Lahey Clinic Internal Medicine Residency Program: Curriculum for Critical Care Unit Rotation

Faculty representative: Bruce Campbell, MD

Faculty liaison: Sherif Labib, MD, Department of Cardiology Resident representative: Noah Finkel, MD, chief medical resident

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Overview

The critical care unit (CCU) rotation provides an excellent training opportunity for the resident to acquire experience in the diagnosis and management of critically ill patients with cardiovascular diseases. Residents are exposed to a broad range of problems including acute coronary syndromes, congestive heart failure, arrhythmias, valvular heart disease, endocarditis, hypertensive crisis, cardiomyopathy, pericarditis, cor pulmonale, aortic dissection, aortic aneurysm and cardiac tamponade. The resident will also be exposed to a variety of invasive and noninvasive cardiac testing. Categorical residents rotate two weeks in the CCU during their internship, while postgraduate year (PGY) 2 and 3 residents spend one month per year rotating in the CCU. During the rotation, residents work closely with a Cardiology attending and fellow on a daily basis.

Team Organization

The CCU team consists of the Cardiology attending, a Pulmonary and Critical Care attending, a Cardiology fellow, a PGY 3, a PGY 2 and an intern. Other members of the health care team include a respiratory therapist, nutritionist, physical therapist and social worker.

Principal Teaching and Learning Activities

- 1) Work Rounds: Monday/Tuesday/Wednesday, 8:30 am to 10:30 am Thursday/Friday, 9:00 am to 10:30 am
- 2) Attending Cardiology Teaching Rounds: Monday through Thursday, 11:00 am to noon
- 3) House-staff Critical Care Conference: Tuesday, 12:30 pm to 1:30 pm
- 4) Cardiology Didactic Conference: Thursday, 8:00 am to 9:00 am

Call

Residents take overnight call every third evening.

Principle Educational Goals Based on the ACGME General Competencies

In the tables below, the principle educational goals of the CCU curriculum are listed for each of the six ACGME competencies:

- 1) Patient Care
- 2) Medical Knowledge
- 3) Practice-Based Learning and Improvement
- 4) Interpersonal and Communication Skills
- 5) Professionalism
- 6) Systems-Based Practice

The abbreviations for the type of learning environment and evaluation method are defined below.

Learning Environments:

DPC Direct patient care
RW Resident work rounds
ARD Attending rounds/didactics
HCC House staff critical care conference

CC Cardiology conference

DSP Directly supervised procedures

MC Mock codes XRR X-ray rounds

Evaluation Methods:

GA Global assessment

MCX Mini-Cex

RP Resident portfolio

PRE Peer evaluation (360° evaluation)
NE Nursing evaluation (360° evaluation)

ISE In-service examination

PL Procedure log

1) Patient Care

Objective	Learning Environments	Evaluation Methods	Expected Year of Proficiency
Perform a comprehensive history and physical examination	DPC, RWR, ARD	GA, PRE, MCX	PGY-1
Formulate and carry out effective management plans	DPC, RWR, ARD, XRR, HCC, CC	GA, PRE	PGY-2
Clearly and succinctly document patient management in the medical record	RWR, ARD	GA, PRE, RP	PGY-1
Competently perform invasive procedures (A-lines, central lines, nasogastric and feeding tubes)	DSP, HCC	GA, PRE, RP, PL	PGY-2

2) Medical Knowledge

Objective	Learning Environments	Evaluation Methods	Expected Year of Proficiency
Competently manage critically ill patients	DPC, RWR, ARD, HCC, CC	GA, PRE	PGY-2
Accurately interpret laboratory, ECG, chest X-ray, swan ganz data	DPC, RWR, ARD, HCC, CC	GA, PRE, ISE	PGY-2
Learn current cardiology literature and standard of care guidelines	RWR, ARD, HCC, CC	GA, PRE, ISE	PGY-2

3) Practice-Based Learning and Improvement

Objective	Learning Environments	Evaluation Methods	Expected Year of Proficiency
Identify deficiencies in knowledge base and develop independent reading program to address these gaps	DPC, RWR, ARD, HCCC, CC, MC, XRR	GA, PRE, ISE	PGY-2
Effectively perform a literature search to answer clinical questions	RWR, ARD	RP	PGY-1
Facilitate the learning of students and other health care providers	RWR, ARD, MC, XRRR	GA, PRE	PGY-3

4) Interpersonal and Communication Skills

Objective	Learning Environments	Evaluation Methods	Expected Year of Proficiency
Communicate accurately and compassionately with patients and their families	DPC, RWR, ARD	GA, MCX	PGY-2
Clearly communicate sign out and transfer of care to other providers	DPC, RWR	PRE	PGY-1
Professionally interact with entire health care team	DPC, RWR, ARD	GA, PRE, NE	PGY-1

5) Professionalism

Objective	Learning Environments	Evaluation Methods	Expected Year of Proficiency
Treat all patients, health care providers & hospital employees with respect and integrity	DPC, RWR, ARD	GA, MCX, PRE, NE, RP	PGY-1
Maintain patient confidentiality at all times	DPC, RWR, ARD	GA	PGY-1

6) Systems-Based Practice

Objective	Learning Environments	Evaluation Methods	Expected Year of Proficiency
Demonstrate the ability to mobilize resources (nutritionists, consultants, etc) to optimize health delivery	RWR, ARD	GA	PGY-2
Demonstrate the ability to work as a member of a larger health care team	RWR, ARD	GA, PRE, RP	PGY-3

Evaluations

Residents are formally evaluated by the Cardiology attending at the end of the rotation using $\underline{\text{Myevaluations.com}}$.