

# Infectious Diseases Consults & Clinics

## GOALS AND OBJECTIVES

### Rotation Goals

Through consulting on patients presenting with a broad range of infectious presentations, including community-acquired infections, nosocomial infections and syndromes that mimic infectious diseases, the resident will learn the skills needed to manage challenging infectious cases across diverse patient populations including medicine, surgery, critical care and oncology. Residents will learn appropriate selection of empiric antimicrobial therapy, clinical and microbiologic epidemiology of common infections, the role of the clinical microbiology lab and antimicrobial stewardship practices. Specifically, residents will develop competence in diagnosing and treating conditions such as sepsis, endocarditis, opportunistic infections in immunocompromised hosts, vector-borne infectious diseases and nosocomial or health-care associated infections. By the end of the rotation, residents will be able to provide comprehensive infectious diseases care at the level expected of an internal medicine consultant.

### Entrustable Professional Activities

#### TRANSITION TO DISCIPLINE

- D1 Performing histories and physical exams, documenting and presenting findings, across clinical settings for initial and subsequent care

#### FOUNDATIONS OF DISCIPLINE

- F1 Assessing, diagnosing, and initiating management for patients with common acute medical presentations in acute care settings
- F2 Managing patients admitted to acute care settings with common infectious disease problems and advancing their care plans
- F4 Formulating, communicating, and implementing discharge plans for patients with common infectious conditions from acute care settings
- F7 Identifying personal learning needs while caring for patients and addressing those needs

#### CORE OF DISCIPLINE

- C1 Assessing, diagnosing and managing patients with complex or atypical acute medical presentations
- C2 Assessing, diagnosing, and managing patients with complex chronic diseases
- C3 Providing infectious disease consultation to other clinical services
- C7 Discussing serious and/or complex aspects of care with patients, families, and caregivers
- C8 Caring for patients who have experienced a patient safety incident (adverse event)
- C10 Implementing health promotion strategies in patients with or at risk for disease

C11 Teaching and assessing junior learners through supervised delivery of clinical care

### TRANSITION TO PRACTICE

- P1 Managing an inpatient medical service
- P2 Managing a medical clinic
- P3 Assessing and managing patients in whom there is uncertainty in diagnosis and/or treatment
- P6 Working with other physicians and healthcare professionals to develop collaborative patient care plans
- P7 Identifying learning needs in clinical practice, and addressing them with a personal learning plan
- P8 Identifying and analyzing system-level safety, quality or resource stewardship concerns in healthcare delivery

## Clinical Presentations and Diagnoses

In alignment with the *Royal College Internal Medicine Competencies*, residents are expected to encounter and manage the following Medical Expert topics on this rotation:

Residents will be expected to cover the following patient presentations during this rotation with the goal of competently assessing and managing the following:

- Fever
- Leukocytosis/leukopenia
- Focal infectious syndrome
- Systemic infectious syndrome
- HIV-related presentation
- Post-surgical or immunosuppression-related infections
- Non-infectious mimic syndromes

Residents will be expected to cover the following diagnoses during this rotation with the goal of competently assessing and managing the following:

- Fever of unknown origin
- HIV / opportunistic infections
- Endocarditis
- Community acquired infections (SSTI, UTI/pyelonephritis, pneumonia, *C. difficile*)
- Bacteremia, sepsis and septic shock
- Surgical site and device associated infections
- CNS infection

Other topics to be covered include:

- Antimicrobial therapy and antimicrobial stewardship

- Clinical microbiology
- Infection control and prevention

## Objectives (by Stage of Training)

The specific objectives for this rotation align with the CanMEDS Competencies and Milestones as outlined in the *Royal College 2023 Entrustable Professional Activities for Internal Medicine document (Version 3.0, 2023)* and the *Royal College Internal Medicine Competencies (Version 1.0, 2018)*. Objectives are structured to ensure progressive acquisition of competence across stages.

### Transition to Discipline

#### Medical Expert

1. Elicit a history, perform a physical exam, select appropriate investigations, and interpret their results for the purpose of diagnosis and management, disease prevention, and health promotion (ME2.2)
2. Implement a patient-centered care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation (ME4.1)

#### Communicator

1. Communicate using a patient-centred approach that encourages patient trust and autonomy and is characterized by empathy, respect, and compassion (CM1.1)
2. Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements (CM5.1)

### Foundations of Discipline

#### Medical Expert

1. Perform appropriately timed clinical assessments with recommendations that are presented in an organized manner (ME1.4)
2. Establish goals of care in collaboration with patients and their families, which may include slowing disease progression, treating symptoms, achieving cure, improving function, and palliation (ME2.3)
3. Implement a patient-centered care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation (ME4.1)
4. Adopt strategies that promote patient safety and address human and system factors (ME5.2)

#### Communicator

1. Optimize the physical environment for patient comfort, dignity, privacy, engagement, and safety (CM1.2)
2. Elicit and synthesize accurate and relevant information, incorporating the perspectives of patients and their families (CM2)

3. Share information and explanations that are clear, accurate, and timely, while checking for patient and family understanding (CM3.1)
4. Use communication skills and strategies that help patients and their families make informed decisions regarding their health (CM4.3)
5. Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements (CM5.1)

#### Collaborator

1. Establish and maintain positive relationships with physicians and other colleagues in the health care professions to support relationship-centered collaborative care (CL1.1)
2. Demonstrate safe handover of care, using both verbal and written communication, during a patient transition to a different health care professional, setting, or stage of care (CL3.2)

#### Health Advocate

1. Incorporate disease prevention, health promotion, and health surveillance into interactions with individual patients (HA 1.3)

#### Scholar

1. Develop, implement, monitor, and revise a personal learning plan to enhance professional practice (SC1.1)
2. Identify opportunities for learning and improvement by regularly reflecting on and assessing their performance using various internal and external data sources (SC1.2)
3. Integrate best available evidence into practice (SC3)

#### Professional

1. Exhibit appropriate professional behaviours and relationships in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality (PR1.1)

### Core of Discipline

#### Medical Expert

1. Perform appropriately timed clinical assessments with recommendations that are presented in an organized manner (ME1.4)
2. Prioritize issues to be addressed in a patient encounter (ME2.1)
3. Establish a patient-centred management plan (ME2.4)
4. Carry out professional duties in the face of multiple, competing demands (ME1.5)
5. Plan and perform procedures and therapies for the purpose of assessment and/or management (ME3)
6. Implement a patient-centred care plan that supports ongoing care, follow-up on investigations, response to treatment, and further consultation (ME4.1)

#### Communicator

1. Establish professional therapeutic relationships with patients and their families (CM1)
2. Manage disagreements and emotionally charged conversations (CM1.5)

3. Elicit and synthesize accurate and relevant information, incorporating the perspectives of patients and their families (CM2)
4. Provide a clear structure for and manage the flow of an entire patient encounter (CM2.2)
5. Share information and explanations that are clear, accurate, and timely, while checking for patient and family understanding (CM3.1)
6. Facilitate discussions with patients and their families in a way that is respectful, non-judgmental, and culturally safe (CM4.1)
7. Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements (CM5.1)

#### Collaborator

1. Engage in respectful shared decision-making with physicians and other colleagues in the health care professions (CL1.3)
2. Work with physicians and other colleagues in the health care professions to promote understanding, manage differences, and resolve conflicts (CL2)

#### Leader

1. Engage in the stewardship of health care resources (LD2)
2. Set priorities and manage time to integrate practice and personal life (LD4.1)

#### Health Advocate

1. Work with patients to address determinants of health that affect them and their access to needed health services or resources (HA1.1)
2. Work with patients and their families to increase opportunities to adopt healthy behaviors (HA1.2)
3. Incorporate disease prevention, health promotion, and health surveillance into interactions with individual patients (HA1.3)

#### Scholar

1. Integrate evidence into decision-making in their practice (SC3.4)
2. Teach students, residents, the public, and other health care professionals (SC2)
3. Recognize the influence of role-modelling and the impact of the formal, informal, and hidden curriculum on learners (SC2.1)
4. Promote a safe learning environment (SC2.2)
5. Plan and deliver a learning activity (SC2.4)

#### Professional

1. Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality (PR1.1)
2. Demonstrate a commitment to excellence in all aspects of practice (PR1.2)

## Transition to Practice

### Medical Expert

1. Perform appropriately timed clinical assessments with recommendations that are presented in an organized manner (ME1.4)
2. Prioritize issues to be addressed in a patient encounter (ME2.1)
3. Carry out professional duties in the face of multiple, competing demands (ME1.5)
4. Determine the most appropriate procedures or therapies (ME3.1)
5. Establish plans for ongoing care and, when appropriate, timely consultation (ME4)
6. Adopt strategies that promote patient safety and address human and system factors (ME5.2)

### Communicator

1. Share information and explanations that are clear, accurate, and timely, while checking for patient and family understanding (CM3.1)
2. Facilitate discussions with patients and their families in a way that is respectful, non-judgmental, and culturally safe (CM4.1)
3. Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements (CM5.1)

### Collaborator

1. Negotiate overlapping and shared responsibilities with physicians and other colleagues in the health care professions in episodic and ongoing care (CL1.2)
2. Work with physicians and other colleagues in the health care professions to promote understanding, manage differences, and resolve conflicts (CL2)
3. Show respect toward collaborators (CL2.1)

### Leader

1. Engage in the stewardship of health care resources (LD2)
2. Set priorities and manage time to integrate practice and personal life (LD4.1)

### Health Advocate

1. Work with patients to address determinants of health that affect them and their access to needed health services or resources (HA1.1)

### Scholar

1. Integrate evidence into decision-making in their practice (SC3.4)

### Professional

1. Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity, and maintenance of confidentiality (PR1.1)
2. Demonstrate a commitment to excellence in all aspects of practice (PR1.2)