

**University of Washington  
Internal Medicine Residency**

***Endocrinology Curriculum***

**Educational Goals: IM Residents will rotate through endocrine consult rotations and clinics to:**

- Learn inpatient consultation management and efficient outpatient management of patients with endocrine disorders
- Learn inpatient and outpatient management of patients with diabetes mellitus, including ketoacidosis, non-ketotic hyperosmolar coma, simple glycemic control, management and prevention of diabetic complications, and adjusting insulin and/or oral hypoglycemic therapy for procedures or surgery
- Recognize and treat life threatening endocrine disorders such as thyroid storm, myxedema coma, hypertensive crises from pheochromocytoma, and adrenal crisis
- Learn how acute and chronic illnesses affect a variety of endocrinologic organ systems
- Efficiently evaluate the endocrine systems of acutely and chronically ill patients, including the role of stimulation and suppression testing and imaging studies
- Assess the nutritional status in the acutely and chronically ill patient
- Learn the appropriate indications and timing of referral to endocrinologists

This chart details the minimum curricular goals for each year of residency.

**Patient Care: History Taking**

**Resident Competency Evaluation Form, Mini-CEX**

<b>PGY-1</b>	Demonstrates the ability to obtain and document an accurate and complete history from patient, caretaker or outside resources with moderate input from faculty. Specific historical areas include: <ul style="list-style-type: none"> <li>• Symptoms of DM and complications</li> <li>• Symptoms of hypo and hyperthyroidism, hypercalcemia and osteoporosis</li> <li>• Use of diabetic monitoring equipment</li> </ul> Risk factors for diabetes and osteoporosis
<b>PGY-2</b>	Demonstrates the ability to obtain and document an accurate and complete history from patient, caretaker or outside resources with occasional input from faculty. Knows the differences between various diabetic monitoring and drug administration equipment Begins to deal with sensitive topics such as: <ul style="list-style-type: none"> <li>• Compliance/adherence issues</li> </ul>
<b>PGY-3</b>	Demonstrates the ability to obtain and document an accurate and complete history from patient, caretaker or outside resources independently. Successfully deals with sensitive topics. Provides feedback to junior team members on their history taking skills.

**Patient Care: Physical Exam**

**Resident Competency Evaluation Form, Mini-CEX**

<b>PGY-1</b>	Demonstrates the ability to perform a routine: <ul style="list-style-type: none"> <li>• Screening Thyroid exam</li> <li>• Screening Diabetic foot exam using monofilament</li> <li>• Cardiovascular exam for evidence of CHF, atherosclerosis</li> <li>• Neurologic exam for evidence of stocking glove neuropathy</li> <li>• Screening exam for kyphosis</li> </ul> Attempts to characterize abnormalities on exam with regular input from faculty.
<b>PGY-2</b>	Demonstrates the ability to recognize abnormalities on the physical exam and appropriately characterize: <ul style="list-style-type: none"> <li>• Thyromegaly and thyroid nodules</li> <li>• Diabetic ulcers</li> <li>• Other diabetic neuropathies (mononeuritis, amyotrophy)</li> <li>• Recognizes evidence of diabetic retinopathy or prior laser therapy to the retina</li> <li>• Requires occasional input from faculty.</li> </ul>
<b>PGY-3</b>	Independently carries out an accurate physical examination with both normal and abnormal physical findings

**Patient Care: Medical Decisions** **Resident Competency Evaluation Form, Chart Review/documentation**

<b>PGY-1</b>	<p>Reliably recognizes critical illness and appropriately seeks assistance. Writes progress notes that identify important data and demonstrate thoughtful problem based assessment and plan. Recognizes, initiates management for, and outlines therapeutic goals for:</p> <ul style="list-style-type: none"> <li>• Uncontrolled DM (Hyperosmolar states, DKA, Asymptomatic hyperglycemia)</li> <li>• New onset DM in an outpatient with monotherapy</li> <li>• Dyslipidemia</li> <li>• Hypothyroidism in the young and in the elderly</li> <li>• Hypertension and dyslipidemia in a diabetic patient</li> </ul> <p>Understands appropriate monitoring of endocrinologic conditions Requires regular faculty input to achieve these goals.</p>
<b>PGY-2</b>	<p>Reliably recognizes critical illness and can independently initiate management strategies outlined in the PGY-1 year. Recognizes and begins management of:</p> <ul style="list-style-type: none"> <li>• Hyperthyroidism and thyroid storm</li> <li>• Adrenal insufficiency</li> <li>• Hyperparathyroidism</li> <li>• DM requiring combined therapy</li> </ul> <p>Able to initiate diagnostic strategies for:</p> <ul style="list-style-type: none"> <li>• Adrenal Disorders (Cushings, pheochromocytoma)</li> <li>• Pituitary disorders</li> <li>• Galactorrhea</li> </ul> <p>Ongoing management goals are correct with moderate faculty input.</p>
<b>PGY-3</b>	<p>Reliably recognizes critical illness and can independently initiate emergent and ongoing management strategies. Understands the perioperative management of patients with:</p> <ul style="list-style-type: none"> <li>• Diabetes Mellitus, Type 1 and 2</li> <li>• Adrenal Insufficiency</li> <li>• Pheochromocytoma</li> <li>• Hyperthyroidism</li> <li>• Integrates management of DM with other general medical problems</li> </ul> <p>Knows an approach to:</p> <ul style="list-style-type: none"> <li>• Refractory DM</li> <li>• Refractory dyslipidemias</li> </ul>

**Patient Care: Procedural Skills** **Resident Competency Evaluation Form, Procedure Log**

<b>PGY-1</b>	<p><b>Masters</b> the cognitive, counseling and technical skills for</p> <ul style="list-style-type: none"> <li>• Monofilament exam</li> </ul> <p><b>Interprets results of:</b></p> <ul style="list-style-type: none"> <li>• Fasting and post prandial glucose</li> <li>• Cholesterol panel</li> <li>• TSH determinations used for screening</li> <li>• Microalbumin</li> </ul> <p>Understands the indications for:</p> <ul style="list-style-type: none"> <li>• Thyroid Ultrasound</li> <li>• Thyroid uptake scan</li> </ul> <p>Documents Appropriately Relies on moderate faculty input</p>
<b>PGY-2</b>	<p><b>Interprets:</b></p> <ul style="list-style-type: none"> <li>• Thyroid hormone panels in sick hospitalized patients (euthyroid sick patients)</li> <li>• Calcium and phosphate labs</li> <li>• Thyroid uptake scan for Graves disease, factitious hyperthyroidism</li> </ul> <p><b>Understands</b> the indications for:</p> <ul style="list-style-type: none"> <li>• Bone Density Scans</li> <li>• Pheochromocytoma Screens</li> <li>• MRI of the pituitary</li> <li>• Visual Field Testing</li> <li>• FNA of the thyroid</li> </ul> <p>Relies on occasional faculty input</p>
<b>PGY-3</b>	<p>Independent in performing, interpreting and planning appropriate procedures for patients with endocrinologic disease</p>

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	<b>Interprets findings:</b> <ul style="list-style-type: none"> <li>• Bone Density Scans</li> <li>• Pheochromocytome screens</li> <li>• MRI of the pituitary</li> <li>• FNA of the thyroid</li> </ul>
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**Patient Care: Consultation Process** **Resident Competency Evaluation Form**

<b>PGY-1</b>	Clarify question to be answered. Thorough data gathering in providing consults.
<b>PGY-2</b>	Develops strategy for managing patient referrals and follow-up. Is an effective consultant.
<b>PGY-3</b>	Consultation provided with EBM literature review.

**Medical Knowledge** **Resident Competency Evaluation Form, Attd Review of Written Documentation**

<b>PGY-1</b>	Applies relevant clinical and basic science knowledge in the following common medical conditions: <ul style="list-style-type: none"> <li>• Uncontrolled Diabetes</li> <li>• Chronic Diabetes Mellitus</li> <li>• Thyroid Disease</li> <li>• Adrenal Insufficiency</li> <li>• Hypercalcemia</li> <li>• Osteoporosis and Metabolic Bone Disorders</li> <li>• Cushings Syndrome</li> </ul> Endocrinologic neoplasms
<b>PGY-2</b>	Demonstrates a progression in content knowledge and analytical thinking with well formulated differential diagnoses and management plans.
<b>PGY-3</b>	Understanding and application of medical literature related to common medical conditions.

**Interpersonal Skills and Communication** **Resident Competency Evaluation Form, Mini-CEX**

<b>PGY-1</b>	Effectively establishes rapport with patients and families. Communicates well with primary referring team and other consultants. Presents on rounds in an organized and articulate fashion. Functions as an effective consult team member. Provides timely and thorough electronic documentation of patient care.
<b>PGY-2</b>	Effectively carries out difficult discussions, such as sensitive topic discussions with moderate faculty input. Provides teaching and feedback to more junior team members on their communication styles. Functions as an effective team leader.
<b>PGY-3</b>	Able to deal with the most challenging patients and families with minimal direction. Coordinates team communication to optimize patient care. Functions as an effective team leader with decreasing reliance on attending. Functions as a consultant.

**Professionalism** **Resident Competency Evaluation Form, Conference Attendance**

<b>PGY-1</b>	Strives for patient care and knowledge excellence. Reliably accomplishes assigned tasks Demonstrates integrity, respect for others, honesty and compassion. Demonstrates timely completion of administrative tasks and documentation.
<b>PGY-2</b>	Strives for patient care and knowledge excellence. Reliably identifies and accomplishes necessary tasks. Sets a tone of respect and collegiality for the team.
<b>PGY-3</b>	Acts as role model for patient care and professional behavior.

**Practice Based Learning and Improvement** **Resident Competency Evaluation Form**

<b>PGY-1</b>	Seeks and accepts feedback from team about patient care, organization and presentations. Learns basic EBM principles, and article review. Understands limits of own knowledge, and seeks help.
<b>PGY-2</b>	Understands EBM principles, and begins to utilize relevant research to support decision-making and teaching of junior team members. Identifies knowledge deficiencies and seeks to correct them.
<b>PGY-3</b>	Appropriately integrates EBM with expert opinions and professional judgment. Ability to accurately self-assess skills and performance.