

OBJECTIVES FOR PGY1 OFF-SERVICE ROTATIONS

| ROLE | KEY COMPETENCIES - NICU |
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| Medical Expert | <ul style="list-style-type: none"> ▪ Perform consults on case room: familiarize with preterm birth prognosis and be able to counsel pregnant patients regarding neonatal resuscitation and Bethamethasone (Celestone) benefits. ▪ Be able to perform newborn intubation and NRP general guidelines (useful in OBGYNE in rural setting) ▪ Learn the major preterm birth complications and be able to briefly explain those when counseling a pregnant patient at risk for preterm birth: <ul style="list-style-type: none"> ▪ Respiratory Distress Syndrome ▪ Retinopathy of Prematurity ▪ Necrotizing enterocolitis ▪ Intraventricular hemorrhage • <i>Understand the complications and the effect of prematurity on the families and the newborn. We are there when they are born, but we soon forget the burden that some families have since we never see them again.</i> • Become familiar with common neonatal conditions such as jaundice, hypoglycemia, anemia |
| Communicator | <ul style="list-style-type: none"> • Establish effective professional relationships with patients, their families, and other members of the health care team • Learn to use verbal and written communication effectively and efficiently to optimize patient care These skills will be taught by: <ul style="list-style-type: none"> • Participation in consultation skills workshops, presentations at team rounds (psychology, social work, nursing, etc.) • Direct communication with referring physicians and caregivers <p>These skills will be evaluated by:</p> |

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| | <ul style="list-style-type: none"> • The daily observation of trainee performance by clinical supervisors (mentor) with ongoing feedback • A review of the written record and consultation letters by the attending physician with ongoing feedback • Observation of staff interactions during rotations • Observation of resident patient interactions |
| Collaborator | <ul style="list-style-type: none"> • Know when to consult other caregivers appropriately • Work and on occasion lead an interdisciplinary team to develop appropriate diagnostic and therapeutic strategies for patient care • Work with the interdisciplinary team for discharge planning <p>These skills will be taught by:</p> <ul style="list-style-type: none"> • Observation of daily practice patterns of other consultants • Attendance at multidisciplinary hospital rounds <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> • Daily observation of trainee performance by attending staff • Feedback through in-training evaluations |
| Leader | <ul style="list-style-type: none"> • Utilize economic resources to effectively balance patient care and health care • Work to develop effective and efficient patient management strategies by: <ul style="list-style-type: none"> • Avoiding duplication of services • Involving other caregivers when appropriate, utilizing safe alternatives to in-hospital care • Appropriate use of information technology • Learning to effectively delegate responsibility to junior staff and others <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> • Observation of trainees by rotation supervisors/attending physicians with feedback on an ongoing basis and through ITERs |
| Health Advocate | <ul style="list-style-type: none"> • Work to develop effective health promotion strategies for patients and their families • Intercede on behalf of their patients as the patient weaves her way through complex health care institutions, services and multiple physicians |

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| | <ul style="list-style-type: none"> • Recognize and respond to those issues where advocacy is important <p>These skills will be taught through the following:</p> <ul style="list-style-type: none"> • Lectures/discussions, other rounds • Observation of the practices of attending physicians and other members of the interdisciplinary team • Contribution to community education initiatives <p>These skills will be evaluated through the following:</p> <ul style="list-style-type: none"> • Monitoring of attendance at hospital based rounds • Provision of feedback through ITERs |
| Scholar | <ul style="list-style-type: none"> • Develop and implement an effective self-directed life-long learning strategy • Develop skills in practice of evidence-based medicine and ethical practice of medicine • Develop effective teaching strategies to teach junior house-staff • Facilitate teaching of patients about their health problems directly or through the involvement of other professionals <p>These skills will be taught in the following manner:</p> <ul style="list-style-type: none"> • Provision of faculty-wide teaching courses for residents <p>These skills will be evaluated through:</p> <ul style="list-style-type: none"> • Monitoring of participation at academic rounds • Regular feedback from attending physicians • Formal feedback through ITERs |
| Professional | <ul style="list-style-type: none"> • Establish effective professional relationships with patients, their families, colleagues, and allied health professionals. • Develop an ethical framework for the delivery of the highest cost-effective quality care • Understand professional obligations to patients and colleagues • Exhibit appropriate personal and interpersonal behaviors • Act with integrity, honesty and compassion in the delivery of the highest quality health care <p>These skills will be taught in the following manner:</p> <ul style="list-style-type: none"> • Observation of the daily practice patterns of attending physicians and other health care workers |

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| | <p>(mentoring)</p> <p>These skills will be evaluated in the following manner:</p> <ul style="list-style-type: none"> • Daily observation of trainees by attending physicians • Formal evaluations through ITERs |
| ROLE | KEY COMPETENCIES - Emergency |
| Medical Expert | <ul style="list-style-type: none"> • Perform appropriate history and physician exams for a variety of clinical presentations including; acute abdomen, chest pain, SOB, sepsis etc. • Learn to order appropriate investigations ie. Blood work and diagnostic imaging • Triageing patients • Evaluating and managing ABCs ie. ATLS/ACLS protocols |
| Communicator | <ul style="list-style-type: none"> • Establish effective professional relationships with patients, their families, and other members of the health care team • Interact with community care-givers and other health resources to obtain and synthesize relevant information about the patient • Learn to use verbal and written communication effectively and efficiently to optimize patient care <p>These skills will be taught by:</p> <ul style="list-style-type: none"> • Direct communication with referring physicians and caregivers <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> • The daily observation of trainee performance by clinical supervisors (mentor) with ongoing feedback • A review of the written record and consultation letters by the attending physician with ongoing feedback • Observation of staff interactions during rotations • Observation of resident patient interactions |
| Collaborator | <ul style="list-style-type: none"> • Know when to consult other caregivers appropriately • Work and on occasion lead an interdisciplinary team to develop appropriate diagnostic and therapeutic |

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| | <p>strategies for patient care</p> <ul style="list-style-type: none"> • Work with the interdisciplinary team for discharge planning <p>These skills will be taught by:</p> <ul style="list-style-type: none"> • Observation of daily practice patterns of other consultants • Attendance at multidisciplinary hospital rounds <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> • Daily observation of trainee performance by attending staff • Feedback through in-training evaluations |
| Leader | <ul style="list-style-type: none"> • Utilize economic resources to effectively balance patient care and health care • Work to develop effective and efficient patient management strategies by: <ul style="list-style-type: none"> • Avoiding duplication of services • Involving other caregivers when appropriate, utilizing safe alternatives to in-hospital care • Appropriate use of information technology • Learning to effectively delegate responsibility to junior staff and others <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> • Observation of trainees by rotation supervisors/attending physicians with feedback on an ongoing basis and through ITERs |
| Health Advocate | <ul style="list-style-type: none"> • Work to develop effective health promotion strategies for patients and their families • Intercede on behalf of their patients as the patient weaves her way through complex health care institutions, services and multiple physicians • Recognize and respond to those issues where advocacy is important <p>These skills will be taught through the following:</p> <ul style="list-style-type: none"> • Lectures/discussions, other rounds • Observation of the practices of attending physicians and other members of the interdisciplinary team • Contribution to community education initiatives <p>These skills will be evaluated through the following:</p> <ul style="list-style-type: none"> • Monitoring of attendance at hospital based rounds |

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| | <ul style="list-style-type: none"> • Provision of feedback through ITERs |
| Scholar | <ul style="list-style-type: none"> • Develop and implement an effective self-directed life-long learning strategy • Develop skills in practice of evidence-based medicine and ethical practice of medicine • Develop effective teaching strategies to teach junior house-staff • Facilitate teaching of patients about their health problems directly or through the involvement of other professionals <p>These skills will be taught in the following manner:</p> <ul style="list-style-type: none"> • Provision of faculty-wide teaching courses for residents <p>These skills will be evaluated through:</p> <ul style="list-style-type: none"> • Monitoring of participation at academic rounds • Regular feedback from attending physicians • Formal feedback through ITERs |
| Professional | <ul style="list-style-type: none"> • Establish effective professional relationships with patients, their families, colleagues, and allied health professionals. • Develop an ethical framework for the delivery of the highest cost-effective quality care • Understand professional obligations to patients and colleagues • Exhibit appropriate personal and interpersonal behaviors • Act with integrity, honesty and compassion in the delivery of the highest quality health care <p>These skills will be taught in the following manner:</p> <ul style="list-style-type: none"> • Observation of the daily practice patterns of attending physicians and other health care workers (mentoring) <p>These skills will be evaluated in the following manner:</p> <ul style="list-style-type: none"> • Daily observation of trainees by attending physicians • Formal evaluations through ITERs |
| ROLE | KEY COMPETENCIES - ICU |

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| Medical Expert | <ul style="list-style-type: none"> • Rapid assessment of unstable patients including managing ABCs • Managing acute medical emergencies including Shock, Hemorrhage, Respiratory distress, Chest pain, Seizure, arrhythmias • Understand how to intubate a pregnant patient (increased risk of aspiration, effects of drugs on fetus...) • Vascular access including peripheral, arterial lines etc |
| | <ul style="list-style-type: none"> • Insertion of Chest tubes • Developing an overall approach to the care of critically ill patients and their unique issues |
| Communicator | <ul style="list-style-type: none"> • Establish effective professional relationships with patients, their families, and other members of the health care team • Interact with community care-givers and other health resources to obtain and synthesize relevant information about the patient • Develop a management and discharge plan for hospitalized patients involving the family physician, home care and other care-givers in the development of long-term community health planning • Learn to use verbal and written communication effectively and efficiently to optimize patient care <p>These skills will be taught by:</p> <ul style="list-style-type: none"> • Participation in consultation skills workshops, presentations at team rounds (psychology, social work, nursing, etc.) • Direct communication with referring physicians and caregivers <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> • The daily observation of trainee performance by clinical supervisors (mentor) with ongoing feedback • A review of the written record and consultation letters by the attending physician with ongoing feedback • Observation of staff interactions during rotations • Observation of resident patient interactions |

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| | <ul style="list-style-type: none"> • Attendance at multidisciplinary hospital rounds <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> • Daily observation of trainee performance by attending staff • Feedback through in-training evaluations |
| Leader | <ul style="list-style-type: none"> • Utilize economic resources to effectively balance patient care and health care • Work to develop effective and efficient patient management strategies by: <ul style="list-style-type: none"> • Avoiding duplication of services • Involving other caregivers when appropriate, utilizing safe alternatives to in-hospital care • Appropriate use of information technology • Learning to effectively delegate responsibility to junior staff and others <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> • Observation of trainees by rotation supervisors/attending physicians with feedback on an ongoing basis and through ITERs |
| Health Advocate | <ul style="list-style-type: none"> • Work to develop effective health promotion strategies for patients and their families • Intercede on behalf of their patients as the patient weaves her way through complex health care institutions, services and multiple physicians • Recognize and respond to those issues where advocacy is important <p>These skills will be taught through the following:</p> <ul style="list-style-type: none"> • Lectures/discussions, other rounds • Observation of the practices of attending physicians and other members of the interdisciplinary team • Contribution to community education initiatives <p>These skills will be evaluated through the following:</p> <ul style="list-style-type: none"> • Monitoring of attendance at hospital based rounds • Provision of feedback through ITERs |
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| | <ul style="list-style-type: none"> Facilitate teaching of patients about their health problems directly or through the involvement of other professionals <p>These skills will be taught in the following manner:</p> <ul style="list-style-type: none"> Provision of faculty-wide teaching courses for residents <p>These skills will be evaluated through:</p> <ul style="list-style-type: none"> Monitoring of participation at academic rounds Regular feedback from attending physicians Formal feedback through ITERs |
| Professional | <ul style="list-style-type: none"> Establish effective professional relationships with patients, their families, colleagues, and allied health professionals. Develop an ethical framework for the delivery of the highest cost-effective quality care Understand professional obligations to patients and colleagues Exhibit appropriate personal and interpersonal behaviors Act with integrity, honesty and compassion in the delivery of the highest quality health care <p>These skills will be taught in the following manner:</p> <ul style="list-style-type: none"> Observation of the daily practice patterns of attending physicians and other health care workers (mentoring) <p>These skills will be evaluated in the following manner:</p> <ul style="list-style-type: none"> Daily observation of trainees by attending physicians Formal evaluations through ITERs |
| ROLE | KEY COMPETENCIES – General Surgery |
| Medical Expert | <ul style="list-style-type: none"> Understand, diagnose & treat acute appendicitis, common acute general surgical conditions including biliary appendicitis disease Overall appreciation of surgical and non-surgical abdomens |
| Communicator | <ul style="list-style-type: none"> Establish effective professional relationships with patients, their families, and other members of the health care team Interact with community care-givers and other health resources to obtain and synthesize relevant information about the patient |

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| | <ul style="list-style-type: none"> • Learn to use verbal and written communication effectively and efficiently to optimize patient care <p>These skills will be taught by:</p> <ul style="list-style-type: none"> • Direct communication with referring physicians and caregivers <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> • The daily observation of trainee performance by clinical supervisors (mentor) with ongoing feedback • A review of the written record and consultation letters by the attending physician with ongoing feedback • Observation of staff interactions during rotations • Observation of resident patient interactions |
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| ROLE | KEY COMPETENCIES – Internal Medicine |
| Medical Expert | <ul style="list-style-type: none"> • Learn effective history and physician exam techniques for patients with acute and chronic illness • Become familiar with the diagnosis and management of common medical conditions including: COPD, diabetes, coronary artery disease, renal failure, peripheral vascular disease, asthma, and arrhythmias. • Become knowledgeable about the long-term management of these conditions • Become competent arranging discharge planning within a multidisciplinary setting (i.e. coordinate with social work, CCAC, OT/PT and other community resources) |
| Communicator | <ul style="list-style-type: none"> • Establish effective professional relationships with patients, their families, and other members of the health care team • Interact with community care-givers and other health resources to obtain and synthesize relevant information about the patient • Develop a management and discharge plan for hospitalized patients involving the family physician, home care and other care-givers in the development of long-term community health planning • Learn to use verbal and written communication effectively and efficiently to optimize patient care <p>These skills will be taught by:</p> <ul style="list-style-type: none"> • Participation in consultation skills workshops, presentations at team rounds (psychology, social work, nursing, etc.) • Direct communication with referring physicians and caregivers <p>These skills will be evaluated by:</p> |

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| ROLE | KEY COMPETENCIES – Urology |
| Medical Expert | <p>To develop an approach to the diagnosis and management of a variety of clinical problems as follows:</p> <ul style="list-style-type: none"> • Voiding dysfunction <ul style="list-style-type: none"> ○ Understanding urodynamics/videourodynamics ○ Overactive bladder diagnosis and management ○ Female bladder outlet obstruction ○ Neurogenic lower urinary tract dysfunction • Urinary tract infection: <ul style="list-style-type: none"> ○ Types: bacteriuria, urethritis, cystitis and pyelonephritis ○ Pathophysiology ○ Common organisms in lower and upper UTIs ○ Host risk factors such as urinary retention, age, pelvic organ prolapse and pregnancy ○ Clinical presentation ○ Diagnosis ○ Treatment for acute, chronic, complicated, and recurrent UTIs • Nephrolithiasis <ul style="list-style-type: none"> ○ Pathophysiology of the common forms ○ Patient risk factors ○ Clinical presentation ○ Diagnosis ○ Management and strategies to prevent recurrence • Urinary tract injury <ul style="list-style-type: none"> ○ Describe the types of injuries (ie renal, ureter, bladder, urethra) and the principles of management ○ Understand the various methods of repairing bladder and ureteric injuries |

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| | <ul style="list-style-type: none"> • Urologic skill development <ul style="list-style-type: none"> ○ Foley catheter insertion ○ Understand indications for suprapubic catheter ○ Understand indications and procedure for rigid and flexible cystoscopy |
| Communicator | <ul style="list-style-type: none"> • To obtain a history from patients and family members • To effectively convey a management plan to patients and family members • To be able to communicate efficiently with consulting services • To maintain meaningful and accurate clinical records, including timely completion of discharge summaries |
| Collaborator | <ul style="list-style-type: none"> • To collaborate with nursing, pharmacy, social work and other allied health disciplines as part of a multidisciplinary team • Learn the appropriate use of pre-operative or ward consults of other services |
| Leader | <ul style="list-style-type: none"> • To efficiently assess patients, and initiate management of patients in the emergency room setting • To manage time effectively, including appropriate triage of very ill patients • To develop time management skills to reflect and balance priorities for patient care, learning and personal life |
| Health Advocate | <ul style="list-style-type: none"> • To identify opportunities for patient counseling and education regarding their medical conditions • To educate patients regarding lifestyle modifications that may prevent disease including modification of risk factors for urologic disease. |
| Scholar | <ul style="list-style-type: none"> • To be able to critically appraise the literature regarding the diagnosis and treatment of urologic issues • To develop a personal learning strategy for acquiring knowledge in the management of common urological conditions |
| Professional | <ul style="list-style-type: none"> • To consistently deliver high quality care with integrity, honesty and compassion • To develop skill in comforting the patient and relieving anxiety • To demonstrate professional attitudes in interactions with patients and other healthcare personnel |

NOTE: CBD Curriculum Map and EPAs - <https://med.uottawa.ca/obs-gyne/postgraduate-education/residency-training-program/competency-based-medical-education>

NOTE: Surgical Foundation EPAs 2021 – Relevant to PGY1 ObGyn Off Service Rotations - <https://www.royalcollege.ca/rcsite/documents/cbd/epa-guide-surgical-foundations-v2-e.pdf>

Last Revised: October 2021