

### RESIDENT/FELLOW JOB DESCRIPTION

#### Organizational Relationships

The University of Connecticut School of Medicine appoints a resident or fellow (collectively referred to as the trainees or individually as trainee) physician, to a graduate medical education residency or fellowship training program for the length of the enrolled training program.

Faculty members at the University of Connecticut, and other participating sites, provide supervision to the trainee.

#### Position Overview

The position of trainee involves a combination of supervised, progressively more complex and independent patient evaluation and/or management functions, formal educational, and research activities. Provision of healthcare and other professional services provided by the trainee is commensurate with the trainee's level of advancement and competence, under the general supervision of appropriately privileged attending teaching faculty. Trainees must meet program requirements specific to their discipline as well as board eligibility requirements in order to successfully complete training.

#### Responsibilities

The trainee is both a learner and a member of the healthcare team. Responsibilities (essential job functions) of a trainee that must be achieved with or without reasonable accommodations include:

- Satisfactory progress in training program as measured by program goals and objectives and milestones as applicable
- Meeting Technical Performance Standards
- Participation in safe, effective and compassionate healthcare
- Participation in institutional orientation, the educational activities of the training program, and other required education programs within the institution or at a participating site/sites
- Assumption of responsibility for teaching and supervising other trainees and students and participation in other activities involving the clinical staff, as appropriate
- Participation in institutional committees and councils to which the trainee is appointed or invited
- Maintenance of certification (ACLS, PALS, ATLS, etc.) as required by enrolled training program
- Maintenance of the appropriate permitting or licensure, where necessary, while appointed by the University of Connecticut to a training program
- Documentation of cases and procedures, where appropriate, as directed by the enrolled training program and mandated accreditation body
- Performance of duties in accordance with the established practices, procedures, and policies of training programs, the University of Connecticut, clinical departments, and other participating institutions to which the trainee is assigned
- Recognition of personal conditions or situations which may affect patient safety or progress in training, and communication of this to program leadership
- Compliance with University of Connecticut policies and enrolled training program clinical and work hour requirements which include:

## Residents/Fellows Policies and Procedures Manual

- Work within typical business hours, beyond typical business hours, unpredictable hours, or a combination of all
- Work up to 80 hours per week, averaged over a four-week period, inclusive of all in-house call, clinical and educational activities, and clinical work done from home
- Work multiple consecutive days including weekends with a minimum of one day in seven, free from all educational and clinical responsibilities, averaged over a four-week period, inclusive of call
- Return to work after eight hours off between scheduled clinical work and education periods
- Work a maximum of 24 hours of continuous duty in the hospital followed by up to an additional 4 hours on-site for patient safety, education, and effective transitions of care
- Assignment of in-house call as often as every third night (when averaged over a four-week period)
- Limit program-approved extra credit and/or moonlighting activities to comply with clinical and work hours requirements and extra credit and/or moonlighting policies

### Qualifications (Eligibility Criteria)

The physician trainee must meet eligibility requirements of the University of Connecticut School of Medicine for participation in a residency or fellowship program.

All trainees must provide proof of the legal right to work as required by federal law.

### Technical Performance Standards

Trainees must demonstrate the ability to meet the following technical performance standards which are an integral part of the Trainee (Resident and Fellow) Job Description.

#### Patient Care and Procedural Skills

- Provide healthcare under the supervision of faculty; the faculty member with direct responsibility for the trainee has the authority to decide which activities the trainee will be allowed to perform within the context of the assigned levels of responsibility
- Gain competence and progressive autonomy, progressing from on-site and contemporaneous supervision to more indirect and periodic supervision as training progresses
- Understand and interpret complex healthcare information
- Synthesize information acquired in person and via remote technology
- Interpret causal connections and make accurate, fact-based conclusions based on available data and information
- Formulate a hypothesis, investigate the potential answers and outcomes, and reach appropriate and accurate conclusions
- Identify emergency situations and respond in a timely manner
- Meet applicable safety standards for the environment and follow universal precaution procedures

### Medical Knowledge

- Learn through a variety of modalities, including, but not limited to, providing healthcare under the supervision of faculty, didactic instruction, simulation and other laboratory instruction, physical demonstrations, team and collaborative activities, individual study, preparation and presentation of reports, and use of technology

### Practice Based Learning & Improvement

- Demonstrate capacity for self-reflection and life-long learning
- Set learning and improvement goals
- Demonstrate progress on educational milestones
- Incorporate formative feedback into daily practice

### Interpersonal and Communication Skills

- Demonstrate effective communication, participation, and collaboration in person and in writing
- Perceive, appropriately interpret, and respond to another's emotional state, including verbal and non-verbal communication
- Communicate publically, including teaching and group presentations

### Professionalism

- Demonstrate independent prioritization of conflicting or simultaneous demands
- Perform or direct complex, varied or multiple tasks simultaneously
- Maintain confidentiality of information
- Work effectively within multidisciplinary teams
- Exercise good judgment
- Complete all responsibilities in a timely manner
- Adapt to changing environments and function in the face of uncertainties inherent in healthcare
- Demonstrate compassion, integrity, and concern for others
- Work with colleagues and provide healthcare for all individuals in a respectful and effective manner regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status
- Understand, and function within, the legal and ethical aspects of professional practice
- Display ethical and moral behaviors commensurate with the role of a professional in all interactions with patients, faculty, staff, trainees, and the public

### Systems-based Practice

- Learn and comprehend processes and procedures
- Recognize safety hazards in the clinical environment, e.g., infection risk, needle sticks, agitated patient etc., and follow standard processes and procedures to mitigate risk

### Definitions:

**Technical performance standards** are those duties and responsibilities that the individual must be able to perform with or without a reasonable accommodation.

**Residency** is the phase of formal medical education beginning at graduation from medical school and ending after the educational requirements for the specialty certifying board has been completed.

**Fellowship** is additional training in a subspecialty after completing residency or graduate training.

**Work hours** are all clinical and academic activities related to the program; i.e., patient care (both inpatient and outpatient), administrative duties relative to patient care, the provision for transfer of patient care; time spent on in-house clinical and education activities, clinical work done from home, and scheduled activities, such as conferences. Work hours do not include reading and preparation time spent away from the work site.

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