

Critical Care St. Joseph's Sub-I Course Goals

Goals

1. Develop the knowledge, skills, and attitudes necessary to care for critically ill adults in the Intensive Care Unit.
2. Develop the knowledge, skills, and attitudes necessary to become an effective member of a health care team.
3. Develop the knowledge, skills, and attitudes to prepare for internship.
4. Develop the attitude, skills, and knowledge necessary to obtain and convey medical information with patients, their families and professional colleagues (other physicians, students, nurses, case managers, social workers, pharmacists and other ancillary staff members).
5. Develop the attitude, skills, and knowledge necessary to identify medical errors that are secondary to systems related problems.
6. Develop the attitude, skills, and knowledge necessary to exemplify the highest level of professionalism both in typical daily activities of a critical care medicine intern and during times of stress and high patient volumes.
7. Develop the attitude, skills, and knowledge necessary to use evidence-based medicine in clinical decision-making.
8. Develop the attitudes and skills necessary for self-reflection that leads to improvement in practice.

Critical Care St. Joseph's Sub-I

Clinical Learning Objectives

Clinical

Interpersonal and Communication Skills

1. Effectively communicate with team members.
2. Explain diagnosis and treatment plans to patients and families for selected common conditions in a way that they can understand.
3. Effectively communicate with other health care providers that are relevant to their teams' discipline, including, but are not limited to, social workers, physical/occupational therapists, nurses, case managers and pharmacists (includes, but is not limited to, active participation during daily interdisciplinary rounds).
4. Effectively relay information to consulting services in such a way that the question for the service is clear.
5. Demonstrate collaborative decision making skills with patients, families and interprofessional team members.
6. Complete written communications that are organized, accurate, complete, concise, and incorporate prioritization and analysis of medical issues.
7. Perform oral presentations that are succinct, organized, accurate, complete, and include prioritization, analysis and a plan for each of the medical issues.
8. Break bad news to patients and family members, discuss end of life issues or critical issues related to a dramatic change in a patient's lifestyle, and be able to conduct family meetings during which both positive and negative outcomes are discussed.

Interprofessional Collaboration

1. Interact respectfully with ALL members of the health care team, consultants and fellow physician providers.
2. Demonstrate an understanding of the importance of interdisciplinary team members, consultants and health care resources and how they impact the care and outcomes of a patient's hospital stay.

Medical Knowledge for Practice

1. Discuss the etiology, clinical manifestations and pathophysiology of critical illnesses encountered during the Critical Care Medicine rotation as outlined in the list of core clinical issues.

Patient Care

1. Demonstrate consistent, complete and adequate data collection during history taking for critical illnesses that may be encountered during the Critical Care Medicine rotation as outlined in the list of core clinical issues.
2. Perform a comprehensive and/ or focused physical examination as indicated by the presenting complaint.
3. Develop the differential diagnosis for, an appropriate assessment of, and a clinically appropriate treatment plan for the core clinical issues described above.
4. Apply medical knowledge in developing evaluation and management plans for patients.
5. Demonstrate the ability to convey key information accurately to facilitate safe "sign outs" and "hand offs" to the transition team assuming care, including being physically present during the team's formal "sign out rounds."
6. Admit 1 to 2 patients while on call and function as the intern (writing progress notes and orders) for 2-3 patients.

7. Participate in daily rounding with collection of overnight events, chart review, and test results.
8. Interpret the results of diagnostic tests, identify appropriate times for ordering such tests, and apply them to the clinical care of a patient, including: basic chemistries including renal function and hepatic function studies; acid-Base disorders; ABG's; cardiac enzymes; cultures/gram stains; EKG; and radiology (chest and abdominal plain films, ultrasound, head, chest and abdominal CT).

Personal and Professional Development

1. Incorporate feedback from patients and colleagues in order to improve your personal performance, including but not limited to knowledge base, ability to communicate, efficiency, and responsibility for all aspects of patient care.

Practice-Based Learning and Improvement

1. Identify clinical questions as they arise in patient care activities.
2. Effectively identify and search medical information resources to obtain evidence-based information from primary and summary sources.
3. Determine if evidence can be generalizable to individual patients.

Professionalism

1. Demonstrate a commitment to carrying out professional responsibilities in a timely and efficient manner.
2. Maintain a professional attitude with challenging patients, colleagues and other staff members.
3. Demonstrate sensitivity to a diverse patient population and culturally competent care by being sensitive to patient differences (race, culture, gender, socioeconomic status) and preferences.
4. Adhere to ethical principles at all times as exemplified by the highest level of professionalism both in typical daily activities and during times of stress and high patient volumes.
5. Recognize the impact and influence of personal biases and cultural differences on health and health behaviors.

Systems-Based Practice

1. Identify a medical error, evaluate where the system failed, and offer solutions to prevent the errors from recurring.
2. Demonstrate an understanding of resource utilization.
3. Identify areas where the health care team could have made alternative and accurate, cost effective decisions, including the ability to recognize the need for ordering initial and follow-up tests based on clinically-indicated parameters.

Observed Advanced Communication Project

Interpersonal and Communication Skills

1. Conduct a challenging communication scenario, such as breaking bad news, negotiating end of life and goals of care discussions, or actively participating in challenging patient/family meetings.

Personal and Professional Development

1. Receive and respond productively to feedback from faculty, residents, interprofessional team members and peers.

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Session Learning Objectives

Mid-Point Feedback

1. Discuss an example utilizing feedback; the circumstances regarding the situation; how the feedback and outcome changed behavior; and self-reflection surrounding the feedback.

Quality Improvement Project

1. Identify a patient hospitalization that incurred one or more medical errors.
2. Use a variation on the Vanderbilt QI (quality improvement) healthcare matrix to analyze the individual and systems factors that contributed to the error.
3. Identify potential system-based solutions that could prevent similar errors.
4. Apply basic principles of quality improvement within the healthcare setting.