

## Critical Care Selective Enabling Competencies and Learning Objectives

### Patient Care and Clinical Skills Enabling Competencies

#### **PC1. Obtain an accurate, age-appropriate medical history.**

- Perform a focused medical history in an inpatient critical care/emergency medicine setting.
- PC3. Perform routine technical procedures and tests under supervision and with minimal discomfort to the patient.
- Identify indications and complications of routine procedures and elements of consent in the inpatient critical care/emergency medicine setting.

#### **PC4. Justify each diagnostic test ordered and proposed with regard to cost, effectiveness, risks and complications, and the patient's overall goals and values.**

- Discuss the risks and benefits of diagnostic/therapeutic decisions in the inpatient critical care/emergency medicine setting.

#### **PC5. Apply clinical reasoning and critical thinking skills in developing a differential diagnosis.**

- Demonstrate the ability to prioritize differential diagnoses according to urgency for treatment.
- Demonstrate the ability to critically interpret and assess patient information, including history, exam and pertinent diagnostic tests to develop an appropriate differential diagnosis and management plan.

#### **PC6. Apply the principles of pharmacology, therapeutics, and therapeutic decision-making to develop a management plan.**

- Use the most common therapeutics utilized in the inpatient critical care/emergency medicine setting.

#### **PC8. Identify when patients have life-threatening conditions and institute appropriate initial therapy.**

- Identify clinical instability in the inpatient critical care/emergency medicine setting and identify appropriate initial therapy.

#### **PC10. Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation**

- Demonstrate cultural sensitivity and competence in the inpatient critical care/emergency medicine setting.

### **Medical Knowledge Enabling Competencies**

**MK2. Explain various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, behavioral, and traumatic) of major diseases and conditions and the ways in which they operate on the body (pathogenesis).**

- Demonstrate knowledge of the underlying mechanisms and risk factors for common conditions in the ICU/ER (e.g., sepsis, cardio-pulmonary failure, and shock).

**MK3. Describe how the altered structure and function (pathology and pathophysiology) of the body and its major organ systems are manifest through major diseases and conditions.**

- Demonstrate knowledge of and discuss the pathophysiology of common Intensive Care Unit/Emergency Room conditions, such as sepsis, cardio-respiratory failure, and shock.

**MK5. Demonstrate knowledge of the common medical conditions within each clinical discipline, including its pathophysiology and fundamentals of treatment.**

- Apply knowledge of causes and pathophysiology of common Intensive Care Unit/Emergency Room conditions to the care of the critically ill patient.

### **Interpersonal and Communication Skills Enabling Competencies**

**IC1. Communicate effectively in oral format with patients and patients' families.**

- Use appropriate non-medical language when communicating with patients and families.

**IC2. Communicate effectively in oral format with colleagues, and other health care professionals.**

- Use clear and concise language, avoiding the use of abbreviations, when communicating with health care professionals in the inpatient critical care/emergency medicine setting.

**IC3. Communicate effectively in written format with colleagues, and other health care professionals.**

- Demonstrate effective and appropriate written communication in the electronic medical record.

**IC4. Sensitive participation in end-of-life activities with other health care professionals and patients. Examples may include end of life discussions and pain management.**

- Participate in an end-of-life or palliative care discussion with your team and/or patient and family.

### **Professionalism Enabling Competencies**

**PR1. Identify and consistently demonstrate ethical principles and behaviors in the care of patients.**

- Treat everyone including patients, families, team members, faculty, peers, and staff with unconditional positive regard during every interaction and recognize the importance of patient centered delivery of healthcare.

**PR2. Demonstrate professional behavior consistent with expectations for the medical profession including punctuality and attire.**

- Arrive on time each day and actively prepare for and participate in patient care and teaching activities.
- Ask for and incorporate feedback regularly to improve performance.

**PR3. Demonstrate respect for and adapt to different patient and medical cultures and expectations.**

- Identify and adjust to the cultural nuances and expectations of different medical specialties.
- Identify and adapt to patient cultures to maintain patient-centered care.

### **Life Long Learning Enabling Competencies**

**LL2. Reflect upon clinical, service and educational experiences, evaluate positive and negative aspects, and make changes to improve future experiences.**

- Differentiate between and compare educational and clinical experiences in the inpatient critical care/emergency medicine settings and other clinical areas you have experienced.

**LL3. Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly modifying behavior.**

- Request feedback at least twice during the rotation (midpoint and end) and always after difficult clinical situations from different sources (i.e., residents/fellows, attendings, nurses).
- Apply feedback to improve performance.

## **Social and Health Systems Enabling Competencies**

### **SHS2. Identify disparities across populations in North Carolina and nationally and discuss physician roles in reducing these disparities.**

- Identify differences in access to specialized trauma and critical care specialties across the state.

### **SHS5. Participate in identifying system errors and implementing potential systems solutions.**

- Communicate to your team members when you recognize an area for improvement or near-miss event.

### **SHS6. Apply principles of translational research, patient safety, or quality improvement to enhance patient care.**

- Apply knowledge of quality improvement efforts in your area (e.g., central line infection bundles, ventilator associated pneumonia).

### **SHS7. Demonstrate collaborative teamwork skills and the ability to work effectively with other members of the health care team.**

- Engage all members of the team during clinical rounds and medical decision making (e.g., nutritionist, pharmacy, respiratory therapist, sub-specialties).