**Curriculum Template**

**[Specialty and Site]**

**Effective Date:**

|  |  |
| --- | --- |
| **Name of Rotation:**  |  |
| **PGY Level:**  |  |
| **Supervising Attending(s):**  |  |

1. **Competency-based goals and objectives for each trainee assignment at each educational level:**

In a brief paragraph, introduce the goals, objectives, and related activities for each required assignment and rotation, and how these activities will contribute to trainees’ achievements of the ACGME core competencies, at each educational level of training.

EXAMPLE:

Rotation 1. The educational goals of this rotation contribute to the overarching goals of this program through the…. [explain the educational purpose of the rotation]. The activities in which trainees participate lend themselves to the achievement of proficiency in the following ACGME core competencies:

Patient Care:

* + - List the patient care objectives that are pertinent to this rotation.
		- Describe these objectives based on what is expected of a PGY1 vs. PGY2 vs. PGY 3, etc.
		- Briefly describe the activities in which trainees will be engaged on this rotation, as they pertain to achieving proficiency in patient care.

Medical Knowledge:

* + - List the medical knowledge objectives that are pertinent to this rotation.
		- Describe these objectives based on what is expected of a PGY1 vs. PGY2 vs. PGY 3, etc.
		- Briefly describe the activities in which trainees will be engaged on this rotation, as they pertain to acquiring and learning the required medical knowledge.

Practice-based Learning and Improvement:

* + - List the practice-based learning and improvement objectives that are pertinent to this rotation. Preparation for didactic sessions may contribute to these objectives and can also be listed under **III. (didactic sessions)**
		- Describe these objectives based on what is expected of a PGY1 vs. PGY2 vs. PGY 3, etc.
		- Briefly describe the activities in which trainees will be engaged on this rotation, as they pertain to achieving proficiency in practice-based learning and improvement.

Interpersonal and Communication Skills:

* + - List the objectives for trainee communications (written and verbal) and interpersonal behaviors that are pertinent to this rotation.
		- Describe these objectives based on what is expected of a PGY1 vs. PGY2 vs. PGY 3, etc.
		- Briefly describe the activities in which trainees will be engaged on this rotation, as they pertain to learning the expected behaviors and communication requirements.

Professionalism:

* + - List the objectives for professional behavior that are pertinent to this rotation.
		- Describe these objectives based on what is expected of a PGY1 vs. PGY2 vs. PGY 3, etc.
		- Briefly describe the activities in which trainees will be engaged on this rotation, as they pertain to achieving the expected professional attributes

Systems-based Practice:

* + - List the objectives that are pertinent to this rotation that teach trainees how their patient care activities exist in a system of patient care.
		- Describe these objectives based on what is expected of a PGY1 vs. PGY2 vs. PGY 3, etc.
		- Briefly describe the activities in which trainees will be engaged on this rotation, as they pertain to achieving proficiency in systems-based practice.
1. **Regularly scheduled didactic educational experiences:**

List regularly scheduled didactic educational experiences with topics; consider a notation that describes how sessions relate to the program’s educational goals and objectives, or to specific required core competencies.

1. **Delineation of trainee responsibilities for patient care, progressive responsibility for patient management, and supervision of trainees over the continuum of the program:**

In a brief paragraph, describe trainee responsibilities for patient care and trainee supervision. Over the continuum of the program, explain on what basis trainees develop progressive responsibility for independent patient management and the corresponding balance between trainee independence and supervision. This paragraph should make it clear how a graduating trainee has progressed to the point of practicing independently.