

## Goals and Objectives Evaluation Table

*Rotation: Emergency pediatrics*

<b>Goal #1: EMS System for Children. Understand the basic principles and utilization of emergency medical services for children</b>										
Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
1. #1. Describe the organization and utilization of emergency medical systems for children in one's local area, including.	Yes	Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	a, c, g	PC, SBP	1, 2, 3, 11, 19, 20, 21, 22	1-3
#2. Demonstrate the ability to activate and use the local EMS for children, including interhospital transport	Yes	Faculty	ER, Urgent care	A, O, Patient care	Faculty	ER, Urgent care	a, c, g	PC, SBP	1, 2, 3, 11, 19, 20, 21, 22	1-3

<b>Goal #2: Resuscitation and Stabilization (ED). Assess, resuscitate, and stabilize critically ill or injured children in the Emergency Department (ED) setting in a timely fashion.</b>										
Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
#1. Rapidly recognize and assess emergent patients, such as those in respiratory failure or shock.	yes	Faculty	ER	A, D, H	Faculty	ER	a, c, g	MK, COM, PC, PRO	1, 2, 3, 14, 15, 16	1-3
#2. Using resuscitation drugs appropriately	yes	Faculty	ER	A, D, H	Faculty	ER	a, c, g	MK, COM, PC, PRO	1, 2, 3, 14, 15, 16	1-3

<b>Goal #3: Common Signs and Symptoms (ED). Evaluate and manage common signs and symptoms in infants, children, and adolescents that present to the ED and urgent care center.</b>										
Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
#1. Evaluate and Stabilize patients with signs and symptoms that present in the ED setting (examples below).  <ul style="list-style-type: none"> <li>• Dental: pain or trauma of mouth, jaw or tooth; tooth injury or loss</li> <li>• Surgery/trauma: acute abdomen, burns, lacerations, trauma.</li> </ul>	yes	Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	a, c, g	PC, MK, COM, PRO	1, 2, 3, 14, 15, 16	1-3



of abuse, hydrocarbons, iron, narcotics, neuroleptics), 8. smoke inhalation, 9. submersion injury/near drowning, 10. Psychiatric: combative patient, conversion reaction, depression, suicide attempt/ideation, panic attacks										
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<b>Goal #4: Diagnostic Testing (ED). Use common diagnostic tests and imaging studies appropriately in the ED setting.</b>										
Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
#1. Demonstrate understanding of common diagnostic tests and imaging studies used in the ED by being able to: <ul style="list-style-type: none"> <li>• Explain the indications for and limitations of the study</li> <li>• Understand the benefits and disadvantages of family presence during procedures.</li> <li>• Know or be able to locate readily age-appropriate normal values for lab studies.</li> <li>• Apply knowledge of diagnostic test properties, including the use of sensitivity, specificity, positive predictive value, negative predictive value, likelihood ratios, and receiver operating characteristic curves, to assess the utility of tests in various clinical settings.</li> <li>• Discuss cost and utilization issues.</li> <li>• Interpret test results in the context of the care of the specific patient.</li> <li>• Discuss therapeutic options for correction of abnormalities</li> </ul>	Yes	Faculty	ER, Urgent care		Faculty	ER, Urgent Care	a, c	PC, COM, PRO, MK	1, 2, 3, 5, 14, 15, 16	1-3
#2. Use appropriately the following	Yes	Faculty	ER, Urgent	A, H	Faculty	ER,	a, c	PC, COM, PRO,	1, 2, 3, 5,	1-3

laboratory studies when indicated for patients in the ED setting: 1. CBC with differential count, platelets, RBC indices 2. Bacterial, viral, and fungal cultures and rapid screens Serologic tests for infection (e.g., monospot, VDRL, hepatitis) 3. Blood chemistries: electrolytes, calcium, magnesium, phosphate, and glucose 4. Arterial, venous, and capillary blood gases 5. Renal function tests 6. Tests of hepatic function and damage 7. Drug levels and toxic screens 8. Gram stain 9. Wet mount 10. Urinalysis 11. CSF studies 12. Stool studies 13. Coagulation studies 14. Pregnancy test (urine, blood) 15. Other fluid studies (e.g., pleural fluid, joint aspiration fluid)			care			Urgent Care		MK	14, 15, 16	
#3. Use the following imaging or radiographic studies when indicated for patients in the ED setting  1. Plain radiographs of chest, skull, extremity bones, abdomen, cervical spine 2. Other imaging techniques, such as CT, MRI, ultrasound, and nuclear scans (interpretation not expected) 3. Contrast or air enema for suspected intussusception or upper GI series for suspected malrotation	Yes	Faculty	ER, Urgent care	A, H	Faculty	ER, Urgent Care	a, c	PC, COM, PRO, MK	1, 2, 3, 5, 14, 15, 16	1-3
#4. Use the following screening and diagnostic studies when indicated for patients in the ED setting:	Yes	Faculty	ER, Urgent care	A, H	Faculty	ER, Urgent Care	a, c	PC, COM, PRO, MK	1, 2, 3, 5, 14, 15, 16	1-3

1. Electrocardiogram										
2. Vision screening										
3. Appropriate urgent use of echocardiography										

<b>Goal #5: Monitoring and Therapeutic Modalities (ED). Understand how to use physiologic monitoring and special technology and treatment in the ED setting.</b>										
Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
<p>#1. Demonstrate understanding of the monitoring techniques and special treatments commonly used in the ED by being able to:</p> <ol style="list-style-type: none"> <li>1. Discuss indications, contraindications, and complications.</li> <li>2. Demonstrate proper use of technique or treatment for children of varying ages.</li> <li>3. Interpret results of monitoring based on method used, age, and clinical situation.</li> </ol>	Yes	Faculty	ER, Urgent care	A, H	Faculty	ER, Urgent Care	a, c	PC, COM, PRO, MK	1, 2, 3, 5, 14, 15, 16	1-3
<p>#2. Use appropriately the monitoring techniques used in the ED:</p> <ol style="list-style-type: none"> <li>1. Physiologic monitoring of temperature, blood pressure, heart rate, respirations</li> <li>2. Pulse oximetry</li> </ol>	Yes	Faculty	ER, Urgent care	A, H	Faculty	ER, Urgent Care	a, c	PC, COM, PRO, MK	1, 2, 3, 5, 14, 15, 16	1-3
<p>#3. Utilize appropriately the treatments and techniques used in the ED:</p> <ol style="list-style-type: none"> <li>1. Universal precautions</li> <li>2. Gastrointestinal decontamination for poisoning</li> <li>3. Administration of nebulized medication</li> <li>4. Injury, wound and burn care</li> <li>5. Suturing and topical adhesive</li> </ol>	Yes	Faculty	ER, Urgent care	A, H	Faculty	ER, Urgent Care	a, c	PC, COM, PRO, MK	1, 2, 3, 5, 14, 15, 16	1-3



<p>Demonstrate the ability to multi-task by providing simultaneous care to multiple patients, with varying levels of acuity and severity of illness.</p> <p>Use appropriate timing of diagnostic and therapeutic interventions.</p> <p>Adjust pace to ED patient acuity, volume and flow</p> <p>Provide sensitive support to patients and families in the ED.</p> <p>Provide sensitive support to critically ill patients and their families; arrange for ongoing support and/or preventive services if needed.</p> <p>Be sensitive to the needs of families who use the ED for minor illness care (e.g., need for better orientation to the health care system, lack of community services or medical home</p>										
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<p><b>Competency 2:</b> Medical Knowledge. Understand the scope of established and evolving biomedical, clinical, epidemiological and social-behavioral knowledge needed by a pediatrician; demonstrate the ability to acquire, critically interpret and apply this knowledge in patient care.</p> <p>Demonstrate a commitment to acquiring the base of knowledge needed for the care of patients in the ED</p> <p>Demonstrate the ability to efficiently access medical information, evaluate it critically and apply it to pediatric care in the ED.</p>	Yes	Faculty	ER, Urgent Care	A	Faculty	ER, Urgent Care	a, c	MK	3, 5, 11, 12, 17, 23	1-3
<p><b>Competency 3:</b> Interpersonal Skills and Communication. Demonstrate interpersonal and communication skills that result in information exchange and partnering with patients, their families and professional associates</p> <p>Provide effective patient education, including reassurance, for a condition(s) commonly seen in the ED.</p> <p>Participate effectively as part of an interdisciplinary team in the ED to create and sustain information exchange, including communication with the primary care physician.</p> <p>Provide case-based teaching related to clinical situations encountered in ED (for students, colleagues, other professionals and/or laypersons). Maintain accurate, timely and legally appropriate medical records in the ED and urgent care settings</p>	Yes	Faculty	ER, Urgent care		Faculty, nurses, patients	ER, Urgent care	a, c, g	COM	7, 8, 9, 13, 16, 17, 21	1-3



<p><b>Competency 4:</b> Practice-based Learning and Improvement. Demonstrate knowledge, skills and attitudes needed for continuous self-assessment, using scientific methods and evidence to investigate, evaluate, and improve one's patient care practice.</p> <p>Use scientific methods and evidence to investigate, evaluate and improve one's patient care practice in the ED</p> <p>Identify personal learning needs, systematically organize relevant information resources for future reference, and plan for continuing acquisition of knowledge and skills.</p>	Yes	Faculty	ER, Urgent care	A, D, E, H, K, L, O	Faculty	ER, Urgent care	a, c, g, h, i, l	PBLI	21	1-3
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<p><b>Competency 5:</b> <b>Professionalism.</b> Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to diversity.</p> <p>Demonstrate a commitment to professionalism despite the pace and stress of the ED setting.</p> <p>Adhere to ethical and legal principles, and be sensitive to diversity Identify and describe potential ethical dilemmas that one may encounter in the ED (e.g., such as resuscitation of patients with little hope of recovery; treatment of disabled patients; providing confidential care to mature minors [pregnancy termination, STDs, substance abuse]; foregoing life-sustaining treatment; identifying and referring organ donors).</p> <p>Discuss key principles and identify resources for information about legal issues of importance to practice in the ED (e.g., emergency care for indigent patients; laws regarding inter-hospital patient transfer; consent-to-treat issues in the emergency treatment of minors; rights of parents to refuse treatment and legal options of providers; reporting of child abuse and neglect; death reports; and obligations of physicians in the ED to facilitate follow-up care).</p>	Yes	Faculty	ER, Urgent care	A, D, M	Faculty	ER, Urgent care	a, l	PRO	11, 14, 15, 17, 18, 19, 20, 22	1-3
<p><b>Competency 6:</b> Systems-Based Practice. Understand how to practice high-quality health care and advocate for patients within the context of the</p>	Yes	Faculty	ER, Urgent care	A, B, C	Faculty	ER, Urgent care	A	SBP	17, 19, 20, 23	1-3

health care system.										
Demonstrate sensitivity to the costs of care in the ED setting and take steps to minimize costs without compromising quality										
Recognize and advocate for families who need assistance to deal with system complexities.										
Recognize one's limits and those of the system; take steps to avoid medical errors.										

**Goal #7. : Technical and therapeutic procedures.** Describe the following procedures, including how they work and when they should be used; competently perform those commonly used by the pediatrician in practice.

Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
Abscess: I & D of superficial abscesses		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	B	PC, MK	1, 2, 3, 4, 5	1-3
Bladder: catheterization		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	B	PC, MK	1, 2, 3, 4, 5	1-3
Burn: acute stabilization of major burn		Faculty	ER	A	Faculty	ER	B	PC, MK	1, 2, 3, 4, 5	1-3
Cardioversion/defibrillation		Faculty	ER	A	Faculty	ER	B	PC, MK	1, 2, 3, 4, 5	1-3
Cervical spine immobilization		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	B	PC, MK	1, 2, 3, 4, 5	1-3
Conjunctival swab		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	B	PC, MK	1, 2, 3, 4, 5	1-3
Endotracheal intubation		Faculty	ER	A	Faculty	ER	B	PC, MK	1, 2, 3, 4, 5	1-3
Endotracheal intubation: rapid sequence intubation		Faculty	ER	A	Faculty	ER, Urgent care	B	PC, MK	1, 2, 3, 4, 5	1-3
Ear: cerumen removal		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	B	PC, MK	1, 2, 3, 4, 5	1-3
Eye: contact lens removal		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	B	PC, MK	1, 2, 3, 4, 5	1-3
Eye: irrigation		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	B	PC, MK	1, 2, 3, 4, 5	1-3
Eye: eyelid eversion		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	B	PC, MK	1, 2, 3, 4, 5	1-3
Eye: patch		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	B	PC, MK	1, 2, 3, 4, 5	1-3
Eye: fluorescein eye exam		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	B	PC, MK	1, 2, 3, 4, 5	1-3
Foreign body removal (simple): nose		Faculty	ER, Urgent	A	Faculty	ER, Urgent	B	PC, MK	1, 2, 3, 4, 5	1-3

			care			care				
Foreign body removal (simple): ear		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Foreign body removal (simple): conjunctiva		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Foreign body removal (simple): subcutaneous		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Foreign body removal (simple): vagina		Faculty	ER	A	Faculty	ER	b	PC, MK	1, 2, 3, 4, 5	1-3
Gastric lavage		Faculty	ER	A	Faculty	ER	b	PC, MK	1, 2, 3, 4, 5	1-3
Gastric tube placement (OG/NG)		Faculty	ER	A	Faculty	ER	b	PC, MK	1, 2, 3, 4, 5	1-3
Gastrostomy tube replacement		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Gynecologic evaluation: postpubertal		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Immobilization techniques for common fractures & sprains		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Ingrown toe nail treatment		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Inguinal hernia: simple reduction		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Intravenous line placement		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Intraosseous line placement		Faculty	ER	A	Faculty	ER	b	PC, MK	1, 2, 3, 4, 5	1-3
Lumbar puncture		Faculty	ER	A	Faculty	ER	b	PC, MK	1, 2, 3, 4, 5	1-3
Medication delivery: endotracheal		Faculty	ER	A	Faculty	ER	b	PC, MK	1, 2, 3, 4, 5	1-3
Medication delivery: IM/SC/ID		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Medication delivery: inhaled		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Medication delivery: IV		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Medication delivery: rectal		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Pulmonary function tests: peak flow meter		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Reduction of nursemaid elbow		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Reduction/splinting of simple dislocation		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Sterile technique		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Subungual hematoma: drainage		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Suctioning: nares		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3

Suctioning: oral pharynx		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Suctioning: tracheostomy		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Throat swab		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Tooth: temporary reinsertion		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Tracheostomy tube: replacement		Faculty	ER	A	Faculty	ER	b	PC, MK	1, 2, 3, 4, 5	1-3
Urethral swab		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Venipuncture		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Ventilation: bag-valve-mask		Faculty	ER	A	Faculty	ER	b	PC, MK	1, 2, 3, 4, 5	1-3
Ventilation support: initiation		Faculty	ER	A	Faculty	ER	b	PC, MK	1, 2, 3, 4, 5	1-3
Anesthesia/analgesia: digital blocks		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Anesthesia/analgesia: local/topical		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Anesthesia/analgesia: pain management		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Wood's lamp examination of skin		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Wound care and suturing of lacerations		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Arterial puncture		Faculty	ER	A	Faculty	ER	b	PC, MK	1, 2, 3, 4, 5	1-3
Arthrocentesis		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3

**Goal #8: Diagnostic and screening procedures.** Describe the following tests or procedures, including how they work and when they should be used; competently perform those commonly used by the pediatrician in practice

Objectives	Priority Yes/No	Teaching			Evaluation			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
ECG: emergency interpretation		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Monitoring interpretation: cardiac		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Monitoring interpretation: pulse oximetry		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Monitoring interpretation: respiratory		Faculty	ER, Urgent care	A	Faculty	ER, Urgent	b	PC, MK	1, 2, 3, 4, 5	1-3

						care				
Radiologic interpretation: abdominal ultrasound		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: abdominal X-ray		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: cervical spine X-ray		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: chest X-ray		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: CT of head		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: extremity X-ray		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: lateral neck X-ray		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: skeletal X-ray (incl. abuse)		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: sinus films		Faculty	ER, Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3
Vision screening		Faculty	Urgent care	A	Faculty	ER, Urgent care	b	PC, MK	1, 2, 3, 4, 5	1-3