

Rotation Name: Internal Medicine Continuity Clinic

Rotation Site Leader: Neeraja Peterson

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Updated by Sandi Moutsios/Neeraja Peterson/Beth Ann Yakes

Goal:

The purpose of this educational unit is to prepare residents for independent practice in the outpatient setting for health maintenance visits, chronic disease management visits, and for most common acute visits in the ambulatory setting.

Objectives:

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

- 1) Patient Care
 - a. Acquire an accurate and relevant, focused history
 - b. Perform an accurate physical exam
 - c. Develop an evidenced based diagnostic and treatment plan
 - d. Manages a patient seen in clinic for a chronic medicine condition; incorporating evidenced-based national guidelines where appropriate
 - e. Manages a patient seen in clinic for an acute medical condition
 - f. Recognizes clinical situations in which there is a need for urgent or emergent medical care, including life threatening conditions
- 2) Medical Knowledge
 - a. Apply evidenced-based national guidelines (related to health maintenance, screening and vaccines) that are gender and age specific, while also taking into account unique patient preferences
- 3) Interpersonal and Communication Skills
 - a. Identify what a consult is indicated, generate an appropriate clinical question, and use closed-loop communication with colleagues, patient and family
 - b. Establish a therapeutic relationship with patient
- 4) Professionalism
 - a. Create documentation that is timely
 - b. Demonstrate professionalism during all interactions with colleagues and other health team members
 - c. Manages clinic "in box" including follow-up of diagnostic testing, patient inquiries or calls, prescriptions refills, or other administrative tasks associated with an outpatient practice in a timely and efficient manner
 - d. Manages clinic session efficiently so that patient care proceeds at an appropriate rate
- 5) Systems based practice
 - a. Demonstrate accurate medicine reconciliation
 - b. Create documentation that is correct, accurate and complete
 - c. Demonstrates accurate knowledge of outpatient coding and billing requirements
- 6) Practice-based learning and improvement

- a. Recognize the scope of their abilities and asks for supervisors help when appropriate

Educational Strategies:

Educational Strategy	Skills (taught and/or assessed)
Direct observation	History taking Physical exam skills Motivational interviewing Agenda setting
Case-based clinic curriculum	Management of common outpatient presentations
Individualized learning plans (ILPs) - self-set clinic learning goals. Set each July and Jan	Learning at the point of care Self-directed learning skills
Didactics - Academic half day	

Required Reading:

Links to these PDFs:

- JNC-8
- Diabetes Care 2021
- AHA/ACC/AACVPR/AAPA/ABC/ACPM/ADA/AGS/APhA/ASPC/NLA/PCNA Guideline on the Management of Blood Cholesterol: A Report of the American College of Cardiology/American Heart Association Task Force on Clinical Practice Guidelines
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Suggested Reading and/or Resources:

United States Preventative Services Task Force - A and B Recommendations Screening

<https://www.uspreventiveservicestaskforce.org/uspstf/recommendation-topics/uspstf-and-b-recommendations>

Centers for Disease Control - Vaccine Recommendations

<https://www.cdc.gov/vaccines/schedules/hcp/imz/adult.html>

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)

Patient Care

3. Acquire an accurate and relevant, focused history -PC-1, ICS-1
4. Perform an accurate physical exam - PC-2
5. Develop an evidenced based diagnostic and treatment plan - PC-5, PBLI-1
6. Manages a patient seen in clinic for a chronic medicine condition; incorporating evidenced-based national guidelines where appropriate - PC-, PBLI-1
7. Manages a patient seen in clinic for an acute medical condition - PC-5
8. Recognizes clinical situations in which there is a need for urgent or emergent medical care, including life threatening conditions - PC-5 Prof-3

Medical Knowledge

9. Apply evidenced-based national guidelines (related to health maintenance, screening and vaccines) that are gender and age specific, while also taking into account unique patient preferences - MK-2, PBLI-2

Interpersonal and Communication Skills

10. Identify what a consult is indicated, generate an appropriate clinical question, and use closed-loop communication with colleagues, patient and family - PC-5, ICS-1, ICS-2
11. Establish a therapeutic relationship with patient - Prof-1, ICS-1

Professionalism

12. Create documentation that is timely - ICS-3
13. Demonstrate professionalism during all interactions with colleagues and other health team members - Prof-1
14. Manages clinic "in box" including follow-up of diagnostic testing, patient inquiries or calls, prescriptions refills, or other administrative tasks associated with an outpatient practice in a timely and efficient manner - Prof-3
15. Manages clinic session efficiently so that patient care proceeds at an appropriate rate - PC-5, Prof-1, Prof-3

Systems based practice

16. Demonstrate accurate medicine reconciliation - SBP-1

17. Create documentation that is correct, accurate and complete - ICS-3

18. Demonstrates accurate knowledge of outpatient coding and billing requirements - MK-2, Prof-3

Practice-based learning and improvement

19. Recognize the scope of their abilities and asks for supervisors help when appropriate - PBLI-2, Prof-2