

**University of Washington  
Internal Medicine Residency**

***Critical Care Curriculum- Inpatient and Consult Services***

**Educational Goal: Residents are assigned to Critical Care rotations so that they will:**

- Master the acute management of a critically ill patient
- Senior residents will be effective supervisors of R1s in evaluation and management of patients

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
<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
<b>PGY-3</b>	Demonstrates the ability to obtain and document an accurate and complete history from patient, caretaker or outside resources independently.

**Patient Care: Physical Exam** **Resident Competency Evaluation Form, Mini-CEX**

<b>PGY-1</b>	Identifies major abnormalities in the physical exam, including exams in patients with altered consciousness with intense input from faculty.
<b>PGY-2</b>	Identifies major and subtle abnormalities in the physical exam with moderate input from faculty.
<b>PGY-3</b>	Independently carries out an accurate physical examination.

**Pt care: Medical Decisions** **Methods: Resident Competency Evaluation Form, Chart Review/documentation**

<b>PGY-1</b>	Reliably recognizes critical illness and appropriately seeks assistance. Writes progress notes that identify important data and demonstrate thoughtful problem based assessment and plan.
<b>PGY-2</b>	Reliably recognizes critical illness and can independently initiate management strategies. Ongoing management goals are correct with moderate faculty and fellow input.
<b>PGY-3</b>	Reliably recognizes critical illness and can independently initiate emergent and ongoing management strategies with minimal faculty and fellow input.

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

<b>PGY-1</b>	<p>Masters the cognitive, counseling and technical skills for</p> <ul style="list-style-type: none"> <li>• central line placement in at least one site (IJ or subclavian)</li> <li>• arterial line placement</li> <li>• nasogastric tube placement.</li> <li>• ACLS and BLS</li> <li>• Initiation of ventilator management</li> </ul> <p>Interprets:</p> <ul style="list-style-type: none"> <li>• Blood Gases</li> <li>• CXR for evidence of pneumonia, and evaluation of ETT and Central lines</li> <li>• Spinal Tap for evidence of meningitis</li> <li>• Pleural Fluid for evidence of empyema</li> <li>• BAL differential</li> </ul> <p>Understands the indications for:</p> <ul style="list-style-type: none"> <li>• Lung Biopsy</li> <li>• Chest Tube in complicated lung infections</li> <li>• Emergent lung infections; Documents Appropriately</li> </ul>
<b>PGY-2</b>	<p>Begins to demonstrate the cognitive, counseling and technical skills necessary for:</p> <ul style="list-style-type: none"> <li>• Endotracheal intubation</li> </ul> <p>Masters the cognitive, counseling and technical skills necessary for:</p> <ul style="list-style-type: none"> <li>• Central line placement in both IJ and subclavian</li> <li>• Lumbar puncture</li> <li>• Thoracentesis</li> <li>• Leading a code 199 team</li> <li>• Management of ventilators</li> </ul> <p>Interprets:</p> <ul style="list-style-type: none"> <li>• Echo for evidence of LV dysfunction</li> <li>• CT of abdomen, chest and head for abnormality</li> </ul>
<b>PGY-3</b>	Achieves increasing independence in all procedures.

**Medicine Residency**  
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**Patient Care: Consultation Process**

**Methods: Resident Competency Evaluation Form**

<b>PGY-1</b>	Uses relevant questions to obtain consultation and follows up on recommendations.
<b>PGY-2</b>	Coordinates consultation recommendations with medical team care.
<b>PGY-3</b>	Critically analyses consultant recommendations and manages conflicting opinions.

**Medical Knowledge**

**Methods: Resident Competency Evaluation Form, Attd Review of Written Documentation**

<b>PGY-1</b>	Applies relevant clinical and basic science knowledge in the following common critical care conditions: <ul style="list-style-type: none"> <li>• Acute respiratory failure secondary to obstructive lung disease, pulmonary infections, including tuberculosis and bacterial pneumonia, acute lung injury and ARDS, occupational and environmental lung disease, and iatrogenic respiratory diseases</li> <li>• Acute and severe organ failure, including renal, hepatic and coagulation failure</li> <li>• Sepsis, septic shock and multi-organ failure.</li> <li>• Severe electrolyte and endocrinologic disturbances</li> <li>• Drug and alcohol overdose.</li> <li>• Severe gastrointestinal hemorrhage, upper and lower tract</li> <li>• Complications of HIV infection</li> </ul>
<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 Methods: Resident Competency Evaluation Form, Mini-CEX**

<b>PGY-1</b>	Effectively establishes rapport with patients and families and initiates communication with them on a regular basis. Presents on rounds in an organized and articulate fashion. Appropriately communicates with other MICU professionals. Functions as an effective team member.
<b>PGY-2</b>	Effectively carries out difficult patient and family discussions, such as end of life care decisions 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. Coordinates team communication to optimize patient care. Functions as an effective team leader.

**Professionalism**

**Methods: Resident Competency Evaluation Form, Conference Attendance**

<b>PGY-1</b>	Identifies Ethical Issues Strives for patient care and knowledge excellence. Reliably accomplishes assigned tasks. Demonstrates integrity.
<b>PGY-2</b>	Identifies Ethical Issues and the resources available to solve them. Strives for patient care and knowledge excellence. Reliably identifies and accomplishes necessary tasks. Demonstrates integrity.
<b>PGY-3</b>	Identifies Ethical Issues and solves them using the available resources. Strives for patient care and knowledge excellence. Reliably identifies and accomplishes necessary tasks. Provides counseling on professionalism issues for more junior team members. Demonstrates integrity. Sets a tone of respect and collegiality for the team.

**Practice Based Learning and Improvement**

**Methods: Resident Competency Evaluation Form**

<b>PGY-1</b>	<p>Effective and efficient pre-rounding.          Seeks and accepts feedback from team about patient care, organization and presentations. Learns basic EBM principles, article review and interpretation.          Understands limits of own knowledge, and seeks help.          Reviews autopsies to understand illness and care of critically ill pts.          Demonstrates improvement in clinical management by continual improvement over all Ward months.          Facilitate learning of students and peers.</p>
<b>PGY-2</b>	<p>Understands EBM principles, and begins to utilize relevant research to support decision-making.          Identifies knowledge deficiencies and seeks to correct them.          Demonstrate EBM based independent research and preparation when teaching junior colleagues or peers.</p>
<b>PGY-3</b>	<p>Familiar with the current literature on the most common MICU conditions. Appropriately integrates EBM with expert opinions and professional judgment.          Able to utilize and suggest data-driven modifications to protocols.          Able to systematically compare personal practice patterns to larger populations and seek to improve disparities in own patient care.          Ability to accurately self-assess skills and performance.</p>

**Systems Based Practice**

**Methods: Resident Competency Evaluation Form, 360 degree evaluations**

<b>PGY-1</b>	<p>Effectively communicates with nurses and other professionals to optimize patient care.          Writes effective notes.          Appropriately transitions patients to the next level of care.          Uses strategies to obtain information from other practitioners about patients' current health.          Reflects on healthcare provided, and has awareness of cost effective practices.</p>
<b>PGY-2</b>	<p>Provides effective MICU Consultations and appropriately arranges for transfer of patients to the MICU.          Participate in activities designed to optimize the MICU System.          Develops advocacy strategies for patients with access to health care issues.          Understands and moderately practices cost effective care of patients and selective test ordering.</p>
<b>PGY-3</b>	<p>Meets PGY1 and PGY2 goals and instructs junior team members on optimizing care at transition points.          Initiates and participates in activities designed to optimize the MICU System.          Consistently advocates for patients, insures appropriate referrals and progress notes accurately reflect care.          Develops systems designed to optimize followup.          Assumes leadership role in management of complex care plans.          Practices cost effective care of patients and selective test ordering.</p>