

GENERAL GOALS & OBJECTIVES U-3

U-3 (PGY-4, 5) GENERAL GOALS AND OBJECTIVES

The U-3 resident serves as the senior resident (functional chief) while on the Methodist, and Pediatric services. Each has a two resident team with responsibilities for the ER, outpatient clinic, inpatient ward and inpatient consult service. During this year, the resident will be introduced to nearly all of the more complex surgical cases and will work on improving on operative skills. A period of elective time allows further development of specialty skills and completion of QI & Research projects started in the U-2 year. The super-chief responsibilities include coverage of services while the other U-3 and U-4 residents are on leave. The resident is also now called upon to develop administrative skills in the UH rotation that will serve as the basis for moving to the U-4 year.

General Goals:

Build upon the knowledge base from the previous surgery experience.

Develop further communication skills related to providing consultative services in the hospital and outpatient services.

Nurture and continue to build upon the liaison with other members of the Urologic community and begin to establish a reputation as a professional.

Objectives:

Prepare Urology lectures on topics related to the AUA Curriculum.

Prepare a clinical, basic science research, or QI project.

Present demonstrative clinical cases at conference.

Actively participate in Conferences and Tumor board.

Complete self-assessment and individualized learning plan.

Complete peer, faculty and program evaluations to help improve the training program.

Maintain candidate membership in the AUA, South Central Section (AUA) and the Texas Urologic Society

Mechanism of learning: Reading, mentoring by faculty/fellows, conferences.

Competency: Medical Knowledge, Practice-based learning & Improvement, Professionalism, Interpersonal & Communication skills

Documentation: Global Resident Competency Rating Form, Observed Patient Encounter Rating Form, Peer & staff 360 Degree Rating Form, Conference rating forms, Conference attendance forms

Urologic Education Specific Goals

Further develop mastery level understanding of the physiology and pathophysiology of the major urogenital systems (See U-2).

Further develop fluency in the concepts of medical coding.

Objectives:

Demonstrate clear understanding of anatomy, physiology and pathophysiology through improvement in in-service exam scores

Demonstrate teaching capabilities through presentations at grand rounds and other conferences

Be able to *teach* the physiologic basis underlying the evaluation of these systems including:

Urodynamics, Video-urodynamics

Tests for evaluation of adrenal pathology

Tests in the evaluation of hypogonadism, infertility, erectile dysfunction and ejaculatory disorders

Tests for the evaluation of undescended testes and intersex disorders

Tests for the metabolic evaluation of stone disease

Actively interpret and design treatment plans around these tests.

Be able to accurately use the current coding of diagnoses (ICD-9) and procedures (CPT) in urology.

Keep up to date on the current state of medical care in the United States especially as it relates to provision of needed care to patients in the local practice. This should include a basic understanding of the various entitlement programs (Medicaid, Medicare, VAHCS), public assistance programs (Carelink) and private insurance (HMO, PPO, Other).

Mechanism of learning: Reading, mentoring by upper level residents/faculty, conferences,

Competency: Medical Knowledge, Professionalism. System-based practice

Documentation: Global Resident Competency Rating Form, In-service examination scores, performance at conferences.

Urology Clinical Competency Specific goals:

Improve communication skills to accurately communicate with patients, their families and other health care professionals regarding patient care issues and treatment plans.

Improve evaluation, management and clinic procedure skills and efficiency

Develop independent administrative skills including management of all aspects of the resident team for the assigned hospital

Develop an appreciation of the complexity of the specific health care system for the rotation

Develop a conceptualization of how the urologic care fits into the overall context of the patient's health

Develop an attitude of patient advocacy

Further build on skills that prevent and manage post-operative complications

Further build on teaching skills to assist the more junior residents and students on the service.

Supervise (with faculty input) the junior residents in minor procedures

Objectives:

Demonstrate functionality in the specifics of scheduling cases, presenting at preoperative conferences, and presentations at M&M conferences

Create compliant call and coverage schedules for the service

Demonstrate *professionalism* through team management to assure timely attendance at conferences, clinics and OR assignments

Demonstrate *leadership* by monitoring the junior residents with respect to their educational, clinical and personal development

Demonstrate *leadership* by monitoring the team for signs of fatigue

Demonstrate understanding of *systems-based practice* by adjusting team activities to

conform to healthcare system policies

Demonstrate an ability to use the health care system in creative ways in order to expedite patient diagnostics and care as indicated by their clinical needs

Demonstrate understanding of the bigger clinical picture for each patient through judicious use of consultants and open dialog with the patient's primary care team

Mechanism of learning: Reading, mentoring by fellows/faculty, conferences, on rotation experience, rounds with attendings

Competency: Professionalism, Patient Care, Medical Knowledge, Interpersonal & Communication skills, Systems-based practice & improvement.

Documentation: Global Resident Competency Rating Form, Observed Patient Encounter Rating Form, Peer & staff 360 Degree Rating Form, Patient Evaluations, spot review of clinic notes,

Emergent, Consultation & Inpatient Care Goals:

Build on the knowledge base from the U-2 year.

Further develop confidence and leadership skills with the hospital team.

Further build on skills that prevent and manage post-operative complications

Further build on teaching skills to assist the more junior residents and students on the service.

Improve communication skills to accurately communicate with patients, their families and other health care professionals regarding patient care issues and treatment plans.

Objectives:

Demonstrate confidence and successful administration of the hospital team.

Demonstrate leadership by helping the more junior residents develop efficient, accurate and timely evaluation and management plans for patients in the urgent, consultative and inpatient settings

Demonstrate leadership and teaching skills by allowing the more junior residents to begin to function independently while carefully guiding them to ensure patient safety

Demonstrate clinical thoroughness that maximizes preoperative planning and minimizes post-operative complications and less than optimal outcomes

Mechanism of learning: Reading, mentoring by fellows/faculty, conferences, clinical experience, faculty teaching rounds

Competency: Medical Knowledge, Patient Care, Interpersonal & Communication skills, Professionalism

Documentation: Global Resident Competency Rating Form, Observation on rounds, Peer & Staff 360 Degree Rating Form, Patient evaluations, M&M reports

Urology Specific Surgical Skills Goals:

Improve skill level to allow completion of more complex cases in open, laparoscopic and endoscopic surgery.

Develop a further understanding of the safe use of all instrumentation in laparoscopic surgery

Develop skills to handle more complex pediatric surgical cases.

Objectives

Demonstrate Surgical Skills including:

Understanding of anatomy

Knowledge of indications for surgical intervention
Benefits and risks of procedures
Alternative treatments available including non-surgical alternatives
Facile use of laparoscopic, open and endoscopic instrumentation
Accuracy, safety and efficiency in operative performance
Preparation, patience and technique to minimize complications for the following
(in addition to skills listed under PGY1 – U-2):

- Adrenalectomy (open/laparoscopic)
- Radical nephrectomy (complicated)
- Radical nephrectomy with tumor thrombus
- Laparoscopy/hand-assisted nephrectomy
- Partial nephrectomy (open/robotic)
- Pediatric partial nephrectomy
- Revision pyeloplasty
- PCNL with multiple access/concomitant ureteroscopy
- Segmental ureterectomy
- Distal ureterectomy
- Ureteral reimplantation for ureteral disruption
- Bladder augmentation, Mitrofanoff, MACE
- Repair of vesico-enteric fistula
- Cystoprostatectomy and conduit/continent diversion
- Female cystectomy/anterior exenteration with conduit
- Cystectomy and continent diversion/bladder substitution
- Radical prostatectomy
- Salvage prostatectomy
- Urethrolisis/revision female pelvic reconstruction
- Replace/revise artificial urinary sphincter
- Graft urethroplasty
- Inguinal, pelvic & retroperitoneal lymph node dissection
- Correction of Peyronie's with plaque excision and grafting
- Total penectomy with urethrostomy

Mechanism of learning: Reading, mentoring by upper level residents/faculty, conferences, OR experience, Skills lab

Competency: Patient Care, Medical Knowledge, Interpersonal and Communication Skills, Practice-Based Learning, Surgical skills

Documentation: Global Resident Competency Rating Form, Operative evaluation forms, peer and staff 360 rating forms.

Quality Improvement Goals:

Develop an understanding of the complexity of clinical care and the inherent need for patient safety initiatives

Develop understanding of methods that are necessary to improve patient outcomes, health care efficiency and decrease overall costs of health care.

Objectives:

Continue design and begin implementation of a QI project based upon a relevant clinical question in Urology

Analyze the data with current statistical methodology

Prepare and present the project to the key stake-holders

Submit abstracts from the QI Project to local, regional or national meetings

Prepare a publication quality document for submission.

Mechanism of learning: Reading, mentoring by faculty research advisor, conferences,

Competency: Medical Knowledge, Technical Skill, Practice-based learning,
Professionalism

Documentation: Global Resident Competency Rating Form, Peer & staff 360 Degree
Rating Form.