

# FRCPC EM Residency Program Rotation Objectives

## **Administration – PGY3**

### **Medical Expert**

The Learner Should:

- Understand the principles involved in the emergency department physical plant design and function
- Understand the legal, ethical and human implications dealing with a complaint regarding patient care
- Describe the principles of continuous quality improvement and total quality management
- Understand the budget process for the department of emergency medicine
- Know the variety of options of physician remuneration

### **Communicator**

The Learner Should:

- Demonstrate a non-confrontational approach in dealing with the staff and the complainant

### **Collaborator**

The Learner Should:

- Compare and contrast the types of cases in which hospital senior management, the College and other outside agencies need to be involved in the complaints
- Understand the various organizational options available for emergency medicine within the overall context of the Canadian Health Care System

### **Manager**

The Learner Should:

- Describe the recruitment process
- Describe the hiring process
- Describe the reappointment process
- Describe a system of performance review for physicians
- Describe the legal issues surrounding termination of privileges

### **Scholar**

The Learner Should:

- Be aware of the literature surrounding ED overcrowding focusing on the causes and potential strategies to reduce it

### **Health Advocate**

The Learner Should:

- List the resources available for the impaired physician

### **Professional**

The Learner Should:

- Outline the principles of confidentiality and obligatory reporting as related to Emergency Medicine in Canada

## **Trauma – PGY5**

### **Medical Expert**

The learner should:

- Develop skills in resuscitating the injured patient
- Develop skills in assessing the injured patient
- Develop an understanding of the FAST ultrasound
- Develop skills to identify life threatening injuries

### **Technical Skills:**

The learner should gain competence in the following technical skills:

- Airway management of the traumatized patient
- Central vascular access
- Trauma X-ray interpretation
- FAST ultrasound
- Tube thoracostomy
- Lateral canthotomy
- Fracture/dislocation reduction
- Procedural sedation

### **Communicator**

The learner should develop communication skills to:

- Effectively communicate with patients and families
- Chart accurately, effectively, and in an organized manner

### **Collaborator**

The learner should strive to:

- Use the other members of the trauma team effectively
- Provide leadership to the trauma team

### **Manager**

The learner should strive to:

- Appreciate appropriate use of diagnostic imaging and laboratory investigations
- Identify consultant services the injured patient requires
- Identify which traumatized patients require hospitalization
- Manage multiple trauma patients if necessary
- Understand principles of ED disaster preparedness

### **Health Advocate**

The learner should strive to:

- Understands when and how to advocate appropriately on behalf of patients
- Respects patient wishes for resuscitation and life support measures

### **Scholar**

The learner should develop:

- Skills in critical appraisal of trauma literature
- Skills teaching junior trainees

### **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate
- Meet deadlines, be punctual, follow through on commitments made

## **Toxicology – PGY3**

### **Medical Expert**

The learner should:

- Develop clinical assessment skills of the poisoned patient
- Develop appropriate differential diagnoses
- Develop knowledge of issues unique to toxicology:
  - Major toxidromes
  - Principles of pharmacokinetics
  - Principles of pharmacopathophysiology
  - Principles of pharmacology of common antidotes
- Develop an understanding of indications and limitations of gastric decontamination, hemodialysis, and hyperbaric oxygen therapy
- Demonstrate basic knowledge of the Workplace Hazardous Materials Information System

### **Collaborator**

The learner should strive to:

- Demonstrate proficiency while interacting with referring physicians
- Recognize the roles of and interact effectively with other physicians and health care workers

### **Manager**

The learner should strive to:

- Understand the role of the Poison Control Centre

### **Scholar**

The learner should develop:

- The ability to apply current literature to the care of Toxicologic patients

### **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate
- Meets deadlines, is punctual, commitments made

## **Research – PGY1 & PGY2**

### **Medical Expert**

The learner should:

- Identify a clinically relevant and important question that require attention
- Identify clinically appropriate research methods to answer question

### **Communicator**

The learner should develop communication skills to:

- Effectively communicate with research subjects (if applicable)
- Effectively communicate risks and benefits of participating in study (if applicable)

### **Collaborator**

The learner should strive to:

- Recognize the roles of and interact effectively with other physicians and health care workers in research project
- Effectively collaborate with administrative bodies to obtain approval for study (e.g., ERB, CH administration, etc.)
- Contribute to the creation of a manuscript for publication

### **Manager**

The learner should strive to:

- Understand and stick to milestones for completion of project
- Understand the process to obtain approval from the Human Research Ethics Board
- Understand the grant writing process and budgeting (if applicable)

### **Health Advocate**

The learner should strive to:

- Be familiar with published standards regarding the *Ethical Conduct for Research Involving Humans*
- Respect the issues of patient confidentiality in research
- Respect the issues of protection of patient information and privacy in research
- Respect patient wishes in terms of study participation (if applicable)
- Demonstrate awareness of impact of study on patient well-being (if applicable)

### **Scholar**

The learner should develop:

- Answerable clinically relevant research questions
- The ability to effectively conduct review of the literature
- The skills to write a clear and concise research protocol
- The skills to contribute a clear and concise ERB submission
- The ability to identify population, intervention, and outcome measures
- The ability to use appropriate measures of association and tests of significance

## **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate
- Meet deadlines, be punctual, follow through on commitments made

## **Psychiatry – PGY2**

### **Medical Expert**

The learner should:

- Develop assessment skills of the psychiatric patient
- Develop the ability to perform the mental status examination
- Develop appropriate differential diagnoses in the psychiatric patient
- Develop an understanding of pharmacology and toxicology of psychiatric medications
- Recognize issues of the safety and security of the medical team
- Develop understanding of the indications for chemical and physical restraints
- Develop an understanding of the principles of certification under the Mental Health Act
- Develop knowledge specific to emergency psychiatry:
  - Suicide risk
  - Homicide risk
  - The violent patient
  - Acute psychosis
  - Organic vs. functional illness

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Keep accurate and efficient records

## **Collaborator**

The learner should strive to:

- Recognize the roles of and interact effectively with other physicians and health care workers

## **Manager**

The learner should strive to:

- Recognize the hospital and community resources available to the psychiatric patients

## **Health Advocate**

The learner should strive to:

- Understand when and how to advocate appropriate on behalf of patients
- Understand the determinants of health and their impact on patients

## **Scholar**

The learner should develop:

- The ability to apply current literature to the care of Psychiatric patients

## **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate
- Meet deadlines, be punctual, follow through on commitments made

## **Emergency Ultrasound – PGY1**

### **Medical Expert**

The learner should:

- Apply bedside ultrasound to appropriate clinical situations
- Develop and understanding of ultrasound physics
- Develop the ability to operate an ultrasound machine appropriate for the ED setting

- Develop the ability to save images and videos of ultrasound finding for CME/audit purposes
- Understand the limitations of the ED ultrasound

### Ultrasound Specific Skills

- Achieve EDE I certification
- Perform US guided peripheral and central venous access

### Communicator

The learner should develop communication skills to:

- Effectively communicate with patients and families about the limitation of ED Ultrasound
- Accurately document and communicate sonographic findings

### Collaborator

The learner should strive to:

- Work collaboratively with members of the trauma team when using ED Ultrasound

### Manager

The learner should strive to:

- Understand appropriate use of diagnostic imaging and laboratory investigations
- Identify the need for and arrange for appropriate outpatient follow-up imaging

### Scholar

The learner should develop:

- Proficiency in critical appraisal of literature surrounding use of ED ultrasound
- Understands requirements for maintenance of skills in ED Ultrasound

### Professional

The learner should:

- Demonstrate integrity and honesty
- Recognize own limitations in using ultrasound and interpretation
- Be aware of personal limitations and seek assistance when appropriate
- Meet deadlines, be punctual, follow through on commitments made



## **Plastic Surgery – PGY2**

### **Medical Expert**

The learner should:

- Develop clinical assessment of plastic surgery emergencies
- Develop proficiency in managing burns
- Develop proficiency in managing facial injuries
- Develop proficiency in managing hand injuries

### **Technical Skills**

The learner should gain competence in the following technical skills:

- Regional analgesia
- Revision amputation
- Wound care
- Reduction of hand injuries
- Extensor tendon repair
- Nasal fracture reduction
- Splinting

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Keep accurate and efficient records

### **Collaborator**

The learner should strive to:

- Recognize the roles of and interact effectively with other physicians and health care workers

### **Manager**

The learner should strive to:

- Develop awareness of appropriate use of health care resources

### **Health Advocate**

The learner should strive to:

- Understand when and how to advocate appropriate on behalf of patients

### **Scholar**

The learner should develop:

- The ability to apply current literature to the care of Plastic Surgery patients

### **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate

## **Pediatric Intensive Care – PGY5**

### **Medical Expert**

The learner should:

- Develop clinical assessment of the critically ill child
- Develop appropriate differential diagnoses in the critically ill child
- Develop knowledge of multi-system disease, multi-system failure, and sepsis
- Develop knowledge of pharmacology of critical care agents
- Develop an understanding of principles of acid-base disorders
- Develop an understanding of principles of fluid-electrolyte disorders
- Develop an understanding of principles of seizures and status epilepticus
- Develop an understanding of principles of the traumatized child
- Develop an understanding of principles of hemodynamic monitoring in children

### **Technical Skills:**

The learner should gain competence in the following technical skills:

- Central venous access
- Hemodynamic monitoring
- Airway management and mechanical ventilation
- Tube thoracostomy and monitoring
- Intraosseus access

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Keep accurate and efficient records

### **Collaborator**

The learner should strive to:

- Recognize the roles of and interact effectively with other physicians and health care workers

### **Manager**

The learner should strive to:

- Recognize the need for Pediatric Intensive Care admission
- Demonstrate an awareness of the ethical and appropriate use of critical care resources

### **Health Advocate**

The learner should strive to:

- Respect patient and family wishes for resuscitation and life support measures
- Understand when and how to advocate appropriate on behalf of patients

### **Scholar**

The learner should develop:

- Proficiency in critical appraisal of the literature
- The ability to apply current literature into daily practice

### **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate
- Meet deadlines, be punctual, follow through on commitments made

## **Pediatric Emergency Medicine – PGY1 to PGY5**

### **Medical Expert**

- Develop the skills for clinical assessment of children

- Develop knowledge of conditions unique to pediatrics
  - The Febrile child
  - Sepsis
  - Respiratory distress
  - Fluid and electrolyte disorders
  - Feeding problems
  - The irritable child
  - Seizures
  - Normal growth and development
- Develop appropriate differential diagnoses in sick children

### **Technical skills:**

The learner should be able to demonstrate proficiency in the following:

- Airway management
- Procedural Sedation
- Intra-venous and intra-osseous access
- Fracture dislocation/reduction
- Lumbar puncture
- Local anesthesia and wound closure
- Foreign body removal
- Urinary catheterization

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with children according to their age
- Communicate effectively with families
- Keep accurate and efficient records

### **Collaborator**

The learner should strive to:

- Recognize the roles of and interact effectively with other physicians and health care workers

### **Manager**

The learner should strive to:

- Recognize the indications for admission to hospital
- Develop an awareness of the indications and contraindications for diagnostic imaging

- Develop an awareness of the indications for laboratory investigations

### **Health Advocate**

The learner should strive to:

- Understand when and how to advocate appropriate on behalf of patients
- Recognize situations potentially indicative of child abuse and neglect
- Recognize issues of child safety and caregiver burn out

### **Scholar**

The learner should develop:

- Able to apply current literature to the care of pediatric patients

### **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate
- Meet deadlines, be punctual, follow through on commitments made

## **Orthopedic Surgery – PGY1&3**

### **Medical Expert**

The learner should:

- Develop clinical assessment skills of orthopedic problems
- Develop appropriate differential diagnoses
- Develop an understanding of the principles of fracture management
- Develop an understanding of early and late sequelae of orthopedic injuries
- Develop an understanding of the principles of spinal injury

### **Technical Skills:**

The learner should gain competence in the following technical skills:

- Reduce simple fractures and dislocations
- Application of casts and splints
- Arthrocentesis
- Assessment for compartment syndrome

## **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Keep accurate and efficient records

## **Collaborator**

The learner should strive to:

- Recognize the roles of and interact effectively with other physicians and health care workers
- Works collaboratively as a member of the trauma team

## **Manager**

The learner should strive to:

- Develop an understanding of the indications for diagnostic imaging (ie. additional views)

## **Health Advocate**

The learner should strive to:

- Understand when and how to advocate appropriate on behalf of patients

## **Scholar**

The learner should develop:

- The ability to apply current literature to the care of Orthopedic patients

## **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate
- Meet deadlines, be punctual, follow through on commitments

## **Obstetrics & Gynecology – PGY1**

## **Medical Expert**

The learner should:

- Develop clinical assessment skills of the pregnant patient
- Develops appropriate differential diagnosis in the pregnant patient
- Develop knowledge of complications in pregnancy:
  - Ectopic pregnancy
  - Placenta previa
  - Abruptio placenta
  - Threatened, missed, and incomplete abortion
  - Premature and preterm labor
  - Preeclampsia and eclampsia
  - Fetal distress
  - Postpartum hemorrhage
  - Postpartum infection
- Develop knowledge of the pathophysiology of gynecologic conditions:
  - Sexually transmitted diseases
  - Abnormal vaginal bleeding (dysmenorrhea, menorrhagia, etc.)

### **Technical Skills:**

The learner should gain competence in the following technical skills:

- Ability to assess patients in labor
- Ability to perform uncomplicated delivery
- Ability to recognize complicated delivery
- Ability to interpret fetal monitoring

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Keep accurate and efficient records

### **Collaborator**

The learner should strive to:

- Recognize the roles of and interact effectively with other physicians and health care workers

### **Health Advocate**

The learner should strive to:

- Understand when and how to advocate appropriate on behalf of patients

- Understand the determinants of health and their impact on patients

### **Scholar**

The learner should develop:

- Effectively supervises and teaches medical students on Obstetrics rotation
- The ability to apply current literature to the care of Obstetrical patients

### **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate
- Meet deadlines, be punctual, follow through on commitments

## **Neurosurgery – PGY2**

### **Medical Expert**

The learner should:

- Develop clinical assessment skills of the neurosurgical patient
- Develop an understanding of the principles of head trauma
- Develop an understanding of the principles of spine trauma
- Develop an understanding of the principles of intracranial pressure
- Develop an understanding of the principles of non-traumatic intracranial hemorrhage
- Develop an understanding of the principles of brain death

The learner should gain competence in the following technical skills:

- Assessment of CSF shunt function
- Management of raised intracranial pressure

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Demonstrate empathy for critically ill patients and their families
- Keep accurate and efficient records

### **Collaborator**



The learner should strive to:

- Recognize the roles of and interact effectively with other physicians and health care workers

### **Health Advocate**

The learner should strive to:

- Develop an awareness and respect for patient wishes
- Understand when and how to advocate appropriate on behalf of patients

### **Scholar**

The learner should develop:

- The ability to apply current literature to the care of Neurosurgical patients

### **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate
- Meets deadlines, is punctual, meets commitments made

## **Internal Medicine Junior – PGY1**

### **Medical Expert**

The learner should:

- Develop clinical assessment skills of the medically ill
- Develop appropriate differential diagnoses in the medically ill
- Recognize the acute medical conditions
- Develop and understanding of the pathophysiology of acute medical diseases

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Keep accurate and efficient records

## **Collaborator**

The learner should strive to:

- Recognize the roles of and interact effectively with other physicians and health care workers
- Effectively participate and contribute to the internal medicine team

## **Manager**

The learner should strive to:

- Develop an understanding of the indications for hospital admission

## **Health Advocate**

The learner should strive to:

- Understand when and how to advocate appropriate on behalf of patients
- Understand the determinants of health and their impact on patients

## **Scholar**

The learner should develop:

- The ability to apply current literature to the care of medical patients
- The ability to teach junior learners (medical students)

## **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate

## **Adult Intensive Care – PGY2&3**

### **Medical Expert**

The learner should:

- Develop clinical assessment of the critically ill
- Become able to identify problems in the critically ill
- Develop appropriate differential diagnosis in the critically ill

- Develop knowledge of multi-system disease and failure
- Develop knowledge for recognition and management of the septic patient
- Develop knowledge of pharmacology of critical care agents

### **Technical Skills:**

The learner should gain competence in the following technical skills:

- Central venous access
- Noninvasive hemodynamic monitoring
- Invasive hemodynamic monitoring
- Airway management
- Mechanical ventilation management

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Keep accurate and efficient records

### **Collaborator**

The learner should strive to:

- Recognize the roles of and interact effectively with other physicians and health care workers

### **Manager**

The learner should strive to:

- Recognize the need for Intensive Care admission
- Develop awareness of appropriate and ethical uses of critical care resources
- Develop team leadership skills

### **Health Advocate**

The learner should strive to:

- Understand when and how to advocate appropriate on behalf of patients
- Respect patient wishes for resuscitation and life support measures

### **Scholar**

The learner should develop:

- The ability to apply current literature to the care of ICU patients

### **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate
- Meet deadlines, be punctual and follow through on commitments

## **General Surgery – PGY2**

### **Medical Expert**

The learner should:

- Develop clinical assessment skills of acute abdominal pain
- Develop differential diagnoses for sentinel general surgical presentations
- Develop recognition of the acute abdomen
- Develop recognition of acute surgical conditions
- Develop skills in managing the traumatized victim

### **Technical Skills:**

The learner should gain competence in the following:

- Tube thoracostomy

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Keep accurate and efficient records

### **Collaborator**

The learner should strive to:

- Recognize the roles of and interact effectively with other physicians and health care workers
- Works collaboratively as a member of the trauma team

### **Health Advocate**

The learner should strive to:

- Understand when and how to advocate appropriate on behalf of patients
- Understand the determinants of health and their impact on patients

### **Scholar**

The learner should develop:

- The ability to apply current literature to the care of surgical patients

### **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate
- Meets deadlines, is punctual and meets commitments made

## **Emergency Medical Services – PGY3**

### **Medical Expert**

The learner should:

- Develop knowledge of organizational models for EMS
- Develop knowledge of components of an EMS system
- Understand the role of Medical Director
- Understand concepts of direct and indirect medical control
- Understand EMS communication systems
- Understand the use rotary wing vs fixed wing aeromedical transport

### **Communicator**

The learner should develop communication skills to:

- Effectively communicate with EMS providers

### **Collaborator**

The learner should strive to:

- Recognize the roles of EMS providers

## **Manager**

The learner should strive to:

- Participate in EMS quality improvement initiatives
- Participate in EMS management activities

## **Health Advocate**

The learner should strive to:

- Understand the role of EMS in the delivery of health services

## **Scholar**

The learner should develop:

- Proficiency in critical appraisal of EMS literature
- Participate in education of EMS providers

## **Professional**

The learner should:

- Demonstrate integrity and honesty

## **Emergency Medicine – PGY4&5**

### **Medical Expert**

The learner should:

- Develop differential diagnoses, investigation and treatment plans for all chief complaints independently, and picks up subtle presentations of serious illness
- Generate the 'worst case scenario' differential diagnosis for all chief complaints
- Manages multiple 'sick' patients concurrently
- Manages on-line EMS interactions

### **Technical skills:**

The learner should be able to demonstrate proficiency with:

- Difficult airway management (rescue devices, surgical airway)
- Regional nerve blocks (femoral, ankle, orbital, penile)

- Foreign body removal (rectal, vaginal)
- Pericardiocentesis
- ED thoracotomy
- Central Venous Access, Arterial access
- Peri-mortem c-section
- Arthrocentesis (ankle, wrist, digit)
- Specimen collection sexual assault
- Escharotomy
- Urologic procedures (reduction paraphimosis, supra-pubic catheterization, drainage priapism)

### **Interpretive skills:**

To a level of identifying all abnormalities, the learner should be able to interpret:

- CT Head
- ED Ultrasound
- ECGs
- Routine Laboratory Investigations (blood, urine, csf, synovial)
- Blood Gases
- CXRs
- AXRs
- Orthopedic Xrays

### **Communicator**

The learner should:

- Manage all communicative tasks of a clinical encounter with ease
- Manage difficult communication scenarios effectively
- Communicate effectively in crisis or disaster situation
- Provide feedback to allied health on communication skills

### **Collaborator**

The learner should:

- Manage outside referrals to the Emergency Department
- Engage colleagues in discussion to address or improve patient care
- Respond to requests for help or advice from colleagues for assistance in patient care related tasks (on-shift and off-shift)
- Demonstrate a respectful attitude and works with others to resolve conflicts

### **Manager**

The learner should:

- Facilitate management of unexpected surges in patient numbers and acuity and show an ability to handle an influx of patients
- Take and give handover at shift change
- Pursue a graduation career plan

### **Health Advocate**

The learner should:

- Understand when and how to advocate appropriately on behalf of patients
- Adapt patient management plans based on determinants of health

### **Scholar**

The learner should:

- Effectively teach junior learners while having significant patient responsibility (identifies learning objectives, teaches simple procedures, daily evaluation)
- Present grand rounds at a conference level
- Identify novel teaching opportunities
- Develop a strategy for maintenance of competency
- Teach others effective strategies for EM learning

### **Professional**

The learner should:

- Attend work commitments on time, and be prepared for responsibilities
- Recognize other colleagues in need and responds appropriately
- Participate in peer review
- Fulfill regulatory and legal obligations of current practice
- Demonstrate an appropriate work-life balance

## **Emergency Medicine – PGY2&3**

### **Medical Expert**

The learner should:

- Perform a focused physical exam based on chief complaint
- Develop differential diagnoses, investigation and treatment plans for common chief complaints independently
- Generate the ‘worst case scenario’ differential diagnosis for most chief complaints
- Recognize ‘sick’ patients and initiate advanced resuscitation interventions (supervised)



- Manages multiple patients simultaneously and safely

### **Technical skills:**

The learner should be proficient at:

- Airway management (procedural sedation, intubation)
- Regional nerve blocks (hand, dental, gleno-humeral)
- Management of epistaxis (anterior and posterior)
- Management of epistaxis (anterior and posterior)
- Complex wound repair (nailbed, fingertip amputation, stellate, extensor tendon, 2 layer)
- Reduction and splinting of orthopedic fractures and dislocations (hand and carpal fractures/dislocations, ankle fractures/dislocations, patella dislocations, femoral traction devices)
- Central Venous Access (including accessing/changing, measuring CVP), Arterial access
- Thoracentesis/Paracentesis
- Tube Thoracostomy
- Arthrocentesis (knee, elbow, shoulder)
- Specimen collection sexual assault (supervised)
- Lumbar puncture
- GI procedures (anoscopy, I+D hemorrhoids, fecal disimpaction, hernia reduction)
- ED Delivery including cord prolapse, shoulder dystocia, episiotomy (supervised)

### **Interpretive skills**

To a level of identifying significant abnormalities, the learner should be able to interpret the following:

- CT Head
- ED Ultrasound
- ECGs
- Routine Laboratory Investigations (blood, urine, csf, synovial)
- Blood Gases
- CXRs
- AXRs
- Orthopedic Xrays

### **Communicator**

The learner should:

- Manage all communicative tasks of a clinical encounter
- Ask patients about beliefs and preferences when planning diagnostic and treatment plan
- Communicate effectively with family (uses non-medical jargon)
- Effectively communicates when breaking bad news
- Provides accurate and efficient records, including referrals and consultations

## **Collaborator**

The learner should:

- Work effectively with other health care providers in a multi-disciplinary approach
- Optimize patient care through involvement of other health care providers
- Respond to requests for help or advice from colleagues
- Demonstrate a respectful attitude and work with others to resolve conflicts

## **Manager**

The learner should:

- Demonstrate awareness of appropriate use of health care resources
- Maintain a procedure log
- Identify patient flow issues during a clinical shift
- Identify broad career goals and a graduation career plan

## **Health Advocate**

The learner should:

- Understand when and how to advocate appropriately on behalf of patients
- Adapt patient management plans based on determinants of health

## **Scholar**

The learner should:

- Effectively teach a junior learner without having significant patient responsibility (identifies learning objectives, teaches simple procedures, daily evaluation)
- Demonstrate a basic understanding of critical appraisal
- Identify procedural skill/knowledge base deficiencies and takes remedial action
- Develop a personal learning management system
- Efficiently identify useful resources to answer clinical questions

## **Professional**

The learner should:

- Attend work commitments on time, and be prepared for responsibilities
- Manage conflicts of interest with colleagues, patients and families
- Identify resources to resolve ethical dilemmas in a timely fashion
- Seek and accept advice, demonstrate awareness of personal limitations
- Demonstrate an appropriate work-life balance

## **Emergency Medicine – PGY1**

### **Medical Expert**

The learner should:

- Perform a focused physical exam based on chief complaint
- Develop differential diagnoses, investigation and treatment plans for common chief complaints
- Generate the ‘worst case scenario’ differential diagnosis for common chief complaints
- Recognize ‘sick’ patients and initiate basic resuscitation interventions

### **Technical skills:**

The learner should be proficient at:

- Airway management (procedural sedation, intubation) supervised
- Local anesthetic infiltration and simple wound repair (glue, sutures, staples)
- Management of epistaxis (anterior packing, cautery)
- Reduction and splinting of common orthopedic fractures and dislocations (shoulder dislocation, distal radius fracture)
- Central Venous Access, Arterial access (supervised)
- Slit lamp, pupil dilatation/topical anesthetic, ocular foreign body removal, IOP measurement, ocular irrigation
- Thoracentesis/Paracentesis (supervised)
- Sub-ungal hematoma drainage
- Aspiration, drainage of abscesses, packing of abscess cavity
- Lumbar puncture (supervised)

### **Interpretive skills:**

To a level of identifying significant abnormalities, the learner should be able to interpret:

- ECGs
- Routine Laboratory Investigations (blood, urine, csf, synovial)
- Blood Gases
- CXRs
- AXRs
- Orthopedic Xrays

### **Communicator**

The learner should:

- Communicate effectively with patients, including rapport, data gathering and providing information to the patient

- Asks patient about beliefs and preferences when planning diagnostic and treatment plan
- Communicates effectively with family (uses non-medical jargon)
- Presents clear reports to supervising physician
- Charts accurately and effectively

### **Collaborator**

The learner should:

- Recognize role of, and interacts effectively with other physicians and health professionals
- Respond to requests for help or advice from colleagues
- Demonstrate a respectful attitude and works with others to resolve conflicts

### **Manager**

The learner should:

- Demonstrate awareness of appropriate use of health care resources
- Maintain a procedure log

### **Health Advocate**

The learner should:

- Understand when and how to advocate appropriately on behalf of patients
- Demonstrate awareness of determinants of health and their impact on patient illness

### **Scholar**

The learner should:

- Demonstrate a basic understanding of critical appraisal
- Identify *one* learning issue per shift and reads around cases encountered
- Be able to construct an EBM question and effectively searches for appropriate resources to answer that question
- Be able to explain core EM concepts to junior learners

### **Professional**

The learner should:

- Attend work commitments on time, and is prepared for responsibilities
- Demonstrate honesty and integrity
- Apply ethical and legal principles appropriately, specifically related to patient confidentiality
- Demonstrate an appropriate work-life balance

- Seek and accept advice, demonstrate awareness of personal limitations

## **Education – PGY2**

### **Medical Expert**

The learner should:

- Have a solid foundation of knowledge regarding common and serious conditions presenting to the Emergency Department in order to display expertise when participating in educational activities for allied health team members, medical students and residents.

### **Communicator**

The learner should demonstrate:

- An ability to communicate concepts effectively during didactic presentations, small group teaching, simulation based teaching and in the ED
- An ability to put together effective audio-visual aids (power point slides, handouts) for any didactic presentation
- Be able to give effective feedback to learners at the during and after any teaching session (small group, exam or skill based teaching, in the ED, etc.)

### **Collaborator**

The learner should demonstrate:

- An ability to work with learners to identify individual learning styles and modify teaching approaches to optimize learning experiences

### **Manager**

The learner should demonstrate:

- Strategies to optimize learning for their student while managing a busy ED

### **Health Advocate**

The learner should demonstrate:

- An awareness of student well-being while on rotation in the ED

### **Scholar**

The learner should demonstrate:

- An ability to critically appraise relevant medical education literature
- Use evidence when creating any medical content for educational sessions
- Able to accurately assess trainee performance

### **Professional**

The learner should demonstrate:

- A personal awareness of knowledge deficits and demonstrate integrity by sharing knowledge deficits when uncertain of answers to learner's questions

## **CCU Senior – PGY5**

### **Medical Expert**

The learner should:

- Develop clinical assessment skills in the cardiac patient
- Develop appropriate differential diagnosis for sentinel cardiac presentations
- Develop knowledge of acute ischemic and non-ischemic cardiac disease
- Develop in ECG interpretation skills
- Develop knowledge of pharmacology of cardiovascular agents

The learner should develop the following technical skills:

- Central venous access
- Invasive hemodynamic monitoring
- Transcutaneous cardiac pacing
- Transvenous cardiac pacing
- Electrical cardioversion

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Demonstrate compassion and empathy for the critically ill and their families
- Document effectively and efficiently on the medical record

### **Collaborator**

The learner should strive to:

- Recognize the roles of other members of the CCU team
- Act as a consultant to other services requesting CCU assistance

### **Manager**

The learner should strive to:

- Efficiently manage the cardiac arrest team
- Gain an understanding of the ethical use of critical care resources
- Develop team leadership skills
- Manage a CCU team, delegate work, and provide feedback to junior learners

### **Health Advocate**

The learner should strive to:

- Advocate appropriately on behalf of patients
- Respect and understand patient wishes for resuscitation and life support measures
- Understand the determinants of health and their impact on patients

### **Scholar**

The learner should develop:

- Critical appraisal skills of cardiology literature
- An ability to integrate current cardiology literature into daily practice
- Skills in managing multiple junior learners and providing for their learning needs

### **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance when appropriate

## **CCU Junior – PGY1**

### **Medical Expert**

The learner should:

- Develop clinical assessment skills in the cardiac patient
- Develop appropriate differential diagnosis for sentinel cardiac presentations
- Develop knowledge of acute ischemic and non-ischemic cardiac disease

- Develop in ECG interpretation skills
- Develop knowledge of pharmacology of cardiovascular agents

The learner should develop the following technical skills:

- Central venous access
- Invasive hemodynamic monitoring
- Transcutaneous cardiac pacing
- Transvenous cardiac pacing
- Electrical cardioversion

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Demonstrate compassion and empathy for the critically ill and their families
- Document effectively and efficiently on the medical record

### **Collaborator**

The learner should strive to:

- Recognize the roles of other members of the CCU team
- Able to present patients on rounds in an effective and efficient manner

### **Manager**

The learner should strive to:

- Effectively manage the cardiac arrest team
- Gain an understanding of the ethical use of critical care resources
- Able to prioritize and complete duties while on call

### **Health Advocate**

The learner should strive to:

- Respect and understand patient wishes for resuscitation and life support measures

### **Scholar**

The learner should develop:

- An ability to integrate current literature to the care of Cardiology patients



## **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance where appropriate

## **Anesthesia – PGY1&2**

### **Medical Expert**

The learner should:

- Develop skills in assessment of predictors of difficult intubation and ventilation
- Understand the pharmacology and contra-indications of rapid sequence intubation and procedural sedation medications
- Develop skills in utilizing cardio-respiratory monitoring

The learner should develop the following technical skills:

- Bag valve mask ventilation
- Invasive hemodynamic monitoring
- Arterial lines
- Central venous lines
- Endotracheal intubation
- Difficult airway adjuncts (Video laryngoscope, Bougie, Lightwand)
- Rescue airway devices (LMA, Combitube)
- Peripheral intra-venous access

### **Communicator**

The learner should develop communication skills to:

- Communicate effectively with patients and families
- Document effectively and efficiently on the medical record

### **Collaborator**

The learner should strive to:

- Work collaboratively with all member of the operative team

### **Manager**

The learner should strive to:

- Efficiently manage the OR team to effectively capture an airway

### **Health Advocate**

The learner should strive to:

- Advocate appropriately on behalf of patients

### **Scholar**

The learner should develop:

- An ability to integrate current literature to the care of Anesthesia patients

### **Professional**

The learner should:

- Demonstrate integrity and honesty
- Be aware of personal limitations and seek assistance where appropriate