

Infusion Clinic

We developed this tool to for programs that have an “infusion” rotation, based on Duff et al [1]. Many programs may have their fellows work with Advanced Practice Providers (Pharm Ds, NPs or PAs) whose main role may be to run infusion centers. For programs like that, the assessment could go to them, rather than a faculty member. For programs who assess the competency of prescribing systemic therapy in other contexts, such as in conjunction with continuity clinics or by way of separate activities, this tool may not be helpful.

The red outline on the PC5, SBP5 and IPCS 3 subcompetencies shows which skill is being assessed. In PC5, the “use of systemic therapies through all routes” is meant to say “prescribing the systemic therapy through all routes.” The fellow is not required to actually administer the systemic therapy through all routes. Programs are encouraged to assess the information from ASCO’s 2019 Program Directors’ Retreat [here](#). A couple options are provided in that hyperlink that can help teach and assess the competency of ordering/writing systemic therapy.

Learning Objectives:

Fellows on the infusion clinic will see a variety of patients with hematology and progressively learn to:

- 1) Formulate a treatment plan for a specific patient by having knowledge of the disorder and reviewing all comorbidities, contraindications, and patient preferences.
- 2) Adjust the management plan at point of care.
- 3) Demonstrate proficiency in management of patients with hemoglobinopathies.
- 4) Demonstrate proficiency in management of patients with congenital and acquired disorders of hemostasis and thrombosis, including the use of coagulation factor replacement therapy and antithrombotic therapy.
- 5) Demonstrate knowledge and proficiency in the various principles of transfusion medicine and competence in apheresis procedures.
- 6) Demonstrate knowledge of systemic therapy for malignant disorders.
- 7) Incorporate financial aspects into treatment plans.
- 8) Discuss the treatment plan with the patient and family so they come away from the discussion with a clear understanding of goals of care.
- 9) Document informed consent in the medical record.

[1]. Duff JM, Markham MJ, George TJ Jr, Close JL. Infusion room based transition to practice; model for teaching cancer systemic therapy management. J Oncol Pract 2017 Nov; 13 (110 e 909-e 915.)

Patient Care 3: Formulates the Management Plan				
Level 1	Level 2	Level 3	Level 4	Level 5
Formulates a management plan for patients without comorbidities, with assistance	Formulates a management plan using decision-support tools for patients without comorbidities	Formulates a management plan with consideration of disease and patient factors and enrollment in clinical trials	Consistently formulates management plans that include consideration of clinical trial enrollment and conforms to patient preferences and goals of care	Serves as an expert in formulating management plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 4: Adjusts Management Plans for Acute and Chronic Issues				
Level 1	Level 2	Level 3	Level 4	Level 5
Adjusts management plans according to standard guidelines and toxicities, with assistance	Adjusts management plans according to standard guidelines and toxicities	Adjusts management plans based on response to treatment, side effects of the treatment, and comorbidities	Adjusts management plans based on anticipation and recognition of subtle toxicities and long-term sequelae and/or changes in patient preferences and goals	Serves as an expert in developing and implementing pathways that influence management plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Patient Care 5: Competence in Procedures:

- Performance of Bone Marrow Biopsies and Aspirations
- Assessment and Interpretation of Complete Blood Count
- Interpretation of Peripheral Blood Smears
- **Use of Systemic Therapies through all Therapeutic Routes**

Level 1	Level 2	Level 3	Level 4	Level 5
Discusses the indications for and assists with all required procedures	Performs all required procedures, with direct supervision	Competently performs all required procedures, with indirect supervision	Proficiently and independently performs all required procedures	Serves as an expert for all required procedures and their complications
Discusses potential procedural complications	Recognizes complications of procedures and enlists help	Manages complications of procedures, with supervision	Anticipates and independently manages complications of procedures	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
				Not Yet Completed Level 1 <input type="checkbox"/>
				Not Yet Assessable <input type="checkbox"/>

Medical Knowledge 1: Non-Malignant Hematology (includes Pathophysiology, Diagnostics, Prognostic Information, and Treatment)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of specialty disorders	Demonstrates expanding knowledge of specialty disorders and development of clinical reasoning	Demonstrates sufficient knowledge of specialty disorders and clinical reasoning skills to determine evidence-based interventions	Synthesizes advanced knowledge of specialty disorders and uses clinical reasoning skills to develop personalized interventions	Serves as a subject matter expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;"> Not Yet Completed Level 1 <input type="checkbox"/> Not Yet Assessable <input type="checkbox"/> </div>				

Medical Knowledge 2: Malignant Hematology (includes Pathophysiology, Diagnostics, Prognostic Information, and Treatment)				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of specialty disorders	Demonstrates expanding knowledge of specialty disorders and development of clinical reasoning	Demonstrates sufficient knowledge of specialty disorders and clinical reasoning skills to determine evidence-based interventions	Synthesizes advanced knowledge of specialty disorders and uses clinical reasoning skills to develop personalized interventions	Serves as a subject matter expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Medical Knowledge 3: Solid Tumor Oncology (includes Pathophysiology, Diagnostics, Prognostic Information, and Treatment)

Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic knowledge of specialty disorders	Demonstrates expanding knowledge of specialty disorders and development of clinical reasoning	Demonstrates sufficient knowledge of specialty disorders and clinical reasoning skills to determine evidence-based interventions	Synthesizes advanced knowledge of specialty disorders and uses clinical reasoning skills to develop personalized interventions	Serves as a subject matter expert
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Not Yet Completed Level 1
 Not Yet Assessable

Systems-Based Practice 5: Physician Role in Health Care Systems

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies basic financial barriers for individual patients and basic financial components of the health care system	Considers financial barriers and quality of care when ordering diagnostic or therapeutic interventions	Incorporates value (quality/costs) into shared decision making, with interprofessional team input	Manages financial factors that affect a patient's access to care and decision making	Role models and teaches patients and interprofessional team members to consider value when making diagnostic and therapeutic recommendations
Identifies key components of the complex health care system	Describes how components of a complex health care system are inter-related, and how this impacts ordering therapeutic interventions	Discusses how individual practice and the broader system affect each other	Manages various components of the complex health care system to provide efficient and effective patient care	Advocates for or leads systems change that enhances high-value, efficient, and effective patient care
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 1: Patient- and Family-Centered Communication

Level 1	Level 2	Level 3	Level 4	Level 5
Identifies common barriers to effective communication	Identifies complex barriers to effective communication	Reflects on personal biases while attempting to minimize communication barriers	Proactively improves communication by addressing barriers including patient and personal biases	Role models communication that addresses barriers
Recognizes the need to adjust communication strategies based on context	Verifies patient/family understanding of the clinical situation to optimize effective communication	With guidance, uses shared decision making to align patient/family values, goals, and preferences with treatment options to make a personalized care plan	Independently, uses shared decision making to make a personalized care plan	Role models shared decision making in patient/family communication, including those with a high degree of uncertainty/conflict
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="float: right;">Not Yet Completed Level 1 <input type="checkbox"/></div>				

Interpersonal and Communication Skills 3: Communication within Health Care Systems

Level 1	Level 2	Level 3	Level 4	Level 5
Accurately records information in the patient record	Demonstrates organized diagnostic and medical reasoning through notes in the patient record	Documentation reflects level of complexity and severity of disease	Documentation reflects medical reasoning, patient preferences, and management recommendations and plans	Role models optimal documentation
Safeguards patient personal health information in communications	Appropriately selects forms of communication based on context	Communication includes key stakeholders	Achieves written or verbal communication that is exemplary	Guides departmental or institutional communication policies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not Yet Completed Level 1 <input type="checkbox"/></p>				