

## OBJECTIVES FOR PGY1 FUNDAMENTALS ROTATION

ROLE	KEY COMPETENCIES - Fundamentals
Medical Expert	<p>Entering PGY1 residents begin their transition into discipline on their first rotation – entitled <i>Fundamentals of ObGyn</i> – 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.</p>
Communicator	<ul style="list-style-type: none"> <li>• To effectively convey a management plan to patients and family members</li> <li>• Establish effective professional relationships with patients, their families, and other members of the health care team</li> <li>• To obtain a history from patients and family members</li> </ul> <ul style="list-style-type: none"> <li>• Interact with community care-givers and other health resources to obtain and synthesize relevant information about the patient</li> <li>• 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</li> <li>• Learn to use verbal and written communication effectively and efficiently to optimize patient care</li> <li>• To maintain meaningful and accurate clinical records, including timely completion of discharge summaries</li> </ul> <p>These skills will be taught by:</p> <ul style="list-style-type: none"> <li>• Participation in consultation skills workshops</li> <li>• Direct communication with physician supervisors and workshop facilitators</li> </ul> <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> <li>• The daily observation of trainee performance by clinical supervisors (mentor) with ongoing feedback</li> <li>• A review of the written record and consultation letters by the attending physician with ongoing feedback</li> <li>• Observation of staff interactions during rotations</li> </ul>

	<ul style="list-style-type: none"> <li>• Observation of resident interactions</li> </ul>
Collaborator	<ul style="list-style-type: none"> <li>• Know when to consult other caregivers appropriately</li> <li>• Work and on occasion lead an interdisciplinary team to develop appropriate diagnostic and therapeutic strategies for patient care</li> <li>• Work with the interdisciplinary team for discharge planning</li> <li>• Learn the appropriate use of pre-operative or ward consults of other services</li> </ul> <p>These skills will be taught by:</p> <ul style="list-style-type: none"> <li>• Observation of daily practice patterns of other consultants</li> <li>• Attendance at multidisciplinary hospital rounds</li> </ul> <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> <li>• Daily observation of trainee performance by attending staff</li> <li>• Feedback through in-training evaluations</li> </ul>
Leader	<ul style="list-style-type: none"> <li>• Utilize economic resources to effectively balance patient care and health care</li> <li>• Work to develop effective and efficient patient management strategies by: <ul style="list-style-type: none"> <li>• Avoiding duplication of services</li> <li>• Involving other caregivers when appropriate, utilizing safe alternatives to in-hospital care</li> <li>• Appropriate use of information technology</li> <li>• Learning to effectively delegate responsibility to junior staff and others</li> </ul> </li> <li>• To develop time management skills to reflect and balance priorities for patient care, learning and personal life</li> </ul> <p>These skills will be evaluated by:</p> <ul style="list-style-type: none"> <li>• Observation of trainees by rotation supervisors/attending physicians with feedback on an ongoing basis and through ITERs</li> </ul>

Health Advocate	<ul style="list-style-type: none"> <li>• Work to develop effective health promotion strategies for patients and their families</li> <li>• Intercede on behalf of their patients as the patient weaves her way through complex health care institutions, services and multiple physicians</li> <li>• Recognize and respond to those issues where advocacy is important</li> </ul> <p>These skills will be taught through the following:</p> <ul style="list-style-type: none"> <li>• Lectures/discussions, other rounds, workshops, courses</li> <li>• Observation of the practices of attending physicians and other members of the interdisciplinary team</li> <li>• Contribution to community education initiatives</li> </ul> <p>These skills will be evaluated through the following:</p> <ul style="list-style-type: none"> <li>• Monitoring of attendance at hospital-based rounds</li> <li>• Provision of feedback through ITERs</li> </ul>
Scholar	<ul style="list-style-type: none"> <li>• Develop and implement an effective self-directed life-long learning strategy</li> <li>• Develop skills in practice of evidence-based medicine and ethical practice of medicine</li> <li>• Develop effective teaching strategies to teach junior house-staff</li> <li>• Facilitate teaching of patients about their health problems directly or through the involvement of other professionals</li> </ul> <ul style="list-style-type: none"> <li>• To be able to critically appraise the literature regarding the diagnosis and treatment of urologic issues</li> <li>• To develop a personal learning strategy for acquiring knowledge in the management of common urological conditions</li> </ul> <p>These skills will be taught in the following manner:</p> <ul style="list-style-type: none"> <li>• Provision of faculty-wide teaching courses for residents</li> </ul> <p>These skills will be evaluated through:</p> <ul style="list-style-type: none"> <li>• Monitoring of participation at academic rounds</li> <li>• Regular feedback from attending physicians</li> <li>• Formal feedback through ITERs</li> </ul>
Professional	<ul style="list-style-type: none"> <li>• Establish effective professional relationships with patients, their families, colleagues, and allied health professionals.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop an ethical framework for the delivery of the highest cost-effective quality care</li> <li>• Exhibit appropriate personal and interpersonal behaviors</li> <li>• Act with integrity, honesty and compassion in the delivery of the highest quality health care</li> <li>• To consistently deliver high quality care with integrity, honesty and compassion</li> <li>• To develop skill in comforting the patient and relieving anxiety</li> <li>• To demonstrate professional attitudes in interactions with patients and other healthcare personnel</li> </ul> <p>These skills will be taught in the following manner: Observation of the daily practice patterns of attending physicians and other health care workers (mentoring)</p> <p>These skills will be evaluated in the following manner: Daily observation of trainees by attending physicians Formal evaluations through ITERs</p>
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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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