# Objectives for PGY1 Fundamentals Rotation

<table>
<thead>
<tr>
<th>ROLE</th>
<th>KEY COMPETENCIES - Fundamentals</th>
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<td>Medical Expert</td>
<td>Entering PGY1 residents begin their transition into discipline on their first rotation – entitled <em>Fundamentals of ObGyn</em> – which includes surgical foundation bootcamp, NRP Certification, FHS Certification, simulation sessions (C-section, assisted vaginal delivery, vaginal laceration repair, communication skills), introduction to buddy-call service coverage and ambulatory clinic experience.</td>
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| Communicator   | • To effectively convey a management plan to patients and family members  
• Establish effective professional relationships with patients, their families, and other members of the health care team  
• To obtain a history from patients and family members  
• Interact with community care-givers and other health resources to obtain and synthesize relevant information about the patient  
• Develop a management and discharge plan for hospitalized patients involving the family physician, home care and other care-givers in the development of long-term community health planning  
• Learn to use verbal and written communication effectively and efficiently to optimize patient care  
• To maintain meaningful and accurate clinical records, including timely completion of discharge summaries  

These skills will be taught by:  
• Participation in consultation skills workshops  
• Direct communication with physician supervisors and workshop facilitators  

These skills will be evaluated by:  
• The daily observation of trainee performance by clinical supervisors (mentor) with ongoing feedback  
• A review of the written record and consultation letters by the attending physician with ongoing feedback  
• Observation of staff interactions during rotations  


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<th>Collaborator</th>
<th>Leader</th>
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<td>• Observation of resident interactions</td>
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| **Collaborator** | • Know when to consult other caregivers appropriately  
• Work and on occasion lead an interdisciplinary team to develop appropriate diagnostic and therapeutic strategies for patient care  
• Work with the interdisciplinary team for discharge planning  
• Learn the appropriate use of pre-operative or ward consults of other services |
| **Leader** | • Utilize economic resources to effectively balance patient care and health care  
• Work to develop effective and efficient patient management strategies by:  
  • Avoiding duplication of services  
  • Involving other caregivers when appropriate, utilizing safe alternatives to in-hospital care  
  • Appropriate use of information technology  
  • Learning to effectively delegate responsibility to junior staff and others  
• To develop time management skills to reflect and balance priorities for patient care, learning and personal life |
| **These skills will be taught by:** | **These skills will be evaluated by:** |
| • Observation of daily practice patterns of other consultants  
• Attendance at multidisciplinary hospital rounds | • Observation of trainees by rotation supervisors/attending physicians with feedback on an ongoing basis and through ITERs  
• Daily observation of trainee performance by attending staff  
• Feedback through in-training evaluations |
| Health Advocate | • Work to develop effective health promotion strategies for patients and their families  
• Intercede on behalf of their patients as the patient weaves her way through complex health care institutions, services and multiple physicians  
• Recognize and respond to those issues where advocacy is important  

These skills will be taught through the following:  
• Lectures/discussions, other rounds, workshops, courses  
• Observation of the practices of attending physicians and other members of the interdisciplinary team  
• Contribution to community education initiatives  

These skills will be evaluated through the following:  
• Monitoring of attendance at hospital-based rounds  
• Provision of feedback through ITERs |
| Scholar | • Develop and implement an effective self-directed life-long learning strategy  
• Develop skills in practice of evidence-based medicine and ethical practice of medicine  
• Develop effective teaching strategies to teach junior house-staff  
• Facilitate teaching of patients about their health problems directly or through the involvement of other professionals  

• To be able to critically appraise the literature regarding the diagnosis and treatment of urologic issues  
• To develop a personal learning strategy for acquiring knowledge in the management of common urological conditions  

These skills will be taught in the following manner:  
• Provision of faculty-wide teaching courses for residents  

These skills will be evaluated through:  
• Monitoring of participation at academic rounds  
• Regular feedback from attending physicians  
• Formal feedback through ITERs |
| Professional | • Establish effective professional relationships with patients, their families, colleagues, and allied health professionals. |
• Develop an ethical framework for the delivery of the highest cost-effective quality care
• Exhibit appropriate personal and interpersonal behaviors
• Act with integrity, honesty and compassion in the delivery of the highest quality health care
• To consistently deliver high quality care with integrity, honesty and compassion
• To develop skill in comforting the patient and relieving anxiety
• To demonstrate professional attitudes in interactions with patients and other healthcare personnel

These skills will be taught in the following manner:
Observation of the daily practice patterns of attending physicians and other health care workers (mentoring)

These skills will be evaluated in the following manner:
Daily observation of trainees by attending physicians
Formal evaluations through ITERs


Last Revised: September 2020