

Name of rotation: **ABR – HMO / FPO** **Division:** **General Internal Medicine**

Course Director: **Susan D. Wolfsthal, M.D.** **Site(s): Kaiser-Permanente sites / Faculty Practice Office**

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

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

This rotation is a portion of the ABR during which residents see patients in an HMO or faculty practice setting for at least 6 one-half days per week for a one month block. The goals of this rotation are to provide the residents with a general medical experience in an HMO setting allowing them to learn about the logistical functioning of a managed care system as well as the nuances of patient care particular to that setting.

Resident responsibilities, including interns and residents:

The residents are expected to actively participate in patient care and to participate in self directed/problem-based learning. Attendance is expected to be 100%.

Educational objectives: All competency-based objectives apply to the PGY-2, 3 and above levels. PGY-1 residents do not complete this rotation.

PGY-2 or 3 resident will:

Patient Care

1. Gather essential and accurate information about the patient.
2. Make informed diagnostic and therapeutic decisions based on patient information, current scientific evidence, clinical judgment, and patient preference.
3. Carry out patient management plans.
4. Provide effective health maintenance and anticipatory guidance.

Medical Knowledge

1. Discuss the diagnosis and treatment of common problems encountered in this setting.
2. Demonstrate an investigatory and analytic approach to clinical problem solving and knowledge acquisition.

Practice-Based Learning

1. Develop and maintain a willingness to learn from errors.
2. Locate, appraise and assimilate evidence from scientific studies related to their patients' health problems.

Interpersonal and Communication Skills

1. Communicate effectively to create a therapeutic relationship with patients and families.
2. Communicate effectively and respectfully with other members of the health care team.

System-Based Practice

1. Differentiate between various medical practices, including hospital and community based models, PPO, and HMO health care delivery systems.
2. Identify and work with other health care professionals and organizations that may assist in a patient's care.
3. Discuss documentation criteria for different levels of care.

Check all principle teaching methods used during this rotation:

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

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

Residents learn the aspects of GIM outpatient care specific to an HMO practice and develop a sense of what the actual practice of GIM may be like. Patients will have different medical problems and socioeconomic backgrounds compared with the residents' clinic population. There will be more walk-in visits for common minor ailments than they are used to seeing.

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 type="checkbox"/> | Other: _____ | <input type="checkbox"/> | Case studies |

Methods used to evaluate the resident and the rotation:

- Evaluation of residency performance and professionalism
- Evaluation of attending teaching skills and other attributes
- Rotation assessment by resident
- Observation of resident's clinical competency
- Observation of resident's leadership and teaching skills
- Review of the resident's history/physical exam, progress notes and documentation of procedures in the chart
- Resident's attendance of rounds and conferences monitored
- Other: _____

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

Residents have the opportunity to work in an environment similar to that in which many of them may eventually find themselves working, allowing them to further explore a career in primary care.

9/18/07: Reviewed with residents / faculty at Postgraduate Education Committee