

**Goals and Objectives Evaluation Table**

*Rotation: Developmental and Behavioral Pediatrics, Longitudinal Component*

<b>Goal: #1</b> Understand the role of the pediatrician in the prevention of developmental and behavioral problems in children.										
Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
1. To address knowledge about risk and resiliency factors in children and families	Y	Faculty	ECI, High Risk Clinic	A, B, C	Faculty	ECI, High Risk Clinic	b, c, g	PC, MK, PBLI	5	1-3
2. Emphasizes the importance of early intervention services and advocacy for developmental needs	Y	Faculty	ECI, High Risk Clinic	A, B, C	Faculty	ECI, High Risk Clinic	M	PC, MK, PBLI	5	1-3

<b>Goal: #2</b> Develop a working knowledge of typical development and behavior for children and families and apply this knowledge in the clinical setting to differentiate normal from abnormal states.										
Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
1. Increase clinical awareness about development and behavior for children and families and apply this knowledge in the clinical setting	Y	Faculty	Clinics	C, D, E, J	Faculty	Clinics	b, g	MK, COM	2, 3, 4	1

<b>Goal: #3</b> Provide appropriate anticipatory guidance related to common developmental and behavioral issues.										
Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
1. Residents will be required to specifically discuss each topic with one or more families during their training, with faculty	Y	Faculty	Clinics	A, B, C, M	Faculty	Clinics	Portfolio	PC, MK, PBLI, COM,	7	1-3

supervision and feedback and to document completion within their Portfolio								PRO		
2. Reinforce the regular practice of providing anticipatory guidance within daily clinical care activities	Y	Faculty	Clinics	A, B, C, M	Faculty	Clinics	Portfolio	PC, MK, PBLI, COM, PRO	5	1-3

<b>Goal:</b> #4 Evaluate and manage common developmental-behavioral signs and symptoms in infants, children, and adolescents.										
Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
1. Residents must learn, develop, practice, and reinforce an approach to working-through these clinical concerns	Y	Faculty	Clinics	A, H, M, O	Faculty	Clinics	b	PC, MK, PBLI, COM, PRO	3, 4, 5, 7	1-3
2. There are 24 specific signs and symptoms for which residents will need a framework for assessment and intervention	Y	Faculty	Clinics	A, H, M, O	Faculty	Clinics	b	PC, MK, PBLI, COM, PRO	3, 4, 5, 7	1-3

<b>Goal:</b> #5 Recognize and manage common developmental and behavioral conditions that generally do not require referral.										
Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
1. The ability to provide office-based interventions for these conditions	Y	Faculty	Clinics	A, C, D, E, M	Faculty	Clinics	e	PC, MK, PBLI, COM, PRO	2, 4, 7	1-3

<b>Goal:</b> #6 Recognize, provide initial management, appropriately refer, and provide primary care case management for common developmental or behavioral conditions that often need additional diagnostic and/or management support from other specialties or disciplines.										
Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
1. Residents will be expected to draft consultation requests with specific clinical questions	Y	Faculty	Clinics	A, B, C, D, G	Faculty	Clinics	Review of written materials	PC, MK, PBLI, COM, PRO	17	1-3
2. Review/implement consultant recommendations for care	Y	Faculty	Clinics	A, B, C, D, G	Faculty	Clinics	Review of written materials	PC, MK, PBLI, COM, PRO	17	1-3