

Development of a practice management curriculum for General Surgery

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Keywords:	General Surgery; Manager; practice management curriculum;

What are we trying to accomplish?

Physicians and practice management experts have developed a practice management curriculum for residents at all levels of training in the General Surgery program at the University of Toronto. The primary objective of this curriculum is to introduce and answer any questions about establishing a well-managed, cost-effective practice while focusing on patient care. Personal financial issues are also considered.

What method do we use?

A few educational activities were designed to meet the curriculum's objectives:

- 1) *Content experts presentations* are given on the following topics:
 - a. *Gear up to start:* residents receive an introduction to all aspects of business side of medicine. The seminar introduces the importance of a professional advisory team, and then looks at the basic principles involved in evaluating practice options setting up a team, and then looks at the basic principles involved in evaluation practice options, setting up a practice, financing, staffing, medical records and computer systems. There is also an introduction to the basic principles of billing;
 - b. *The principles of personal financial management:* a local MD Management financial consultant provides residents with an unbiased educational presentation based on the principles of financial planning and investing strategies. Topics include the basics of cash flow, budgeting and debt manager, and an overview of RRSP's and various investment options;
 - c. *Personal and professional accounting issues:* An accountant specializing in taxation and experienced with physician issues covers basic professional accounting principles as they apply to the resident and practicing physician both professionally and personally. The tax implications of income splitting, business tax deductions and the principles governing attribution are also discussed. Incorporation is also addressed briefly in provinces where it is permitted. The session leads to an abundance of questions from the resident audience.

- 2) ***Transition to Practice session*** with senior postgraduate residents (PGY4 & PGY5): four or five faculty members and Fellows are invited to speak to senior residents during an evening session offered in a private room at a restaurant. This session is in a Q&A format, and residents are asked to prepare questions in advance. Some of the topics covered have included malpractice, contract negotiation, protected time for academic pursuits, etc.
- 3) PGY3 residents are invited to a ***forum*** on the CanMEDS Manager and Health Advocate Roles. In the morning session they review and role-model case scenarios based on competency models (e.g. patient safety); in the afternoon, they present their findings to the group.

Conclusion/Implication

These curriculum activities, with its practical and applicable advice, provides residents with a strategy to start off on the right foot. The teaching methods offered promote delivery of effective and efficient patient care without sacrificing personal and family goals.



CanMEDS Best Practice Submission Form

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CATEGORY

- Curriculum** — a design for education around the CanMEDS competencies.
- Teaching Tool** — a submission that will assist the teaching the specific CanMEDS competencies.
- Assessment Tool** — a submission that will assist in the assessment/evaluation of the CanMEDS competencies.
- Faculty Development Tool** — a submission that will assist in teaching faculty to teach/evaluate of the CanMEDS competencies.

TYPE OF TEACHING TOOL

- | | | | | | |
|--|---|-------------------------------------|---|---|--|
| <input type="checkbox"/> Journal Club | <input type="checkbox"/> Pathology Lab | <input type="checkbox"/> PBL | <input checked="" type="checkbox"/> Seminar | <input type="checkbox"/> Simulation | <input type="checkbox"/> Workshop |
| <input type="checkbox"/> Clinical | <input type="checkbox"/> Course | <input type="checkbox"/> Lecture | <input type="checkbox"/> Teaching Round | <input type="checkbox"/> Mentoring | <input type="checkbox"/> Role Modeling |
| <input type="checkbox"/> Web-based | <input type="checkbox"/> Committee Work | <input type="checkbox"/> Conference | <input type="checkbox"/> Self-Directed | <input type="checkbox"/> Research Project | <input type="checkbox"/> Resident as Teacher |
| <input type="checkbox"/> Administrative Duties | <input type="checkbox"/> Other _____ | | | | |

TYPE OF ASSESSMENT TOOL

- | | | | | | |
|--------------------------------------|---|---|---|------------------------------------|-------------------------------------|
| <input type="checkbox"/> ITER | <input type="checkbox"/> Chart Stimulation Recall | <input type="checkbox"/> OSCE | <input type="checkbox"/> Evaluation od Research | <input type="checkbox"/> MSF | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> FITER | <input type="checkbox"/> CEX/Mini-CEX | <input type="checkbox"/> Encounter Card | <input type="checkbox"/> Portfolios & Logbooks | <input type="checkbox"/> Oral Exam | <input type="checkbox"/> Written |
| <input type="checkbox"/> Other _____ | | | | | |

CanMEDS ROLES

- Medical Expert Communicator Collaborator Manager Health Advocate Scholar Professional Applicable to all roles

TITLE Limit to 50 words or less

Development of a practice management curriculum in General Surgery

KEYWORDS

1) curriculum, practice management, Manager Role	4)
2)	5)
3)	

AUTHOR(S)

1) Ahmed N	4)	7)
2)	5)	8)
3)	6)	9)

REFERENCES

1) n/a
2)
3)