

Name of rotation: **Cardiology Research** Division: **Cardiology**

Course Director: **To be arranged with individual faculty members** Site(s): **UMMC**

Duration of rotation: **one or two months only**
 2 weeks possible

General description of the rotation including educational purpose, rationale or value:

The resident may arrange to become involved in ongoing cardiology research projects. These may either fall in the basic science or clinical areas. One month, or ideally longer, is necessary to have this meaningful experience.

Resident responsibilities, including interns and residents:

Individually designed program of research related duties: study design, data acquisition, data analysis, preparation of abstracts or manuscripts and appropriate use of accompanying literature.

Educational Objectives: An expanded version of the competencies is listed under Core Competencies in Internal Medicine. Those listed here are specific to this rotation. Since residents may choose this elective during any year of training, PGY-1 goals and objectives are distinct for those for upper level residents, and PGY-2 and 3 goals and objectives are similar.

During this rotation, the PGY-1 resident will:

Patient Care - Not applicable

Medical Knowledge – Not applicable

Practice-Based Learning

1. Become familiar with research techniques.
2. Improve his/her competitiveness for fellowships in cardiology.
3. Be assisted in determining one's interest in an academic career.
4. Learn to utilize related research literature to support, guide or modify the study design or apply to the analysis of results.
5. Learn to utilize knowledge gained in (1) and (2) to develop the shell needed to new study protocols or to prepare material needed for presentation (abstract) and publication (articles).

Interpersonal and Communication Skills – See Core Competencies

Professionalism – See Core Competencies

System-Based Practice - Not applicable

During this rotation, the PGY-2 or 3 resident will:

Patient Care - Not applicable

Medical Knowledge – Not applicable

Practice-Based Learning

1. Demonstrate beginning competency with various research techniques pertinent to the specific project.
2. Write abstract for presentation at regional or national meeting or begin to write paper for publication.
3. Attain intense mentoring from research faculty to assist in determining interest in an academic career.
4. Utilize related research literature to support, guide or modify the study design or apply to the analysis of results.

Interpersonal and Communication Skills – See Core Competencies

Professionalism – See Core Competencies

System-Based Practice - Not applicable

Check all principle teaching methods used during this rotation:

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Attending teaching rounds | <input type="checkbox"/> | Interdisciplinary rounds |
| <input type="checkbox"/> | Patient management discussions | <input checked="" type="checkbox"/> | Small group discussions |
| <input type="checkbox"/> | Conferences specific to rotation | <input type="checkbox"/> | Beside clinical rounds |
| <input checked="" type="checkbox"/> | Individual instruction of procedures | <input type="checkbox"/> | Review of diagnostic studies, including radiology |
| <input checked="" type="checkbox"/> | Other: Laboratory procedure instruction | | |
| <input checked="" type="checkbox"/> | Other: Guidance in clinical data collection | | |

Describe the most important educational content, including the mix of diseases, patient characteristics, types of clinical encounters, procedures and services:

Individualized attention focused on a specific research domain (basic or clinical) but supported by training in fundamental skills required for research.

Check the principal ancillary education materials used:

- | | | | |
|-------------------------------------|--|-------------------------------------|------------------------------|
| <input type="checkbox"/> | Reading lists | <input type="checkbox"/> | Pathologic material |
| <input type="checkbox"/> | Radiologic studies | <input type="checkbox"/> | Other noninvasive studies |
| <input type="checkbox"/> | Handouts on relevant topics | <input checked="" type="checkbox"/> | Articles from the literature |
| <input checked="" type="checkbox"/> | Other: Data acquisition/analysis systems | <input type="checkbox"/> | Case studies |

Methods used to evaluate the resident and the rotation:

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Evaluation of residency performance and professionalism |
| <input checked="" type="checkbox"/> | Evaluation of attending teaching skills and other attributes |
| <input checked="" type="checkbox"/> | Rotation assessment by resident |
| <input type="checkbox"/> | Observation of resident's clinical competency |
| <input type="checkbox"/> | Observation of resident's leadership and teaching skills |
| <input type="checkbox"/> | Review of the resident's history/physical exam, progress notes and documentation of procedures in the chart |
| <input checked="" type="checkbox"/> | Resident's attendance of rounds and conferences monitored |
| <input checked="" type="checkbox"/> | Other: Resident's aptitude in research skills |

Identify strengths and limitations specific to the resources of the sponsoring institution:

Strengths: A wide variety of research options.

Limitations: Limitation of space in many areas and some limitation of specific access to computers/statistical consultation.

Conferences or Attending/Patient Care Rounds: (Journal club, division rounds, etc.)

<u>Name</u>	<u>Location</u>	<u>Day</u>	<u>Time</u>
EKG Conference	Gudelsky	2nd & 4th Monday	12:00 noon
Echo Conference	Gudelsky	Tuesday	1:00 pm
Cardiology Grand Rounds	Borges	Thursday	12:00 noon
Nuclear/MRI Conference	Nuclear Med	Every other Thursday	8:00 am
EPS Conference	Borges	Once a month	8:00 am
Cardiology Clinic Conf	Borges	Wednesday	8:00 am

The resident and faculty members of the Postgraduate Education Committee reviewed and edited the content of this curriculum at its meeting on 7/18/07.