

Rotation Name: Inpatient Oncology

Rotation Site Leader: Jill Gilbert

Updated by: Moutsios/Gilbert

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Goal:

The purpose of this educational unit is for internal medicine residents to evaluate and manage complex patients with cancer who require inpatient hospitalization under the supervision and direction of the oncology faculty and fellows.

Objectives:

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

Patient Care

1. Accurately assess pain by taking an accurate and detailed pain history including quality and quantity. (PC-1)
2. Recognize the signs and symptoms of uncontrolled pain, in both a verbal and non-verbal patient. (PC-2, PC-4, ISC-1)
3. Initiate or modify pharmacologic therapy (both enteral and IV) for cancer associated pain on a continual assessment basis. (PC-4)
4. Recognize and manage patients with cord compression. (PC-2, PC-4, MK-2)
5. Evaluate and appropriately select empiric antibiotic therapy in patients with fever. (PC-3, PC-4, MK-2)
6. Effectively treat hypercalcemia of malignancy. (PC-4, MK-2, MK-3)
7. Treat intractable nausea and vomiting. (PC-4, MK-2)

Medical Knowledge

Interpersonal and Communication Skills

1. Lead a discussion on end-of-life care / palliative care with patients and/or care givers. (ICS-1)
2. Provide and receive comprehensive and meaningful patient hand-offs in this complex patient population. (ICS-3)

Professionalism

Systems based practice

1. Work effectively with and incorporate the expertise of multidisciplinary services such as case management, social work, pharmacy, etc. (ISC-2, SBP-2, SBP-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>	Reading EKGs

Didactic lecture	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:

8. Please identify 3 skills you observed the resident do well? (Text Box)
9. 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)

10. Accurately assess pain by taking an accurate and detailed pain history including quality and quantity. (PC-1)
11. Recognize the signs and symptoms of uncontrolled pain, in both a verbal and non-verbal patient. (PC-2, PC-4, ISC-1)
12. Demonstrate how to initiate or modify pharmacologic therapy (both enteral and IV) for cancer associated pain on a continual assessment basis. (PC-4)
13. Recognize and manage patients with cord compression. (PC-2, PC-4, MK-2)
14. Demonstrate the ability to lead a discussion on end-of-life care / palliative care with patients and/or care givers. (ICS-1)
15. Work effectively with and incorporate the expertise of multidisciplinary services such as case management, social work, pharmacy, etc. (ISC-2, SBP-2, SBP-3)
16. Evaluate and appropriately select empiric antibiotic therapy in patients with fever. (PC-3, PC-4, MK-2)
17. Provide and receive comprehensive and meaningful patient hand-offs in this complex patient population. (ICS-3)
18. Effectively treat hypercalcemia of malignancy. (PC-4, MK-2, MK-3)
19. Treat intractable nausea and vomiting. (PC-4, MK-2)