

**Rotation Name: Infectious Disease Consults**

**Rotation Site Leader:**

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**Goal:**

The purpose of this educational unit is to expose residents to a variety of infectious diseases in the inpatient setting and improve their knowledge regarding diagnosis and management of infectious diseases.

**Objectives:**

By the end of this educational block, learners in this rotation will be able to:

1. Patient Care
  - a. Obtain an accurate and relevant history including a detailed social, travel, sexual, exposure and immunization history
  - b. Perform an accurate and thorough physical exam
  - c. Gather clinical information needed to perform a consult including microbiology and radiology data
2. Medical Knowledge
  - a. Recommend guideline-based diagnostics and treatment options for common infectious diseases
  - b. Interpret diagnostic test results and applies supporting literature
  - c. Develop a differential diagnosis and provides supporting rationale
  - d. Identify potential antimicrobial side effects and drug-drug interactions
  - e. Identify appropriate selection, duration, and de-escalation for antimicrobials for common infectious disease syndromes and pathogens
  - f. Be able to produce final ID recommendations for consulting teams
3. Interpersonal and Communication Skills
  - a. Communicate clearly across the care continuum with appropriate documentation
  - b. Communicate with other health care team members to ensure appropriate follow up
  - c. Discuss diagnosis and treatment plans with patient and family and uses patient centered language
4. Professionalism
  - a. Perform tasks and responsibilities in a timely manner
  - b. Demonstrate professionalism throughout interactions with colleagues and other health care members
5. Systems based practice
  - a. Advocate for effective transitions and coordination of care including follow up, lab monitoring and home health for patients discharged on intravenous antibiotics
  - b. Advocate for populations and communities with health care inequities
  - c. Take into consideration potential barriers to discharge
6. Practice-based learning and improvement
  - a. Actively seek performance data and is committed to personal growth

## **Educational Strategies:**

Educational Strategy	Skills
Appropriate gather all relevant patient information	<ul style="list-style-type: none"><li>• Ability to obtain ID focused history and physical exam</li><li>• Understanding consultants' clinical question and formulating next appropriate diagnostic step (if necessary)</li></ul>
Attend bedside rounds with fellow and/or attending	<ul style="list-style-type: none"><li>• Overall clinical reasoning</li><li>• Presentation skills</li><li>• Demonstration of physical exam skills, particularly for syndromes such as infective endocarditis</li></ul>
Review and interpret microbiological data	<ul style="list-style-type: none"><li>• Clinical decision-making about appropriate antimicrobial use</li><li>• Communication with teams about anticipated timelines for microbiologic results</li></ul>
Practice appropriate communication with clinical teams	<ul style="list-style-type: none"><li>• Ability to relay meaningful information to team in timely manner on daily basis</li><li>• Construct accurate and meaningful final recommendations to assist both inpatient consulting team and outpatient ID team.</li></ul>
Understand both inpatient and outpatient barriers to care	<ul style="list-style-type: none"><li>• Understanding of basic mechanics of transition to OPAT care</li><li>• Anticipates appropriate laboratory, ID, surgical, and radiology follow-up needed upon discharge.</li></ul>

## **Required Reading:**

OVIVA trial:

- Noninferiority RCT supporting use of oral antibiotics for bone and joint infections.
  - [Li et al, 2019](#)

POET trial:

- RCT supporting earlier transition (6 weeks vs ~17days) from IV to oral antibiotics in patients with left-sided infective endocarditis.
  - [Iverson et al, 2019](#)

MERINO trial:

- RCT supporting use of meropenem over piperacillin-tazobactam in ESBL E. Coli and K. Pneumoniae bacteremia.
  - [Harris et al, 2018](#)

IDSA C diff guidelines:

- Describes new recommendations for initial, recurrent, and severe C. diff infection. (See table 1 for overview.)

- [Johnson et al, 2021](#)

**Suggested Reading and/or Resources:**

All IDSA guidelines [can be found here](#).

Particular IDSA guidelines of interest:

- [Ventriculitis](#) guidelines
- [Outpatient Parenteral Antimicrobial Therapy \(OPAT\)](#) guidelines

[AHA/IDSA guidelines for Infective Endocarditis](#), Baddour et al. 2015

**Evaluation:**

(Ideally, the evaluation items below resemble the learning objectives above)

Assessment Form:

1. Please identify 3 skills you observed the resident do well? (Text Box)
2. Please identify 3 skills the resident needs to improve or should do differently. How should they do it differently? (Text Box)

(Ideally, limit to 8-10 skills that you ask your faculty to assess)

For the remaining items, please rate 1-5 (or did not observe):

1 = cannot do this skill

2 = can do this skill only with direct supervision (some needs to be there to supervise)

3 = can do this skill with indirect supervision (an attending or fellow is close by or available by phone)

4 = can do this skill unsupervised (they are ready to graduate for this skill)

5 = has achieved mastery of this skill (They can teach others how to do this skill well)

3. Patient Care
  - a. Acquire an accurate and relevant history
  - b. Performs an accurate physical exam
  - c. Gathers appropriate clinical data
4. Medical Knowledge
  - a. Recommends guideline based diagnostics and treatment options
  - b. Develops appropriate differential diagnosis and recommends appropriate diagnostic tests
  - c. Identifies drug-drug interactions and antimicrobial side effects
  - d. Selects appropriate antimicrobials including dose, duration.
5. Interpersonal and Communication Skills
  - a. Communicates with the patient, family members and other members of the healthcare team
  - b. Documents in a clear and concise manner
6. Professionalism
  - a. Creates documentation that is timely
  - b. Demonstrates professionalism in interactions with colleagues and other members of the healthcare team.
7. Systems based practice

- a. Ensures smooth transitions of care and coordinates care between the inpatient and outpatient providers
  - b. Advocates for populations and communities with health care inequities
8. Practice-based learning and improvement
- a. Actively seeks feedback and asks supervisors for help when appropriate