**Didactics/Conference Template for Site Visit**

**

**Specialty:**

**Program Director:**

**Sponsoring Institution:**

# Part A: Curriculum Overview

# Directions: Provide details about your Curriculum. See an example from a Urology program. Please edit to represent your program.

*The primary purpose of Urology residency training is to provide residents with a well-balanced educational program covering multiple clinical disciplines designed to facilitate the preparation for this specific specialty.*

*We will utilize the American Urological Association Clinical Practice Guidelines for care of the urologic patients. We will also utilize the Accreditation Council for Graduate Medical Educations (ACGME) requirements for residency in Urology.*

*Patient Rounds will be held daily in the inpatient wards. An hour-long Urology Morning Report consisting of impatient discussion and pre-operative conferences will be held weekly before didactics. Didactic Lectures are scheduled on Monday for up to 4-hour sessions. Urology Residents will be taught through hands-on training, didactics curriculum, including lectures, workshops, SIM lab simulations and community leadership trainers. Each Resident will be required to present interactive clinical case presentations during the didactic sessions throughout the academic year. Journal Club will be held for one hour every four weeks at a restaurant or faculty home. An off-site Urology wellness retreat will be held with faculty involvement will be held annually and a combined residency wellness retreat will be held annually as allowed.*

*As part of the Urology program, an evaluation form for each of the didactic sessions will be sent out to be completed by the residents attending the session. The evaluations will be monitored by the Program Director and presented to the Program Evaluation Committee (PEC).*

*There will be multiple didactic presentations provided to the residents and by the residents throughout their training. Morbidity and Mortality (M & M) conference (Urology).*

1. *Topic related conference:*
* *Oncology*
* *Voiding Dysfunction/Neurology*
* *Pediatrics*
* *Erectile Dysfunctional/Infertility*
* *Calculous Disease*
* *Minimally Invasive Surgery*
* *Female Reconstructive Surgery*
* *Andrology*
* *Male Reconstructive Surgery*
* *Urinary Diversion*
* *Bioethics Seminar*
* *Diversity Seminar*
* *Cultural Competency Training Seminar*
* *Practice Management Training Seminar*
* *Research Days with Poster Presentations*
* *Physical Wellness and Resiliency Training/conference*
1. *Board exam/in-services preparation*
2. *Core Techniques:*
* *Endo-Urology*
* *Major open flank and pelvic surgery*
* *Minimally invasive intra-abdominal and pelvic surgical techniques, including laparoscopy and robotics*
* *Perineal and genital surgery*
* *Urologic imaging, including fluoroscopy, and ultrasound*

*Daily:*

1. *Morning Report*

*Weekly:*

1. *Grand Rounds-imaging conference/pre-op*

*Monthly: (evenings)*

* 1. *Urology Journal Club*
	2. *Tumor Board Conference – to include med oncology and Radiology*

*Bi-annually:*

1. *Cadaver lab (sponsored by industry)*
2. *Guest Speaker – (Nationally known)*

*Yearly:*

1. *Western Section American Urological Association (AUA) – one Urology Resident per year (PGY 2-5)*
2. *AUA - one Urology Resident per year (PGY 2-5)*

*NOTE: Exceptions may be made for paper presentations.*

**Part B: Academic Day**

Directions: Describe your didactics program. Here is an example of a description from a Urology program. Please edit to represent your program’s education.

# *Academic Day (AD)*

*Every \_\_\_\_\_ is dedicated to the core curriculum educational activities.*

***7:30am - 8:30am: Pre-Op Cases***

***5:00pm – 7:00pm: Grand Rounds /Didactics Sessions***

*Residents are required to provide a presentation at didactics as part of their educational experience. The resident will present an interactive clinical case providing literature-based presentation regarding the approach and management of the specific disease process and how to apply it to the patient.*

# *Educational Activities*

*The core curriculum for \_\_\_\_\_\_\_\_\_\_ residents includes the following educational activities:*

### 1. Resident Preparation: The residents should prepare for lecture follow-up discussions and problem- based learning discussions. Senior residents attending interactive case discussion (ICD) must prepare for the discussion using the assigned chapter. All attending residents are expected to participate in an in-depth discussion of the topic during the module. Also, residents are expected to prepare for simulation sessions as directed by instructors.

### 2. Lectures and Follow-up Discussions: The follow-up discussion session involves questions on the topics covered in these lectures. This provides another assessment of knowledge and an opportunity for discussion and questions.

### 3. Problem-Based Learning Discussions (PBLD) : Problem-Based Learning Discussions focus on a clinical topics or a problem. The PBLD sessions are based entirely on the assigned reading.

### 4. Self-Directed Learning Projects (SDLP): Involves individual and small group self-directed projects related to education and research. The primary goal of this activity is to foster the development of the residents as adult self-directed life-long learners.

### 5. Medical Ethics and Professionalism: The goal of these lectures is to introduce the residents to important and fundamental concepts in education, business, law, and communication, which impact the delivery of effective health care. These lectures focus on healthcare management, organizational structure, clinical instruction, ethics, healthcare economics, risk management, professionalism, research, education skills, physician leadership, and excellence in patient care.

### 6. Urologic Simulation Scenarios: The goal of these sessions is to facilitate the acquisition of fundamental knowledge, basic psychomotor and technical skills required for surgical dissections, laparoscopy, robotics, and urological endoscopy.

### 7. Ultrasound Workshops: The goals for these sessions are to review the anatomy of the genitourinary system, ergonomics and physics associated with ultrasound, and apply the principles of safe practice to manage urological patients and acquire hands-on experience with ultrasonography assessment and management of the pelvis to include the bladder, uterus, ovaries, prostate gland, and penis, also to include testicle and appendicular structures.

### 8. Problem-Based Simulation Scenarios: These sessions will be scheduled on the during the Grand Rounds/Didactics session.

### 9. Interactive Case Discussions (ICD): Interactive case discussion (ICD) involves a case-based clinical discussion of one or more topics. Preparation material (usually a small book chapter) is distributed to faculty and residents prior to the scheduled session. Residents are expected to prepare and participate in the discussion.

### 10. Grand Rounds: Grand rounds are scheduled once a week. The mission of these series is to provide excellent lectures by accomplished speakers on cutting-edge topics in the field of medicine. In addition, present an important, interesting, unusual urologic problems and analysis of pathophysiological and therapeutic interventions in selected cases.

### 11. Journal Clubs: Journal Club is held every four weeks. The main goals are to discuss up to date literatures and provide the opportunity to understand how research conclusions assist in developing evidence-based medicine and best practices guidelines.

### 12. Morbidity & Mortality (M&M): Residents are required to select and present a case for M&M. Each resident is expected to select a case in which they have not been involved and then identify what happened, present an analysis of the case with supporting literature and participate in an interactive discussion with the audience.

### 13. Root Cause Analysis (RCA): Each resident must present one Root Cause Analysis (RCA). Each resident is required to identify a problem and determine the basic underlying cause. During this exercise residents will learn how to identify system errors and to suggest solutions.

**Part C: Didactics Tables**

Option 1: Use the tables provided below

Directions: In order to present your didactics plans to the ACGME, please complete the following tables. If you do not have that type of didactic, remove the table. If you have more didactics than provided tables, please add a table.

Option 2: Create an excel document that provides a month-by-month schedule.

**NOTE:** Whether option 1 or 2, It is essential that the topic name, speaker, frequency are apparent are present. See your specialty requirements for didactic topic lists.

| **Grand Rounds**(list grand rounds topics planned for the program **or** for the most recent complete academic year) |
| --- |
| Individual in charge of the conference: | Click here to enter text. |
| Frequency of grand rounds: | Click here to enter text. |
| **Presenter** | **Title of Presentation** | **Site #** |
| **Name (if known)** | **Faculty or Resident** | **PGY** |
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| **Name of Conference** |
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| Individual in charge of the conference: |  |
| Frequency of basic science conference: |  |
| **Presenter** | **Title of Presentation** | **Site #** |
| **Name** | **Faculty or Resident** | **PGY** |  |  |
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| **Name of Conference**(list clinical conference topics planned for the program or for the most recent complete academic year) |
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| Individual in charge of the conference: |  |
| Frequency of clinical conference: |  |
|  | **Title of Presentation** | **Site #** |
| **Name** | **Faculty or Resident** | **PGY** |
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| **Morbidity and Mortality Conferences** |
| --- |
| Individual in charge of the conference:  | Click here to enter text. |
| Frequency of M&M conferences: | Click here to enter text. |
| Is there a weekly M&M conference at the Sponsoring Institution and at each participating site? | [x]  YES [ ]  NOIf no, please explain |

| **Journal Club**(list journal club topics planned for the program **or** for the most recent complete academic year) |
| --- |
| Individual in charge of journal club: |  |
| Frequency of journal club: | Click here to enter text. |
| **Presenter** | **Title of Presentation** | **Site #** |
| **Name** | **Faculty or Resident** | **PGY** |
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If you have a requirement for simulation, includes those details in this table. If you do not, remove this table.

| **Skills/Simulation Lab Sessions** |
| --- |
| Individual in charge of the session: |  |
| Frequency of sessions: |  |
| In the section below:* describe how the skills/simulation lab is incorporated into the curriculum
* list the PGY level of residents of who attend the sessions
* state where the residents attend the skills/simulation lab (at the primary clinical site or another location)
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|  |