

University of Minnesota Med-Peds Curriculum

The 4 year Med-Peds curriculum at the University of Minnesota is designed to prepare residents for practice in the setting of their choice; be it the clinic, hospital, abroad, in the community or in academia. A developmental approach to assessment is supported by a semi-annual performance review process with the following goals:

- Clearly set expectations
- Clearly reinforce the values of our profession
- Promote habits of competence
- Discourage habits of incompetence
- Measure progress and provide honest objective feedback on current and cumulative performance
- Promote an individual learning plan
- Identify and act upon red flags

A competency based approach to assessment is used and the semi-annual review ties together the feedback and objective assessment data across rotations in both internal medicine and pediatrics. Electronically generated on-line global evaluation templates are used on every rotation block with deeper assessments (higher up on Miller's Pyramid) of each specific competency throughout the residency training period as noted on the following pages.

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Competency	Learning Experiences	Assessment Methods
<p>Medical Knowledge</p>	<p>Didactic curriculum (core noon conference series) in both IM and Peds .</p> <p>On-line Ambulatory Care Curriculum</p> <p>Self-study materials (Pedialink- PREP-SA)</p> <p>Patient-directed learning on rotations</p> <p>Symposia, GR, Workshops in both specialties</p>	<p>Annual ITE in Pediatrics</p> <p>Biannual ITE in Internal Medicine</p> <p>Ambulatory Care Curriculum module review</p> <p>Global evaluation by peers and faculty</p> <p>Pedialink- PREP-SA</p>
<p>Patient Care</p>	<p>Rotation schedule that provides exposure to the depth and breadth of internal medicine and pediatrics in compliance with the Med-Peds Addendum to the categorical RC requirements.</p> <p>Longitudinal Continuity Clinic experience</p> <p>On-line Ambulatory Care Curriculum</p> <p>OSCE Standardized Patient experiences</p> <p>Procedure Lab and Simulation Lab</p> <p>Morning Report conferences</p>	<p>Global assessments using on-line evaluation systems</p> <p>Direct observation by attendings</p> <p>Continuity Clinic Patient Log review</p> <p>Structured Case Discussions (ACC cases)</p>
<p>Interpersonal and Professional Communication</p>	<p>Communication And Skill-building Exercise (CASE) Objective Structured Clinical Exam (OSCE)</p> <p>Patient care across the spectrum</p> <p>Poster preparation for ACP</p>	<p>Peer Evaluations</p> <p>Multi-Source Assessments in CC</p> <p>CASE OSCE assessment and reflection</p> <p>Global Attending Assessment</p> <p>Review of written documentation</p>

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<p>Practice-Based Learning and Improvement</p>	<p>Evidence-Based Medicine learning session during PCF</p> <p>EBM Morning Report</p> <p>Educational Prescription use in patient care (required for all IM clerkship students that residents supervise and teach)</p> <p>AHCC Quality Improvement Project</p>	<p>Global Assessments</p> <p>Journal Club Assessments</p> <p>Biomedical Librarian Assessment</p> <p>AHCC Project Assessment</p>
<p>Systems-Based Practice</p>	<p>Patient Care</p> <p>Health Team Rounds</p> <p>SBP Morning Report at UMACH</p> <p>AHCC Rotation QI Project</p> <p>FV I-Cares Reporting</p>	<p>AHCC Project Evaluation</p> <p>Global Assessment</p>
<p>Professionalism</p>	<p>Patient Care</p> <p>Orientation Workshop</p> <p>Peer and Attending Role Modeling</p> <p>Volunteer opportunities (PNC, etc)</p> <p>Milestone Self-Assessment</p>	<p>Peer RMS Evals</p> <p>Multi-Source Assessment</p> <p>Burnout Assessments</p> <p>Compliance Audits (evals, ACC use, CC logging, documentation status, etc)</p> <p>Milestone Self-Assessment</p>

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Internship spans 12 months with learning experiences lasting 4 weeks at a time. This allows for 13 total rotations per year. Every resident has 6 rotations in IM and 6 in Pediatrics every year. The remaining rotation alternates between Pediatrics and IM year to year, such that every resident spends 26 blocks in each IM and Pediatrics over the course of their training.

Intern Rotations

Internal Medicine
MICU (UMMC, Regions or VAMC)
Cardiology Wards (UMMC or VAMC)
General Medicine Wards (UMMC, Regions or VAMC)
General Medicine Wards (UMMC, Regions or VAMC)
Emergency Medicine (UMMC, Regions or VAMC)
Internal Medicine Subspecialty – Outpatient/Consults

Pediatrics
NICU (SPCH)
Ambulatory Pediatrics/Internal Medicine (Primary Care Fundamentals and BECC)
Behavioral Pediatrics – Outpatient
General Pediatrics Wards (SPCH or HCMC)
General Pediatrics Wards (SPCH or HCMC)
Tertiary Care Pediatrics Wards (UMACH Ward Based Teams)

Depending upon the resident’s rotation cycle, the 13th rotation could either be:

Internal Medicine Subspecialty – Outpatient/Consults
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-or-

Pediatric Elective – Outpatient/Consults/Research*
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The overall educational goals and objectives of this year of training are outlined in the table on the following page:

* To ensure that all residents are eligible to sit for the ABIM and the ABP Certification Exams at the end of their training, the program pays close attention to scheduling using the guidelines set forth by ACGME. Per ACGME guidelines, Med-Peds residents may spend no more than 2 rotations each (for a total of 4) in Pediatrics and Internal Medicine on research, independent study, or international work. Residents may rotate at International sites for a total of 2 rotations.

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Goal for the MP-1 Year: Learn to Recognize the Sick Patient		
ACGME Competency	Objectives	Statements of Capability
Patient Care	<ul style="list-style-type: none"> A. Recognize a range of adult and pediatric illness B. Participate in patient management C. Know your limits 	<ul style="list-style-type: none"> A. "I know when an adult or child is sick" B. "I have a plan" C. "I know when to ask for help"
Medical Knowledge	<ul style="list-style-type: none"> A. Gain exposure to a broad array of adult and childhood conditions B. Gain experience in differentiating conditions that are both common and rare C. Develop a reasoned approach to the ill patient 	<ul style="list-style-type: none"> A. "I learn something from everyone I see" B. "I can tell a zebra from a horse" C. "I know where to start"
Practice-Based Learning and Improvement	<ul style="list-style-type: none"> A. Build on your clinical exposure to improve your own practice B. Gain exposure to new developments in the management of medical conditions 	<ul style="list-style-type: none"> A. "I learn from my own experience/mistakes" B. "I learn from the experience/mistakes of others"
Interpersonal and Communication Skills	<ul style="list-style-type: none"> A. Develop an approach to the child and adult patient and family; including H and P skills. B. Develop a therapeutic alliance with patients and families C. Collaborate with other members of the patient care team, including medical and ancillary staff D. Teach medical students basic approaches to patients and illness 	<ul style="list-style-type: none"> A. "I am developing my own practice style" B. "I work WITH patients and families" C. "I am a team player" D. "I strive to be ¹ like the intern that I most respected as a student"
Professionalism	<ul style="list-style-type: none"> A. Become more comfortable with the profession you have chosen B. Assume the mantle of a physician C. Recognize one's own limitations D. Strive for on-going development 	<ul style="list-style-type: none"> A. "I am a Med-Peds doctor" B. "This is my patient" C. "I need others" D. "I can always do better"
Systems-Based Practice	<ul style="list-style-type: none"> A. Care for patients in their context, i.e., family, community, health system, B. Learn to navigate the systems to provide the best care for your patients 	<ul style="list-style-type: none"> A. "My patients do not live in a bubble" B. "I'll try not to let the system get between me and the best care of my patients"

¹ This work owes much to the work of Steve Ludwig, M.D., Associate Physician in Chief for Medical Education, Childrens Hospital of Philadelphia

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MP 2 Rotations

Internal Medicine
Ambulatory Health Care Curriculum (AHCC)
Ambulatory Internal Medicine/Pediatrics (AHCC and BECC)
Ambulatory Geriatric Medicine (AHCC)
General Medicine Wards (UMMC, Regions or VAMC)
Internal Medicine Subspecialty – Outpatient/Consults
Internal Medicine Subspecialty – Outpatient/Consults

Pediatrics
NICU (UMACH)
Adolescent Medicine - Outpatient
Pediatric Subspecialty – Outpatient/Consults
Pediatric Subspecialty – Outpatient/Consults
General Pediatrics Wards (SPCH or HCMC)
Pediatric Elective – Outpatient/Consults/Research*

Depending upon the resident’s rotation cycle, the 13th rotation could either be:

Internal Medicine Subspecialty – Outpatient/Consults
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-or-

Pediatric Elective – Outpatient/Consults/Research*
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The overall educational goals and objectives of this year of training are outlined in the table on the following page:

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Goal for the MP- 2 Year: Learn to Care for the Sick Patient		
Patient Care	<ul style="list-style-type: none"> A. Gain exposure to extremely ill patients B. Participate in complex patient management C. Extend your limits 	<ul style="list-style-type: none"> A. "I can effectively manage my fear" B. "I can juggle three (or more) balls in the air" C. "I can get started before help arrives"
Medical Knowledge	<ul style="list-style-type: none"> A. Gain exposure to the critical illnesses B. Gain exposure to unusual, complex and rare conditions across the age spectrum C. Build confidence in your approach to the critically ill and complex and patient 	<ul style="list-style-type: none"> A. "I understand how sick patients are similar" B. "I understand how sick patients are different" C. "I know how far I can go in working up and managing a critically ill patient"
Practice-Based Learning and Improvement	<ul style="list-style-type: none"> A. Observe the impact that serious illness and disability has on patients and families B. Search for ways to mitigate that impact on patients and families 	<ul style="list-style-type: none"> A. "I recognize the toll illness takes on patients and families" B. "I can try to make things better"
Interpersonal and Communication Skills	<ul style="list-style-type: none"> A. Talk with patients and families under difficult circumstances B. Work with patients, families, and team members under pressure C. Teach medical students more than "just the facts" 	<ul style="list-style-type: none"> A. "I can deliver bad news with empathy and caring" B. "I have been through many "trials by fire" C. "I have developed skills in the "art" of medicine to share with students"
Professionalism	<ul style="list-style-type: none"> A. Recognize the difficulties in caring for critically ill and medically complex patients B. Take into account the personal toll your profession may have on you C. Grapple with the difficult issues D. Throw yourself into the process of growing as a pediatrician and internist 	<ul style="list-style-type: none"> A. "I realize that sometimes, despite our best efforts, patients die." B. "I realize that I need to take care of myself" C. "I realize there are often no easy answers" D. "Personal and professional growth are natural rewards of my hard work"
Systems-Based Practice	<ul style="list-style-type: none"> A. Increase your efficiency with the multiple Electronic Health Record systems used at the teaching sites. B. In the course of patient care, identify and openly report system errors or near-misses so that bad outcomes may be prevented. 	<ul style="list-style-type: none"> A. "I have advanced skills with several EHR systems" B. "I am comfortable completing incident reports and Fairview iCare forms in a "no-blame" manner when an error or near-miss is noted so that recurrence may be avoided"

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MP 3 Rotations

Internal Medicine
MICU (UMMC, Regions or VAMC)
General Medicine Wards (UMMC, Regions or VAMC)
General Medicine Wards (UMMC, Regions or VAMC)
Internal Medicine Subspecialty – Outpatient/Consults
Internal Medicine Subspecialty – Outpatient/Consults
Internal Medicine Elective – Outpatient/Consults/Research/International*

Pediatrics
Developmental Pediatrics (Gillette)
Emergency Medicine (SPCH or MCH)
Pediatric Subspecialty – Outpatient/Consults
PICU (UMACH)
General Pediatrics Wards (SPCH or HCMC)
Ambulatory Pediatrics/Internal Medicine (Acute Care Clinic and BECC)

Depending upon the resident's rotation cycle, the 13th rotation could either be:

Internal Medicine Elective – Outpatient/Consults/Research/International*
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-or-

Pediatric Elective – Outpatient/Consults/Research/International*
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Goal for the MP-3 Year: Learn to Continually Improve the Care of Your Patients		
Patient Care	<ul style="list-style-type: none"> A. Gain exposure to the breadth and depth of ambulatory care for children and adults B. Provide inpatient consultation on subspecialty services for adults and kids C. Hone your judgement regarding the need for admission and/or consultation for your patients 	<ul style="list-style-type: none"> A. "I am comfortable in the clinic!" B. "I can do a thorough specialty-specific evaluation, make recommendations and follow up" C. "I know who needs to be admitted and who I can safely manage as an outpatient"
Medical Knowledge	<ul style="list-style-type: none"> A. Identify knowledge gaps in the course of patient care and read to fill them. B. Review your in-training examination results in detail and follow through on an individual learning plan to improve C. Know the details 	<ul style="list-style-type: none"> A. "I keep up to date one patient at a time" B. "I know what my strengths and areas for improvement are with respect to passing the Boards" C. "I can reliably recognize those pieces of information that don't fit my working diagnosis"
Practice-Based Learning and Improvement	<ul style="list-style-type: none"> A. Hone your skills in efficiently finding the best evidence to answer clinical questions B. Demonstrate your ability to critically appraise evidence for its validity and usefulness. C. Identify a practice improvement goal in your continuity clinic and complete a practice improvement module 	<ul style="list-style-type: none"> A. "I don't know, but I do know how to find the answer" B. "I am comfortable leading a journal club and appraising journal articles" C. "I continually strive to improve the care and outcomes for my patients"
Interpersonal and Communication Skills	<ul style="list-style-type: none"> A. Be a team leader and positive role model B. Teach medical students more than "just the facts" 	<ul style="list-style-type: none"> A. "I strive to be like the senior resident that I most respected as an intern" B. "I have developed skills in the "art" of medicine to share with students"
Professionalism	<ul style="list-style-type: none"> A. Take ownership of the care and outcomes of the patients on your team B. Take ownership of your own health and well-being C. Be a role model for your colleagues, interns and students. 	<ul style="list-style-type: none"> A. "I am your doctor and I take personal responsibility for your care" B. "I realize that I take better care of my patients when I take care of myself and am mindful to prevent burnout" C. "I strive to be like those role models that attracted me to Med-Peds in the first place"
Systems-Based Practice	<ul style="list-style-type: none"> A. Participate in a QI project with other team members and work through a PDSA cycle B. Advocate for your patients 	<ul style="list-style-type: none"> A. "I am an effective team member and part of the solution" B. "I have a voice and I know how to use it!"

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MP 4 Rotations

Internal Medicine
Cardiology Wards (UMMC or VAMC)
General Medicine Wards (UMMC, Regions or VAMC)
Ambulatory Internal Medicine/Pediatrics (Acute Care Clinic and BECC)
Internal Medicine Subspecialty – Outpatient/Consults
Internal Medicine Elective – Outpatient/Consults/Research/International*
Internal Medicine Elective – Outpatient/Consults/Research/International*

Pediatrics
NICU (UMACH)
Emergency Medicine (UMACH)
Pediatric Subspecialty – Outpatient/Consults
Newborn Nursery (ANW)
General Pediatrics Wards (SPCH or HCMC)
Tertiary Care Pediatrics Wards (UMACH Ward Based Teams)

Depending upon the resident's rotation cycle, the 13th rotation could either be:

Internal Medicine Elective – Outpatient/Consults/Research/International*
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-or-

Pediatric Elective – Outpatient/Consults/Research/International*
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Goal for the MP-4 Year: Put It All Together And Teach Others To Care For Sick Patients		
Patient Care	<ul style="list-style-type: none"> A. Assume the responsibilities of a Med-Peds doctor B. Re-learn your limits C. Focus on the skills you need to enhance to thrive in your practice after graduation 	<ul style="list-style-type: none"> A. "I see the big picture. I can handle a busy service and a full clinic schedule. There's no longer a clear distinction between IM and Peds; its just clinical care." B. "I can do a lot, but still know when I need to ask for help" C. "I am going to tailor my learning in this last year to prepare me for my new job!"
Medical Knowledge	<ul style="list-style-type: none"> A. Commit to your individual learning plan for Boards preparation B. Apply your knowledge in caring for all varieties of patients and illnesses 	<ul style="list-style-type: none"> A. "I am in the habit of reading up when I encounter a gap in my knowledge" B. "I have a solid fund of knowledge to draw upon in any clinical setting"
Practice-Based Learning and Improvement	<ul style="list-style-type: none"> A. Fine-tune the skills for life-long learning B. Share what you learn in the course of your reading with your patients and your team 	<ul style="list-style-type: none"> A. "I keep track of questions that come up regularly and look up the answers; it's just a habit" B. "I prepare chalk talks for my team on a regular basis"
Interpersonal and Communication Skills	<ul style="list-style-type: none"> A. Negotiate difficult communication scenarios with patients, families, and team members with sensitivity and professionalism B. Set clear expectations and give direct feedback to your interns and students 	<ul style="list-style-type: none"> A. "I am comfortable with difficult conversations" B. "I am an educator and can balance autonomy and supervision for my interns and students"
Professionalism	<ul style="list-style-type: none"> A. Put it all together B. Do the right thing; even if it's the most difficult thing C. Reflect on your personal and professional growth 	<ul style="list-style-type: none"> A. "I am responsible to my patients and to the highest ideals of this profession" B. "I have traveled far, grown much and have a long way to go before I sleep; there is joy in this journey"
Systems-Based Practice	<ul style="list-style-type: none"> A. Prepare for the vocation you have chosen B. Advocate for patients and families on a micro and macro level 	<ul style="list-style-type: none"> A. "Look out world, here I come!" B. "I have a voice and I know how to use it!"

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Resident Schedule Example

Medicine Rotations

Pediatric Rotations

Intern

1	2	3	4	5	6	7	8	9	10	11	12	13
NICU (SPCH)	General Wards (SPCH)	Primary Care Fundamentals/BECC	General Wards (UMMC)	General Wards/ NF (Regions)	Emergency Medicine (UMMC)	Sub specialty – Renal (Regions)	General Wards (HCMC)	Behavioral Pediatrics (UMACH)	Tertiary Inpatient (UMACH)	Cardiac Wards (VAMC)	MICU (UMMC)	Sub specialty – Endocrine (VAMC)

MP 2

1	2	3	4	5	6	7	8	9	10	11	12	13
Adolescent Medicine (UMACH)	NICU (UMACH)	Sub specialty – Endocrine (SPCH)	General Wards/ NF (VAMC)	Sub specialty – ID (VAMC)	Sub specialty – GI (Regions)	Global Health Course	Sub specialty – Onc (UMACH)	General Wards (HCMC)	Sub specialty - Genetics and Metabolism (UMACH)	AHCC (Regions)	Geriatrics/ AHCC (Regions)	BECC/ AHCC (Regions)

MP 3

1	2	3	4	5	6	7	8	9	10	11	12	13
PICU (UMACH)	Developmental Pediatrics (Gillette)	Emergency Medicine (SPCH)	General Wards (Regions)	Sub specialty – Rheum (Regions)	Sub specialty - Hem/Onc (VAMC)	General Wards (UMMC)	General Wards (SPCH)	BECC/ Acute Care	Sub specialty – Renal (UMACH)	Elective- HIV (UMMC)	Elective – Sports Medicine and Ultrasound (UMMC)	International Rotation

MP 4

1	2	3	4	5	6	7	8	9	10	11	12	13
International Rotation	NICU (UMACH)	Tertiary Inpatient (UMACH)	Sub specialty – Pulm (VAMC)	Cardiac Wards (UMMC)	BECC/ Acute Care	Newborn Nursery (ANW)	Emergency Medicine (UMACH)	Sub specialty – GI (UMACH)	General Wards (HCMC)	General Wards/ NF (Regions)	Global Health Course	Elective – Palliative Care (UMMC)