

OBJECTIVES FOR CHIEF RESIDENT OBSTETRICS AND GYNECOLOGY ROTATION - (PGY4, PGY5)

Objectives

Minimum of six months.

To be able to carry out the technical procedures as outlined in the **OVERVIEW** to a level of competence as determined by the Royal College Guidelines.

To exhibit and practice the attributes of a junior consultant in the following domains of communication:

- a) Communication.
- b) Patient sensitivity and empathy.
- c) Knowledge and clinical expertise.
- d) Presentation of literature and panels.
- e) Comprehensive patient care.
- f) Leadership, team building, and administration.
- g) Stewardship of junior residents and medical students.

Education/Cognitive Requirements

As outlined in:

1. CREOG guidelines
2. University of Ottawa Program Skills
3. Learning Portfolio.

Gynecology Service

The Chief Gynecology Resident must be aware of all patients on the Gynecology service whether they have surgery or not. The Chief Gynecology Resident must participate in, and assign junior residents to make rounds daily on all Gynecology patients.

Daily rounds will start at 07:00 hours.

The Chief Resident will reassign all patients at the end of a rotation to incoming residents so that patients are not lost in follow-up.

The Chief Resident will assign him/herself and junior resident to the following day surgeries. The Chief Resident has the first choice in selecting surgical cases, except for patients on subspecialty services, i.e, Infertility, Perinatology and Oncology, where the Subspecialty Resident, if present, has the first choice.

Obstetrics

The Chief Resident will be informed by junior residents on Core Obstetrics of complex obstetrical cases in the Case Room, such as breech and multiple deliveries. The Chief Resident will have priority in getting directly involved in the management of such cases. When such patients are in the Perinatology Service, the Subspecialty Resident will have first choice.

Administration

The Chief Resident at the General Campus will be responsible for scheduling the junior residents on their daily activities.

The Chief Resident at the General Campus will prepare the call schedule for the above.

Teaching

Surgical Principles Rounds are held at the Civic Campus on Thursdays from 07:00 to 08:00 in B4 Conference Room and Fridays at the General Campus from 07:00 to 08:00 in Conference Room 8100. These may be completed by the Chief resident, or a resident that Chief has assigned responsibilities to.

Call Schedule

In Hospital: Chief Resident 3-5 nights/month
Subspecialty 4-7 nights/month
Elective in Ob/Gyn 4-5 nights/month
(in Ottawa)
Core 4-7 nights/4 weeks
Selective in Ob/Gyn 4-7 nights/month

Evaluation framework for Chief Resident

1. N/A
2. Does not meet expectations for level
3. Borderline for level
4. Appropriate for level
5. Exceeds expectations for level
6. Comment box at the end for further explanations

MEDICAL EXPERT

1. Effectively perform a consultation, including the presentation of well-documented assessments and recommendations in written and/or verbal form in response to a request from another health care professional.
2. Demonstrate proficient and appropriate use of procedural skills, both diagnostic and therapeutic.

3. Seek appropriate consultation from other health professionals, recognizing the limits of their expertise.
4. Effectively and appropriately prioritize professional duties when faced with multiple patients and problems.
5. Ensure adequate follow-up is arranged for procedures performed.

COMMUNICATOR

1. Develop rapport, trust and ethical therapeutic relationships with patients and families.
2. Accurately convey relevant information and explanations to patients and families, colleagues and other professionals.
3. Convey effective oral and written information about a medical encounter.

Collaborator

1. Participate effectively and appropriately in an interprofessional healthcare team.
2. Effectively work with other health professionals to prevent, negotiate, and resolve interprofessional conflict.
3. Respect team ethics, including confidentiality, resource allocation and professionalism.
4. Where appropriate, demonstrate leadership in a healthcare team.

Leader

1. Serve in administration and leadership roles, as appropriate by assessing, planning, providing and reviewing relevant elements of health care delivery (e.g., work schedules, education teaching rounds).
2. Effectively and appropriately prioritize professional duties and manage time to balance patient care, practice requirements, outside activities and personal life
3. Demonstrate insight, encourage discussion, questions and interaction, and engage all team members in shared decision-making to develop plan of care
4. Collaboratively identify and facilitate learning needs and outcomes of self and others
5. Respect team ethics, including confidentiality, resource allocation and professionalism
6. Work with other professionals to prevent conflict
7. Employ collaborative negotiation to resolve conflicts
8. Respect differences, misunderstandings and limitations in other professionals
9. Recognize one's own differences, misunderstanding and limitations that may contribute to inter-professional tension
10. Provide effective and constructive feedback

Health Advocate

1. Respond to individual patient health needs and issues as part of patient care

Scholar

1. Critically evaluate information and its sources, and apply this appropriately to practice decisions.
2. Facilitate the learning of patients, families, students, residents, other health professionals, the public, and others, as appropriate.
3. Collaboratively identify the learning needs and desired learning outcomes of others.
4. Provide effective feedback

Professional

1. Exhibit appropriate professional behaviors in practice, including honesty, integrity, commitment, compassion, respect and altruism.
2. Appropriately manage conflicts of interest.
3. Recognize and respond to others' unprofessional behaviours in practice.

NOTE: CBD Curriculum Map and EPAs - <https://med.uottawa.ca/obs-gyne/postgraduate-education/residency-training-program/competency-based-medical-education>

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