

Renal Outpatient Clinic 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 renal ambulatory elective at the outpatient renal clinic and dialysis center participating in the outpatient management of CKD, glomerulonephritis, tubulointerstitial disease and fluid and electrolyte disorders as well obtaining exposure to outpatient in-center HD and home dialysis.

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.

Objectives <i>Residents are expected to:</i>	Teaching Method <i>Options include:</i>	Evaluation Method <i>Options include:</i>	Curricular Milestone	Reporting Milestone
	<ul style="list-style-type: none"> • Didactic • Workshop • Bedside Teaching • Role Modeling • Independent Learning • Computer Module • Other – please specify 	<ul style="list-style-type: none"> • End-of-Rotation Form • 360-Degree Evaluation • Mini CEX • Pre-Test/Post-Test • In-Training Exam • Chart-Stimulated Recall • Direct Observation • Other – please specify 		
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 problem-oriented physical exam based on the chief complaint(s)	Bedside Teaching Didactic	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 a diagnostic plan for further investigation of the differential diagnoses and/or treatments <i>[SENIOR RESIDENTS]</i>	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 renal diseases.

Objectives <i>Residents are expected to:</i>	Teaching Method <i>Options include:</i>	Evaluation Method <i>Options include:</i>	Curricular Milestone	Reporting Milestone

	<ul style="list-style-type: none"> • Didactic • Workshop • Bedside Teaching • Role Modeling • Independent Learning • Computer Module • Other – please specify 	<ul style="list-style-type: none"> • End-of-Rotation Form • 360-Degree Evaluation • Mini CEX • Pre-Test/Post-Test • In-Training Exam • Chart-Stimulated Recall • Direct Observation • Other – please specify 		
1. Describe the basic pathology and pathophysiology of each disorder: Chronic Kidney Disease, Glomerulonephritis, Tubular Interstitial Disease	Bedside Teaching Didactic	End-of-Rotation Form	MK-A1	MK-1
2. Discuss the general evidence based treatment options for these disorders	Bedside Teaching Didactic	End-of-Rotation Form	MK-A1	MK-1
3. Employ common laboratory tests including urine studies, chemistries, serology, histology	Bedside Teaching Didactic	End-of-Rotation Form	MK-B2	MK-2
4. Recognize the indication, usage and major side effects of drugs commonly used in glomerular disorders	Bedside Teaching Didactic	End-of-Rotation Form	MK-A1	MK-1

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.

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

Objectives <i>Residents are expected to:</i>	Teaching Method <i>Options include:</i>	Evaluation Method <i>Options include:</i>	Curricular Milestone	Reporting Milestone
	<ul style="list-style-type: none"> • Didactic • Workshop • Bedside Teaching • Role Modeling • Independent Learning • Computer Module • Other – please specify 	<ul style="list-style-type: none"> • End-of-Rotation Form • 360-Degree Evaluation • Mini CEX • Pre-Test/Post-Test • In-Training Exam • Chart-Stimulated Recall • Direct Observation • Other – please specify 		
1. Work effectively as a member within the interprofessional team to ensure safe patient care	Bedside Teaching Role Modeling	End-of-Rotation Form	SBP-B2	SBP-1

Professionalism

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

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

Objectives <i>Residents are expected to:</i>	Teaching Method <i>Options include:</i>	Evaluation Method <i>Options include:</i>	Curricular Milestone	Reporting Milestone
	<ul style="list-style-type: none"> • Didactic • Workshop • Bedside Teaching • Role Modeling • Independent Learning • Computer Module 	<ul style="list-style-type: none"> • End-of-Rotation Form • 360-Degree Evaluation • Mini CEX • Pre-Test/Post-Test • In-Training Exam • Chart-Stimulated Recall 		

	• Other – please specify	• Direct Observation • Other – please specify		
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 communication with all members of the team	Bedside Teaching Role Modeling	End-of-Rotation Form	ICS-D3	ICS-2

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).*