

CMH- CC ACGME Competency Initiative (UCI) Goals and Assessments Inventory (Final 1/26/10)

Critical Care—Year 1

ACGME Competency	Required Skill	What specific LEARNING OBJECTIVE(S) address this required skill?	What LEARNING OPPORTUNITIES does this learning objective apply to?	How is this skill ASSESSED? (Goal: Include at least 1 method in addition to 360 eval)
<p>Patient Care</p> <p>Goal: Practice patient care that is compassionate, appropriate, and effective for the treatment of health programs and the promotion of health</p>	<p>Interviews patients accurately and effectively</p>	<ul style="list-style-type: none"> The F1 will be able to obtain an appropriately focused and accurate medical history from the patient/patient's family in the inpatient, pre-operative, and transport settings for common patient conditions under the direct supervision of an attending physician or transport clinician. 	<p>Anesthesia: Bedside instruction regarding obtaining a pre-operative history (including assigning ASA levels). Didactics on history and physical exam</p> <p>CV Surg: Bedside instruction regarding obtaining an appropriate history in order to adequately diagnose and treat patients with common cardiac diseases</p> <p>PICU: Bedside instruction regarding obtaining a focused history in order to initiate stabilization of children with physiologic instability, followed by comprehensive history.</p> <p>Transport: Bedside instruction regarding obtaining a rapid history that identifies immediately life-threatening clinical findings.</p> <p>"Boot Camp" Simulation (role playing & simulator)</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p> <p>"Boot camp" simulation assessment</p>
	<p>Performs routine physical exams effectively</p>	<ul style="list-style-type: none"> The F1 will be able to obtain an appropriately focused and accurate physical examination from the patient/patient's family in the inpatient, pre-operative, and transport settings under the direct supervision of an attending physician. 	<p>Anesthesia: Bedside instruction regarding performing a pre-operative physical examination.</p> <p>CV Surg: Bedside instruction regarding obtaining an appropriate physical examination in order to adequately diagnose and treat patients with common cardiac diseases</p> <p>PICU: Bedside instruction regarding obtaining a focused history in order to initiate stabilization of children with physiologic instability, followed by a comprehensive physical exam.</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p> <p>"Boot camp" simulation assessment</p>

			<p>Transport: Bedside instruction regarding obtaining a rapid physical examination that identifies immediately life-threatening clinical findings</p> <p>“Boot Camp” Simulation (role playing & simulator)</p>	
	Performs medical procedures effectively	<ul style="list-style-type: none"> The F1 will be able to perform the following procedures with an acceptable level of skill and complication rates under the direct supervision of an attending physician, with moderate direction. These procedures include: endotracheal tube intubation, peripheral and central venous line placement, arterial line placement, thoracentesis and chest tube placement, pericardiocentesis, peritoneal drain placement, cardiopulmonary resuscitation, bronchoscopy. 	<p>Anesthesia: Direct hands-on teaching of airway management and vascular access by pediatric anesthesiologists</p> <p>CV Surg: Direct hands-on Bedside instruction regarding performance, interpretation or observation of cardiac procedures</p> <p>PICU: Direct hands-on instruction regarding performance of required procedures.</p> <p>Transport: Bedside instruction regarding obtaining a rapid physical examination that identifies immediately life-threatening clinical findings</p> <p>Simulation laboratory (airway and vascular access)</p> <p>Web-based didactics on key procedures (NEJM)</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p> <p>Biannual simulation lab assessment of procedure skills</p> <p>Biannual Structured review of Computerized Procedure log with Program Director, including success and complication rates</p> <p>Bedside procedure assessment forms by supervising attendings</p>
	Makes informed diagnostic decisions	<ul style="list-style-type: none"> The F1 will be able to accurately and efficiently synthesize all clinical information to diagnoses common pediatric critical care diagnoses in complex patients with significant input from an attending. 	<p>Anesthesia: Bedside instruction</p> <p>CV Surg: Bedside instruction</p> <p>PICU: Bedside instruction</p> <p>Transport: Bedside instruction regarding obtaining a rapid physical examination that identifies immediately life-threatening clinical findings</p> <p>“Bootcamp Simulation” (role playing & simulator)</p> <p>Core Didactics</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p> <p>Biannual simulation lab assessment of medical decision making using structured scenarios</p> <p>MCKAP (Critical Care In Service Annually)</p> <p>SITE exam (Annual)</p>

				Assessment)
	Develops and carries out patient management plans	<ul style="list-style-type: none"> The F1 will be able to generate an evidence-based, comprehensive patient management plan in the inpatient/outpatient setting both as a primary physician and as a consultant in conjunction with an attending. The F1 will be able to generate an evidence-based, comprehensive patient management plan during case conferences (e.g., M & M conference, Case conference) with significant input from an attending. 	<p>Anesthesia: Bedside instruction regarding performing a pre-operative physical examination.</p> <p>CV Surg: Bedside instruction regarding obtaining an appropriate physical examination in order to adequately diagnose and treat patients with common cardiac diseases</p> <p>PICU: Bedside instruction regarding obtaining a focused history in order to initiate stabilization of children with physiologic instability, followed by a comprehensive physical exam.</p> <p>Transport: Bedside instruction regarding obtaining a rapid physical examination that identifies immediately life-threatening clinical findings</p> <p>Simulation laboratory (role playing & simulator)</p> <p>Case conferences</p> <p>M&M conference</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p> <p>Biannual simulation lab assessment of medical decision making using structured scenarios</p> <p>MCKAP (Critical Care In Service Annually)</p> <p>SITE exam (Annual Assessment)</p>
<p>Medical Knowledge</p> <p>Goal: Understand the scope of established and evolving biomedical, clinical, epidemiological and social-</p>	Thinks in an investigatory and analytical way	<ul style="list-style-type: none"> The F1 will be able to demonstrate an analytical and investigative approach to clinical problems with significant input from an attending. The F1 will be able to design and implement a required research/scholarly project that demonstrates investigative and analytical thinking under the direct supervision of a faculty mentor 	<p>Anesthesia and CV Surg: Bedside teaching</p> <p>Case conferences</p> <p>Core Didactics</p> <p>Introduction to Research Curriculum</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p>

<p>behavior knowledge needed in their speciality; demonstrate the ability to acquire, critically interpret and apply this knowledge in patient care.</p>				
	<p>Has knowledge of and applies basic sciences</p>	<ul style="list-style-type: none"> The F1 will be able to explain the pharmacologic and physiologic effects of commonly used anesthetics and analgesics and make treatment recommendations for specific patients based on this information under the direct supervision of an attending anesthesiologist The F1 will be able to explain the physiology/pathophysiology of common problems and diseases in children with congenital or acquired heart disease. The F1 will be able to describe the physiologic alterations experienced by the patient and team members caused the transport process such as changes in barometric pressure, temperature, acceleration, and alter patient therapy during transport based on these alterations with moderate input from the transport team. The F1 will be able to explain the physiology and pathophysiology of common problems and diseases in patients that are physiologically unstable and/or at-risk 	<p>Anesthesia: Didactic curriculum and bedside teaching</p> <p>CV Surg: Didactic curriculum and bedside teaching</p> <p>Transport:: Didactic curriculum and bedside teaching</p> <p>PICU: Core Didactics</p> <p>CMH-GME core curriculum (monthly)</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p> <p>MCKAP (Critical Care In Service Annually)</p> <p>SITE exam (Annual Assessment)</p>
	<p>Has knowledge of and applies clinical knowledge</p>	<ul style="list-style-type: none"> The F1 will be able to demonstrate facility with a broad range of pediatric critical care relevant knowledge of anatomy, pathophysiology, and therapeutic options in simple, common pediatric critical care cases. 	<p>Core Didactics</p> <p>CMH-GME core curriculum (monthly)</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p> <p>MCKAP (Critical Care In Service Annually)</p> <p>SITE exam (Annual Assessment)</p>

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<p>Practice-Based Learning & Improvement</p> <p>Goal: Demonstrate knowledge, skills and attitudes needed for continuous self-assessment, using scientific methods and evidence to investigate, evaluate, and improve their own medical practice.</p>	<p>Identifies strengths, deficiencies, and limitations in their own knowledge and expertise</p>	<ul style="list-style-type: none"> The F1 is able to comprehensively review their own cases and analyze them for strengths, limitations, and deficiencies in the management performed and be able to propose concrete solutions on how to improve the care/outcomes of similar patients in the future. 	<p>Case Conference Presentation—(Fellow presents case and leads discussion of patient regarding assessment of care given and possible improvements in future similar patients)</p> <p>M & M Conference—(Fellow presents discussion of case mortality)</p> <p>PICU bedside rounds with attending</p> <p>Self-Assessment exercise before biannual meeting with program director</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p> <p>Biannual Simulation laboratory assessment</p> <p>Biannual Structured review of Self-Assessment exercise with Program Director.</p>
	<p>Sets learning and improvement goals and identify and performs appropriate learning activities to achieve them</p>	<ul style="list-style-type: none"> The F1 is able to perform a structured self-evaluation prior to the biannual performance review in which they are able to identify specific strengths and weaknesses in their own practice and propose concrete strategies to improve performance. 	<p>Monthly sessions with Program Director to assist with writing and revising improvement goals</p> <p>Optional development of an individualized learning plan (available through the American Board of Pediatrics)</p> <p>Self-Assessment exercise before biannual meeting with program director</p>	<p>Biannual Structured review of Self-Assessment exercise with Program Director</p>

	Systematically analyses practice using quality improvement methods and implements changes with the goal of practice improvement	<ul style="list-style-type: none"> The F1 is able to recognize the need for quality improvement within the department and is able to participate effectively in a quality improvement project 	Participation in quality improvement project CMH GME Core Curriculum	Biannual review of participation in QI project including formal analysis of project results
	Incorporates formative evaluation feedback into daily practice	<ul style="list-style-type: none"> The F1 will seek and use feedback obtained from peers and attendings to modify daily practice 	“Bootcamp” Simulation (role playing and simulator) Biannual Simulation exercise Anesthesia: Bedside instruction CV Surg: Bedside instruction PICU: Bedside instruction Self-Assessment exercise before biannual meeting with program director	Monthly Attending Assessment 360 Assessment Monthly faculty consensus assessment. Biannual Simulation laboratory assessment Biannual Structured review of Self-Assessment exercise with Program Director
	Locates, appraises, and assimilates evidence from scientific studies related to their patients' health problems	<ul style="list-style-type: none"> The F1 is able to perform a thorough literature search in order to determine an evidence-based answer to a clinical question 	Journal Club Required research/scholarly project Core Didactics UMKC Clinical Research Course CMH-GME Library Orientation	Structured Research/Scholarly Project Assessment (e.g., achievement of advanced degree, publication of research project, improvement of measured outcomes with QI project) UMKC Clinical Research Course written final examination
	Uses information technology to optimize learning	<ul style="list-style-type: none"> The F1 is able to utilize the electronic medical record and other electronic databases and resources to enhance and optimize learning. 	CMH-GME Computer orientation Journal Club	Assessment of the fellow's presentation by learners at the various conferences cited.

			Core Didactics CMH-GME Library Orientation	
	Participates in the education of patients, families, students, residents, and other health professionals	<ul style="list-style-type: none"> The F1 is able to develop formal and informal presentations that are appropriate for the audience. 	Development of enduring didactic materials for presentations for teaching pediatric residents. Bedside teaching of residents Development of enduring didactic materials for presentations for CMH nursing staff Presentations at regional/national meetings	Assessment of the fellow's presentation by learners at the various conferences cited Monthly Attending Assessment 360 Assessment

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Interpersonal & Communication Skills Goal: Demonstrate interpersonal and communication skills that result in information exchange and partnering with professional associates, patients, and their families	Communicates effectively with patients, families, and the public across a broad range of SES and cultural backgrounds	<ul style="list-style-type: none"> The F1 will be able to provide information to families and other health care workers that is accurate, appropriate for their level of understanding and consistent with the overall treatment plan. The F1 will be able to demonstrate sensitivity to the cultural/SES issues of a patient and their family both verbally and with acts of kindness. The F1 will be able to help resolve conflicts between patient/family and healthcare providers in an equitable fashion 	Boot camp simulation (role playing & simulator) CMH-GME core curriculum (monthly) CMH Diversity training CMH communication orientation lectures	Monthly Attending Assessment 360 Assessment Boot camp simulation assessment
	Communicates effectively with physicians, other health professionals and health related agencies	<ul style="list-style-type: none"> The F1 will be able to provide written and verbal information to physicians and other health professionals that is accurate and consistent with the overall treatment plan with significant input of an attending physician. 	CMH-GME core curriculum Texas Medical Association Curriculum http://www.texmed.org/Template.aspx?id=3346	Monthly Attending Assessment 360 Assessment Post-test- Texas Medical Association http://www.texmed.org/Template.aspx?id=3346
	Works effectively as a member or leader of a health care team or other professional group	<ul style="list-style-type: none"> The F1 will be able to interact effectively and support the patient care goals of the interdisciplinary health care team caring for their patients with significant input from the attending. 	Core Didactics (leadership training) CMH-GME core curriculum	Monthly Attending Assessment 360 Assessment
	Acts in consultative role to other physicians and health	<ul style="list-style-type: none"> Consultative role in development 	Core Didactics (starting consultation training)	Fellow assessment by primary team physician

	professionals, as appropriate			Starting consultation (in development)
	Maintains comprehensive, timely, and legible medical records	<ul style="list-style-type: none"> The F1 will be able to maintain comprehensive, timely and legible medical records utilizing the electronic health record. 	CMH electronic health record training orientation CMH Compliance training (Mandatory yearly)	Monthly Attending Assessment 360 Assessment Review of monthly medical record deficiency list Structured assessment of written communication by attending Yearly compliance audit of documentation with Program Director
Professionalism Goal: Demonstrate a commitment to carrying out professional responsibilities, including adherence to ethical Principles and sensitivity to diversity.	Is compassionate, respectful, and shows integrity towards others	<ul style="list-style-type: none"> The F1 demonstrates compassion, respect, and honesty in their professional interactions with supervisors, peers, ancillary personnel, patients, and the patient's family 	CMH orientation CMH Diversity training Texas Medical Association Curriculum http://www.texmed.org/Template.aspx?id=3346	Monthly Attending Assessment 360 Assessment Post-test- Texas Medical Association http://www.texmed.org/Template.aspx?id=3346
	Is responsive to patient needs that supercedes self-interest	<ul style="list-style-type: none"> The F1 demonstrates responsiveness to patient needs and recognizes personal biases that may be different than the patient/families in decision making and development of treatment plan 	American Board of Pediatrics-Case Vignettes on Professionalism (7/2000)- self study	Monthly Attending Assessment 360 Assessment

	Is respectful of patient privacy and autonomy	<ul style="list-style-type: none">The F1 demonstrates respect for and importance of patient privacy and autonomy.	CMH mandatory HIPPA training	Monthly Attending Assessment 360 Assessment Computerized HIPPA post-training examinations
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	Is accountable to patients, society, and the medical profession	<ul style="list-style-type: none"> The F1 will demonstrate responsibility for own actions and resolve conflicts in an equitable manner. 	American Board of Pediatrics- Case Vignettes on Professionalism (7/2000)- self study CMH-GME Core Curriculum	Monthly Attending Assessment 360 Assessment
	Is sensitive and responsive to gender, age, culture, race, religious, disability, and sexual orientation issues	<ul style="list-style-type: none"> The F1 will demonstrate sensitivity to the gender, age, culture, race, religious, disability, and sexual orientation issues of the patient/family and identify issues of patient and self that affect decision-making 	American Board of Pediatrics- Vignettes on Professionalism (7/2000) CMH orientation CMH Diversity Training CMHGME Core Curriculum	Monthly Attending Assessment 360 Assessment
Systems-Based Practice Goal: Understand how to practice high quality health care and advocate for patients within the context of the health care system, and demonstrate commitment to working for improvement in healthcare	Works effectively in various health care delivery settings and systems	<ul style="list-style-type: none"> The F1 is able to effectively participate in patient care teams in the inpatient, , perioperative, transport, and intensive care settings. 	CMHGME Core Curriculum	Monthly Attending Assessment 360 Assessment

	Coordinates patient care within the health care system relevant to their clinical specialty	<ul style="list-style-type: none"> The F1 is able to participate in a multidisciplinary team to help the patient/patient's family access specialty services such as home health nursing, social work services, other physician specialists 	<p>CMH orientation</p> <p>Core Didactics</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p>
	Incorporates considerations of cost awareness and risk-benefit analysis in patient and/or population-based care	<ul style="list-style-type: none"> The F1 demonstrates understanding of the costs of various strategies of patient care, and is able to effectively participate in a discussion of such issues in a multidisciplinary setting with significant input from attending. 	<p>Journal Club article reviews related to efficacy and cost effectiveness of various treatments/procedures (e.g., ultrasound guidance for line placement)</p> <p>Pharmacy discussion of alternative treatment costs (e.g, antibiotics) during patient rounds</p>	<p>Evaluation of the F1's journal club presentation by attendees</p>
	Advocates for quality patient care and optimal patient care systems	<ul style="list-style-type: none"> The F1 is able to work with social work and a discharge planner to develop an effective home treatment plan for their patients with moderate input from supervisors. This treatment plan may include home ventilator setup, durable medical equipment, home health nursing, and visits from a social worker 	<p>CMH orientation</p> <p>Home ventilation didactics (Dr. Klem)</p> <p>Discharge planner checklist</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p> <p>Discharge planning checklist</p>
	Works in interprofessional teams to enhance patient safety	<ul style="list-style-type: none"> The F1 will participate in a system based practice and improvement project during their fellowship year. 	<p>Participation in Quality Improvement Project</p> <p>Core Didactics</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p> <p>Structured Assessment of QI Project by Program Director</p>
	Participates in identifying system errors and implementing potential systems solutions	<ul style="list-style-type: none"> The F1 will participate in a system based practice and improvement project during their fellowship year. The F1 will distinguish system errors with pediatric critical care patients and discuss and apply potential solutions during morbidity and mortality conference. 	<p>Participation in Quality Improvement Project</p> <p>Core Didactics</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p> <p>Structured Assessment of QI Project by Program Director</p>