

**University of Florida College of Medicine - Jacksonville**  
**Rheumatology Fellowship Program**  
**Rheumatology Outpatient Clinic**

### **Overview**

Outpatient rheumatology clinics are designed to provide the fellow with a comprehensive clinical experience as a rheumatologist working on an academic or private environment with the opportunity to diagnose and treat broad spectra of clinical problems under the supervision of the attending faculty.

Mix of diseases: Patients present with a variety of musculoskeletal, autoimmune and rheumatologic problems, including systemic lupus erythematosus, vasculitis, polymyalgia rheumatic, rheumatoid arthritis, psoriatic arthritis, ankylosing spondylitis, osteoarthritis.

Patient Characteristics: the patient population is diverse, male and female, of all ages from adolescent to geriatric, representing most ethnic and racial backgrounds, from all social and economic statuses.

Types of clinical encounters: patient encounters will occur in the outpatient clinic as initial consultations or ongoing care of patients with musculoskeletal disorders.

#### Procedures:

- Blind and ultrasound guided intra-articular aspirations and injections.
- Blind and ultrasound guided tendon injections.

### **Goals**

- To teach fellows a focused approach to the diagnosis and therapy of rheumatic diseases.
- To teach fellows the proper indications, contraindications, interpretations, and complications of all rheumatic procedures.
- To define the role of the rheumatologist in the interaction between the referring physician, other consultants, and all ancillary services necessary for the evaluation and therapy of patients under care of the fellow.

### **Objectives**

#### **Patient Care**

**PGY 4:** demonstrate ability to:

- Take a complete medical history and perform a careful and accurate physical examination in an effective, efficient and sensitive manner.
- Write or dictate concise, accurate and informative histories, physical examinations and progress notes.
- Define and prioritize patients' medical problems and generate appropriate differential diagnoses.
- Make basic, appropriate diagnostic and treatment plans for patient with rheumatologic problems
- Perform rheumatologic procedures

**PGY 5:** develop and demonstrate proficiency in all above and in addition:

- Perform accurate interpretation of imaging studies of joints and joint fluid analysis
- Develop rational, evidence based management strategies.
- Manage the treatment of the patient's rheumatic disease as necessary or as requested by the physician referring the patient.
- Demonstrate patient care skills with non-routine, complicated patients.
- Demonstrate proficiency in handling unexpected complications.

- Recognize the need for additional subspecialty consultation by another specialist.

### **Medical Knowledge**

**PGY 4:** demonstrate knowledge of:

- Anatomy and physiology of the musculoskeletal system.
- Pathophysiology and clinical manifestations of autoimmunity and disorders of the joints and musculoskeletal system, with emphasis on those commonly seen in the ambulatory clinic.
- Diagnostic criteria and management plan of the rheumatologic diseases.
- Indications and interpretation of tests of the immune system.
- Basic mechanisms of action, potential benefits, potential toxicities and indications for prescription of pharmacologic agents used in the management of rheumatic diseases, including nonsteroidal anti-inflammatory agents, corticosteroids, immunosuppressive agents, and newer biological response modifiers.

**PGY 5:** in addition of demonstrating in-depth knowledge of the above, the second year fellow should show proficiency in knowledge of:

- Immunogenetics of rheumatic diseases.
- Tolerance and autoimmunity.
- Radiographic and imaging modalities of musculoskeletal system.

### **Practice-Based Learning and Improvement**

Fellows must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices.

Fellows are expected:

- To identify and improve deficiencies in one's knowledge, skills and attitudes in the care of the patient with rheumatic disease.
- To demonstrate strategies for correcting deficiencies in one's knowledge, skills and attitudes in the care of the patient with rheumatic disease.
- To access and critically evaluate current medical information and scientific evidence relevant to patients' medical illnesses.
- To analyze outcomes of Rheumatology patients cared for in the outpatient setting and identify areas of practice strength and improvement through systematic methodology.
- To obtain and use information about their own population of patients and the larger population from which their patients are drawn.
- To apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.
- To use information technology to manage information, access on-line medical information, and support their own education.
- To facilitate the learning of students and other health care professionals.

Fellows will be expected to use an improvement project to foster and assess practice-based learning and improvement. (Please see appendix 1 for details)

### **Interpersonal and Communication Skills**

**PGY 4**

- Communicate, in a sensitive and effective manner, with patients with rheumatic disease and their families.
- Communicate with the patient's primary care physician early and as often as necessary.

- Communicate effectively with all non-physician members of the health care team to assure comprehensive and timely care of patients.
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#### **PGY 5**

- Develop and demonstrate proficiency in the above with more complex cases
- Present information on patients concisely and clearly both verbally and in writing.

#### **Professionalism**

##### **PGY 4**

- Demonstrate humanistic qualities and altruism.
- Demonstrate ethical behavior.
- Effectively collaborate with residents, fellows and faculty consultants from other disciplines.
- Maintain patient's confidentiality at all times.

##### **PGY 5**

- Demonstrate proficiency in the above with more complex cases and interactions.
- Demonstrate accountability and responsibility.
- Demonstrate willingness and ability to help the requesting physician in a consultative or co-management capacity according to the needs of the situation.

#### **Systems-Based Practice**

##### **PGY 4**

- Demonstrate an understanding of, and the ability to access and utilize the resources, providers, and systems necessary to provide optimal care.
- Advocate for patients, including assisting with disability, completing preauthorization documents for the use of certain medications, and appealing to insurance carriers regarding denial of authorization for high-cost immunomodulatory drugs.

##### **PGY 5**

- Collaborate with other members of the health care team to assist patients in dealing effectively with complex systems and to improve systematic processes of care.
- Demonstrate the ability to use cost-conscious strategies, which are evidence-based in prevention, diagnosis, and disease management (eg: screening for osteoporosis)

#### **Methods of achieving objectives**

- Direct patient care under the supervising attending
- Didactic (teaching) sessions with the attending physician
- Self-study using any one of several recommended basic textbooks of clinical Rheumatology
- Select handouts and journal articles on pertinent topics
- Core conference series
- Electronic databases and computerized resources (UF databases, Up To Date)

#### **Assessment tools**

- Direct observation by the attending
- Global assessment by the attending
- Multisource assessment (patient, peers, clerical staff, nurse, self)

- Rheumatology MKSAP questions. (program director)
- In-training examination (program director)
- Record/chart view (program director)
- Faculty -based quizzes
- ACR questions

#### **Evaluation process**

- Goals and Objectives will be reviewed with the fellow at the beginning of each rotation.
- Verbal feedback throughout and at the completion of the rotation from the attending.
- Evaluation form completed by the attending at the conclusion of the rotation, and reviewed with the fellow.
- Evaluation submitted to the Administrative Office for review by the PD.

Appendix 1: PBLI Project

Reference: [http://www.acgme.org/outcome/implement/complete\\_PBLIBooklet.pdf](http://www.acgme.org/outcome/implement/complete_PBLIBooklet.pdf)

Accessed 6-22-2011

### **Using an Improvement Project to Foster and Assess Practice-based Learning & Improvement**

**Goal:** To foster learners' abilities to improve their own practice of medicine

**Objectives:**

1. Fellows will be able to conduct a chart review of their patients to obtain information about their own practice.
2. Fellows will be able to compare their own practice with best evidence.
3. Fellows will be able to identify an intervention to improve their own practice.
4. Fellows will be able to implement an intervention designed to improve their own practice.
5. Fellows will be able to check the effect of improvement interventions.

### **Learning Activity**

1. Faculty will prepare and present information about practice improvement tools and discuss it during group sessions with fellows. Sample topics include: rapid cycle testing, plan-do-study-act cycles, the use of flow and Pareto charts to monitor processes, and the use of control and specification charts to monitor outcomes.
2. Faculty members will guide discussion so that each fellow designs an aim for his or her own improvement project.
3. During the planning phase of projects, each fellow presents an evidence-based rationale for planned improvements and receives feedback from the group.
4. During the implementation phase of projects, each fellow updates the group facilitator or a mentor on progress during one-on-one meetings.
5. The discussion group reconvenes after the improvement projects have been implemented and results collected. Fellows present the results of their interventions.

### **Assessment**

1. The Fellow documents each step of the improvement project.
2. During a group seminar, the fellow presents his or her improvement project to other fellows and rheumatology faculty.
3. Faculty or program director rates the written project using the PBLI improvement project checklist.

Practice-based Learning & Improvement Project Checklist

Fellow Name: \_\_\_\_\_

Level (circle one):     PGY4             PGY5

Title of Project: \_\_\_\_\_

Date Project Submitted: \_\_\_\_\_

Assessor: \_\_\_\_\_

*For each item below, place a check mark in the "YES" column if the project meets the item specification. Place a check mark in the "NO" column if the project does not meet the item specification.*

DOMAINS	YES	NO
The project topic is related to a needed change in medical care processes and/or outcomes, as supported by pre-change data.		
The practice behavior is feasible to change.		
The approach used to change the practice behavior is justifiable.		
The standards for determining success are articulated.		
Data have been collected.		
Data have been compared to standards (set by learner).		
Changes needed to move results closer to standards are implemented.		
Post change data are presented.		
Post change data are compared to standards (set by learner).		
A summary of the improvement process is presented.		
Conclusions are presented.		