

Telephone and Team Management

Section 1: Administrative Information

Rotation Director: Cassandra Pruitt, MD

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Other Participating Faculty: Patricia Beach MD; Marney Gundlach, MD, MPH, MEd; Richard Rupp, MD

Required or Elective: required

Where to show on first day of rotation: 8:00 AM, Morning Report, then meet with Dr. Pruitt to review rotation responsibilities

Faculty Responsibilities:

1. At the beginning of the rotation, the rotation director (or attending physician) will review with the Resident the expectations and duties and the learning goals & objectives, emphasizing their relationship to the six competency domains.
2. During the rotation, faculty are expected to provide feedback to the resident to provide a tone of continuous review and improvement.
3. Faculty are expected to complete an end-of-rotation evaluation in the MyUTMB Evaluation system

Resident Responsibilities: It is the Resident's responsibility to do the following:

Education-related activities

1. Read this curriculum prior to the start of the rotation and complete the pre-rotation self-assessment.
2. Determine personal learning goals, based on the self-assessment
3. Review this curriculum and learning goals with the curriculum manager (or designee) on Day 1 of the rotation.
4. Reflect on personal learning
5. Provide evaluation of the experience and of the faculty at the conclusion of the rotation.

Clinical responsibilities:

1. Attend all Morning Reports, Grand Rounds, Board Reviews, level-specific Core Curriculum, and noon conferences
2. Provide telephone triage care during morning sessions in the UHC Island Pediatrics resident clinic (with one morning session per week spent in continuity clinic)
3. Provide inpatient pediatric ward, PICU or Newborn Nursery team supervision in the afternoons
4. Complete a quality improvement project under the supervision of the UHC Pediatrics clinic medical director, Dr. Richard Rupp.

Teaching responsibilities:

1. Participate in the teaching of medical students including the 3rd year clerkship Lumbar Puncture workshop and the Practice of Medicine year 2 Newborn Nursery experience as scheduled by the Chief Resident.

Supervision responsibilities:

1. Supervise inpatient pediatric, PICU and Newborn Nursery ward teams, including interns and medical students

Section 2: Educational and Clinical Activities

Required readings:

1. Quality Improvement Tools for Physicians – accessed at <http://practice.aap.org/content.aspx?aid=2621&nodeID=8000>.
2. AAP policy statement Payment for Telephone Care – accessed at <http://aappolicy.aappublications.org/cgi/reprint/pediatrics;118/4/1768.pdf>
3. Email Communications Between Pediatricians and Their Patients – accessed at <http://aappolicy.aappublications.org/cgi/reprint/pediatrics;114/1/317.pdf>

Recommended readings

1. Payment for Telephone Care: A Toolkit – accessed at <http://practice.aap.org/content.aspx?aid=2258>. Review Chapters 1 – 12

	Mon	Tue	Wed	Thu	Fri
<8:00					
8:00	Radiology Rounds	Morning Report	Morning Report	Morning Report	Grand Rounds
9:00	TTM	TTM	TTM	TTM	TTM
12:00			Board Review	Noon conference	
1:00	Team Coverage/Research	Team Coverage/Research	Team Coverage/Research	Team Coverage/Research	Team Coverage/Research
8:00 PM					Cover Night Float

Section 3: Evaluation Methods

1. Every Resident will receive a composite evaluation of competency in the 6 ACGME-defined competency domains, from at least one Faculty using the UTMB-GME tool at MyUTMB.
2. Every Resident is expected to evaluate the rotation via Survey Monkey evaluation following the completion of the rotation.

Section 4: Rotation-specific Learning Goals and Objectives

<p>At the BEGINNING of the rotation, determine which of these objectives will be your primary focus and guide the development of your learning goals. ✓</p>	<p>At the END of the rotation, self-assess your competency on each of the objectives. circle number ○</p>	<p>PRE ✓</p> <p>POST ○</p> <p>1 = I still have a lot to learn 2 = 3 = I am <i>moderately</i> confident I have met this objective 4 = 5 = I am <i>very</i> confident I have met this objective</p>
Goal 1. Communication Skills		
Goal 1.1. Core Communication Skills. Effectively and empathically communicate with children and families.		
<p>Objective 1.1.1. Understand and use the following methods during communication with children and families:</p> <ol style="list-style-type: none"> 1. Adapt language and concepts to the educational level of the family. 2. Take into account cultural, ethnic, and socioeconomic issues. 3. Deal effectively with language barriers. 4. Be sensitive to health beliefs and religious or spiritual issues. 5. Respond to patients and families non-judgmentally and non-defensively. 6. Recognize personal factors in the physician that may influence interaction (e.g., personal biases and prejudices, sleep deprivation, home or family issues). 		<p>1 2 3 4 5</p>
<p>Objective 1.1.2. Share information with the patient and family in a way that enhances their understanding of the problem and management plan, and include them in decision-making to the extent that they desire.</p> <ol style="list-style-type: none"> 1. Assess the patient's understanding of problem and desire for more information. 2. Regard the physician-patient relationship as a partnership, and respect patients' participation in decision-making. 3. In explanations, use words that are easy for patient to understand, and avoid medical jargon. Check for mutual understanding of treatment plan, and ask if patient or parent has any questions. 4. Include patient/parent in choices and decisions to the extent they desire. 5. Ask about patient's ability to follow treatment plans. 6. Identify and enlist resources and supports as appropriate. 		<p>1 2 3 4 5</p>
Goal 1.2. Professional Communication and Collaboration. Communicate and collaborate effectively as part of a functional team with physicians, other health professionals, staff, and students.		
Objective 1.2.1 Communicate effectively with physicians, other health professionals, and health-related agencies to create and sustain information exchange and teamwork for patient		<p>1 2 3 4 5</p>

care.		
Objective 1.2.2. Work collaboratively as a member of the health care team. <ol style="list-style-type: none"> 1. Know the various roles of team members and utilize their skills appropriately 2. Work effectively with team members by establishing mutually agreed upon goals, roles and procedures (decision making, role and goal negotiation, addressing team differences and conflicts) 3. Delegate patient care duties to other members of the healthcare team appropriately and work collaboratively to ensure that the patient's needs are met. 4. Communicate effectively with members of the team 5. Demonstrate an appreciation of and respect for the contribution of each team member 6. Serve as a team member or team leader in the appropriate situations 	1 2 3 4 5	
Objective 1.2.3. Identify the roles and responsibilities of various health care providers and staff in the inpatient, outpatient, and community settings (e.g., PAs, PNPs, RNs, LPNs, clerks, medical technicians, physical therapists, occupational therapists, speech therapists, audiologists, midwives, psychologists, attorneys and law enforcement personnel, other physicians such as family practitioners, pediatric specialists, psychiatrists, therapists, health educators, social workers, child life specialists). Recognize and facilitate the role and contribution of each member of the health care team.		1 2 3 4 5
Objective 1.2.4. Communicate effectively to transfer information and responsibility at the time of sign-in, sign-out, and change of service.		1 2 3 4 5
Objective 1.2.5. Communicate effectively in the following contexts: <ol style="list-style-type: none"> 1. Brief oral case presentations (e.g., at morning report/check-in, inpatient work rounds, clinic visits; phone contacts with primary provider or consultants) 2. Written and computerized medical records (accurate, complete, timely, legal) 3. Letters of referral 4. Oral presentations to healthcare professionals 		1 2 3 4 5
Goal 2. Medical Records.		
Objective 2.1. Maintain accurate, legible, timely, and legally appropriate medical records when caring for patients		1 2 3 4 5
Goal 3. Telephone Medicine. Use the telephone effectively and efficiently in communicating with patients and parents.		
Objective 3.1. Demonstrate the use of a framework for managing a telephone interaction, which includes the ability to: <ol style="list-style-type: none"> 1. Collect information completely and efficiently 2. Apply clinical judgment or standardized algorithms in the management of an acute illness to make a triage decision about appropriate level of care needed by the patient (e.g., "See immediately," "See the next day for an outpatient visit," or "Manage at home with appropriate advice."). 3. Put the current concern or complaint in the context of the patient's chronic course and determine an appropriate course of action 4. Communicate necessary information clearly and confirm that the caller understands the guidelines for recognizing worsening illness, agrees with the disposition, and can adhere to the recommended treatment and follow-up plan. 5. Document the telephone interaction accurately, efficiently and with appropriate detail 		1 2 3 4 5
Objective 3.2 Describe the risk management principles inherent in providing telephone advice, especially the need to carefully document the following: <ol style="list-style-type: none"> 1. Date and time of call 		1 2 3 4 5

<ol style="list-style-type: none"> 2. Major complaint 3. Pertinent positive and negative history 4. Recommended disposition 5. Recommendations for call back 6. Caller's understanding of disposition and treatment plan 		
Objective 3.3 Communicate effectively in telephone interactions, recognizing their limitations for negotiation and delivery of difficult or complex information.		1 2 3 4 5
Objective 3.4 Recognize ways that managed care may affect use and costs of medications, such as formulation, generic vs. brand drugs, preferred drug formularies, prescription refills.		1 2 3 4 5
Objective 3.5 Discuss and explain significant medical information about a patient with school personnel, giving special attention to issues of consent and confidentiality.		1 2 3 4 5
Objective 3.6 Demonstrate awareness of options available for daytime and after-hours telephone triage and understand risks and benefits of different options (e.g., physician on-call, pediatric and non-pediatric nurse using protocols or algorithms).		1 2 3 4 5
Goal 4. Quality Improvement. Understand the importance of and how to use quality improvement methods to monitor and improve the health care that one provides to children.		
Objective 4.1. Participate in chart audits as part of a quality assurance process: identify a deficiency or area for improvement within the resident continuity clinic, review charts identified utilizing a standardized chart review form, describe how this process can improve charting and patient care.		1 2 3 4 5
Objective 4.2. Collaborate effectively with others on projects related to patient care, such as quality assessment projects.		1 2 3 4 5
Goal 5. Teaching. Become an effective teacher of students, colleagues, other professionals, and lay groups.		
Objective 5.1. Develop effective approaches for teaching students, colleagues, other professionals and lay groups.		1 2 3 4 5
<p>Objective 5.2. Apply principles of adult learning theory when teaching. These include:</p> <ol style="list-style-type: none"> 1. Assess the level of the learner 2. Actively involve learners in the learning process 3. Encourage mutual feedback 4. Teach information in the context within which it will be applied 5. Encourage learners to be self-directed and to identify and pursue their own learning objectives 		1 2 3 4 5
<p>Objective 5.3 Use a variety of teaching techniques effectively, such as:</p> <ol style="list-style-type: none"> 1. Bedside teaching 2. Teaching during work rounds 3. Lectures or case-based discussions using multimedia presentation methods 4. Role modeling for learners 		1 2 3 4 5
Goal 6. Leadership. Develop and demonstrate effective leadership and collaboration skills for a variety of health care settings.		
Objective 6.1 Demonstrate flexibility in assuming the role of leader, collaborator, or team member in a variety of health care-related activities.		1 2 3 4 5
Objective 6.2 Demonstrate leadership by providing direction, managing the dynamics of a group, and facilitating a positive work environment.		1 2 3 4 5
Objective 6.3 Effectively model professional attitudes and behaviors, such as respect, intellectual curiosity, empathy and cooperation, in interactions with other members of the health care team, including physicians-in-training.		1 2 3 4 5
Goal 7. Work Habits and Professional Responsibility. Develop		

responsible and productive work habits encompassing the broad responsibilities of a competent pediatrician.		
<p>Objective 7.1. Assume appropriate responsibility and make responsible decisions when carrying out duties.</p> <ol style="list-style-type: none"> 1. Be punctual in keeping appointments with supervisors, colleagues, patients, and other members of the healthcare team. 2. Maintain responsibility for patient care when going off duty until suitable coverage is secured. 3. Transfer information and responsibility of care effectively at the time of sign out and change of service. 4. Perform duties such as completing charts, returning calls, and making referrals in a timely manner. 5. Take responsibility for personal errors. 6. Organize work and manage time productively. 7. Demonstrate a positive attitude in dealing with work-related problems. 		1 2 3 4 5
Goal 8. Practice Management. Understand the importance of effective practice management for high-quality, efficient health care delivery.		
<p>Objective 8.1 Demonstrate awareness of office management issues, including:</p> <ol style="list-style-type: none"> 1. Communication and patient education 2. Quality assessment and performance improvement including utilization review and case management 3. Telephone management 		1 2 3 4 5

Systems-Based Practice		
1. For patients seen on this rotation, assess how different models of healthcare delivery and healthcare financing (e.g., HMO, PPO, fee-for-service, Medicaid, CHIP, public health care, school-based care) impact access to and delivery of care.		1 2 3 4 5
2. Advocate for patients by helping them negotiate health care system complexities and by identifying resources to meet their needs.		1 2 3 4 5
3. Describe strategies you observed on this rotation that demonstrate inter-professional coordination of care; and/or recommend additional strategies which might be implemented to improve care.		1 2 3 4 5
4. Related to clinical conditions you encountered on this rotation, discuss ways in which pediatricians can advocate for the promotion of health and the prevention of disease or injury in <i>populations</i> .		1 2 3 4 5
Practice Based Learning and Improvement		
1. During this rotation, what resources did you learn about and/or practice using that you might use again?		1 2 3 4 5
2. During this rotation, what did you read that helped you with your learning?		1 2 3 4 5
3. Consider how what you have learned on this rotation impacts your own practice in your Continuity Practice.		1 2 3 4 5
4. During this rotation, reflect on at least one example of how you corrected an error or learned from your experiences.		1 2 3 4 5
5. Recognize your personal limitations in knowledge and skills, search for information to correct gaps, and ask for help when appropriate.		1 2 3 4 5

Section 5: PROFESSIONALISM

Throughout this rotation, demonstrate professionalism by showing the following CHARACTER attributes:	<input type="checkbox"/> Check here which ones you demonstrated during the rotation*
1. Compassion (empathy; awareness of other's feelings and experiences)	
2. Honesty (truthfulness, including admission of mistakes)	
3. Altruism (unselfish concern for the welfare of others)	
4. Responsibility (for conduct, work obligations, and self-improvement)	
5. Aiming for excellence (in self, others, and the system of healthcare)	
6. Confidentiality	
7. Team Player	
8. Ethical approach	
9. Respect to patients/families, colleagues, team members and faculty (including respect and sensitivity for diversity)	
Comments or examples:	

*note: not demonstrating this during the rotation does not mean that you do not possess these qualities. It just means that it is not likely that your faculty would have seen observable behaviors on which to evaluate this aspect of professionalism.

Section 6: Personal Learning Goals or Targets

(we provide 5 boxes, but you can decide how many targets you want to identify)

At the BEGINNING of the rotation, design your personal learning goals - what to you really want to focus on during this rotation	At the END of the rotation, self-assess your competency on each of goals.	POST-ROTATION 1 not met 2 met partially 3 accomplished
		1 2 3
		1 2 3
		1 2 3
		1 2 3

Section 7: Resident-Faculty Agreement



It is expected that **Resident and Faculty will meet** at the **beginning of the rotation** to review expectations and learning goals and again at the **end of the rotation** to review learning accomplishments and competencies.

The Resident is expected to submit on-line confirmation of these two meetings:
http://www.utmb.edu/pedi_ed/CURRICULUM/CurriculumReviewConfirmation.asp