

**University of Washington
Internal Medicine Residency**

Rural Medicine Curriculum

Educational Goals: IM Residents will rotate through WWAMI to:

- Become familiar with the unique aspects of internal medicine practice in a rural setting
- Practice independently of subspecialists and with limited patient/physician resources
- Experience the rhythm of seeing patients and the balance of responsibilities of rural practices
- Learn continuity of care between inpatient and outpatient medicine
- Continue to expand knowledge and clinical skills in common acute and chronic internal medicine diseases
- Experience the range of GIM practice across the settings of emergency room, hospital, clinic and nursing home, and participate in home visits

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

Patient Care: History Taking **Resident Competency Evaluation Form, Mini-CEX**

PGY-2	<p>Demonstrates the ability to obtain and document a thorough and open history from patient and/or caretaker. Focused history, recognizing:</p> <ul style="list-style-type: none"> • How sick • Why are they here • “Don’t miss” diagnoses • Selective history based on individual patient (ie omit family history in 80 yr old patient) <p>Explore patient perceptions of illness and vulnerability. Expand skills in history-taking with “difficult” patients.. Achieves these objectives with moderate input from faculty.</p>
PGY-3	<p>Demonstrates the ability to obtain and document a thorough and open history from patient and/or caretaker. Increased skill and comfort in history-taking of sensitive topics and “difficult” patients. Achieves these objectives independently.</p>

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

PGY-2	<p>Demonstrates skills in thorough physical examination with only occasional input from faculty. Reliably able to perform screening exams for:</p> <ul style="list-style-type: none"> Prostate cancer Breast cancer Cervical cancer Skin cancer
PGY-3	<p>Accurately describes and documents the objectives with rare faculty input. Understanding of the rational clinical examination and evidence for various exam maneuvers.</p>

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

PGY-2	<p>Reliably recognizes critical illness requiring hospitalization. Decision-making based on the H&P rather than based on laboratory testing. Selective use of studies. Learn essentials of approach to undifferentiated illness, telephone medicine, negotiation of a treatment contract. Develop skills in timing and scope of follow-up. Can independently initiate management strategies with occasional faculty input.</p>
PGY-3	<p>Reliably recognizes critical illness and evidence of suboptimal clinical response Can identify causes of failure to respond to appropriate therapy. Can independently initiate emergent and ongoing management strategies, with little faculty input.</p>

Patient Care: Procedural skills

Resident Competency Evaluation Form, Procedure Log

PGY-2	<p>Performs procedures as needed, with faculty supervision:</p> <ul style="list-style-type: none"> • Core IM Procedures • Flexible sigmoidoscopy • Exercise treadmill testing • Endoscopy <p>Interprets reports of: EKG for evidence of ischemia and significant block CXR in acute respiratory syndromes Pap smear results PSA results PFT results TFTS</p>
PGY-3	<p>Masters the cognitive, counseling and technical skills for: Arthrocentesis and therapeutic joint injection</p> <p>Interprets reports of:</p> <ul style="list-style-type: none"> • DEXA Scans • Holter Monitor Results • Sleep Apnea Studies

Patient Care: Consultation Process

Resident Competency Evaluation Form

PGY-2	Effective consultation skills for other providers, such as family medicine and surgeons.
PGY-3	Consultation provided with EMB review.

Medical Knowledge

Resident Competency Evaluation Form, Attd Review of Written Documentation

PGY-2	<p>Demonstrates a progression in content knowledge and analytical thinking with well formulated differential diagnoses and management plans for the following:</p> <ul style="list-style-type: none"> • Asthma and COPD • Arthritis • Chronic Pain Management • Diabetes • Coronary Artery Disease • Congestive Heart Failure • Atrial fibrillation • Hypertension • HYperlipidemia • PUD and GER • Anemia • Headache • Acute and chronic liver disease • Abl Liver Function Tests • Obesity
PGY-3	Understanding and application of medical literature related to common medical conditions.

Interpersonal Skills and Communication

Resident Competency Evaluation Form, Mini-CEX

PGY-2	<p>Effectively carries out difficult discussions, such as sensitive topic discussions with moderate faculty input. Appropriately communicates with other health care professionals and consultants. Provides timely and thorough electronic documentation of patient care.</p>
PGY-3	Able to deal with the most challenging patients and families with minimal direction.

Professionalism

Resident Competency Evaluation Form, Conference Attendance

PGY-2	<p>Identifies ethical issues and the resources available to solve them. Strives for patient care and knowledge excellence. Establishes physician-patient credibility and trust. Reliably identifies and accomplishes necessary tasks. Learn to recognize what you do and don't know, and when to seek help.</p>
PGY-3	Sets a tone of respect and collegiality for the health care team, and acts as role model for patient care and professional behavior.

Practice Based Learning and Improvement

Resident Competency Evaluation Form

PGY-2	Understands EBM principles, and begins to utilize relevant research to support decision-making. Identifies knowledge deficiencies and seeks to correct them. Learns to be facile, efficient and provide patient care in multiple settings simultaneously.
PGY-3	Appropriately integrates EBM with expert opinions and professional judgment. Able to systematically compare personal practice patterns to other providers, and seek to improve disparities in own patient care. Ability to accurately self-assess skills and performance.