PURPOSE

To provide a mechanism for systematic and ongoing development of the residency curriculum and to assess quality and effectiveness within the core competencies of patient care, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, professionalism, and systems-based practice.

POLICY

The curriculum is posted on the Internal Medicine Residency Program website for each rotation. At the start of each rotation, residents are required to review the curriculum with the attending physician and discuss curriculum goals and objectives, and resident rotation responsibilities. Job descriptions for subspecialty education coordinators and supervising faculty clearly state that attendings are to meet with residents at the beginning, middle and end of each rotation for feedback. Documentation of the face-to-face curriculum discussion is completed electronically through the E*Value evaluation system. Site Coordinators monitor for compliance and communicate when additional follow-up is required.

The Core Conference series curriculum creates a forum for program-wide resident interaction and discussion. Friday afternoons are designated as protected-teaching time from ward responsibilities. The education format includes didactics, small group discussions, and simulation sessions.

Subspecialty education coordinators review the curriculum annually to assure a description of the training experience, allow for modifications and resident evaluation. The following areas are specifically reviewed by to subspecialty education coordinators to evaluate: goals, objectives, teaching methods, resources, and evaluation of effectiveness. Revisions are incorporated into the curriculum.

The Curriculum Committee is composed of faculty and trainees and is chaired by the Program Director or his/her designee. Committee members are appointed by the program’s Executive Committee. The Committee is advisory to the Residency Executive Committee.