**University of Washington**  
**Internal Medicine Residency**  

**Global Health Curriculum**

**Educational Goals: IM Residents will participate in a global health elective to:**
- Understand common concepts of Global Health, including impacts of poverty, care for refugees and cross-cultural medicine
- Gain exposure to cross-cultural medical care, including working with interpreters, immigrant/refugee screening and cross-cultural communication
- Practice independently of subspecialists and with limited patient/physician resources
- Experience the rhythm of seeing patients and the balance of responsibilities of rural practices
- Gain an appreciation for population-based medicine and research
- Learn the basics of Infectious Diseases, including HIV primary care, tuberculosis and malaria
- Improve physical diagnosis skills in diseases of the skin
- Become familiar with maternal and child health care

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

<table>
<thead>
<tr>
<th>Patient Care: History Taking</th>
<th>Resident Competency Evaluation Form, Mini-CEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGY-1</td>
<td>Not available as PGY-1.</td>
</tr>
</tbody>
</table>
| PGY-2                        | Demonstrates the ability to obtain and document a thorough history from patient and/or caretaker. Specific focus on:  
  - How sick  
  - Why are they here  
  - Hospitalization needed?  
  - Effective use of interpreters  
  - Immigrant and refugee screening  
  - Achieves these objectives with moderate input from faculty. |
| PGY-3                        | Demonstrates the ability to independently obtain and document an accurate and complete history from patient and/or caretaker. |

<table>
<thead>
<tr>
<th>Patient Care: Physical Exam</th>
<th>Resident Competency Evaluation Form, Mini-CEX</th>
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<tr>
<td>PGY-1</td>
<td>Not available as PGY-1.</td>
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<tr>
<td>PGY-2</td>
<td>Performs accurate and complete physical exam with occasional faculty input; can describe and document major abnormalities. Reliable in screening exams tailored to specific patient needs.</td>
</tr>
<tr>
<td>PGY-3</td>
<td>Demonstrates understanding of the rational clinical examination and evidence for various exam maneuvers. Accurately describes and documents the objectives with rare faculty input.</td>
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<tr>
<th>Pt care: Medical Decisions</th>
<th>Methods: Resident Competency Evaluation Form, Chart Review/documentation</th>
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<td>PGY-1</td>
<td>Not available as PGY-1.</td>
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| PGY-2                      | Reliably recognizes critical illness requiring hospitalization  
  Decision-making based on the H&P rather than laboratory testing.  
  Selective use of studies.  
  Learn essentials of approach to triage and undifferentiated illness.  
  These objectives are met with regular faculty input. |
| PGY-3                      | Can independently initiate emergent and ongoing management strategies. Little faculty input into decision-making. |

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<th>Patient Care: Procedural skills</th>
<th>Methods: Resident Competency Evaluation Form, Procedure Log</th>
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<td>Not available as PGY-1.</td>
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</table>
| PGY-2                            | Performs procedures as needed, with faculty supervision.  
  Understands the indications for biopsy/drainage for abscesses. |
<p>| PGY-3                            | Masters the cognitive, counseling and technical skills for core IM procedures. Understanding and application of medical literature related to common medical conditions. |</p>
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<tr>
<th>Medical Knowledge</th>
<th>Methods: Resident Competency Evaluation Form, Attd Review of Written Documentation</th>
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<td><strong>PGY-1</strong></td>
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</table>
| **PGY-2**         | Demonstrates a progression in content knowledge and analytical thinking with well formulated differential diagnoses and management plans in the following: Infections common to region  
  - Diarrheal illnesses  
  - HIV/AIDS  
  - Tuberculosis  
  - Malaria  
  - Parasitic diseases  
  - Immunization  
  - Travel Medicine |
| **PGY-3**         | Understanding and application of medical literature related to common medical conditions. |

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<th>Interpersonal Skills and Communication</th>
<th>Methods: Resident Competency Evaluation Form, Mini-CEX</th>
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</tr>
<tr>
<td><strong>PGY-2</strong></td>
<td>Effectively establishes rapport with patients and families, and utilizes interpreters to communicate. Sensitivity to cross-cultural issues and unique patient needs. Communicates well with other health care providers. Presents patients in an organized and articulate fashion. Provides timely and thorough documentation of patient care.</td>
</tr>
<tr>
<td><strong>PGY-3</strong></td>
<td>Able to deal with the most challenging patients and families with minimal direction. Coordinates health care team communication to optimize patient care, with decreasing reliance on attending. Functions as a consultant.</td>
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<th>Professionalism</th>
<th>Methods: Resident Competency Evaluation Form, Conference Attendance</th>
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| **PGY-2**       | Strives for patient care and knowledge excellence.  
  Demonstrates integrity, respect for others, honesty and compassion.  
  Reliably identifies and accomplishes necessary tasks, and timely completion of charting. |
| **PGY-3**       | Sets a tone of respect and collegiality for the multidisciplinary health care team.  
  Acts as role model for patient care and professional behavior |

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<th>Practice Based Learning and Improvement</th>
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<tr>
<td><strong>PGY-2</strong></td>
<td>Understands limits of own knowledge, and seeks help to correct them. Seeks and accepts feedback from team about patient care, organization and presentations</td>
</tr>
<tr>
<td><strong>PGY-3</strong></td>
<td>Appropriately integrates EBM with expert opinions and professional judgment. Ability to accurately self-assess skills and performance.</td>
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