



Educational Goals and Objectives for Rotations on: Nephrology

Residents will be required to:

- Evaluate and manage patients with fluid and electrolyte disorders and learn acid base pathophysiology and management
- Familiarize them with the mechanisms, clinical manifestations, and diagnostic strategies for patients with acute and chronic diseases of the kidney.
- Teach residents to implement Reno preventive strategies and to refer patients to subspecialists at the appropriate time in their disease;
- To develop familiarity with principles, clinical indications, complications and performance of nephrology procedures including acute and chronic hemodialysis and peritoneal dialysis, renal biopsy, vascular access placement, slow dialysis, and plasmapheresis.
- Educate residents regarding the ongoing management of a patient s/p kidney transplantation

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- This chart details the minimum curricular goals for each year of residency.



Patient Care: History Taking

- PGY-1 Demonstrates the ability to obtain and document an accurate and complete history from patient, caretaker or outside resources with moderate input from faculty.
- Specific historical areas include:
 - ✓ Risk factors for ARF
 - ✓ Nephrotoxic drugs
 - ✓ Drugs requiring dosing adjustment in renal failure
 - ✓ Etiology of CRF
 - ✓ Transplant history
- PGY-2 Demonstrates the ability to obtain and document an accurate and complete history from patient, caretaker or outside resources with occasional input from faculty.
- Begins to deal with sensitive topics such as:
 - ✓ Compliance/adherence issues
 - ✓ Substance abuse
 - ✓ End of life issues in dialysis patients
- PGY-3 Demonstrates the ability to obtain and document an accurate and complete history from patient, caretaker or outside resources independently.
- Successfully deals with sensitive topics.
- Provides feedback to junior team members on their history taking skills.
- Evaluation Methods: Mini Cex, End of Rotation Competency Tool

Patient Care: Physical Exam

PGY-1

- Demonstrates the ability to perform a routine exam for:
 - ✓ Volume status
 - ✓ Pericarditis
- Assessment of vascular access for appropriate bruit and signs of infection
- Exam of renal allograft (size, location and tenderness)
- Attempts to characterize abnormalities on exam with regular input from faculty.

PGY-2

- Demonstrates the ability to recognize abnormalities on the physical exam and appropriately characterize:
- Requires regular input from faculty.

PGY-3

- Independently carries out an accurate physical examination with both normal and abnormal physical findings
- Evaluation Methods:
 - ✓ Mini Cex
 - ✓ End of Rotation Competency Tool

Pt care: Medical Decision

PGY-1



- Reliably recognizes critical illness and appropriately seeks assistance.
- Writes progress notes that identify important data and demonstrate thoughtful problem based assessment and plan.
- Initiates diagnostic testing for:
 - ✓ Sodium disorders
 - ✓ Hypokalemia and hyperkalemia
 - ✓ Acute renal failure
 - ✓ Calcium and phosphate disorders
 - ✓ Metabolic acidosis and alkalosis
 - ✓ Identifies reasons for urgent dialysis
 - ✓ Interprets drug levels and adjusts appropriately for renal function
- Can acutely manage a patient with hyperkalemia

PGY-2

- Reliably recognizes critical illness and can independently initiate management strategies. Management goals are correct with moderate faculty input.
- Appropriately analyzes diagnostic tests as described in the PGY-1 year.
- Begins to reliably manage all electrolyte disturbances.

PGY-3

- Reliably recognizes critical illness and can independently initiate emergent and ongoing management strategies.
- Evaluation Methods:
 - ✓ Chart Review of Documentation
 - ✓ End of Rotation Competency Tool

Patient Care: Procedural skills

PGY-1

- Masters cognitive, counseling and technical skills for:
- Central line placement in at least one site
 - ✓ Foley catheter placement
 - ✓ Interprets results of:
 - ✓ Urinalysis
 - ✓ Urine culture and sensitivity
 - ✓ Understands the indications for:
 - ✓ Renal ultrasound
 - ✓ Catheter placement
- Documents appropriately
- Relies on moderate faculty input.

PGY-2

- Masters cognitive, counseling and technical skills for:
- Central line placement for both IJ and subclavian
- Interprets study reports:
 - ✓ Renal ultrasound regarding renal size and evidence of cysts/obstruction



- ✓ Renal biopsy regarding distinguishing between glomerular and no glomerular disease
- ✓ Relies on occasional faculty input

PGY-3

- Independent in performing, interpreting and planning appropriate procedures for patients with renal disease.
- Evaluation Methods:
 - ✓ Procedure Log
 - ✓ End of Rotation Competency Tool

Patient Care: Consultation Process Methods:

PGY-1

- Clarify questions to be answered. Thorough data gathering in providing consults.

PGY-2

- Develops strategy for managing patient referrals and follow-up.
- Is an effective consultant.

PGY-3

- Consultation provided with EBM literature review.
- Evaluation Methods: End of Rotation Competency Tool

Medical Knowledge

PGY-1

- Applies relevant clinical and basic science knowledge in the following common medical conditions:
 - ✓ Acid Base Disorders
 - ✓ Fluid and electrolyte disorders
 - ✓ Acute and chronic renal failure
 - ✓ Indications for emergent dialysis
 - ✓ Evaluation for transplant
 - ✓ Basics of immunosuppressive therapy

PGY-2

- Demonstrates a progression in content knowledge and analytical thinking with well formulated differential diagnoses and management plans.

PGY-3

- Understanding and application of medical literature related to common medical conditions.
- Evaluation Methods:
 - ✓ Chart Review of Documentation
 - ✓ End of Rotation Competency Tool

Interpersonal Skills and Communication



PGY-1

- Effectively establishes rapport with patients and families.
- Communicates well with primary referring team and other consultants.
- Presents on rounds in an organized and articulate fashion.
- Functions as an effective consult team member.
- Provides timely and thorough electronic documentation of patient care.

PGY-2

- Effectively carries out difficult discussions, such as sensitive topic discussions with moderate faculty input.
- Provides teaching and feedback to more junior team members on their communication styles.
- Functions as an effective team leader.

PGY-3

- Able to deal with the most challenging patients and families with minimal direction.
- Coordinates team communication to optimize patient care.
- Functions as an effective team leader with decreasing reliance on attending.
- Functions as a consultant.
- Evaluation Methods:
 - ✓ Mini Cex
 - ✓ End of Rotation Competency Tool

Professionalism Methods:

PGY-1

- Strives for patient care and knowledge excellence.
- Reliably accomplishes assigned tasks
- Demonstrates integrity, respect for others, honesty and compassion.
- Demonstrates timely completion of administrative tasks and documentation.

PGY-2

- Strives for patient care and knowledge excellence.
- Reliably identifies and accomplishes necessary tasks.
- Sets a tone of respect and collegiality for the team.

PGY-3

- Acts as role model for patient care and professional behavior.
- Evaluation Methods:
 - ✓ Conference Attendance Logs
 - ✓ End of Rotation Competency Tool



Practice Based Learning and Improvement

PGY-1

- Seeks and accepts feedback from team about patient care, organization and presentations. Learns basic EBM
- Principles, and article review.
- Understands limits of own knowledge and seeks help.

PGY-2

- Understands EBM principles, and begins to utilize relevant research to support decision-making and teaching of junior team members
- Identifies knowledge deficiencies and seeks to correct them

PGY-3

- Appropriately integrates EBM with expert opinions and professional judgment.
- Ability to accurately self-assess skills and performance.
- Evaluation Methods: End of Rotation Competency Tool