

**CMH- CC ACGME Competency Initiative (UCI) Goals and Assessments Inventory (FINAL 2-9-2010)**

**Critical Care—Year 3**

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)
Patient Care	Interviews patients accurately and effectively	<ul style="list-style-type: none"> <li>The F3 will be able to obtain an appropriately focused and accurate medical history from the patient/patient's family in the inpatient setting for complex/unusual patient conditions under minimal supervision of an attending physician.</li> </ul>	Bedside instruction regarding obtaining a focused history in order to initiate stabilization of children with physiologic instability, followed by comprehensive history.  "Boot Camp" Simulation (role playing & simulator)	Monthly Attending Assessment  360 Assessment  "Boot camp" simulation assessment
	Performs routine physical exams effectively	<ul style="list-style-type: none"> <li>The F3 will be able to obtain an appropriately focused and accurate physical examination from the patient/patient's family in the inpatient setting under minimal supervision of an attending physician.</li> </ul>	Bedside instruction regarding obtaining a focused history in order to initiate stabilization of children with physiologic instability, followed by a comprehensive physical exam.  "Boot Camp" Simulation (role playing & simulator)	Monthly Attending Assessment  360 Assessment  "Boot camp" simulation assessment
	Performs medical procedures effectively	<ul style="list-style-type: none"> <li>The F3 will be able to perform the following procedures with an acceptable level of skill and complication rates under minimal supervision of an attending physician and teach these procedures to junior fellows and residents. 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.</li> </ul>	Direct hands-on instruction regarding performance of required procedures.  Simulation laboratory (airway and vascular access)  Web-based didactics on key procedures (NEJM)	Monthly Attending Assessment  360 Assessment  Biannual simulation lab assessment of procedure skills  Biannual Structured review of Computerized Procedure log with Program Director, including success and complication rates  Bedside procedure assessment forms by supervising attendings
	Makes informed diagnostic decisions	<ul style="list-style-type: none"> <li>The F3 will be able to accurately and efficiently synthesize all clinical information to diagnoses complex/unusual pediatric critical care diagnoses in complex patients with</li> </ul>	Bedside instruction	Monthly Attending Assessment

		minimal input from an attending.	Simulation laboratory (role playing & simulator)  Core Didactics	360 Assessment  Biannual simulation lab assessment of medical decision making using structured scenarios  MCCA KP (Critical Care In Service Annually)  SITE exam (Annual Assessment)
	Develops and carries out patient management plans	<ul style="list-style-type: none"> <li>The F3 will be able to generate an evidence-based, comprehensive patient management plan in the inpatient setting both as a primary physician and as a consultant with minimal attending input.</li> <li>The F3 will be able to generate an evidence-based, comprehensive patient management plan during case conferences (e.g., M &amp; M conference, Case conference) with minimal input from an attending.</li> </ul>	Bedside instruction regarding obtaining a focused history in order to initiate stabilization of children with physiologic instability, followed by a comprehensive physical exam.  Simulation laboratory (role playing & simulator)  Case conferences  M&M conference	Monthly Attending Assessment  360 Assessment  Biannual simulation lab assessment of medical decision making using structured scenarios  MCCA KP (Critical Care In Service Annually)  SITE exam (Annual Assessment)
<b>Medical Knowledge</b>	Thinks in an investigatory and analytical way	<ul style="list-style-type: none"> <li>The F3 will be able to demonstrate an analytical and investigative approach to complex/unusual problems with minimal input from an attending.</li> <li>The F3 will be able to design and implement a required research/scholarly project that demonstrates investigative and analytical thinking under the supervision of a faculty mentor</li> </ul>	Case conferences  Core Didactics	Monthly Attending Assessment  360 Assessment
	Has knowledge of and applies basic sciences	<ul style="list-style-type: none"> <li>The F3 will be able to explain the physiology and pathophysiology of complex/unusual problems and diseases in patients that are physiologically unstable and/or at-risk</li> </ul>	Core Didactics  CMH-GME core curriculum	Monthly Attending Assessment  360 Assessment  MCCA KP (Critical Care In Service Annually)

				SITE exam (Annual Assessment)
	Has knowledge of and applies clinical knowledge	<ul style="list-style-type: none"> <li>The F3 will be able to demonstrate facility with a broad range of pediatric critical care relevant knowledge of anatomy, pathophysiology, and therapeutic options in complex/unusual pediatric critical care cases.</li> </ul>	Core Didactics CMH-GME core curriculum (monthly)	Monthly Attending Assessment  360 Assessment  MCCA KP (Critical Care In Service Annually)  SITE exam (Annual Assessment)

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<b>Practice-Based Learning &amp; Improvement</b>	Identifies strengths, deficiencies, and limitations in their own knowledge and expertise	<ul style="list-style-type: none"> <li>The F3 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.</li> </ul>	<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 &amp; 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>
	Sets learning and improvement goals and identify and performs appropriate learning activities to achieve them	<ul style="list-style-type: none"> <li>The F3 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.</li> </ul>	<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"> <li>The F3 is able to recognize the need for quality improvement within the department and is able to lead a quality improvement project</li> </ul>	<p>Lead a quality improvement project</p> <p>CMH GME Core Curriculum</p>	<p>Biannual review of participation in QI project with Program Director, including formal analysis of project results</p>
	Incorporates formative evaluation feedback into daily practice	<ul style="list-style-type: none"> <li>The F3 will seek and use feedback obtained from peers and attendings to modify daily practice</li> </ul>	<p>“Bootcamp” Simulation (role playing and simulator)</p> <p>Biannual Simulation exercise</p>	<p>Monthly Attending Assessment</p> <p>360 Assessment</p>

			<p>Bedside instruction</p> <p>Self-Assessment exercise before biannual meeting with program director</p>	<p>Monthly faculty consensus assessment.</p> <p>Biannual Simulation laboratory assessment</p> <p>Biannual Structured review of Self-Assessment exercise with Program Director</p>
	Locates, appraises, and assimilates evidence from scientific studies related to their patients' health problems	<ul style="list-style-type: none"> <li>The F3 is able to perform a thorough literature search in order to determine an evidence-based answer to a clinical question</li> </ul>	<p>Journal Club</p> <p>Required research/scholarly project</p> <p>Core Didactics</p> <p>UMKC Clinical Research Course</p> <p>CMH-GME Library Orientation</p>	<p>Structured Research/Scholarly Project Assessment (e.g., achievement of advanced degree, publication of research project, improvement of measured outcomes with QI project)</p> <p>UMKC Clinical Research Course written final examination</p>
	Uses information technology to optimize learning	<ul style="list-style-type: none"> <li>The F3 is able to utilize the electronic medical record and other electronic databases and resources to enhance and optimize learning.</li> </ul>	<p>CMH-GME Computer orientation</p> <p>Journal Club</p> <p>Core Didactics</p> <p>CMH-GME Library Orientation</p>	<p>Assessment of the fellow's presentation by learners at the various conferences cited.</p>
	Participates in the education of patients, families, students, residents, and other health professionals	<ul style="list-style-type: none"> <li>The F3 is able to develop formal and informal presentations that are appropriate for the audience.</li> </ul>	<p>Development of enduring didactic materials for presentations for teaching pediatric residents.</p> <p>Bedside teaching of residents</p>	<p>Assessment of the fellow's presentation by learners at the various conferences cited</p> <p>Monthly Attending Assessment</p>

			Development of enduring didactic materials for presentations for teaching CMH nursing staff. Presentations at regional/national meetings	360 Assessment
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<b>Interpersonal &amp; Communication Skills</b>	Communicates effectively with patients, families, and the public across a broad range of SES and cultural backgrounds	<ul style="list-style-type: none"> <li>The F3 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.</li> <li>The F3 will be able to demonstrate sensitivity to the cultural/SES issues of a patient and their family both verbally and with acts of kindness.</li> <li>The F3 will be able to help resolve conflicts between patient/family and healthcare providers in an equitable fashion</li> </ul>	"Bootcamp" simulation (role playing & simulator) CMH-GME core curriculum (monthly) CMH Diversity training CMH communication orientation lectures	Monthly Attending Assessment 360 Assessment "Bootcamp" simulation assessment
	Communicates effectively with physicians, other health professionals and health related agencies	<ul style="list-style-type: none"> <li>The F3 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.</li> </ul>	CMH-GME core curriculum Texas Medical Association Curriculum <a href="http://www.texmed.org/Template.aspx?id=3346">http://www.texmed.org/Template.aspx?id=3346</a>	Monthly Attending Assessment 360 Assessment Post-test- Texas Medical Association <a href="http://www.texmed.org/Template.aspx?id=3346">http://www.texmed.org/Template.aspx?id=3346</a>
	Works effectively as a member or leader of a health care team or other professional group	<ul style="list-style-type: none"> <li>The F3 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.</li> </ul>	Core Didactics (leadership training) CMH-GME core curriculum	Monthly Attending Assessment 360 Assessment
	Acts in consultative role to other physicians and health professionals, as appropriate	<ul style="list-style-type: none"> <li>Consultative role in development</li> </ul>	Core Didactics (starting consultation training)	Fellow assessment by primary team physician Starting consultation (in development)
	Maintains comprehensive, timely, and legible medical records	<ul style="list-style-type: none"> <li>The F3 will be able to maintain comprehensive, timely and legible medical records utilizing the electronic health record.</li> </ul>	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
<b>Professionalism</b>	Is compassionate, respectful, and shows integrity towards others	<ul style="list-style-type: none"> <li>The F3 demonstrates compassion, respect, and honesty in their professional interactions with supervisors, peers, ancillary personnel, patients, and the patient's family</li> </ul>	CMH orientation  CMH Diversity training  Texas Medical Association Curriculum <a href="http://www.texmed.org/Template.aspx?id=3346">http://www.texmed.org/Template.aspx?id=3346</a>	Monthly Attending Assessment  360 Assessment  Post-test- Texas Medical Association <a href="http://www.texmed.org/Template.aspx?id=3346">http://www.texmed.org/Template.aspx?id=3346</a>
	Is responsive to patient needs that supercedes self-interest	<ul style="list-style-type: none"> <li>The F3 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</li> </ul>	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"> <li>The F3 demonstrates respect for and importance of patient privacy and autonomy.</li> </ul>	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"> <li>The F3 will demonstrate responsibility for own actions and resolve conflicts in an equitable manner.</li> </ul>	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"> <li>The F3 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</li> </ul>	American Board of Pediatrics- Vignettes on Professionalism (7/2000)  CMH orientation  CMH Diversity Training  CMHGME Core Curriculum	Monthly Attending Assessment  360 Assessment
<b>Systems-Based Practice</b>	Works effectively in various health care delivery settings and systems	<ul style="list-style-type: none"> <li>The F3 is able to effectively lead patient care teams in the intensive care settings.</li> </ul>	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"> <li>The F3 is able to lead a multidisciplinary team to help the patient/patient's family access specialty services such as home health nursing, social work services, other physician specialists</li> </ul>	CMH orientation  Core Didactics	Monthly Attending Assessment  360 Assessment
	Incorporates considerations of cost awareness and risk-benefit analysis in patient and/or population-based care	<ul style="list-style-type: none"> <li>The F3 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 minimal input from an attending physician.</li> </ul>	Journal Club article reviews related to efficacy and cost effectiveness of various treatments/procedures (e.g., ultrasound guidance for line placement)  Pharmacy discussion of alternative treatment costs (e.g., antibiotics) during patient rounds	Evaluation of the F3's journal club presentation by attendees
	Advocates for quality patient care and optimal patient care systems	<ul style="list-style-type: none"> <li>The F3 is able to work with social work and a discharge planner to develop an effective home treatment plan for their patients with minimal input from supervisors. This treatment plan may include home ventilator setup, durable medical equipment, home health nursing, and visits from a social worker</li> </ul>	CMH orientation  Home ventilation didactics (Dr. Klem)  Discharge planner checklist	Monthly Attending Assessment  360 Assessment

				Discharge planning checklist
	Works in interprofessional teams to enhance patient safety	<ul style="list-style-type: none"> <li>The F3 will lead a system based practice and improvement project during their third year</li> </ul>	Lead a Quality Improvement Project Core Didactics	Monthly Attending Assessment 360 Assessment Structured Assessment of QI Project by Program Director
	Participates in identifying system errors and implementing potential systems solutions	<ul style="list-style-type: none"> <li>The F3 will lead a system based practice and improvement project during their fellowship year.</li> <li>The F3 will distinguish system errors with pediatric critical care patients and discuss and apply potential solutions during morbidity and mortality conference.</li> </ul>	Lead a Quality Improvement Project Core Didactics	Monthly Attending Assessment 360 Assessment Structured Assessment of QI Project by Program Director