

Law and Public Policy

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

Various conferences and seminars throughout the residency training deal with the principles of legal and governmental regulation, as well as public policy. These issues are important for the resident to learn about given the integral involvement of clinical practice with issues of informed consent, advanced directives, DNR orders, living wills, disability assessment, organ donation, patient advocacy, state laws concerning patients' rights, managed care and insurance regulation. Residents receive training in federal regulations related to clinical care through seminars organized by UMMS. Some of these issues are addressed under the Ethics curriculum (See main curriculum book). In addition, residents learn about documentation rules at orientation and throughout the year by using templates for history and physical examinations. Through the primary care workshops series, residents participate in a session on billing and coding procedures.

Resident responsibilities:

Residents are required to attend the conferences that deal with these issues. Many are addressed as part of resident orientation, attending rounds, Morning Report and other conferences.

Educational Objectives:

PGY-1 resident will:

1. Demonstrate understanding of importance regulations pertinent to chart documentation.
2. Complete initial admission notes and daily progress notes in timely and comprehensive fashion.
3. Apply these principles in the care of their patients in the inpatient and ambulatory settings.

PGY-2 resident will:

1. List regulations pertinent in the State of Maryland.

PGY-3 resident will:

1. Discuss interplay between the legal and medical system, particularly as it pertains to informed consent, definition of death, futility of care, disability determination, managed care and insurance regulation.

Check all principle teaching methods used during this training:

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

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

Educational content is as noted above. Other characteristics have been previously described.

Check the principal ancillary educational materials used:

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

Methods used to evaluate the residents and the rotation:

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Evaluation of residency performance |
| <input type="checkbox"/> | Evaluation of attending teaching skills and other attributes |
| <input 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 type="checkbox"/> | Other: _____ |

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

Not applicable.

Conferences or attending/Patient Care Rounds:

Resident Orientation

Morning Report, Ethics Seminar, Primary Care Workshops, attending rounds, etc.