

**Stanford University General Surgery Residency Program**  
**Surgical ICU goals and objectives for residents: R-3**  
**Rotation Director: David A. Spain, MD**

**Description**

The Surgical ICU rotation at Stanford Hospital offers a broad experience in the care of critically ill patients with surgical diseases and processes (trauma, general surgery, vascular, transplant, urology and plastics).

**Goals**

The goal of the Stanford Surgery ICU rotation is to help the R3 residents:

- Develop knowledge and experience in the evaluation and management of critically ill surgical patients.
- Refine operative skills commonly required in the care of these patients.
- Experience and understand the day-to-day function of surgical critical care units.
- Function as the team-coordinator on the Surgical Critical Care Service

**Objectives**

The rotation has the following R-3 objectives:

- The resident functions as the team coordinator, assigning patients to other team members (R-2 and R-1) as appropriate based on acuity and patient census
- Oversees the day-to-day care, confirms the care plan is carried out and coordinates other services involved in care.
- The resident gains knowledge of surgical critical care through discussion on rounds with the attending physician and fellow and also by independent reading.

Residents will receive daily teaching, primarily at the bedside, from faculty and fellows. A formal didactic session is held every Friday and informal sessions may be added. Because the resident team is paired with an attending for an entire week, feedback and teaching is individualized to the needs of the residents.

Residents are evaluated in the 6 core competencies (Medical Knowledge, Patient Care, Interpersonal Communication Skills, Professionalism, Practiced Based Learning and Systems Based Practice) using specific web-based evaluation forms. These are done as a group evaluation by the SICU attendings and fellows so that progress and incorporation of feedback over the course of the rotation

can be assessed. An outline of core competencies with rotation objectives, instructional activities, and evaluations is below

Specific goals and objectives for residents

GOALS Core Competencies	R-3 OBJECTIVES	INSTRUCTIONAL ACTIVITIES	EVALUATION
<p><b>Knowledge:</b> To acquire and apply knowledge of established and evolving basic and applied clinical sciences that relate to the practice of adult critical care</p>	<p>Knows and applies the basic and clinical sciences appropriate to the practice of Critical Care such as physiology, pharmacology, and disease processes. Demonstrates an investigatory and analytic approach to patients with critical illnesses. Prioritizes patient's disease related states, issues and designs a care plan accordingly, anticipates potential complications and prevention.</p>	<p>Teaching by attending faculty and fellow</p> <p>Independent reading</p>	<p>Weekly feedback by attending and fellows. Rotation evaluation by ICU attendings and fellows (<a href="https://stanford.medhub.com">https://stanford.medhub.com</a>)</p>
<p><b>Patient Care:</b> To provide compassionate, appropriate, and effective critical care of adults.</p>	<p>Adequate assessment of critically ill surgical patients including:</p> <ul style="list-style-type: none"> <li>• Physical exam and history</li> <li>• Evaluation of appropriate laboratory data</li> <li>• Imaging studies</li> </ul> <p>Manages physiologic derangements such as shock, acute lung injury, sepsis, renal insufficiency and multiple organ failure.</p> <p>Leads resuscitation efforts of ICU patient and assume role as team leader for daily work rounds.</p>	<p>Multiple daily ICU rounds with ICU attending and fellows</p>	<p>Weekly feedback by attending and fellows. Rotation evaluation by ICU attendings and fellows (<a href="https://stanford.medhub.com">https://stanford.medhub.com</a>)</p>

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<p><b>Effective Interpersonal and Communication skills:</b> Residents must communicate in a way that leads to effective information exchange of a critical care plan to patients, their families, and professional associates.</p>	<p>Assign patient care responsibilities to R-2 and R-1 residents in a clear manner. Provide family members an update of patient's condition in SICU. Discusses appropriate concerns with perioperative team including SICU team &amp; consultants Works effectively with ICU team and nurses to communicate care plan</p>	<p>Daily instruction by fellow and attending.</p>	<p>Weekly feedback by attending and fellows. Rotation evaluation by ICU attendings and fellows (<a href="https://stanford.medhub.com">https://stanford.medhub.com</a>)  Feedback from ICU nurses</p>
<p><b>Practice based learning and improvement:</b> In order to improve patient care practices, residents must be able to critically evaluate their own performance as well as appraise and incorporate clinical scientific evidence.</p>	<p>Identify impact of complications on recovery of the critically ill patient. Use information technology to assimilate current medical literature as it relates to the SICU. Learns attention to detail in critically ill patients and models this for junior residents and students on the service.</p>	<p>Teaching in the ICU by attending faculty and fellows.</p>	<p>Weekly feedback by attending and fellows. Rotation evaluation by ICU attendings and fellows (<a href="https://stanford.medhub.com">https://stanford.medhub.com</a>)</p>
<p><b>Professionalism:</b> Residents must show a commitment to professional responsibilities, adherence to ethical principles, and sensitivity to diversity.</p>	<p>Displays appropriate demeanor, even in adverse situations. Acts with sensitivity and responsiveness to patient's culture, age, gender, and disabilities. Maintains accountability to patients, medical profession, and society. Obtains proper consent and confirm advanced directives, if present. Becomes life long learner.</p>	<p>Daily discussions with attendings.</p>	<p>Weekly feedback by attending and fellows. Rotation evaluation by ICU attendings and fellows (<a href="https://stanford.medhub.com">https://stanford.medhub.com</a>)  Feedback from ICU nurses</p>

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<p><b>Systems-based Practice:</b> A resident must be able to demonstrate an awareness of and responsiveness to the system of health care and the ability to effectively call on system resources to provide optimal care.</p>	<p>Uses and teaches ICU protocols to improve quality of care. Act as an organizational problem solver for patients and the care team. Understands how care for patients in the ICU enables the hospital to deliver a wide range of patient care. Understands how ICU practice affects health care costs.</p>	<p>Modeling in ICU by attending faculty and fellow.</p>	<p>Weekly feedback by attending and fellows. Rotation evaluation by ICU attendings and fellows (<a href="https://stanford.medhub.com">https://stanford.medhub.com</a>)</p>