





<b>Patient Care:</b>	
PGY level	By the end of the rotation:
2-3	Identifies screening and prevention guidelines by various organizations (PC-1)
2-3	Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment. (PC-1)
2-3	Develop and carry out patient management plans for acute conditions (PC-2)
2-3	Prioritize the differential diagnosis for acute presentations (PC-2)
2-3	Identifies variability in presentation and progression of chronic diseases (PC-3)
2-3	Identifies and accesses appropriate clinical guidelines to develop and implement plans for management of chronic conditions (PC-3)
2-3	Identifies the impact of chronic conditions on individual patients and others involved in their care (PC-3)
2-3	Develops a differential diagnosis for patients with undifferentiated illness (PC-4)

<b>Medical Knowledge Objectives and Competencies</b>	
PGY level	By the end of the rotation:
2-3	Evaluate and Manage: (MK-1) <ul style="list-style-type: none"><li>a. Glomerulonephritis</li><li>b. Interstitial nephritis</li><li>c. Hereditary and congenital renal diseases-systemic diseases</li><li>d. Systemic diseases and their effect on the kidney</li><li>e. Preventive renal dysfunction by optimal treatment of systemic disorders</li><li>f. Acute renal failure</li><li>g. Chronic kidney disease</li><li>h. Kidney stones</li><li>i. Renal transplantation</li><li>j. Electrolyte and body fluid disorders</li><li>k. Acid base disorders</li><li>l. Hypertension and associated renal complications including their prevention</li><li>m. Hematuria</li><li>n. Proteinuria and the nephrotic syndrome</li></ul>
2-3	Identifies how behavior impact health. (MK-1)
2-3	Use serum creatinine concentration to estimate Glomerular Filtration Rate (GFR); explain the assumption of steady-state concentration; and discuss shortcomings of creatinine-based methods of estimating GFR. Discuss the physiological concept of clearance; apply this to GFR, principles governing solute clearance by dialysis, and handling of medications by the kidney. (MK-3)
2-3	Identify the fundamental renal mechanisms underlying regulation of Na <sup>+</sup> , K <sup>+</sup> , H <sup>+</sup> , and H <sub>2</sub> -3O. (MK-3)
2-3	Identify the role of the kidney in blood pressure regulation and identify the relationships between hypertension and renovascular disease. (MK-2)
2-3	Identify chronic kidney disease as an indication for aggressive cardiovascular risk factor reduction (MK-2)



<b>Interpersonal and Communication Skills</b>	
PGY level	By the end of the rotation:
2-3	Develop rapport and builds therapeutic relationships with patients (C-1)
2-3	Sensitively and compassionately delivers medical information, managing patient/family values, goals, preferences, uncertainty, and conflict. (C-1)
2-3	Identifies barriers to effective communication. (C-1)
2-3	Clearly and concisely requests/responds to a consultation (C-2)
2-3	Communicate effectively with all non-physician members of the health care team to assure comprehensive and timely care of patients. (C-2)
2-3	Uses electronic medical record to communicate updated and concise information in an organized format (C-3)

<b>Systems Based Practice Objectives and Competencies</b>	
PGY level	By the end of the rotation:
2-3	Demonstrates of common patient safety events and how to report these events (SBP1)
2-3	Performs effective transitions of care/hand off in routine clinical situations (SBP-2)
2-3	Effective collaboration with other members of the health care team, including residents at all levels, medical students, nurses, clinical pharmacists, occupational therapists, physical therapists, nutrition specialists, patient educators, social workers, case managers, and providers of home health services to advocate for patients (SBP-2)
2-3	Engage with patients in shared decision making, informed by each patient's payment models (SBP-3)

<b>Practice Based Learning and Improvement Objectives and Competencies</b>	
PGY level	By the end of the rotation:
2-3	Commitment to professional scholarship, including systematic, critical perusal of relevant print and electronic literature, with emphases on integration of basic science with clinical medicine, and evaluation of information considering principles of evidence-based medicine (PBLI-1)
2-3	Self reflects, analyzes and institutes behavioral changes to narrow the gap between expectations and actual performance (PBLI-2)
2-3	Designs and implements a learning plan, with prompting (PBLI-2)
2-3	Willingness and ability to incorporate faculty feedback into clinical/academic performance and participate in system change (PBLI-2)

<b>Professionalism Objectives and Competencies</b>	
PGY level	By the end of the rotation:
2-3	Display professionalism through integrity, altruism and resolving conflict of interest. (PROF-1)
2-3	Understand ethical concepts of confidentiality, consent, autonomy and justice. (PROF-1)
2-3	Performs task and responsibilities in a timely manner with appropriate attention to detail in complex situations (PROF -2)
2-3	Proposes a plan to optimize personal and professional well-being, with guidance (PROF-3)
2-3	Willingness to acknowledge errors when committed and perform self-analysis to avoid future similar mistakes (PROF-3)



Teaching Methods	
Outpatient Clinic	Faculty Role Modeling
Inpatient Rounds and Grand Rounds when applicable	Supervised Clinical Management
Didactic	Self-Guided Study

Procedures/Skills Taught (PC5)	
Bladder catheterization	IV access when applicable

Supervision/Evaluation:
Resident will work one-on-one and be supervised by board certified Nephrologists. While the resident will interact with several health care providers, supervision of patient care, behavior and diagnostic interpretations will be provided by the preceptor. The faculty preceptor will directly observe patient care and the performance of all procedures.

Assessment Methods	
Direct Observation	Case Log
End of Rotation Evaluation	Evaluation of Journal Club

EPA's
(EPA 2-3) Care for patients and families in multiple settings (PC 1, 2-3, 3, 4,5)
(EPA 6) Evaluate and manage undifferentiated symptoms and complex conditions (MK 1, 2-3)
(EPA 7) Diagnose and manage chronic medical conditions and multiple co-morbidities (SBP 1, 2, 4)
(EPA 9) Diagnose and manage acute illness and injury (PBL 1, 3)

Resources: Required Reading
<a href="https://www.aafp.org/afp/2-3019/0615/p751.html">https://www.aafp.org/afp/2-3019/0615/p751.html</a>
<a href="https://www.aafp.org/afp/2-3017/12-315/p776.html">https://www.aafp.org/afp/2-3017/12-315/p776.html</a>
<a href="https://www.aafp.org/afp/2-3012-3/0401/p705.html">https://www.aafp.org/afp/2-3012-3/0401/p705.html</a>
<a href="https://www.mdcalc.com/mdrd-gfr-equation">https://www.mdcalc.com/mdrd-gfr-equation</a>
<a href="http://pbfluids.com/the-electrolyte-book/">http://pbfluids.com/the-electrolyte-book/</a> (downloadable)