 **THE UNIVERSITY OF BRITISH COLUMBIA**

**Adult Critical Care Medicine**

**Postgraduate Training Program**

## Specific Objectives in Adult Critical Care Medicine Core Rotations

MEDICAL EXPERT/CLINICAL DECISION MAKER:

***Competencies:***

**Develops knowledge, diagnostic, technical and therapeutic skills necessary for the day to day management of patients in a multidisciplinary adult critical care unit through:**

**Studying the basic and clinical science of critical care medicine using published sources to find, sift and integrate new information into the practice of critical care medicine.**

**Recognition, diagnosis and treatment of critical illness while exposed to the core rotations in critical care.**

***These skills will be taught by:***

* **Clinical exposure during ICU clinical rotations**
* **Attendance at academic half days / hospital based rounds**
* **Formal process of graded responsibility**
* **Teaching of procedural skills**
* **Learning about evidence based medicine through library facilities and academic sessions**
* **Defined lectures of epidemiology and principles of evidence based medicine at academic half days**
* **Journal clubs**
* **Simulator Sessions using a high fidelity simulator**

***These skills will be evaluated by:***

* **Monitoring of performance at daily ward rounds**
* **In training evaluations at mid-term and completion of designated core and elective rotations**
* **Annually partaking the MCCKAP written examination sponsored by the Society of Critical Care Medicine**
* **Twice yearly written examinations**
* **Quarterly review of performance by Program Director and other members of the Division of Critical Care Medicine**
* **Performance of research and quality assurance/improvement projects**
* **Presentation of research projects at the annual Residents Research Competition and Research in Progress sessions**
* **In-training evaluations and meeting of expectations**

COMMUNICATOR:

***Competencies:***

**Establishes effective communication with patients and their families**

**Establishes effective communication with medical and non-medical colleagues**

**Acts as a consultant and co-ordinates management involving a number of consultants**

**Able to refer problem issues or problem cases appropriately**

**Learns to communicate effectively and efficiently with colleagues both verbally and through written records (medical records, discharge summaries, consultation reports, family** **conferences**)

***These skills will be taught and assessed by:***

* **Daily observation of trainee performance by clinical supervisors with regular feedback**
* **Observation of Resident – staff interaction during rotations**
* **A review of the written records by the attending physicians with ongoing feedback**

COLLABORATOR:

***Competencies*:**

**Effectively consults with other physicians and health care professionals**

**Works effectively as part of multi-disciplinary team**

**Acts as a leader of a multidisciplinary team**

**Contributes to the education of medical, nursing and paramedical** **staff**

***These skills will be taught by:***

* **Observation of daily practice patterns with regular feedback**
* **Attendance at interdisciplinary rounds**

***These skills will be evaluated by:***

* **Direct observation**
* **Feedback through in-training evaluation**

MANAGER:

**Knows the duties of an intensive care specialist and director of the department**

**Understands the principles of administration and management**

**Understands the principles of departmental budgeting, financial management**

**Learns how to utilize resources to effectively balance patient care and health care economics**

**Works to develop effective and efficient patient management strategies by:**

* **Avoiding duplication of services**
* **Involving other caregivers**
* **Appropriate use of information technology**
* **Knows the physical requirements of intensive care unit design**
* **Understands the factors that determine optimum staff establishment for specialist and junior medical; staff, nurses, paramedical and secretarial staff**
* **Understands the process of selecting, ordering and maintaining equipment**
* **Contributes to unit activities and encourages others to do so by instilling enthusiasm amongst colleagues in the work place**
* **Recognizes impaired performance in self and in professional colleagues**
* **Contributes to professional meetings and understands their rules, structure and etiquette**
* **Understands the ethical and legal implications of intensive care practice**
* **Creates a congenial and stimulating work environment**
* **Learns how to delegate responsibilities in a fair and non-threatening manner**
* **Recognizes and manages problems with junior staff in a non-threatening and constructive manner**
* **Understands the need and can undertake clinical audit**
* **Understands the different types of clinical audit in the intensive care unit**
* **Recognizes the need for clinical audit and quality improvement activities not to be threatening or punitive to individuals**
* **Encourages others to participate in clinical audit and QI activities,**
* **Understands current and future trends in developments in biomedical technology, computers and instrumentation within the ICU**
* **Understands the ICU role in Hospital or regional disaster planning**
* **Understands issues related to the organization and audit of specialized resuscitation teams within and outside the hospitals and the role of the ICU as contributor to these teams**

***These skills will be taught in the following manner:***

### Attendance at ICU QA/QI Council Meetings

* **Assignment of annual QI projects and participation in Research in Progress sessions**
* **Learning computer skills**

***These skills will be evaluated by:***

* **Observation of trainees by rotation supervisors and attending physicians with feedback on a regular basis and through ITER’s**
* **Attendance at academic half days**

HEALTH ADVOCATE:

***Competencies:***

**Recognizes the risk factors for a variety of common critical illnesses and counsel families and colleagues in ways to minimize the acquisition risk**

**Develops the ethic that the patient’s welfare always takes precedence in the event of medical, political or ethical conflicts**

**Appreciates the difficult and stressful situations associated with the environment of critical care.**

**Learns to identify and minimize the stresses placed upon the patients, their relatives, and hospital staff**

***These skills will be taught by:***

* **Observation of practices of attending physicians and other members of the interdisciplinary team**
* **Ethical case discussions at morning clinical ward rounds and academic half days**

***These skills will be evaluated by:***

* **Provision of feedback through ITER’s**

SCHOLAR:

***Competencies*:**

**Accumulates the necessary knowledge to be a competent critical care physician**

**Learns how to apply basic and clinical science to patient care**

**Establishes a comprehensive self-directed learning and educational strategy**

**Imparts a similar enthusiasm to colleagues**

**Develops an appreciation of the role of critical appraisal in the assessment of current scientific developments**

**Develops an understanding of evidence based medicine**

**Participates in processes of clinical audit and quality improvement activities**

**Maintains competence in critical care**

**Commits to forever pushing the boundaries of excellence in caring for critically ill patients**

***These skills will be taught by:***

* **Provision of appropriate teaching courses at academic half days**
* **Critical appraisal of the literature at Journal Club sessions**
* **Assignment and completion of QI projects**
* **Defined lectures of epidemiology and principles of evidence based medicine at academic half day**

***These skills will be evaluated and monitored by:***

* **Monitoring of attendance at academic half days**
* **Regular formal and informal feedback**
* **Formal feedback through ITER’s**
* **Twice yearly written in training examinations and annual MCCKAP exam by SCCM**
* **Assessing teaching skills during rounds and lectures to junior staff and other members of the health care team**
* **Presentation of Research and QI projects at the Annual Residents Research competition and Research in Progress session.**

PROFESSIONAL:

***Competencies:***

**Develops an ethical framework for the delivery of the highest quality care**

**Understands professional obligations to patients and colleagues**

**Exhibits appropriate personal and interpersonal professional behaviors**

**Acts with integrity, honesty, fairness and compassion in the delivery of the highest quality health care**

***These skills will be taught by:***

* **Lectures at academic half days**
* **Observation of the daily practice patterns of attending physicians and other health care workers**

***These skills will be evaluated by:***

* **Daily observation of trainees by attending physicians**
* **Formal evaluations through ITER’s**
* **Annual meetings with the Program Director**