



**NORTHEAST GEORGIA MEDICAL CENTER  
INTERNAL MEDICINE RESIDENCY**

***25. MEDICAL INTENSIVE CARE UNIT BRASELTON– PGY3  
Goals and Objectives***

**Introduction:**

The successful internist must achieve competence in the essential skills of stabilizing and intervening in the care of critically ill patients in the ICU. In current society, the general internist is typically expected to be qualified at the end of three years of residency to successfully manage a critically ill patient for at least 24 hours until intensive care specialists can come in and take over that care. Because of this important responsibility for the general internist, the 3-year curriculum has five rotations of critical care medicine all of which are expected to continually allow/challenge the resident to gain progressively higher levels of autonomy in managing acutely ill patients.

The rotation is a team-based curriculum including multidisciplinary team rounding. It is expected that residents will review the goals and objectives and discuss their individual goals each rotation with the attending critical care specialist. The successful resident on this rotation will show a proactive approach with a keen sense of collaboration with interdisciplinary teams as well as with the attendings. Completion of each subsequent rotation in the intensive care unit will lead to increasing knowledge, skills, confidence, and humility in managing critically ill patients. Residents will use tools such as mechanical ventilation, intensive care pharmacology, IV fluid resuscitation, complex communication skills consistent with establishing clear goals for the patient's care. This rotation will challenge every resident to be at their best in professionalism during stressful and emotionally charged environments.

Unique to Northeast Georgia Medical Center, we have two MICU practice environments, Gainesville and Braselton. PGY 2 and PGY 3 residents will have the opportunity to rotate at both. While at Braselton, residents will have the opportunity for one-on-one teaching daily and increase autonomy when managing patients.

**Educational Goals and Objectives:**

Internal Medicine Residents will train on MICU inpatient rotation to:

- Demonstrate progressive ability to acutely manage the critically ill patient
- Upon graduation, be able to care for a critically ill patient for at least 24 hours



***Patient Care and Procedural Skills:***

**PGY-3:**

- Demonstrates the ability to obtain and document an accurate and complete non-judgmental history from patient and/or caretaker.
- Performs accurate and complete physical exam, including patients with altered consciousness.
- Reliably recognizes critical illness and can independently initiate emergent and ongoing management strategies with minimal faculty input.
- Writes progress notes that identify important data and demonstrate thoughtful problem-based assessment and plan.

**Procedural Skills**

**PGY-3**

- Masters the cognitive, counseling and technical skills for:
  - Central line placement in Internal Jugular, Subclavian, and Femoral
  - Lumbar puncture
  - Arterial line placement
  - Nasogastric tube placement.
  - ACLS
  - Ventilator management
  - Endotracheal intubation
  - Thoracentesis

**Interprets:**

- Echo for pericardial effusion, left ventricular dysfunction, IVC variability to assess volume status
- CT of chest, abdomen, pelvis and head for abnormality
- Blood Gases
- Spinal Tap for evidence of meningitis
- Pleural Fluid for evidence of complicated effusion and or empyema
- Bronchoalveolar (BAL) sample differential
- Lung Biopsy
- Chest Tube in complicated lung infections

***Medical Knowledge:***

**PGY- 3**

- Applies relevant clinical and basic science knowledge in the following common critical care conditions:



Acute respiratory failure secondary to obstructive lung disease, pulmonary infections, including tuberculosis and bacterial pneumonia, acute lung injury and ARDS, occupational and environmental lung disease, and iatrogenic respiratory diseases

Acute and severe organ failure, including renal, hepatic and coagulation failure

Sepsis, septic shock and multi-organ failure.

Severe electrolyte and endocrine disturbances/emergencies

Drug and alcohol overdose.

Severe gastrointestinal hemorrhage, upper and lower tract

Complications of HIV infection

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

***Practice-Based Learning and Improvement:***

**PGY-3**

- Seeks and accepts feedback from team about patient care, organization and presentations.
- Understands EBM principles, and utilizes relevant research to support decision-making and teaching of junior team members.
- Appropriately integrates EBM with expert opinions and professional judgment.
- Ability to accurately self-assess skills and performance
- Identifies knowledge deficiencies and seeks to correct them.

***Interpersonal and Communication Skills:***

**PGY3**

- Effectively establishes rapport with patients and families.
- Able to deal with the most challenging patients and families with minimal direction.
- Provides timely and thorough electronic documentation of patient care.
- Effectively carries out difficult discussions, such as sensitive topic discussions with moderate faculty input.
- Coordinates team communication to optimize patient care.
- Functions as an effective team leader with decreasing reliance on attending.

***Professionalism:***

**PGY 3**

- Demonstrates integrity, respect for others, honesty, and compassion.
- Strives for patient care and knowledge excellence.
- Reliably identifies and accomplishes necessary tasks.
- Sets a tone of respect and collegiality for the team.

- Acts as role model for patient care and professional behavior.

***Systems-Based Practice:***

***PGY 3***

- Utilizes the multidisciplinary resources necessary to care optimally for patients.
- Effectively collaborates with other members of the health care team to ensure comprehensive care for patients with medical illness, including residents at all levels, medical students, nurses, clinical pharmacists, occupational therapists, physical therapists, nutrition specialists, patient educators, speech pathologists, respiratory therapists, social workers, case managers, discharge planners, and providers of home health services
- Uses cost-conscious strategies in the diagnostic, treatment, and care of patients.

**Evaluations for this rotation include:**

**End of Rotation Competency Assessment**

**Procedure Logs**

**End of Rotation Quiz**