

Goals and Objectives Evaluation Table

Rotation: Urgent Care

Goal #1: EMS System for Children. Understand the basic principles and utilization of emergency medical services for children										
Objectives	Priority Yes/No	Teaching			Evaluations			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
1. Describe the organization and utilization of emergency medical systems for children in one's local area	Yes	Faculty	Urgent Care	A	Faculty	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	Urgent Care	A, O, Patient Care	Faculty	Urgent Care	a, c, g	PC, SBP	1, 2, 3, 11, 19, 20, 21, 22	1-3

Goal #2: 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.										
Objectives	Priority Yes/No	Teaching			Evaluations			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"> • Dental: pain or trauma of mouth, jaw or tooth; tooth injury or loss • Surgery/trauma: acute abdomen, burns, lacerations, trauma. 	Yes	Faculty	Urgent Care	A	Faculty	Urgent Care	a, c, g	PC, MK, COM, PRO	1, 2, 3, 14, 15, 16	1-3

Goal #3: Common Conditions (ED). Recognize and stabilize common illnesses and injuries that present emergently.										
Objectives	Priority Yes/No	Teaching			Evaluations			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
1. Evaluate and manage patients with common diagnoses that present in the ED setting (examples below). <ul style="list-style-type: none"> • Dermatology: acute drug reactions, • Ophthalmologic: corneal abrasion, conjunctivitis, infection, • Orthopedic: arthritis, common dislocations, discitis, fractures, gait disturbance, Osgood Slatter's Disease, overuse syndromes, osteomyelitis, septic arthritis, sprains, strains, 	Yes	Faculty	Urgent Care	A	Faculty	Urgent Care	a, c, g	PC, PRO, COM, MK	1, 2, 3, 14, 15, 16	1-3

<ul style="list-style-type: none"> • Otolaryngologic: epistaxis, foreign body aspiration, peritonsillar or retropharyngeal abscess • Trauma/surgical: burns, closed head injury, dental injuries, soft tissue injury (including lacerations, abrasions and contusions) 										
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Goal #4: Diagnostic Testing (ED). Use common diagnostic tests and imaging studies appropriately in the ED setting.										
Objectives	Priority Yes/No	Teaching			Evaluations			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
<p>#1. Demonstrate understanding of common diagnostic tests and imaging studies used in the ED by being able to:</p> <ul style="list-style-type: none"> • Explain the indications for and limitations of the study, • Understand the benefits and disadvantages of family presence during procedures, • Know or be able to locate readily age-appropriate normal values for lab studies, • 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, • Discuss cost and utilization issues, • Interpret test results in the context of the care of the specific patient, • Discuss therapeutic options for correction of abnormalities 	Yes	Faculty	Urgent Care		Faculty	Urgent Care	a, c	PC, COM, PRO, MK	1, 2, 3, 5, 14, 15, 16	1-3
<p>2. Use appropriately the following laboratory studies when indicated for patients in the ED setting:</p> <ol style="list-style-type: none"> 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), 	Yes	Faculty	ER, Urgent Care	A, H	Faculty	ER	a, c	PC, COM, PRO	1, 2, 3, 5	1-3

<p>3. Blood chemistries: electrolytes, calcium, magnesium, phosphate, and glucose,</p> <p>5. Renal function tests,</p> <p>6. Tests of hepatic function and damage,</p> <p>7. Drug levels and toxic screens,</p> <p>8. Gram stain,</p> <p>9. Wet mount,</p> <p>10. Urinalysis,</p> <p>11. CSF studies,</p> <p>12. Stool studies (urine, blood) 15. Other fluid studies (e.g., pleural fluid, joint aspiration fluid)</p>										
<p>3. Use the following imaging or radiographic studies when indicated for patients in the ED setting</p> <p>1. Plain radiographs of chest, skull, extremity bones, abdomen, cervical spine,</p> <p>2. Other imaging techniques, such as CT, MRI, ultrasound, and nuclear scans (interpretation not expected)</p>	Yes	Faculty	Urgent Care	A, H	Faculty	Urgent Care	a, c	PC, COM, PRO, MK	1, 2, 3, 5, 14, 15, 16	1-3

Goal #5: Monitoring and Therapeutic Modalities (ED). Understand how to use physiologic monitoring and special technology and treatment in the ED setting.										
Objectives	Priority Yes/No	Teaching			Evaluations			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> <p>1. Discuss indications, contraindications, and complications.</p> <p>2. Demonstrate proper use of technique or treatment for children of varying ages.</p> <p>3. Interpret results of monitoring based on method used, age, and clinical situation.</p>	Yes	Faculty	Urgent Care	A, H	Faculty	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> <p>1. Physiologic monitoring of temperature, blood pressure, heart rate, respirations</p>	Yes	Faculty	Urgent Care	A, H	Faculty	Urgent Care	a, c	PC, COM, PRO, MK	1, 2, 3, 5, 14, 15, 16	1-3

2. Pulse oximetry										
#3. Utilize appropriately the treatments and techniques used in the ED: 1. Universal precautions 2. Administration of nebulized medication 3. Injury, wound and burn care 4. Suturing and topical adhesive 5. Splinting 6. Oxygen delivery systems	Yes	Faculty	Urgent Care	A, H	Faculty	Urgent Care	a, c	PC, COM, PRO, MK	1, 2, 3, 5, 14, 15, 16	1-3

Goal #6: Pediatric Competencies in Brief (ED). Demonstrate high standards of professional competence while working with patients in the Emergency Department. [For details see Pediatric Competencies.]										
Objectives	Priority Yes/No	Teaching			Evaluations			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
Competency 1: Patient Care. Provide family-centered patient care that is development- and age-appropriate, compassionate, and effective for the treatment of health problems and the promotion of health. Use a logical and appropriate clinical approach to the care of emergency patients, applying principles of evidence-based decision-making and problem-solving, and demonstrating the ability to prioritize. Perform accurate ED triage	Yes	Faculty	Urgent Care	A, D, H, M	Faculty	Urgent Care	a, c	PC	1, 2, 3, 4, 5	1-3
Competency 2: 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 Demonstrate a commitment to acquiring the base of knowledge needed for the care of patients in the ED Demonstrate the ability to efficiently access medical information, evaluate it critically and apply it to pediatric	Yes	Faculty	Urgent Care	A	Faculty	Urgent Care	a, c	MK	3, 5, 11, 12, 17, 23	1-3

care in the ED										
<p>Competency 3: Interpersonal Skills and Communication. Demonstrate interpersonal and communication skills that result in information exchange and partnering with patients, their families and professional associates Provide effective patient education, including reassurance, for a condition(s) commonly seen in the ED Participate effectively as part of an interdisciplinary team in the ED to create and sustain information exchange, including communication with the primary care physician. 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	Urgent Care		Faculty , nurses, patients	Urgent Care	a, c, g	COM	7, 8, 9, 13, 16, 17, 21	1-3
<p>Competency 4: 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 Use scientific methods and evidence to investigate, evaluate and improve one's patient care practice in the ED Identify personal learning needs, systematically organize relevant information resources for future reference, and plan for continuing acquisition of knowledge and skills</p>	Yes	Faculty	Urgent Care	A, D, E, H, K, L, O	Faculty	Urgent Care	a, c, g, h, i, l	PBLI	21	1-3
<p>Competency 5: Professionalism. Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to diversity. Demonstrate a commitment to</p>	Yes	Faculty	Urgent Care	A, D, M	Faculty	Urgent Care	a, l	PRO	11, 14, 15, 17, 18, 19, 20, 22	1-3

<p>professionalism despite the pace and stress of the ED setting 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) 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>										
<p>Competency 6: Systems-Based Practice. Understand how to practice high-quality health care and advocate for patients within the context of the</p>										

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			Evaluations			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
Abscess: I & D of superficial abscesses		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Bladder: catheterization		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Conjunctival swab		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Ear: cerumen removal		Faculty	Urgent	A	Faculty	Urgent	B	PC, MK	1, 2, 3, 4, 5	1-3

			Care			Care				
Eye: irrigation		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Eye: patch		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Eye: fluorescein eye exam		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Foreign body removal (simple): nose		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Foreign body removal (simple): ear		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Foreign body removal (simple): subcutaneous		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Immobilization techniques for common fractures & sprains		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Ingrown toe nail treatment		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Lumbar puncture		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Medication delivery: IM/SC/ID		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Medication delivery: inhaled		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Medication delivery: IV		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Medication delivery: rectal		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Pulmonary function tests: peak flow meter		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Reduction of nursemaid elbow		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Reduction/splinting of simple dislocation		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Sterile technique		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Subungual hematoma: drainage		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Suctioning: nares		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Suctioning: oral pharynx		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Throat swab		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Tooth: temporary reinsertion		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Urethral swab		Faculty	Urgent	A	Faculty	Urgent	B	PC, MK	1, 2, 3, 4, 5	1-3

			Care			Care				
Venipuncture		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Anesthesia/analgesia: digital blocks		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Anesthesia/analgesia: local/topical		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Wood's lamp examination of skin		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Wound care and suturing of lacerations		Faculty	Urgent Care	A	Faculty	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			Evaluations			Domain	Skills	PGY
		Who	Where	Method	Who	Where	Method			
Monitoring interpretation: pulse oximetry		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Monitoring interpretation: respiratory		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: abdominal ultrasound		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: abdominal X-ray		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: chest X-ray		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: extremity X-ray		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: lateral neck X-ray		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: skeletal X-ray (incl. abuse)		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Radiologic interpretation: sinus films		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3
Vision screening		Faculty	Urgent Care	A	Faculty	Urgent Care	B	PC, MK	1, 2, 3, 4, 5	1-3