

**Renal Inpatient Rotation Curriculum**  
**Department of Internal Medicine**  
**Rush University Medical Center**  
**Specialty Education Coordinator: Casey Gashti, MD**

**Description of Rotation or Educational Experience:**

Residents spend 2 to 4 weeks on the nephrology inpatient consultation service under the direct supervision of a nephrology attending and fellow. During the rotation, residents will participate in the evaluation and management of renal disorders as requested by all adult inpatient services at RUMC through consultation. During the rotation, the residents will gain competencies in the evaluation and management of acute renal failure, chronic kidney disease, common fluid and electrolyte disorders, acid-base disorders, glomerulonephritis and end-stage renal disease.

**Patient Care**

**Goal:** Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

<b>Objectives</b> <i>Residents are expected to:</i>	<b>Teaching Method</b> <i>Options include:</i>	<b>Evaluation Method</b> <i>Options include:</i>	<b>Curricular Milestone</b>	<b>Reporting Milestone</b>
	<ul style="list-style-type: none"> <li>• Didactic</li> <li>• Workshop</li> <li>• Bedside Teaching</li> <li>• Role Modeling</li> <li>• Independent Learning</li> <li>• Computer Module</li> <li>• Other – please specify</li> </ul>	<ul style="list-style-type: none"> <li>• End-of-Rotation Form</li> <li>• 360-Degree Evaluation</li> <li>• Mini CEX</li> <li>• Pre-Test/Post-Test</li> <li>• In-Training Exam</li> <li>• Chart-Stimulated Recall</li> <li>• Direct Observation</li> <li>• Other – please specify</li> </ul>		
1. Diagnose common nephrologic problems by obtaining appropriate history from the patient	Bedside Teaching Didactic	End-of-Rotation Form	PC-A1	PC-1
2. Perform an appropriate physical exam based on the chief complaint(s)	Bedside Teaching	End-of-Rotation Form	PC-B1	PC-1
3. Synthesize available data from the history, physical, and any available lab work to develop a differential diagnosis	Bedside Teaching Didactic	End-of-Rotation Form	PC-C1	PC-1
4. Develop skills to identify the basic indications for renal replacement therapy and understand the basic components of hemodialysis, peritoneal dialysis and continuous renal replacement therapies and the complications related to	Bedside Teaching Didactic	End-of-Rotation Form	PC-E2	PC-2

these therapies				
5. Develop a diagnostic plan for further investigation of the differential diagnoses and/or treatments [SENIOR RESIDENTS]	Bedside Teaching Didactic	End-of-Rotation Form	PC-C2	PC-2

## Medical Knowledge

**Goal:** Residents must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to the care of patients with kidney diseases.

<b>Objectives</b> <i>Residents are expected to:</i>	<b>Teaching Method</b> <i>Options include:</i>	<b>Evaluation Method</b> <i>Options include:</i>	<b>Curricular Milestone</b>	<b>Reporting Milestone</b>
	<ul style="list-style-type: none"> <li>• Didactic</li> <li>• Workshop</li> <li>• Bedside Teaching</li> <li>• Role Modeling</li> <li>• Independent Learning</li> <li>• Computer Module</li> <li>• Other – please specify</li> </ul>	<ul style="list-style-type: none"> <li>• End-of-Rotation Form</li> <li>• 360-Degree Evaluation</li> <li>• Mini CEX</li> <li>• Pre-Test/Post-Test</li> <li>• In-Training Exam</li> <li>• Chart-Stimulated Recall</li> <li>• Direct Observation</li> <li>• Other – please specify</li> </ul>		
1. Describe the basic pathology and pathophysiology of each disorder: a. Acute renal failure b. Glomerulonephritis c. Acid-base disorders d. Salt and water disorders e. Chronic Kidney disease f. Metabolic bone disease g. Anemia management in ESRD h. Cardio-renal syndrome i. Hepatorenal syndrome	Bedside Teaching Didactic	End-of-Rotation Form	MK-A1	MK-1
2. Discuss the general evidence based treatment options for the disorders above	Bedside Teaching Didactic	End-of-Rotation Form	MK-A1	MK-1
3. Employ common laboratory tests including chemistries, urine studies, immunologic serology	Bedside Teaching Didactic	End-of-Rotation Form	MK-B1	MK-2
4. Recognize the indication, usage and major side effects of drugs commonly used in renal disorders, including glomerulonephritis, fluid	Bedside Teaching Didactic	End-of-Rotation Form	MK-A1	MK-1

and electrolyte disorders, acid-base metabolism and management of volume overload disorders				
5. Recognize the basic indications for renal biopsy	Bedside Teaching Didactic	End-of-Rotation Form	MK-B2	MK-2
6. Recognize the appropriate use of imaging in the evaluation of renal disorders and in patients with co-existing renal disorders	Bedside Teaching Didactic	End-of-Rotation Form	MK-B2	MK-2

### Practice-Based Learning and Improvement

**Goal:** Residents must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

<b>Objectives</b> <i>Residents are expected to:</i>	<b>Teaching Method</b> <i>Options include:</i>	<b>Evaluation Method</b> <i>Options include:</i>	<b>Curricular Milestone</b>	<b>Reporting Milestone</b>
	<ul style="list-style-type: none"> <li>• Didactic</li> <li>• Workshop</li> <li>• Bedside Teaching</li> <li>• Role Modeling</li> <li>• Independent Learning</li> <li>• Computer Module</li> <li>• Other – please specify</li> </ul>	<ul style="list-style-type: none"> <li>• End-of-Rotation Form</li> <li>• 360-Degree Evaluation</li> <li>• Mini CEX</li> <li>• Pre-Test/Post-Test</li> <li>• In-Training Exam</li> <li>• Chart-Stimulated Recall</li> <li>• Direct Observation</li> <li>• Other – please specify</li> </ul>		
1. Participate in all teaching activities	Bedside Teaching Role modeling	End-of-Rotation Form	PBLI-H1	PBLI-4
2. Participate in teaching rounds	Bedside Teaching Role Modeling	End-of-Rotation Form	PBLI-H1	PBLI-4

### Systems-Based Practice

**Goal:** Residents must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

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1. Work effectively as a member within the	Bedside Teaching Role Modeling	End-of-Rotation Form	SBP-B2	SBP-1

interprofessional team to ensure safe patient care				
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## Professionalism

**Goal:** Residents must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

<b>Objectives</b> <i>Residents are expected to:</i>	<b>Teaching Method</b> <i>Options include:</i>	<b>Evaluation Method</b> <i>Options include:</i>	<b>Curricular Milestone</b>	<b>Reporting Milestone</b>
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1. Demonstrate compassion and empathy to patients	Role Modeling	End-of-Rotation Form	P-B1	PROF-1
2. Arrive on time for clinic/lectures and respond promptly to clinical responsibilities	Role Modeling	End-of-Rotation Form	P-D1	PROF-2
3. Demonstrate professional demeanor to colleagues and staff	Role Modeling	End-of-Rotation Form	P-F2	PROF-1

## Interpersonal and Communication Skills

**Goal:** Residents must demonstrate interpersonal and communication skills that result in the effective exchange of information and teaming with patients, their families, and professional associates.

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1. Deliver appropriate and succinct hypothesis-driven oral presentations	Bedside Teaching Role Modeling	End-of-Rotation Form	ICS-D1	ICS-2
2. Provide accurate, complete, and timely written documentation in the EMR	Bedside Teaching Role Modeling	End-of-Rotation Form	ICS-F1	ICS-3
3. Engage in collaborative	Bedside Teaching	End-of-Rotation Form	ICS-D3	ICS-2

communication with all members of the team	Role Modeling			
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### Assessment Process

- Faculty will complete a written evaluation of the resident via MedHub, and review the evaluation with the resident in person at the end of the rotation.
- Faculty will evaluate the resident's performance by direct observation on rounds, during patient presentations and at the bedside.
- Faculty will engage the resident during didactic sessions to assess their level of knowledge and understanding.
- Faculty will review all resident notes and provide revisions as necessary.
- Residents will evaluate the rotation experience and the faculty member that they worked with the most. These evaluations will be anonymous.

### Level of Supervision

- Resident receives direct supervision in all patient care activities by the fellow and attending.

### Educational Resources

- Review of contemporary literature. *Please attach appendix with list of references (i.e. journal articles, textbook chapters, learning modules, etc).*