

ABOUT THIS SURVEY

The purpose of this survey is to monitor the academic quality of your training program as currently defined by ACGME standards. The specific parameters being surveyed are:

1. List of all rotations that comprise your training curriculum, the educational objectives of these rotations, as well as the competency objectives for the learner.
2. The range of techniques utilized for evaluating trainees in each of the six competency areas.
3. The evaluation tools you use for assessing trainee performance that are not rotation-specific (eg, portfolio, checklist).

INSTRUCTIONS FOR COMPLETING THE SURVEY

Section I: Complete one of these pages for each rotation you offer. You will need to make several copies of this template.

Section II: Please use this table to itemize the various evaluative techniques you use to assess learners' status in each of the six competencies.

Section III:

You may attach additional pages as needed.

**Please return the survey in hard copy to Linda Sbrogna,
c/o Medicine Residency Office.**

SECTION I: Please complete one of these pages for each rotation in your training curriculum. Form fields will expand. You may also copy & paste text from another document.

Fellowship Program: Categorical
Internal Medicine

Name of Rotation: University Medical
Ward

Training year(s) in which this rotation is offered: 1 2 3

Educational Objectives of Rotation (list):

1. To expose housestaff to acute medical conditions encountered on a general medical inpatient service.
2. To develop skills to manage acute medical conditions, including complications of disease or treatment.
3. To develop a "holistic" to the general medical patient with acute and chronic medical conditions.
4. To appreciate the significance of "transitions" of care between inpatient and outpatient settings.
5. To use clinical experiences as a stimulus for expansion of medical knowledge and clinical skills.

Educational Techniques Utilized In This Rotation (check all that apply):

- Lectures, conferences, core curriculum
- Attending rounds (bedside and didactic)
- Mentoring / feedback sessions between attending and trainee
- Other:

Educational Resources Utilized In This Rotation (faculty, equipment, labs, reading materials, etc):

1. Faculty (Ward teaching, service, and consultative)
2. Medical Texts (Resident Library)
3. Up to Date Database
4. Ovid, PubMed, Medline databases (On-line)
5. Medical School Library

Case Mix (diseases commonly seen on this rotation):

1. Common General Medical Conditions (CHF, Pneumonia, ACS)
2. Less Common Subspecialty Conditions (GIB, HIV-related illness, Initial malignancy evaluation)
3. Tertiary care Referrals (Hepatology, Transplant Medicine, EPS)

Patient Population (Inpatient, outpatient, any defining demographic or epidemiologic characteristics):

1. Adolescent to Geriatrics Population.

- 2. Community-based primary care population.
- 3. Referral-based population.
- 4. Multi-ethnic/multi-cultural populations.

Nature Of Patient Encounters

- 1. Initial H&P, assessment and plan.
- 2. Follow-up inpatient care.
- 3. Urgent/Emergent evaluations.

Clinical Procedures Or Techniques Commonly Practiced On This Rotation
(please list):

- 1. ABG
- 2. Central Venous Line Placement
- 3. Lumbar Puncture
- 4. Thoracentesis
- 5. Paracentesis
- 6 Nasogastric Tube PLacement

OBJECTIVES FOR LEARNERS ON THIS ROTATION

Competency	Expectations	Learner Level		
		Yr 1	Yr 2	Yr 3
Patient Care	By active participation in patient care, the learner will develop the ability to recognise and define the etiology, pathogenesis, clinical presentation, and natural history of a broad range of general medical conditions. The learner will demonstrate compassionate, appropriate, and effective treatments for these health problems, and will promote efforts for future preventive measures. PGY-1 residents will function as the primary provider in the care of these patients. PGY-2 and 3 residents will function as supervisors to interns in the delivery of this care. PGY-3 residents are expected to demonstrate mature team leadership and teaching skills, approaching the skills of a junior faculty clinician-educator.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Interpersonal & Communication Skills	The learner will demonstrate the ability to effectively communicate with patients, families, ancillary staff, peers,	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	and faculty (PGY-1,2,3). PGY-2 and 3 residents are expected to develop effective strategies for dealing with difficult situations including end-of-life decisions, giving bad news, and disclosing medical errors. PGY-3 residents are expected to recognise conflicts and demonstrate multiple strategies for resolution.			
Systems-Based Practice	the learner will be expected to use systems-based resources such as multidisciplinary flow sheets, medication reconciliation forms, clinical practice guidelines (PGY-1,2,3). PGY-2 and 3 residents are expected to demonstrate advanced strategies for multidisciplinary care. PGY-3 residents should demonstrate appreciation for the importance of transitions of care between different inpatient and outpatient settings.	☒	☒	☒
Medical Knowledge	The learner will demonstrate the ability to expand their knowledge with respect to a broad range of general medical conditions (PGY-1,2,3). PGY-2 and 3 residents will demonstrate attitudes and skills needed for continued self-education to further their understanding of standard and investigational modalities. PGY-3 residents will actively teach and model these attitudes and skills to interns and students on their team.	☒	☒	☒
Practice-Based Learning	The learner will develop skills in data-driven approaches to the clinical practice of medicine. PGY-1 residents will develop the ability to construct case-based clinical questions, and PGY-2 and 3 residents will demonstrate expertise in medical literature search and review. All residents will participate in retrospective analysis of clinical cases in an effort to apply new knowledge to future clinical scenarios.	☒	☒	☒

Professionalism

The learner will demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, and a responsible attitude towards patients, the profession, and society.

SECTION II. EVALUATION TECHNIQUES

List the types of evaluation tools you use and describe how you use them in assessing trainees' standing in the six competencies. Please use the table below. Form fields will expand. You may also copy & paste text from another document.

Patient Care : the types of evaluation tools you use and describe how you use them in assessing trainees

<input checked="" type="checkbox"/> Global Rating	End of rotation assessment by faculty
<input type="checkbox"/> 360°	
<input checked="" type="checkbox"/> Mini-CEX	During walk rounds by teaching faculty
<input type="checkbox"/> OSCE	
<input type="checkbox"/> Simulation	
<input checked="" type="checkbox"/> Exam	End of rotation exam covering core conference material
<input type="checkbox"/> Chart Review	

Medical Knowledge: the types of evaluation tools you use and describe how you use them in assessing trainees

<input checked="" type="checkbox"/> Global Rating	End of rotation assessment by faculty
<input type="checkbox"/> 360°	
<input checked="" type="checkbox"/> Mini-CEX	Walk Rounds with Faculty
<input type="checkbox"/> OSCE	
<input type="checkbox"/> Simulation	
<input checked="" type="checkbox"/> Exam	End of rotation exam
<input type="checkbox"/> Chart Review	

Practice-Based Learning: the types of evaluation tools you use and describe how you use them in assessing trainees

<input checked="" type="checkbox"/> Global Rating	End of rotation assessment
<input type="checkbox"/> 360°	
<input type="checkbox"/> Mini-CEX	
<input type="checkbox"/> OSCE	

<input type="checkbox"/> Simulation	<input type="checkbox"/>
<input checked="" type="checkbox"/> Exam	End of rotation exam
<input type="checkbox"/> Chart Review	<input type="checkbox"/>

Interpersonal & Communication Skills: *the types of evaluation tools you use and describe how you use them in assessing trainees*

<input checked="" type="checkbox"/> Global Rating	End of rotation assessment by faculty
<input checked="" type="checkbox"/> 360°	End of rotation assessment by faculty, peers, and chief resident
<input checked="" type="checkbox"/> Mini-CEX	During walk rounds by faculty
<input type="checkbox"/> OSCE	<input type="checkbox"/>
<input type="checkbox"/> Simulation	<input type="checkbox"/>
<input type="checkbox"/> Exam	<input type="checkbox"/>
<input type="checkbox"/> Chart Review	<input type="checkbox"/>

Systems-Based Practice: *the types of evaluation tools you use and describe how you use them in assessing trainees*

<input checked="" type="checkbox"/> Global Rating	End of rotation assessment by faculty
<input type="checkbox"/> 360°	<input type="checkbox"/>
<input type="checkbox"/> Mini-CEX	<input type="checkbox"/>
<input type="checkbox"/> OSCE	<input type="checkbox"/>
<input type="checkbox"/> Simulation	<input type="checkbox"/>
<input type="checkbox"/> Exam	<input type="checkbox"/>
<input type="checkbox"/> Chart Review	<input type="checkbox"/>

Professionalism: *the types of evaluation tools you use and describe how you use them in assessing trainees*

<input checked="" type="checkbox"/> Global Rating	End of rotation assessment by faculty
<input checked="" type="checkbox"/> 360°	End of rotation assesment by faculty, peers, chief resident
<input checked="" type="checkbox"/> Mini-CEX	During walk rounds by faculty
<input type="checkbox"/> OSCE	<input type="checkbox"/>
<input type="checkbox"/> Simulation	<input type="checkbox"/>
<input type="checkbox"/> Exam	<input type="checkbox"/>
<input type="checkbox"/> Chart Review	<input type="checkbox"/>

SECTION III: NON-ROTATION EVALUATION