

Name of rotation: **Medicine Renal Transplant** **Division: General Internal Medicine**

Course Director: **David Klassen, MD** **Site(s): UMMC**

Duration of rotation: **one month only**
 2 weeks possible

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

This rotation is constructed to introduce the resident to the basic pathophysiology, pharmacology and clinical management of patients who have undergone renal transplantation. The University of Maryland Kidney Transplantation program is the Region 5 leader in transplants and ranks sixth nationally. In 2002, 252 kidney and pancreas transplants were performed. Areas highlighted in this exciting rotation include post-surgical issues, infectious and endocrine complications, and management of general medical illnesses in a complicated immunosuppressed host. This rotation fills a niche typically underrepresented in most Internal Medicine residency programs. The Med 5 service is run by medical hospitalists on a 24/7 basis and works in very close collaboration with a team of nephrologists, transplant surgeons, nurse practitioner, RN's, pharmacologists, and discharge planning staff. The rotation duration ranges from 2 weeks, up to 4 weeks.

Resident responsibilities, including interns and residents:

1. Evaluation of patients admitted to the service (H&P).
2. Caring for patients during their entire stay on the Med 5 service on a daily basis (medical management, writing progress notes, obtaining appropriate consultations).
3. Performing procedures, under guidance, that are essential to the care of the transplant patient.
4. Assisting attending and nursing staff in the education and psychosocial management of patients.
5. Completing discharge summaries.
6. No overnight call is required.

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

1. Describe the management of medication regimens in immunosuppressed patients.

Medical Knowledge

1. Become familiar with the basic pathophysiology and medical management of renal transplant patients.
2. List the common infectious, renal, endocrine and surgical issues affecting transplanted patients.
3. Discuss the psychosocial features typical of transplanted patients.

Practice-Based Learning - See Core Competencies

Interpersonal and Communication Skills – See Core Competencies

Professionalism – See Core Competencies

System-Based Practice – See Core Competencies

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

Patient Care

1. Perform comprehensive evaluations of patients in the pre- and post-transplant period.
2. Initiate management of medication regimens in immunosuppressed patients.

Medical Knowledge

1. Detail the pathophysiology and medical management of renal transplant patients.
2. List the common infectious, renal, endocrine and surgical issues affecting transplanted patients.
3. Discuss the psychosocial features typical of transplanted patients.

Practice-Based Learning - See Core Competencies

Interpersonal and Communication Skills – See Core Competencies

Professionalism – See Core Competencies

System-Based Practice – See Core Competencies

Check all principle teaching methods used during this rotation:

- | | | | |
|-------------------------------------|--------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Attending teaching rounds | <input checked="" type="checkbox"/> | Interdisciplinary rounds |
| <input checked="" type="checkbox"/> | Patient management discussions | <input type="checkbox"/> | Small group discussions |
| <input checked="" type="checkbox"/> | Conferences specific to rotation | <input checked="" type="checkbox"/> | Bedside clinical rounds |
| <input type="checkbox"/> | Individual instruction of procedures | <input checked="" type="checkbox"/> | Review of diagnostic studies, including radiology |
| <input checked="" type="checkbox"/> | Other: Didactic Sessions | | |

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

Residents are exposed to a wide range of medical diseases that afflict the general medical population as well as those more specific to the transplant population. Patients are all status-post renal and/or pancreas transplant. They often have concomitant diseases such as diabetes mellitus, hypertension and infectious complications, clinical encounters typical of a busy Medicine service. Procedures may include central line placement, lumbar punctures, thoracenteses and paracenteses, etc.

Check the principal ancillary education materials used:

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|-------------------------------------|-----------------------------|-------------------------------------|------------------------------|
| <input type="checkbox"/> | Reading lists | <input type="checkbox"/> | Pathologic material |
| <input checked="" type="checkbox"/> | Radiologic studies | <input type="checkbox"/> | Other noninvasive studies |
| <input checked="" type="checkbox"/> | Handouts on relevant topics | <input checked="" type="checkbox"/> | Articles from the literature |
| <input type="checkbox"/> | Other: _____ | <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 checked="" type="checkbox"/> | Observation of resident's clinical competency |
| <input type="checkbox"/> | Observation of resident's leadership and teaching skills |
| <input checked="" 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 type="checkbox"/> | Other: _____ |

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

Attending rounds (collaborative and multidisciplinary), weekly Transplant Conference, resident is exposed to multiple viewpoints (surgery, nephrology, hospitalist, etc.) in caring for patients. A didactic component is planned as well, with one-on-one sessions with specialists. The high volume of transplanted patients enables the resident to quickly acquire basic knowledge in a rapidly expanding area of Medicine.

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.