

## **PGY IV Internal Medicine Training Program GIM Community Rotation Specific Objectives**

### **COMMUNITY**

This rotation will focus specifically on solidifying the skills necessary to function as an attending in the community setting. This involves caring for acute care patients in a teaching or non-teaching setting, stabilizing critical patients for transfer as required, and managing a diverse clinical practice with wide scope of practice including general medicine consultations and diagnostics.

In accordance with CBD principles, all residents are required to submit EPA assessments with documented narrative coaching via the MUNCAT app (3-4 per week) to evaluate and guide their progress. This will also be documented using a longitudinal assessment form at the end of the rotation.

In addition to the rotational objectives and key competencies described below, the following EPAs may be covered during the Community rotation. These will depend on the learner's stage of training, progress and individual learning needs.

#### **Transition to Practice:**

**TTP1:** Managing an inpatient medical service

**TTP3:** Assessing and managing patients in whom there is uncertainty in diagnosis and/or treatment

**TTP4:** Providing consultation to off-site health care providers

**TTP5:** Initiating and facilitating transfers of care through the health care system

**TTP6:** Working with other physicians and healthcare providers to develop collaborative patient care plans

#### **Medical expert**

- Demonstrate appropriate management of complex conditions prevalent in NL (diabetes, ISHD, CVD, and COPD) where subspecialists are not available.
- Assess, stabilize and triage critically ill patients and identify the need for transfer to a definitive care setting.

#### **Communicator**

- Facilitate discussion with patients and family on issues such as goals of care and disposition of the patient back to the community.
- Effectively communicate the risk and benefits of any proposed diagnostic or therapeutic procedures such as chemotherapy, dialysis, endoscopy and echocardiography when obtaining informed consent.
- If harm occurs, utilize disclosure policies and practices to inform the patient and/or family.

#### **Collaborator**

- Communicate with family physicians and other health professionals to ensure appropriate outpatient management and follow-up.

**Scholar**

- By utilizing each patient encounter identify personal knowledge gaps and actively seek to address these.

**Leader**

- Use evidence informed safe practices to prevent patient safety incidents.

**Professional**

- Respectfully interact with patients, families, trainees, colleagues, and all contributors to the health system.

## **PGY IV Internal Medicine GIM Longitudinal Clinic Objectives**

### **GIM LONGITUDINAL**

This rotation will focus specifically on solidifying the skills necessary to function as an attending in the ambulatory setting under the guidance of a GIM specialist. This will include ensuring adequate follow-up post discharge from acute care, longitudinally managing chronic medical comorbidities, and conducting comprehensive general internal medicine assessments of patients referred by non-medical specialties.

In accordance with CBD principles, all residents are required to submit EPA assessments with documented narrative coaching via the MUNCAT app (3-4 per week) to evaluate and guide their progress. This will also be documented using a longitudinal assessment form at the end of the rotation.

In addition to the rotational objectives and key competencies described below, the following EPAs may be covered during the Community rotation. These will depend on the learner's stage of training, progress and individual learning needs.

#### **Transition to Practice:**

**TTP2:** Managing longitudinal aspects of care in a medical clinic

**TTP3:** Assessing and managing patients in whom there is uncertainty in diagnosis and/or treatment

**TTP6:** Working with other physicians and health care providers to develop collaborative health care plans

**TTP7:** Identifying learning needs in clinical practice and addressing them with personal learning plan

#### **Medical expert**

- Demonstrate rationale and risk appropriate use of diagnostic investigation and medical treatment.
- Arrange appropriately timed transition of care back to the referring or primary care physician.
- Perform a complete assessment on all referred patients using a generalist approach.
- Balance the long-term management of multiple co-morbidities, including careful consideration of drug interactions, dose adjustment in organ dysfunction, and avoidance of polypharmacy. In particular disease such as Diabetes, Hypertension, Chronic Kidney Disease, COPD, CHF and CAD.
- Perform an occupational assessment in patients with chronic disease to ascertain their functional capability for employment and independent living.

#### **Communicator**

- Generate a clear and concise written and dictated record of every patient (in person and virtual) encounter that provides the family physician with guidance for continuing management.

#### **Collaborator**

- Work with family physicians to ensure long term follow-up Scholar.
- By utilizing each patient encounter identify personal knowledge gaps and actively seek to address these.

**Leader**

- Employ best evidence in patient safety to maximize quality of care through clinic organization and development and monitoring of quality indicators.

**Health Advocate**

- Promote primary and secondary prevention counselling to individual patients.
- In the ambulatory setting, facilitate patients in navigating the health system relevant to specific health issue across the continuum of care.

## **PGY IV Internal Medicine Training Program ICU Specific Rotation Objectives**

### **INTENSIVE CARE**

This rotation will focus specifically on solidifying the skills necessary to serve as the initial treating physician for critically ill patients, including those suffering from common medical emergencies such as sepsis, hemodynamic instability, respiratory failure and acute kidney injury. This will include stabilizing critically ill patients and accurately assessing need for transfer to the care of an intensivist.

In accordance with CBD principles, all residents are required to submit EPA assessments with documented narrative coaching via the MUNCAT app (3-4 per week) to evaluate and guide their progress. This will also be documented using a longitudinal assessment form at the end of the rotation.

In addition to the rotational objectives and key competencies described below, the following EPAs may be covered during the Community rotation. These will depend on the learner's stage of training, progress and individual learning needs.

#### **Transition to Practice:**

**TTP1:** Managing an inpatient medical service

**TTP3:** Assessing and managing patients in whom there is uncertainty in diagnosis and/or treatment

**TTP4:** Providing consultation to off-site health care providers

**TTP5:** Initiating and facilitating transfers of care through the health care system

**TTP6:** Working with other physicians and healthcare providers to develop collaborative patient care plans

**TTP7:** Identifying learning needs in clinical practice and addressing them with personal learning plan

#### **Medical Expert**

- Recognize and stabilize critically ill patients as referred and appropriately assign the need for transfer to a critical care setting.
- Demonstrate competency in managing common critical care conditions, including but not limited to:
  - Sepsis
  - Hemodynamic instability
  - Respiratory collapse
  - Acute kidney injury
  - Liver failure
- Recognize the indications, contraindications, potential complications, and available alternatives for cardiovascular critical care procedures, including but not limited to:
  - Hemodynamic monitoring
  - Non-invasive positive pressure ventilation
  - Intubation and mechanical ventilation

- Ultrasound guided procedures, including central line insertion
- Hemodialysis, continuous and intermittent
- Urgent endoscopy, including bronchoscopy and endoscopy
- Chest tube insertion
- Organ biopsy

### **Communicator**

- Generate a clear and concise written record of every patient encounter including a comprehensive assessment and recommendation.
- Establish a patient centred treatment plan through thoughtful exploration of the patient and their family's goals of care.
- Effectively communicate the risk and benefits of any proposed diagnostic or therapeutic procedure to the patient and their family.
- Transfer care safely and appropriately by ensuring accurate and timely handover
- Respectfully interact with colleagues, including referring physicians and interdisciplinary professionals.

### **Collaborator**

- Recognize the role of each multidisciplinary team member and avail of each professional's skills to best serve the patient's unique needs.

### **Manager**

- Demonstrate socially responsible resource utilization, balancing the needs of each individual patient with system sustainability.
- Employ best evidence in patient safety to maximize quality of care.

### **Health Advocate**

- Actively engage patient/families in discussions regarding goals of care planning, including explicit clarification of every patient's end of life wishes upon admission and during a critical care admission.

### **Scholar**

- Engage in lifelong learning by utilizing each patient encounter as a means of identifying personal knowledge gaps and actively seeking to enhance those competencies.
- Contribute to a positive teaching environment for patients, trainees, and colleagues through the sharing of knowledge relevant to each individual's learning objectives.
- Provide routine feedback to trainees and colleagues while actively seeking feedback from others to guide ongoing personal improvement.

### **Professional**

- Demonstrate an understanding of the complex ethical issues encountered in critical care, focusing specifically on the role that the patient's social, ethnic, and religious background plays in influencing their perspectives.
- Demonstrate a commitment to delivering the highest quality of care and maintenance of competency.
- Demonstrate respect for patients, families, trainees, colleagues, and all contributors to the health system.

## **PGY IV Internal Medicine Training Program CTU Junior Attending Rotation Specific Objectives**

### **CTU JUNIOR ATTENDING**

This rotation provides clinical experiences that will aid in the transition to practice as a CTU attending. The experience brings together skills obtained in management of the patient, developing goals of care, communicating with the patient, the family and the family physician and setting the stage for appropriate follow-up and access to additional service. This role may also include supervision of junior learners. CTU Junior attendings will be first-call for all outside calls and transfer requests.

In accordance with CBD principles, all residents are required to submit EPA assessments with documented narrative coaching via the MUNCAT app (3-4 per week) to evaluate and guide their progress. This will also be documented using a longitudinal assessment form at the end of the rotation.

In addition to the rotational objectives and key competencies described below, the following EPAs may be covered during the Community rotation. These will depend on the learner's stage of training, progress and individual learning needs.

#### **Transition to Practice:**

**TTP1:** Managing an inpatient medical service

**TTP3:** Assessing and managing patients in whom there is uncertainty in diagnosis and/or treatment

**TTP4:** Providing consultation to off-site health care providers

**TTP5:** Initiating and facilitating transfers of care through the health care system

**TTP6:** Working with other physicians and healthcare providers to develop collaborative patient care plans

**TTP7:** Identifying learning needs in clinical practice and addressing them with personal learning plan

#### **Medical expert**

- Recognize the etiology, diagnosis, and initial evaluation of a broad range of common and complex internal medicine conditions.
- Demonstrate appropriate management of complex conditions prevalent in NL (diabetes, ISHD, CVO, COPD) involving subspecialist where appropriate.
- Demonstrate an appropriate of diagnostic testing and medical treatment according to risk.

#### **Communicator**

- Facilitate discussion with patients and family on issues such as goals of care and disposition of the patient back to the community.
- Effectively communicate the risk and benefits of any proposed diagnostic or therapeutic procedure to the patient and their family.
- Maintain clear and thorough medical records, including a comprehensive initial assessment and regular updates documenting changes in patient management.

- If harm occurs, utilize disclosure policies and practices to inform the patient and/or family.

### **Collaborator**

- Communicate with family physicians and other health professionals to ensure appropriate discharge planning and follow-up.
- Work with other professions to ensure that every acute care stay includes an early disposition plan that aligns with the patient's goals of care.
- Demonstrate effective conflict resolution abilities in managing internal team conflict or that arising from interactions with inter-professional healthcare workers or families.

### **Scholar**

- By utilizing each patient encounter identify personal knowledge gaps and actively seek to address these.
- Promote and establish a safe learning environment.
- Provide routine coaching to trainees and colleagues while actively seeking feedback from others to guide ongoing personal improvement.

### **Health Advocate**

- Promote primary and secondary prevention counselling to individual patients.
- Facilitate patients in navigating the health system relevant to specific health issue across the continuum of care.

### **Leader**

- Demonstrate socially responsible resource utilization, balancing the needs of each hospitalized patient with system sustainability.
- Maximize the safe administration of therapeutic agents using an appropriate quality assurance plan.
- Delegate responsibility for patient care to junior trainees appropriately to their level of competence.
- Facilitate effective team functioning balancing direct patient care responsibilities and educational opportunities.

### **Professional**

- Demonstrate a commitment to delivering the highest quality of care and maintenance of competency in the acute care hospitalized patient.
- Model respect for patients, families, trainees, colleagues, and all contributors to the health system.



## **PGY IV Internal Medicine Training Program Cardiac Diagnostics Rotation Specific Objectives**

### **CARDIAC DIAGNOSTICS**

This rotation will focus specifically on solidifying the skills necessary to conduct and interpret general internal medicine diagnostics including stress tests and ambulatory blood pressure monitoring.

In accordance with CBD principles, all residents are required to submit EPA assessments with documented narrative coaching via the MUNCAT app (3-4 per week) to evaluate and guide their progress. This will also be documented using a longitudinal assessment form at the end of the rotation.

In addition to the rotational objectives and key competencies described below, the following EPAs may be covered during the Community rotation. These will depend on the learner's stage of training, progress and individual learning needs.

#### **Transition to Practice:**

**TTP3:** Assessing and managing patients in whom there is uncertainty in diagnosis and/or treatment

**TTP6:** Working with other physicians and healthcare providers to develop collaborative patient care plans

**TTP7:** Identifying learning needs in clinical practice and addressing them with personal learning plan

#### **Medical Expert**

- Demonstrate proficiency in performing and interpreting common general medicine procedures, including but not limited to:
  - Exercise stress testing
  - Ambulatory blood pressure monitoring
  - Electrocardiogram interpretation
  - Ambulatory electrocardiogram (Holter)
- Demonstrate an understanding of risk stratification, including appropriate assignment of diagnostic testing and medical treatment according to risk.
- Recognize your own practice limitations by appropriately determining when consultation to another specialty or subspecialty is necessary, especially in the case where urgent procedural intervention is required.

#### **Communicator**

- Obtain informed consent prior to performing any procedure through accurate communication of all potential risks and benefits.
- Generate a clear and concise written record of every diagnostic procedure including a comprehensive report of all relevant results.
- Recognize the role of each multidisciplinary team member and avail of each professional's skills to best serve the patient's unique needs.
- Optimize efficiency by delegating components of diagnostic procedures to multidisciplinary professionals as appropriate.

**Manager**

- Demonstrate socially responsible resource utilization, balancing the needs of each individual patient with system sustainability.
- Employ best evidence in patient safety to maximize quality of care.

**Health Advocate**

- Incorporate health promotion and disease prevention into every patient encounter, focusing on evidence informed interventions such as smoking cessation, weight management, and routine exercise.
- Assist patients in navigating the health system, taking into account their unique goals of care and social context when attempting to overcome system deficiencies.

**Scholar**

- Engage in lifelong learning by utilizing each patient encounter as a means of identifying personal knowledge gaps and actively seeking to enhance those competencies.
- Contribute to a positive teaching environment for patients, trainees, and colleagues through the sharing of knowledge relevant to each individual's learning objectives.

**Professional**

- Demonstrate a commitment to delivering the highest quality of care and maintenance of competency.
- Demonstrate respect for patients, families, trainees, colleagues, and all contributors to the health system.

## **PGY IV Internal Medicine Training Program Research Rotation Specific Objectives**

### **RESEARCH**

All residents must create and present a project at Resident Research Day in the final year of their core residency training. Residents have the option of choosing a research selective or elective to further their research interests. This could involve a QI, clinical, epidemiological, or case report project, among other things. In addition to presenting at Memorial's Research Day, residents are encouraged to present at National and Internal Conferences. During their research rotation, residents may gain or further their insight into, and knowledge of, the ethical issues in research, critical appraisal, how to design a research study and how write a proper research article under the guidance of their preceptor or research mentor. They are expected to build on their independence with these activities as they progress in their research experience. They will be evaluated using an end of rotation Longitudinal Assessment, as well as on any presentations of their research they make.

### **Transition to Practice:**

**TTP8:** Identifying and analyzing system-level safety, quality or resource stewardship concerns in healthcare delivery

### **Medical Expert**

- Demonstrate medical expertise/knowledge in their research field

### **COMMUNICATOR**

- Effective writing of a research proposal, including ethics application
- Effective writing of a research article, creation of a poster or PowerPoint presentation
- Effective oral presentation of research findings
- Ability to work with supervisor and convey understanding of research principles

### **COLLABORATOR**

- Develop collegial relationships with other physicians/scientists/and research personnel involved in the research project

### **SCHOLAR**

- Demonstrate an ability to critically analyze research results
- Knowledge of appropriate theoretical background and critical appraisal of published research findings
- Demonstrate skill in searching the literature before planning a project
- Demonstrate ability to formulate a hypothesis and design experiments to test them
- Develop skill in performing procedures involved in the clinical study or any laboratory techniques involved in a basic or translational research project

### **HEALTH ADVOCATE**

- Understand the role of research in improving patient/social health

### **PROFESSIONAL**

- Attitudes, values and ethics (including getting consent and HREB approval)

- Demonstrate a commitment to improving one's performance by seeking and responding to feedback

**Objectives will be met by:**

- Participation in Critical Appraisal Course/Research Design Course
- Mentoring from Staff
- Case reports
- Clinical and Bench Projects
- Presentation of Final Project at Research Day or conference etc.

**Evaluation:**

- Final research project presentation
- Mentor evaluations/longitudinal assessment