

# Gen Surg St. Joseph's Sub-I Course Goals

## Goals

1. Develop the attitude, skills, and knowledge to be able to recognize the impact of the global and local health care system and its impact on patient outcomes.
2. Develop the attitude, skills, and knowledge to be prepared for an internship in general surgery.
3. Develop the attitude, skills, and knowledge to communicate complex medical and personal information with patients, families, and all members of the health care team.
4. Develop the attitude, skills, and knowledge to independently collect the necessary data, interpret relevant findings and test results, and formulate an appropriate management plan at the level of an intern in general surgery.
5. Develop the attitudes and skills necessary for self-reflection that leads to improvement in practice.
6. Develop the attitude, skills, and knowledge necessary to exemplify the highest level of professionalism both in typical daily activities of a general surgeon intern and during times of stress and high patient volumes.
7. Develop the attitude, skills, and knowledge necessary to apply medical knowledge to clinical diagnostic reasoning in a meaningful way to positively affect patient care and outcomes.
8. Develop the attitude, skills, and knowledge necessary to use evidence-based medicine in clinical decision-making.

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## Clinical Learning Objectives

### Clinical

#### *Interpersonal and Communication Skills*

1. Demonstrate appropriate use of the electronic medical record.
2. Write daily progress notes.
3. Write routine orders.
4. Demonstrate effective communication with patients, families, and members of the healthcare team.
5. Give accurate, clear and concise oral presentations in the clinic, on the wards, and in teaching conferences.
6. Actively listen with cultural, ethnic, gender, racial, and religious sensitivity.

#### *Interprofessional Collaboration*

1. Work effectively to help the team achieve its goals.
2. Interact respectfully with ALL members of the health care team, consultants and fellow physician providers.
3. 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. Demonstrate increased accumulation and application of medical and surgical knowledge, including: airway management; management of fluid, electrolytes, and acid/base balance; fever and surgical infections; wound management; evaluation and management of shock; hematology and coagulation; pharmacology and pharmacokinetics; and evaluation and management of specific surgical complications as listed in the course syllabus.
2. Identify factors that increase perioperative risk.
3. Describe the principles of patient safety and patient safety practices, such as Joint Commission on Accreditation of Healthcare Organizations (JCAHO) patient safety standards.

#### *Patient Care*

1. 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."
2. Demonstrate the ability to "multi-task" and prioritize between different patient's needs.
3. Develop appropriate management plans.
4. Perform a history and focused physical examination as indicated by the presenting complaint.
5. Develop appropriate differential diagnoses.
6. Develop a relevant problem list and be able to prioritize issues for each patient.
7. Assess basic diagnostic tests and radiographs.
8. Demonstrate proficiency in technical skills relevant to the service (including basic suturing, insertion of IV, urinary, and NG catheters) and scrub on all assigned patients with technical involvement as deemed appropriate by the attending.

9. Articulate and effectively apply patient safety practices, including hand hygiene, timeouts and WHO modeled checklists, patient identification procedures, and various patient safety protocols (e.g. SCIP).

#### *Personal and Professional Development*

1. Exemplify improvement in clinical practice by incorporating feedback from patients, staff and colleagues.
2. Demonstrate self-directed and lifelong learning skills.

#### *Practice-Based Learning and Improvement*

1. Demonstrate the ability to access, analyze, and use scientific literature and describe the principles of evidence based practice.

#### *Professionalism*

1. Adhere to the ESJH code of conduct, behavior and attire.
2. Be respectful of all individuals, and will demonstrate honesty, integrity and compassion toward all patients, families, and members of the healthcare team.
3. Respect the privacy and confidentiality of patients, their medical records, and their families, and will always behave with accountability and dependability.

#### *Systems-Based Practice*

1. Demonstrate the ability to utilize system resources effectively and efficiently to provide patient care that is of optimal value.
2. Demonstrate the ability to assess not only the quality of care provide, but also its cost-effectiveness.
3. Identify barriers to access to high value and quality healthcare and appreciate issues regarding disparities in healthcare.

### **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 medical errors that are secondary to systems related problems.
2. Analyze the individual and systems factors that contributed to the medical error.
3. Identify potential system-based solutions that could prevent similar errors.