

Stony Brook Pediatrics

NICU SENIOR ELECTIVE

Goals and Objectives

Primary Goals for this Rotation

Competencies

GOAL I: Recognize and manage conditions seen in the neonatal ICU (NICU).

1. Gather essential and accurate information about the patient in a timely manner
2. To make informed and reasonable decisions about diagnostic and therapeutic interventions based on patient information, current scientific evidence, and sound clinical judgment
 - a) Seek consultation services when appropriate
 - b) Gain exposure to and practice in invasive procedures used in the care of infants in the NICU
 - c) Initiate and manage common therapies for the sick newborn
3. To develop and carry out a sound patient management plan in a timely way, appropriately prioritizing management and acting as team leader

PC, SBP

GOAL II: Develop a broad knowledge base regarding neonatal physiology and conditions

1. Understand the pathophysiology of common and more complex neonatal conditions
2. Understand use and proper adjustment of common treatments/medications
 - a) Know the risks and complications of neonatal therapies and procedures
 - b) Understand and properly interpret results of common tests done in the NICU
3. Understand the transition from intrauterine to extrauterine life, including the physiology of the term and preterm neonate
4. Understand the basic techniques and procedures used by obstetricians and perinatal specialists, as well as the important maternal conditions that impact the fetus and newborn
5. Use scientific methods and evidence to investigate, evaluate and improve one's patient care practice in the NICU.
 - a) Develop skills to critically appraise evidence from scientific studies and other appropriate literature

K, PC, SBP,
PBLI, IPC

6. Use information technology to assist in managing information for both patients and families 7. Facilitate learning by teaching others	
GOAL III: Communicate effectively with families, other members of the health care team and to maintain accurate timely and appropriate medical records.	
1. Use effective verbal skills to provide succinct transfer of information 2. Prepare Power Point presentations that are accurate and professional 3. Provide effective sign-out communication	IPC, PC
GOAL IV: 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.	
1. Use scientific methods and evidence to investigate, evaluate and improve one's patient care practice in the inpatient setting. 2. Identify personal learning needs, systematically organize relevant information resources for future reference, and plan for continuing acquisition of knowledge and skills.	PBLI, SBP
GOAL V: Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to diversity.	
1. Demonstrate personal accountability to the well being of patients (e.g., evaluating patients and reviewing charts before work rounds, following-up on lab results, writing comprehensive notes, and seeking answers to patient care questions). 2. Demonstrate a commitment to professional behavior in interactions with staff and professional colleagues. 3. Demonstrate a commitment to ethical principles pertaining to provision of or withholding of clinical care, to confidentiality of patient information and informed consent. 4. Understand the legal and ethical dilemmas and implications in neonatology 5. Demonstrate a commitment to ethical principles pertaining to provision of or withholding of clinical care, to confidentiality of patient information and informed consent. 6. Demonstrate sensitivity and responsiveness to patients' cultures, gender, and disability.	P
GOAL VI: Advocate for quality patient care	

1. Understand different types of medical practices and delivery systems, including the complexities of controlling health care costs and allocating resources.	SBP
2. Understand and practice systems-based patient safety.	

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 to focus on during this rotation:

Patient Care 1: History				
Level 1	Level 2	Level 3	Level 4	Level 5
Gathers information strictly following a template	Adapts template to filter and prioritize pertinent positives and negatives based on broad diagnostic categories or possible diagnoses	Filters, prioritizes, and synthesizes the history to develop a differential diagnosis in real-time for uncomplicated or typical presentations	Filters, prioritizes, and synthesizes the history to develop a differential diagnosis in real time for complicated or atypical presentations	Recognizes and probes subtle clues from patients and families; distinguishes nuances among diagnoses to efficiently drive further information gathering

Systems-Based Practice 4: System Navigation for Patient-Centered Care – Transitions in Care				
Level 1	Level 2	Level 3	Level 4	Level 5
Uses a standard template for transitions of care/hand-offs	Adapts a standard template, recognizing key elements for safe and effective transitions of care/hand-offs in routine clinical situations	Performs safe and effective transitions of care/hand-offs in complex clinical situations, and ensures closed-loop communication	Performs and advocates for safe and effective transitions of care/hand-offs within and across health care delivery systems, including transitions to adult care	Coaches others in improving transitions of care within and across health care delivery systems to optimize patient outcomes

Interpersonal and Communication Skills 2: Interprofessional and Team Communication				
Level 1	Level 2	Level 3	Level 4	Level 5
Respectfully requests a consultation, with guidance Identifies the members of the interprofessional team	Clearly and concisely requests consultation by communicating patient information Participates within the interprofessional team	Formulates a specific question for consultation and tailors communication strategy Uses bi-directional communication within the interprofessional team	Coordinates consultant recommendations to optimize patient care Facilitates interprofessional team communication	Maintains a collaborative relationship with referring providers that maximizes adherence to practice recommendations Coaches others in effective communication within the interprofessional team