, Journal Club Evaluation, Patient Safety Conference Evaluation, Morning Report Evaluation			

CORE COMPETENCY: SYSTEMS BASED PRACTICE			
PGY LEVEL			GOAL Works effectively within multiple health delivery systems OBJECTIVES
1			a. Understand unique roles and services provided by local health care delivery systems
	2		b. <i>Manage and coordinate care and care transitions across multiple delivery systems, including ambulatory, subacute, acute, rehabilitation, and skilled nursing.</i>
		3	c. <i>Negotiate patient-centered care among multiple care providers.</i>
PGY LEVEL			GOAL Works effectively within an interprofessional team OBJECTIVES

1			<ul style="list-style-type: none"> a. Appreciate roles of a variety of health care providers, including, but not limited to, consultants, therapists, nurses, home care workers, pharmacists, and social workers. b. Work effectively as a member within the interprofessional team to ensure safe patient care. c. Consider alternative solutions provided by other teammates
		3	d. Demonstrate how to manage the team by utilizing the skills and coordinating the activities of interprofessional team members
PGY LEVEL			GOAL Recognizes system error and advocates for system improvement OBJECTIVES
1			<ul style="list-style-type: none"> a. Recognize health system forces that increase the risk for error including barriers to optimal patient care b. Identify, reflect upon, and learn from critical incidents such as near misses and preventable medical errors
	2		<ul style="list-style-type: none"> c. <i>Dialogue with care team members to identify risk for and prevention of medical error</i> d. <i>Understand mechanisms for analysis and correction of systems errors</i>
		3	<ul style="list-style-type: none"> e. Demonstrate ability to understand and engage in a system level quality improvement intervention. f. Partner with other healthcare professionals to identify, propose improvement opportunities within the system.
PGY LEVEL			GOAL Identify forces that impact the cost of health care and advocates for cost-effective care OBJECTIVES
1			<ul style="list-style-type: none"> a. Reflect awareness of common socio-economic barriers that impact patient care. b. Understand how cost-benefit analysis is applied to patient care (i.e. via principles of screening tests and the development of clinical guidelines)
	2		<ul style="list-style-type: none"> c. <i>Identify the role of various health care stakeholders including providers, suppliers, financiers, purchasers and consumers and their varied impact on the cost of and access to health care.</i> d. <i>Understand coding and reimbursement principles</i>
PGY LEVEL			GOAL Practices cost-effective care OBJECTIVES
1			<ul style="list-style-type: none"> a. Identify costs for common diagnostic or therapeutic tests b. Minimize unnecessary care including tests, procedures, therapies and ambulatory or hospital encounters
	2		c. <i>Demonstrate the incorporation of cost-awareness principles into standard clinical judgments and decision-making</i>
		3	d. Demonstrate the incorporation of cost-awareness principles into complex clinical scenarios
Evaluation Methods			
Faculty Evaluation			

KU ENDOCRINOLOGY CONSULTS ROTATION ROTATION SPECIFIC GOALS and OBJECTIVES

ADDITIONAL COMPETENCY EXPECTATIONS SPECIFIC TO GENERAL IM CONSULTS ROTATION

CORE COMPETENCY: PATIENT CARE

			GOAL: Procedures <ol style="list-style-type: none"> 1. Adrenal Vein Sampling 2. Petrosal Venous Sinus Sampling 3. Thyroid Nodule Biopsy
PGY LEVEL			OBJECTIVES
1			c. Awareness of indications, contraindications, risks and benefits of common invasive procedures
	2		d. <i>Appropriately perform invasive procedures and provide post-procedure management for common procedures when applicable</i>

Evaluation Methods

Faculty evaluation, Mini CEX, Direct Observation

CORE COMPETENCY: MEDICAL KNOWLEDGE

GOAL Develop Core Content Knowledge for medical conditions that prompt consultation including but not limited to:

1. Adrenal Disorders
 - Hyperaldosteronism
 - Adrenal Cushing's
 - CAH
 - Adrenal Insufficiency
 - Adrenal Incidentaloma
 - Hirsutism
2. Diabetes
 - Acute and Chronic Disease and Disease Complications
3. Gonadal Disorders
 - Testicular Dysfunction
 - Ovarian Failure
 - PCOD
 - Gonadal Dysgenesis
4. Neuroendocrine Tumors
 - Insulinoma
 - Carcinoid Tumor
 - MEN Syndromes
5. Osteoporosis and Metabolic Bone Diseases
 - Interpretation of Bone Density Testing
 - Evaluation for Secondary Causes of Osteoporosis

			<ul style="list-style-type: none">• Treatment of Osteoporosis• Hyperparathyroidism• Diagnosis and Treatment of Paget's Disease	
			6. Pituitary Disorder <ul style="list-style-type: none">• Acromegaly• Cushing's Disease• Prolactinoma• Non-functioning Adenoma• Hypopituitarism• Diabetes Insipidus	
			7. Thyroid Disease <ul style="list-style-type: none">• Goiter• Hyper and Hypo Thyroid Disorders• Nodular Thyroid Disease• Thyroid Cancer	
PGY LEVEL			OBJECTIVES	EVALUATION METHODS
PGY1			a. Understand the relevant pathophysiology and basic science for common medical conditions that prompt consultation b. Demonstrate sufficient knowledge to diagnose and treat common conditions that prompt consultation	
	PGY2		c. <i>Demonstrate sufficient knowledge to evaluate common conditions that prompt consultation</i> d. <i>Demonstrate sufficient knowledge to diagnose and treat undifferentiated and emergent conditions</i> e. <i>Demonstrate sufficient knowledge to provide preventive care</i> f. <i>Demonstrate sufficient knowledge to identify and treat medical conditions that require intensive care</i>	
		PGY3	g. Demonstrate sufficient knowledge to evaluate complex or rare medical conditions and multiple coexistent conditions h. Understand the relevant pathophysiology and basic science for uncommon or complex medical conditions i. Demonstrate sufficient knowledge of socio-behavioral sciences including but not limited to health care economics, medical ethics, and medical education	
Evaluation Methods				
Faculty evaluation, ITE, Morning Report evaluation, Direct Observation				

CORE COMPETENCY: PRACTICEBASED LEARNING AND IMPROVEMENT	
	GOAL Participate in education of all members of the health care team Required Didactics: 1. Morning Report – Monday, Tuesday, Thursday and Friday at 8:30 AM

			<ul style="list-style-type: none"> • 4050 Wescoe <ol style="list-style-type: none"> 2. Core Conference - Monday, Tuesday, Thursday, Friday at 12:15 PM <ul style="list-style-type: none"> • 3rd Floor Sudler 3. Grand Rounds – Wednesday at 8:00 AM <ul style="list-style-type: none"> • 3rd Floor Sudler 4. Patient Safety Conference – 4th Tuesday of Month at 12:00 Noon <ul style="list-style-type: none"> • 3rd Floor Sudler 5. Clinicopathologic Conference – 2nd Monday of Month at 12:00 Noon <ul style="list-style-type: none"> • 3rd Floor Sudler 6. Journal Club – 3rd Friday of the Rotation Block at 1:00 PM <ul style="list-style-type: none"> • 5003 KU Hospital 7. Endocrinology Core Conference – Wednesdays at 12:15 PM 8. Endocrinology Research Conference – Tuesdays at 7:30 AM 9. Thyroid Tumor Board – 2nd Wednesday of Month at 7:00 AM
PGY LEVEL			OBJECTIVES
1			a. Actively participate in teaching conferences
	2		b. <i>Integrate teaching, feedback, and evaluation with supervision of interns' and students' patient care</i>
		3	c. <i>Take a leadership role in the education of all members of the health care team.</i>
Evaluation Methods			
Faculty Evaluation, Journal Club evaluation, Patient Safety Conference evaluation, Morning report evaluation			