

HCMC FAMILY MEDICINE RESIDENCY PROGRAM

(Insert PGY# and name of rotation here)

ROTATION INFORMATION & LOGISTICS

Rotation description or Educational goals for the rotation :

Write a summary description of rotation

The resident will become competent in the care of the patient with: *(insert clinical and knowledge components)*. *Example using cardiology - ... "chest pain, heart failure, hypertension, dysrhythmias, and both cardiac and laboratory testing. The resident will also demonstrate application of cardiac risk assessment and risk reduction techniques."*

Rotation information and contacts

Family Medicine Faculty Lead	Insert your name
FM coordinator Coordinator	Your administrative support for this rotation
Rotation Faculty Attending Lead	Name of responsible attending at rotation site
Rotation Coordinator	
Emergency Contact	Usually one of the coordinators
Site	Insert major site allocations
Call	
Conferences	Rotation conferences that residents must attend
Continuity Clinic at Whittier Clinic	Insert number per week
Vacation/CME	Allowed or not

Structure of Rotation:

Insert rotation template: half day schedule per week(s)

If template varies each week, then need a template for each week

For most rotations the clinic dates are already set. Your admin support can help with this

Here is an example :

Monday	Tuesday	Wednesday	Thursday	Friday
AM WHC	Nursing Home	Core Conf	WHC	WHC Colpo
PM WHC Colpo	WHC	Bone Clinic	HCMC Procedures OB/GYN	WHC
EVE	WHC			

Residents who have an AM or PM unscheduled are required to use it as independent study and expected to be on-campus.

Educational Content of rotation

Procedures

Insert any procedures that residents may learn on this rotation

Interpretive skills

Insert data, tools etc that residents will learn or interpret on this rotation (eg EKGs ,spirometry)

Other experiences:

Insert any information about key experiences on rotation

See the G3 Geriatrics or Medical Home curricula online for examples

Teaching Methods

Select from any of these examples or other methods that you use :

Case-based Teaching (CBT)
Chart Audit (CA)
Clinical Teaching (CT)
Didactics Conferences (DC)
Individual or group projects (PJ)
Journal club (JC)
Mentoring (M)
M&M (MM)
Research Projects (RP)
Role modeling (RM)
Self-directed learning modules (LM)
Simulation (SIM)
Independent reading
Others

Assessment Methods

Select from any of these examples. See others on the STFM website

Checklist (CL)
Chart Stimulated Recall (CR)
Direct Observation (DO)
Exam/MCQ (MCQ)
Global Rating (GR)
Oral Exam (OE)
Objective structured clinical evaluation (OSCE)
Procedure or case logs (PC)
Portfolio (PF)
Patient Survey (PS)
Record Review (RR)
Simulations and Models (SM)
Standardized Patient (SP)
360 degree evaluation (360)
Others(see link below)
[STFM assessment resource toolkit](#)

Supervision

- Residents are supervised by Family Medicine and sub-specialty faculty in compliance with departmental policy.

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ROTATION SPECIFIC COMPETENCY OBJECTIVES

Patient Care

Objectives

By the end of the rotation, the G3 resident will:

Insert any ACGME patient care competencies – example from Gynecology

- Perform a comprehensive gynecologic assessment and exam
- Analyze the management of abnormal PAP smears
- Diagnose and manage common gynecologic problems
- Use a systematic approach in determination of therapeutic options
- Demonstrate knowledge of the preventative health needs of women
- Perform an appropriate and sensitive sexual history
- Identify and counsel women who are victims of family violence, sexual abuse, rape, physical abuse
- Perform procedures essential to gynecology including but not limited to colposcopy, cervical biopsy and endocervical curettage
- Demonstrate skill in the management of breast masses and breast disease

Medical Knowledge

Objectives:

By the end of the rotation, the G3 resident will:

Insert any ACGME medical knowledge competencies – example from Gynecology

- Demonstrate knowledge of common gynecologic conditions including but not limited to reproductive tract infections, benign and malignant disease of the female reproductive tract
- Apply understanding of physiology of reproduction, infertility and contraception, normal sexual response and female sexual dysfunction

NOTE: YOU MAY COMBINE THE MEDICAL KNOWLEDGE AND PATIENT CARE COMPETENCIES

Online Resources

You may wish to insert any online modules for each subject area at this point

A tabular format as shown below is easiest

Insert links from online resources .

The AAFP topical Index is a great resource

[AAFP's topical index](#) see examples below

- [Menopause](#)
- [Osteoporosis](#)

Gynecology Competency Module

Subject Area <small>(Choose the main subject areas that residents must know on this rotation . Ideally it should be no more than 10 key topics)</small>	Primary Resources <small>(Main readings)</small>	Secondary Resources <small>(Supplementary readings)</small>
Menstruation	Menstruation - Physiology Abnormal Uterine Bleeding	Menstruation - Physiology Pre-menopausal Dysfunctional Uterine Bleeding
Reproductive Tract Infections	Chlamydia: Diagnosis and Treatment Gonorrhea: Diagnosis and Treatment Pelvic Inflammatory Disease HIV	Chlamydia: Treatment Gonorrhea: Treatment Pelvic Inflammatory Disease: Treatment Genital Herpes
Benign Disease of the Reproductive Tract	Endometriosis Polycystic Ovarian Syndrome Chronic Pelvic Pain Fibrocystic Breast Disease	Endometriosis: Treatment Polycystic Ovarian Syndrome: Treatment Chronic Pelvic Pain Overview of Benign Breast Disease
Malignant Disease of the Reproductive Tract	Breast Cancer Ovarian Cancer Screening Endometrial Cancer Cervical Intraepithelial Neoplasia Cervical Cancer	Breast Cancer Treatment (Non-metastatic) Breast Cancer Treatment (Metastatic)

Skill Competencies: If there are procedures associated with the rotation ,it isa great idea to upload a video fo the procedure

Subject Area	Overview Resources
Gynecologic exam	Pap Smear Video
IUD insertion	IUD Insertion and Removal IUD Insertion IUD Insertion and Removal Video

(The following are ACGME competency elements inherent in each rotation and these sections can be adjusted for each curriculum

Practice-Based Learning and Improvement

Objectives:

By the end of the rotation the G3 resident will:

- Recognize the appropriate and timely referral of gynecologic cases for specialized care
- Differentiate between conditions requiring urgent versus elective care
- Use self-reflection to incorporate feedback
- Give appropriate feedback to superiors, peers and subordinates
- Make appropriate and timely referrals
- Explain complicated medical conditions to patients at the appropriate level

Systems Based Practice

Objectives:

By the end of the rotation, the G3 resident will:

- Advocate for ordering cost-effective tests and labs
- Incorporate cost-effective techniques in prescribing medication safely
- Organize and lead multidisciplinary care team meetings
- Formulate a plan for effective patient advocacy

Professionalism

Objectives:

By the end of the rotation, the G3 resident will:

- Consistently incorporate sensitivity to cultural differences into treatment plans
- Apply the patient's perception of illness to appropriate care
- Incorporate patient's preferences when formulating a plan of care
- Vigorously defend a patient's privacy

Interpersonal and Communication Skills

Objectives:

By the end of the rotation, the G3 resident will:

- Demonstrate independence and promptness in completing medical records
- Consistently communicate effectively with patients and family
- Use interpreters effectively and efficiently
- Model effective communication with consultants, team members and members of the allied health team

Educational resources

- Reference library material
- Web-based resources
- ACOG Compendium
- Speroff's Clinical Gynecology, Endocrinology and Infertility

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Insert rotation name here

ROTATION ASSIGNMENTS AND ASSESSMENTS

Rotation assessment and assignments

The resident must complete the following for successful completion of the rotation. Since we have to measure resident outcomes for each rotation, each rotation assignment should include some deliverable from the resident and we must expect them to achieve stated benchmarks. Choose these depending on the rotation intensity. Call rotations should have fewer assignments

Here are the suggested elements.

1. PRECEPTOR ASSESSMENT OF CLINICAL PATIENT CARE.

This is the end of rotation global rating completed by the rotation preceptor that incorporates the following assessment methods: Chart simulated recall, direct observation, review of records
ACGME competencies addressed: PC, MK, PF, PBLI, ICS, SBP

2. ROTATION READINGS

Insert required reading as you deem necessary

Might list reading as supplemental in nature rather than required.

How do you measure required reading?

Test? Write a response? One page essay on an experience? Etc...

Remember that if we require the reading, you must find some way to track it

Example:

Go to the section of the Goals and Objectives section of the curriculum. Suggested dermatology review readings can be found there. Most of the content is taken from the AFP Topical Index. These are supplementary readings and can be used to segment self-identified areas for learning or reading on specific topics and patient cases

ACGME competencies addressed: MK

3. IMR MODULES

You may choose any of the IMR modules that would suit the rotation

Go to :

<https://integrativemedicine.arizona.edu/ecs/main/login.html>

Examples for Gynecology

- Dysmenorrhea
- Fibromyalgia

ACGME competencies addressed: PC, MK, PF, PBLI, ICS, SBP

4. CHALLENGER MODULES

Challenger modules are already set up for each rotation. Please review to determine if we have made appropriate choices

Go to : <http://www.challengercme.com/grizzly/index.htm?themeID=hcmcfm>

- Put in member ID: 11hcmcfm10
- and Password: Check with Peg for the department password

Under table of contents

- Select 201X-201X (academic year) CPR: Hennepin FM PGY3
 - Gynecology
 - Complete the pre test
 - Complete the assigned Challenger questions
 - Complete the post test.

ACGME competencies addressed: PC, MK,

OTHER RESOURCES

A. Consider 1-2 monographs from FM Essentials or FP Comprehensive available in the Department or per rotation.

Example

The resident must read and complete the following FP Essentials monographs, to include scoring > 90% on the open book post tests:

- A.
- B.
- C.

The resident will print/provide documentation of completion, convert to PDF and upload in RMS portfolio for the rotation

ACGME competencies addressed: MK

B. We are incorporating the ABFM SAMs into didactics; however, if a SAM is a nice curricular fit, please include it in the rotation. Consider building academic time into the rotation template for the resident to complete the SAM during office hours. A suggestion might be one complete half day (4 hour block) to complete the SAM.

Example: The resident must complete the following ABFM Self Assessment Modules (SAMs):

[ABFM SAMs](#)

Asthma SAM

Care of the Vulnerable Elderly SAM

Cerebrovascular Disease SAM

Childhood Illness SAM

Coronary Artery Disease SAM

Depression SAM

Diabetes SAM

Health Behavior SAM

Heart Failure SAM
Hospital Medicine SAM
Hypertension SAM
Maternity Care SAM
Mental Health in the Community SAM
Pain Management SAM
Preventive Care SAM
Well Child Care SAM

ACGME competencies addressed: PC, MK

D. The AAFP board review questions are nice, measurable elements. Each set of ten questions takes 10-15 minutes to complete. Four sets of questions = 1 hour of materials. Consider using these questions. If required, then resident must score 100% and turn in the answer sheet, to Office Staff who will place the documentation in the resident's portfolio.

Example:

The resident must complete the AAFP board review quizzes.

[AAFP Board Review Questions](#)

Take the *****(insert number of quizzes)***** quizzes, scoring 100%, print out answers, convert to PDF, upload to RMS portfolio under the rotation name

ACGME competencies addressed: MK

E. Simulation modules and other methodologies. We have a sim lab - see if there are any models we have that can then be used to test the clinical exam. Include materials from our simulation lab, if appropriate. This is an exciting possibility waiting for creative use by Family Medicine

You can create your own evaluation tool.

Examples of use of other methodologies:

Complete the ekg quiz

Go to <http://ecg.bidmc.harvard.edu/maven/welcome.asp?ref=displist.asp?ans=0>

On the right hand side of the screen , select “Browse the case list(quiz mode)

Select EKGs of level 2-3, complete 25 EKGs interpretations while on the rotation

Print 7 EKGs with the correct answer displayed

Convert the 7correct EKGs to a PDF and Upload into your RMS portfolio under the “G3 Medical Subspecialties tab”

ACGME competencies addressed: PC, MK,

[Cardiac murmurs website](#)

ACGME competencies addressed: PC, MK