

Pediatric Anesthesiology	
All Goals and Objectives for this rotation are identical across all PL years	
Primary Goals for this Rotation	Competencies
GOAL 1: Be able to implement an airway management plan for patients A.) Neonate to 6 months B.) 6 – 36 months C.) 4 years – 10 years D.) > 10 years	
1. Manage inductions in children with a normal pediatric airway utilizing appropriate mask, bag and oral airway and other airway adjuvants.	K, PC
2. Recognize and treat partial, complete airway obstruction and laryngospasm,	K, PC
3. Intubate children with a normal pediatric airway with skill using appropriate blades, airway adjuvants, ET tube, LMA etc.	K, PC
4. Differentiate different blade options used for intubation in children, including advantages and disadvantages of the 3 most common blades (Wis-Hipple, Phillips, Miller).	K, PC
5. Define appropriate tube size and length for intubation.	K, PC
6. Recognize and define alternatives in management for difficulty/problematic airways.	K, PC
7. Discuss advantages and disadvantages of spontaneous vs. controlled ventilation in children	K, PC
8. Examine the different controlled ventilation modes used in pediatrics including indications and contraindications for volume vs. pressure-controlled ventilation modes.	K, PC
GOAL II: Be able to gain vascular access in a timely and size appropriate fashion using sterile technique and dressing.	
1. Obtain appropriate intravenous access in a timely fashion in all age children	PC
2. Develop a plan for fluid replacement therapy and calculate estimated blood volume and allowable blood loss.	K, PC
3. Assemble blood warming equipment and filters for transfusion in pediatric patients.	K, PC
GOAL III: Gain familiarity with all surgical subspecialties so as to improve referrals for surgical intervention in patients.	
1. Participate in patient care for general, urology, orthopedic, otolaryngology, ophthalmology, cardiovascular and neurosurgical cases as available during the rotation	K, PC, IPC
2. Participate in patient care in off site locations including MRI, CT scan and special procedures	K, PC, SBP

GOAL IV: Understand the pharmacology and dosing of benzodiazepams, narcotics and sedative hypnotics	
1. Explain dosing and routes of delivery of midazolam	K, PC
2. Compare Midazolam to Diazepam, Lorazepam in relation to onset, duration, amnesia, and sedation	K, PC
3. Discuss common narcotic dosages and routes including codeine, morphine, fentanyl, hydromorphone, and meperidine	K, PC
4. Discuss risks and advantages of polypharmacy for procedures	K, PC
5. Be able to discuss drug titration and differences between anxiolysis, conscious sedation and anesthesia.	K, PC
6. Discuss propofol as a sedative as well as an anesthetic including dosages and delivery mechanism	K, PC
7. Participate in a sedation and anesthetic using propofol	K, PC

Core Competencies: **K** - Medical Knowledge
PC - Patient Care and Procedural Skills
IPC - Interpersonal and Communication Skills
P - Professionalism
PBLI - Practice-Based Learning and Improvement
SBP - Systems-Based Practice

Performance Expectations by Level of Training

	Beginning	Developing	Accomplished	Competent
	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting near mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.
Medical Knowledge	PL1	PL1, PL2	PL2, PL3	PL3
Patient Care and Procedural Skills	PL1	PL1, PL2	PL2, PL3	PL3
Interpersonal and Communication Skills	PL1	PL1, PL2	PL2, PL3	PL3
Professionalism		PL1	PL2, PL3	PL3
Practice-Based Learning and Improvement	PL1	PL1, PL2	PL2, PL3	PL3
Systems-Based Practice	PL1	PL1, PL2	PL2, PL3	PL3

Milestones assessed on this rotation are:

Medical Knowledge 1: Clinical Knowledge				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic medical knowledge	Links basic medical knowledge to clinical scenarios	Applies medical knowledge to common and typical scenarios to guide patient care	Integrates a breadth of medical knowledge that includes complicated and atypical conditions to guide patient care	Teaches at multiple levels, drawing from a breadth of medical knowledge that spans the continuum of simple to complex problems

Patient Care 4: Clinical Reasoning				
Level 1	Level 2	Level 3	Level 4	Level 5
Presents clinical facts (e.g., history, exam, tests, consultations) in the order they were elicited	Generates an unfocused differential diagnosis based on the clinical facts	Organizes clinical facts to compare and contrast diagnoses being considered, resulting in a prioritized differential diagnosis	Integrates clinical facts into a unifying diagnosis(es); reappraises in real time to avoid diagnostic	Role models and coaches the organization of clinical facts to develop a prioritized differential diagnosis, including life threatening diagnoses, atypical presentations, and complex clinical presentations

Practice-Based Learning and Improvement 2: Reflective Practice and Commitment to Personal Growth				
Level 1	Level 2	Level 3	Level 4	Level 5
Participates in feedback sessions	Demonstrates openness to feedback and performance data	Seeks and incorporates feedback and performance data episodically	Seeks and incorporates feedback and performance data consistently	Role models and coaches others in seeking and incorporating feedback and performance data
Develops personal and professional goals, with assistance	Designs a learning plan based on established goals, feedback, and performance data, with assistance	Designs and implements a learning plan by analyzing and reflecting on the factors which contribute to gap(s) between performance expectations and actual performance	Adapts a learning plan using long-term professional goals, self-reflection, and performance data to measure its effectiveness	Demonstrates continuous self-reflection and coaching of others on reflective practice

Interpersonal and Communication Skills 1: Patient and Family Centered Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates respect and attempts to establish rapport	Establishes a therapeutic relationship in straightforward encounters	Establishes a culturally competent and therapeutic relationship in most encounters	Establishes a therapeutic relationship in straightforward and complex encounters, including those with	Mentors others to develop positive therapeutic relationships

Attempts to adjust communication strategies based upon patient/family expectations	Adjusts communication strategies as needed to mitigate barriers and meet patient/family expectations	Communicates with sensitivity and compassion, elicits patient/family values, and acknowledges uncertainty and conflict	ambiguity and/or conflict Uses shared decision making with patient/family to make a personalized care plan	Models and coaches others in patient- and family-centered communication
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