

Rotation Name: VU MICU

Rotation Site Leader: Todd Rice

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Goal:

The purpose of this educational unit is for internal medicine residents to assess, evaluate and manage critically ill patients in the MICU with the supervision and direction of the MICU fellows and faculty.

Objectives:

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

Patient Care

1. Recognize document and communicate clearly about critically ill patients on ICU rounds. (PC-3, PC-4, PC-6, ISC-2, ICS-3)
2. Diagnosis and manage patient in undifferentiated shock. (MK-1, MK-2, MK-3, PC-4)
3. Describe and implement basic strategies for oxygenation and ventilation in patients with respiratory failure. (MK-1, MK-2)
4. Evaluate and manage acute coronary syndromes. (PC-4, MK-2)
5. Recognize and manage congestive heart failure. (PC-3, PC-4, MK-2)
6. Recognize and manage cardiac dysrhythmias. (PC-4, MK-2, MK-3)
7. Demonstrate an organized approach to the diagnosis and management of GI bleeding. (PC-4, MK-1, MK-2)
8. Evaluate and manage patients with acute alteration in mental status. (PC-3, PC-4, MK-2)

Medical Knowledge

Interpersonal and Communication Skills

1. Guide a patient-centered meeting about goals of care. (PC-4, ISC-1)

Professionalism

Systems based practice

1. Safely transition a patient from the MCCU to ward care (PC-4, PC-6, SBP-2, SBP-3, ISC-3)

Practice-based learning and improvement

Educational Strategies:

Educational Strategy	Skills (taught and/or assessed)
<i>For example:</i> Bed side rounds	Clinical Reasoning Presentation skills Cardiac auscultation
<i>For example:</i> Didactic lecture	Reading EKGs Interpreting acid base disorders

Required Reading:

(references)

Suggested Reading and/or Resources:

(references, books, website, etc)

Evaluation:

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

Assessment Form:

2. Please identify 3 skills you observed the resident do well? (Text Box)
3. 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)

4. Recognize document and communicate clearly about critically ill patients on ICU rounds. (PC-3, PC-4, PC-6, ISC-2, ICS-3)
5. Diagnosis and manage patient in undifferentiated shock. (MK-1, MK-2, MK-3, PC-4)
6. Describe and implement basic strategies for oxygenation and ventilation in patients with respiratory failure. (MK-1, MK-2)
7. Evaluate and manage acute coronary syndromes. (PC-4, MK-2)
8. Recognize and manage congestive heart failure. (PC-3, PC-4, MK-2)
9. Recognize and manage cardiac dysrhythmias. (PC-4, MK-2, MK-3)
10. Demonstrate an organized approach to the diagnosis and management of GI bleeding. (PC-4, MK-1, MK-2)
11. Evaluate and manage patients with acute alteration in mental status. (PC-3, PC-4, MK-2)
12. Safely transition a patient from the MCCU to ward care (PC-4, PC-6, SBP-2, SBP-3, ISC-3)
13. Guide a patient-centered meeting about goals of care. (PC-4, ISC-1)