

**THE UNIVERSITY OF BRITISH COLUMBIA**

**Adult Critical Care Medicine**

**Postgraduate Training Program**

## Specific Goals and Objectives and Key Competencies in Internal Medicine for Adult Critical Care Medicine

MEDICAL EXPERT/CLINICAL DECISION MAKER

**The Critical Care Resident must be able to:**

**1.) Develop diagnostic and therapeutic skills for the ethical and effective care of patients with internal medicine-related health problems through:**

* **exposure to a wide variety of generalist and specialist rotations (such as respirology, cardiology and nephrology)**
* **a process of graded responsibility as trainees proceed through their core years, with trainees assuming more patient-care and triage responsibility in their more senior years**
* **develop skills in history–taking and physical examination**
* **develop skills necessary for the development of an integrated differential diagnosis and a treatment plan for the patient**
* **Apply procedural skills of Critical Care Medicine as they relate to Internal Medicine patients.**
* **Use evidence-based medicine in effective decision-making strategies**
* **Understand the integration of basic and clinical sciences and how they apply to patient care**
* **Understand epidemiological principles and how they apply to patient care**

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

* + - 1. **assignment to high-quality clinical services with in-patient and/or ambulatory components**
      2. **attendance at academic half-day, hospital-based rounds (including morning report, noon rounds, grand rounds and ward rounds)**
      3. **learning about Evidence-Based medicine at academic half day and the use of EBM in patient care situations**

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

1. **the monitoring of attendance at academic half day**
2. **In-training Evaluations and the meeting of expectations on ITERs**
3. **Reviews of performance by the Program Director and/or members of the Postgraduate Education Committee**
4. **Annually taking the MCCKAP examinations by the SCCM.**
5. **twice yearly in training written exams**

COMMUNICATOR

* + **establish effective relationships with patients and their families**
  + **interact with community care-givers and other health resources to obtain and synthesize relevant information about the patient**
  + **develop a discharge plan for hospitalized patients and learn to involve the family physician, home care and other care-givers in the development of long-term community health planning**
  + **learn to communicate effectively and efficiently with colleagues both verbally and through written records (ie. the medical record, discharge summaries, consultation notes)**

***These skills will be taught and evaluated in the following ways*:**

* + **the daily observation of trainee performance by clinical supervisors and ongoing feedback**
  + **a review of the written record by the attending physician and ongoing feedback**
  + **observation of resident-staff interactions during rotations**

COLLABORATOR

* + **know when to consult other care-givers appropriately**
  + **work with the interdisciplinary team to develop appropriate diagnostic and therapeutic strategies for patient care**
  + **work with the interdisciplinary team for discharge planning**

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

* + **observation of daily practice patterns of attending staff**
  + **attendance at interdisciplinary rounds**

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

* + **daily observation of trainee performance by attending staff**
  + **feedback through in-training evaluations**

MANAGER

* + **utilize resources to effectively balance patient care and health care economics**
  + **understand the interplay between governments and the health care sector in allocating finite health care resources**
  + **work to develop effective and efficient patient management strategies by:**
    - 1. **avoiding duplication of services**
      2. **involving other caregivers**
      3. **obtaining appropriate patient information from other health care sources**
      4. **appropriate use of information technology**
  + **learn to effectively delegate responsibility to junior housestaff**

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

* + **formal lectures in health care economics at academic half day**
  + **assigning residents to appropriate roles as they graduate through the core ranks**

***These skills will be evaluated through the following:***

* + **observation of trainees by rotation supervisors/attending physicians with feedback on an ongoing basis and through ITERs**
  + **monitoring of attendance at academic half day**
  + **appropriately satisfying promotion criteria on ITERs**

HEALTH ADVOCATE

* 1. **identify important determinants of patients' health**
  2. **work to develop effective preventive medicine strategies for patients**
  3. **intercede on behalf of their patients as the patient weaves his/her way through complex health care institutions and services**
  4. **recognize and respond to those issues where advocacy is important**

***These skills will be taught through the following:***

* + **lectures/discussions at academic half day and other rounds within Critical Care Medicine**
  + **observation of the practices of attending physicians and other members of the interdisciplinary team**

***These skills will be evaluated through the following:***

* + **monitoring of attendance at academic half day**
  + **provision of feedback through ITERs**

SCHOLAR

* + **develop and implement an effective long-term learning strategy**
  + **attend academic half day to develop learning skills in evidence-based medicine, medical ethics, physical examination skills, acquisition of medical knowledge**
  + **attend other available rounds to enhance learning**
  + **develop effective teaching strategies to teach more junior housestaff**
  + **facilitate teaching of patients about their health problems directly or through the involvement of other professionals**
  + **the furthering of new knowledge through participation in research projects under the supervision of knowledgeable faculty**

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

* + **through the development of self-learning techniques at academic half-day**
  + **provision of appropriate teaching courses at academic half day**
  + **the teaching of determinants of health at academic half day and other ward rounds**
  + **the teaching of research skills through academic half day**
  + **Defined lectures of epidemiology and principles of evidence based medicine at Academic Half Day**

***These skills will be evaluated through:***

* + **monitoring of attendance at academic half day**
  + **regular feedback from attending physicians**
  + **formal feedback through ITERs**
  + **observation of performance on written examinations (MCCKAP by SCCM)**
  + **presentation of research projects or case scenarios at Resident Research Day**
  + **Twice yearly in training written exams**

PROFESSIONAL:

1. **Professional:**
   * **develop an ethical framework for the delivery of the highest quality care**
   * **understand professional obligations to patients and colleagues**
   * **exhibit appropriate personal and interpersonal professional behaviours**
   * **act with integrity, honesty and compassion in the delivery of the highest quality health care**

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

* + **lectures at academic half day**
  + **observation of the daily practice patterns of attending physicians and other health care workers**

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

* + **daily observation of trainees by attending physicians**
  + **formal evaluations through ITERs**