

How to benefit from EP rotation – cardiology residents

Ilan Lashevsky MD
Sunnybrook HSC

Assessment

- Of the resident
- Of the program
- Of the teacher

Structural program for residents doesn't exist

- Each site is responsible for hiv

Understands the clinical presentation, natural history & prognosis of the cardiac arrhythmias and conduction disturbances								
Understanding of basic and clinical science of cellular electrophysiology as well as an understanding of the pathophysiology of common electrophysiologic problems								
Diagnosis and management of complex arrhythmias and use of ancillary testing. Knowledge of available pharmacologic and non-pharmacologic approaches to management								
Understanding of indications and techniques for invasive EP testing and appropriate interpretation of results. Basic knowledge of cath-lab based mapping and ablation								
Programming of single and dual chamber pacemakers and defibrillators. Ability to troubleshoot commonly encountered pacemaker and defibrillator problems								
Is able to determine the mechanism of SVT from ECG recordings and is able to differentiate wide QRS tachycardias from the ECG								
Understands the pathogenesis of cardiac arrhythmias including primary electrophysiology abnormalities and secondary causes of rhythm disturbances								
Knows the causes of syncope. Knows the diagnostic work up & management of patients with syncope								
Knows the pharmacology of anti-arrhythmic drugs								
Understands the concept of pro-arrhythmia								
Knows the immediate management of symptomatic bradyarrhythmias and is able to insert a temporary pacemaker when required								
Understands the mechanisms and long term management of paroxysmal SVT, atrial fibrillation and atrial flutter								
Knows the diagnostic work up and management of patients with VT (non-sustained and sustained) and ventricular fibrillation / cardiac arrest								
Knows the indications for and appropriate followup of pacemakers and anti-tachycardia devices								
Knows the immediate care of atrial fibrillation, SVT, VT and ventricular fibrillation								
Management of emergency situations with specific reference to emergency management of arrhythmias								
Understanding of ancillary testing and procedures such as tilt-table testing , intra-operative mapping								
Interpretation of 12-lead EKG, Holter monitoring, and exercise stress testing								

Focused questionnaire

	1	2	3	4	5	N/AD/KU/A		
Arterial and venous cannulation, femoral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Placement of catheters for EPS - CS, His bundle etc	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary pacing including transvenous (atrial and ventricular), transcutaneous, overdrive and burst pacing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electrical cardioversion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I. Procedural Training

Procedural Training During Rotation:

Number of EKGs interpreted by trainee

Number of Holter monitors interpreted by trainee

Number of invasive EP studies attended by trainee

Number of cardioversions performed by trainee

D. Manager

	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding	N/AD/KU/A		
	1	2	3	4	5	N/AD/KU/A		
Manages time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands and applies cost-effective strategies in assessing and treating patients with arrhythmias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriately manages time in seeing patients in the clinic and in consultation in the hospital	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocates health care resources effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizes information technology effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works effectively in a health care organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practices evidence-based medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Health Advocate

	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding	N/AD/KU/A		
	1	2	3	4	5	N/AD/KU/A		
Is attentive to preventive measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and address cardiac risk factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and educate patients with inherited arrhythmias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide vocational counseling for patients with complex and life-threatening arrhythmias	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is attentive to issues of public policy for health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes important social, environmental and biological determinants of health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates concern that patients have access to appropriate supports, information and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offers advocacy on behalf of patients at practice and general population levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. Scholar

	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations	Outstanding	N/AD/KU/A		
	1	2	3	4	5	N/AD/KU/A		
Attends and contributes to rounds, seminars and other learning events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes gaps in knowledge regarding patient problems and develops strategies to fill the gap through reading and consulting other members of the health care team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepts and acts on constructive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reads around patient cases and takes an evidence-based approach to management problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributes to the education of patients, house staff/students, and other health professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributes to the development of new knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>