

**Harbor-UCLA Medical Center
GOALS & OBJECTIVES**

**Pediatric Inpatient Wards
Transitional Year Intern Rotation**

Overall Pediatric Competencies for the Inpatient Pediatric Ward

Demonstrate high standards of professional competence while working with patients on the Inpatient Service Ward.

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.

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.

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.

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.

Competency 5: Professionalism. Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to diversity.

Competency 6: Systems-Based Practice. Understand how to practice high-quality health care and advocate for patients within the context of the health care system.

Primary Goals and Objectives for this Rotation	Competency
GOAL: Common Signs and Symptoms (Inpatient). Evaluate and manage common signs and symptoms associated with acute illness and hospitalization.	

All levels of training	Patient Care, Medical Knowledge
GOAL: Common Conditions (Inpatient). Recognize and manage common childhood conditions presenting to the Inpatient Unit.	
All levels of training	Patient Care,

<p>Evaluate and manage, with consultation as indicated, patients with conditions that commonly present to the Inpatient Unit (examples below).</p> <ol style="list-style-type: none"> 1. General: failure to thrive, fever of unknown origin 2. Allergy/Immunology: acute drug allergies/reactions, anaphylaxis, immunodeficiencies, including graft vs. host disease, recurrent pneumonia, serum sickness, severe angioedema 3. Cardiovascular: bacterial endocarditis, cardiomyopathy, congenital heart disease, congestive heart failure, Kawasaki disease, myocarditis, rheumatic fever 4. Endocrine: diabetes (including diabetic ketoacidosis), electrolyte disturbances secondary to underlying endocrine disease 5. GI/Nutrition: appendicitis, bleeding, cholangitis, complications of inflammatory bowel disease, complications of liver transplantation, cystic fibrosis, gastroenteritis (with/without dehydration), gastroesophageal reflux, hepatic dysfunction (including alpha-1-antitrypsin disease), bowel obstruction, pancreatitis, severe malnutrition 6. GU/Renal: electrolyte and acid-base disturbances, glomerulonephritis, hemolytic-uremic syndrome, nephrotic syndrome, urinary tract infection/pyelonephritis 7. Gynecologic: genital trauma, pelvic inflammatory disease, sexual assault 8. Hematologic/Oncologic: abdominal and mediastinal mass, common malignancies, fever and neutropenia, thrombocytopenia, severe anemia, tumor lysis syndrome, vaso-occlusive crises and other complications of sickle cell disease 9. Infectious Disease: cellulitis (including periorbital and orbital), cervical adenitis, dental abscess with complications, encephalitis, HIV, infections in immunocompromised hosts, laryngotracheobronchitis, late presentation of congenital infections (CMV, syphilis, tuberculosis, abscesses), line infection, meningitis (bacterial or viral), osteomyelitis, pneumonia (viral or bacterial), sepsis/bacteremia (including newborns), septic arthritis, tuberculosis 10. Pharmacology/Toxicology: common drug poisoning or overdose, dose adjustment for special conditions or serum drug levels 11. Neurology: acute neurologic conditions (acute cerebellar ataxia, Guillain Barre syndrome, movement disorders), developmental delay with acute medical conditions, seizures, shunt infections 12. Respiratory: airway obstruction, asthma exacerbation, bacterial tracheitis, bronchiolitis, croup, cystic fibrosis, epiglottitis 13. Rheumatologic: Henoch Schonlein purpura (HSP), juvenile rheumatoid arthritis (JRA), systemic lupus erythematosus (SLE) 14. Surgery: pre- and post-op consultation and evaluation of surgical patients (general, ENT, orthopedics, urology, neurosurgical, etc.), special needs of technology-dependent children (blocked trachea, gastric tube dysfunction) 	<p>Medical Knowledge</p>
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<p>Use a logical and appropriate clinical approach to the care of hospitalized patients, applying principles of evidence-based decision-making and problem-solving, demonstrating:</p> <ul style="list-style-type: none"> • Careful data collection and synthesis • Appropriate orders for vital signs, I & Os, medications, nutrition, activity • Well thought-out daily care plans • Good clinical judgment and decision-making • Careful discharge plans (orders, patient education, followup) 	<p>Patient Care</p>
<p>Understand the natural progression of common disease states as well as expected resolution with treatment</p>	<p>Patient Care, Medical Knowledge</p>
<p>Demonstrate an understanding of the need for hospitalization, reasons for elevation of care, and criteria for discharge</p>	<p>Patient Care, Medical Knowledge, Systems-based Practice</p>
<p>Demonstrate the ability to vary the management style based upon the needs of the child and family</p>	<p>Patient Care, Medical Knowledge, Professionalism</p>
<p>Demonstrate culturally sensitive, age-appropriate interviewing skills of patients and families</p>	
<p>Provide sensitive support to patients with acute and chronic illnesses and to their families, and arrange for ongoing support and preventive services at discharge.</p>	<p>Patient Care, Interpersonal Skills and Communication</p>
<p>Provide effective patient education, including reassurance, for condition(s) commonly seen on the inpatient service.</p>	
<p>Participate and communicate effectively as part of an interdisciplinary team, as both the primary provider and the consulting pediatrician (e.g., patient presentations, sign-out rounds, communication with consultants and primary care physicians of hospitalized patients).</p>	<p>Interpersonal Skills and Communication, Professionalism</p>
<p>Maintain accurate, legible, timely and legally appropriate medical records.</p>	<p>Professionalism</p>
<p>Demonstrate personal accountability to the well being of patients (e.g., following-up on lab results, writing comprehensive notes, and seeking answers to patient care questions).</p>	

Demonstrate a commitment to professional behavior in interactions with staff and professional colleagues.	
Adhere to ethical and legal principles, and sensitivity to diversity while providing care in the inpatient setting.	
GOAL: Diagnostic and Screening Procedures (Inpatient). Utilize common diagnostic tests and imaging studies appropriately in the inpatient setting.	
Demonstrate an understanding of the common diagnostic tests and imaging studies used in the inpatient setting, by being able to:	Patient Care, Professionalism
PL-1	
<p>1. Use common laboratory studies when indicated for patients in the inpatient setting.</p> <ul style="list-style-type: none"> • CBC with differential, platelet count, RBC indices • Blood chemistries: electrolytes, glucose, calcium, magnesium, phosphate • Renal function tests • Tests of hepatic function (PT, albumin) and damage (liver enzymes, bilirubin) • Serologic tests for infection (e.g., hepatitis, HIV) • C-reactive protein, erythrocyte sedimentation rate • Therapeutic drug concentrations • Coagulation studies • Arterial, capillary, and venous blood gases • Detection of bacterial, viral, and fungal pathogens • Urinalysis • Cerebrospinal fluid analysis • Gram stain • Stool studies • Other fluid studies (e.g. pleural fluid, joint fluid) • Electrocardiogram 	Patient Care, Medical Knowledge, Practice-Based Learning and Improvement, System-Based Practice
<p>2. Use common imaging or radiographic studies when indicated for patients on the inpatient unit.</p> <ul style="list-style-type: none"> • Plain radiographs of the chest, extremities, abdomen, skull, sinuses • Other imaging techniques such as CT, MRI, angiography, ultrasound, nuclear scans, contrast studies (interpretation not expected) • Echocardiogram 	
<p>3. Explain the indications for and limitations of each study.</p>	

know or be able to locate age-appropriate normal ranges (lab studies).	
5. Interpret test results in the context of the specific patient.	
6. Counsel patients and families on test results and significance on treatment and management plan	Patient Care, Professionalism
GOAL: Monitoring and Therapeutic Modalities (Inpatient). Understand how to use physiologic monitoring and special technology in the general inpatient setting, including issues specific to care of the chronically ill child.	
All levels of training	
Demonstrate understanding of the monitoring techniques and special treatments commonly used in the inpatient setting, by being able to: <ol style="list-style-type: none"> 1. Discuss indications, contraindications and complications. 2. Demonstrate proper use of technique for children of varying ages. 3. Determine which patients need continuous monitoring or special monitoring (e.g., neurological checks). 4. Interpret and respond appropriately to results of monitoring based on method used, age and clinical situation. 	Patient Care, Medical Knowledge, Practice-based Learning and Improvement
Use appropriate monitoring techniques in the inpatient setting. <ol style="list-style-type: none"> 1. Monitoring of temperature, blood pressure, heart rate, respirations 2. Cardiac monitoring 3. Pulse oximetry 	
Use appropriately the treatments and techniques used in the inpatient setting. <ol style="list-style-type: none"> 1. Universal precautions 2. Nasogastric tube placement 3. Administration of nebulized medication 4. Injury, wound and burn care 5. Oxygen delivery systems 6. I.V. fluids 7. I.V. pharmacotherapy (antibiotics, antiepileptics, etc.) 8. Transfusion therapy 	Patient Care, Medical Knowledge
Describe key issues in the inpatient and home management of the technology-dependent child with the following care needs: <ol style="list-style-type: none"> 1. Tracheostomy 2. Chronic mechanical ventilation 3. Chronic parenteral nutrition (HAL) 4. Gastrostomy tube for feedings 5. Permanent central venous catheter 	Medical Knowledge, Practice-based Learning and Improvement

Recognize normal and abnormal findings at tracheostomy, gastrostomy, or central venous catheter sites, and demonstrate appropriate intervention or referral for problems encountered.	Patient Care, Medical Knowledge
Demonstrate the skills for assessing and managing pain. 1. Use age-appropriate pain scales in assessment. 2. Describe indications for use and side effects of common narcotic and non-narcotic analgesics. 3. Administer medications to control pain in appropriate dose, frequency and route. 4. Describe indications for and use of behavioral techniques and supportive care, and other non-pharmacologic methods of pain control.	
GOAL: Development of learning, teaching, and supervisory skills.	
PL-1	Practice-based Learning and Improvement, Professionalism
Demonstrate a commitment to acquiring the base of knowledge needed to care for children in the inpatient setting.	
Use scientific methods and evidence to investigate, evaluate and improve one's patient care practice in the inpatient setting.	Patient Care, Medical Knowledge
Identify personal learning needs, systematically organize relevant information resources for future reference, and plan for continuing acquisition of knowledge and skills.	
Know and/or access medical information efficiently, evaluate it critically, and apply it to inpatient care appropriately.	Patient Care, Interpersonal Skills and Communication, Professionalism
Supervise medical students in the delivery of patient care and work with them to identify their specific learning needs	
Develop effective strategies for teaching students, colleagues, other professionals and laypersons	Interpersonal Skills and Communication, Professionalism
Take steps to avoid medical errors by recognizing the limits of one's knowledge and expertise; work with the health care team to recognize and address systems errors.	Patient Care, Professionalism, Systems-Based Practice
Develop effective role-modeling behaviors	Professionalism

Procedures	
<p>GOAL: Technical and therapeutic procedures. Exposure to the following procedures, including how they work and when they should be used; TY Resident may be competent if desired and must attain equal level of proficiency and competency as categorical Pediatric Resident.</p>	
All levels of training	
Anesthesia/analgesia: pain management	
Arterial puncture	
Bladder: catheterization	
Chest physiotherapy	
Gastric tube placement (OG/NG)	
Gastrostomy tube replacement	
Intravenous line placement	
Lumbar puncture	
Medication delivery: IM/SC/ID	
Medication delivery: inhaled	
Medication delivery: IV	
Medication delivery: rectal	
PPD: placement	
Pulmonary function tests: peak flow meter	
Pulmonary function tests: spirometry	
Pulse oximeter: placement	
Rectal swab	
Sterile technique	
Suctioning: nares	
Suctioning: oral pharynx	

Suctioning: tracheostomy	
Tracheostomy tube: replacement	
Venipuncture	
GOAL: Diagnostic and screening procedures. Describe the following tests or procedures, including how they work and when they should be used.	
All levels of training	
ECG: emergency interpretation	
ECG: perform	
Electroencephalogram (EEG)	
pH probe (Tuttle test)	
PPD: interpretation	
Monitoring interpretation: cardiac	
Monitoring interpretation: Holter	
Monitoring interpretation: pulse oximetry	
Monitoring interpretation: respiratory	
Pulmonary function tests: interpretation	
Radiologic interpretation: abdominal ultrasound	
Radiologic interpretation: abdominal X-ray	
Radiologic interpretation: chest X-ray	
Radiologic interpretation: CT of head	
Radiologic interpretation: extremity X-ray	
Radiologic interpretation: GI contrast study	
Radiologic interpretation: MRI of head	
Radiologic interpretation: nuclear medicine GI scanning	
Radiologic interpretation: renal ultrasound	
Radiologic interpretation: skeletal X-ray (incl. abuse)	

Radiologic interpretation: skull film for fracture	
Radiologic interpretation: sinus films	
Radiologic interpretation: voiding cystourethrogram	

Source

Kittredge, D., Baldwin, C. D., Bar-on, M. E., Beach, P. S., Trimm, R. F. (Eds.). (2004). APA Educational Guidelines for Pediatric Residency. Ambulatory Pediatric Association Website. Available online: www.ambpeds.org/egweb. [Accessed 04/08/2009]. Project to develop this website was funded by the Josiah Macy, Jr. Foundation 2002-2005.

University of Nevada, Pediatric Residency Program, Inpatient Pediatrics Goals and Objectives.