

## CVICU

### ACGME Competency-based Goals and Objectives

#### ROTATION

#### Cardiovascular Critical Care Unit, PGY 4, 5, 6

#### Goal 1. Develop a comprehensive and physiology-based understanding of evolving illness in children with congenital heart disease

| Fellow Objectives   | Instructional Strategies  | Assessment of Competence   | ACGME Competency Goals   |
|---|---|--|--|
| 1. Incorporate PE findings into development of plan of care <ul style="list-style-type: none"> <li>• Circulatory sufficiency (PGY4,5,6)</li> <li>• Lung exam (PGY4,5,6)</li> <li>• Mental status (PGY4,5,6)</li> <li>• Pain assessment (PGY4,5,6)</li> </ul>  | <ul style="list-style-type: none"> <li>• Pre-rounds and rounds with feedback on rounds</li> <li>• Patient Care</li> <li>• Textbook Reading</li> <li>• Didactic Conferences</li> </ul>         | <ul style="list-style-type: none"> <li>• Attending feedback in the course of patient care</li> <li>• Faculty evaluations</li> <li>• Assessment of clinical decisions</li> <li>• Observation on Rounds</li> <li>• Annual In-service evaluation</li> </ul>   | <i>PC - Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i>  |
| 2. Incorporate data from bedside monitoring equipment in development of plan of care <ul style="list-style-type: none"> <li>• Pulse oximetry (PGY4,5,6)</li> <li>• Cardiac tracing (PGY5,6)</li> <li>• Cardiac rhythm (PGY5,6)</li> <li>• End tidal CO<sub>2</sub> (PGY5,6)</li> <li>• Invasive and non-invasive BP (PGY4,5,6)</li> <li>• CVP (PGY4,5,6)</li> <li>• Cerebral oxygenation (PGY 5,6)</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Pre-rounds and rounds with feedback on rounds</li> <li>• Didactic conferences</li> <li>• Textbook Reading</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Direct observation followed by timely verbal feedback</li> <li>• Procedure documentation by fellows</li> <li>• Written faculty evaluations</li> <li>• Assessment of clinical decisions</li> <li>• Observation on Rounds</li> <li>• Annual In-service evaluation</li> <li>• Presentation at conferences</li> </ul> | <i>PC - Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i><br><i>MK-Demonstrate knowledge of evolving science and apply the knowledge to patient care</i> |
| 3. Incorporate information from ancillary diagnostic studies into the construction of the therapeutic plan. <ul style="list-style-type: none"> <li>• Review radiology results prior to Rounds (PGY4,5,6)</li> <li>• Review laboratory results prior to Rounds (PGY4,5,6)</li> <li>• Demonstrate understanding of echocardiographic results (PGY5,6)</li> <li>• Demonstrate understanding of cardiac catheterization results (PGY5,6)</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-rounds and rounds with feedback on rounds</li> <li>• Didactic conferences</li> <li>• Radiology Conference</li> <li>• Textbook Reading</li> </ul> | <ul style="list-style-type: none"> <li>• Direct observation during rounds with on-the-spot verbal feedback</li> <li>• Observation on Rounds</li> <li>• Annual In-service evaluation</li> <li>• Presentation at conferences</li> </ul>  | <i>PC - Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i><br><i>MK-Demonstrate knowledge of evolving science and apply the knowledge to patient care</i> |

#### Goal 2. Develop a comprehensive and physiology-based understanding of emerging organ system failure and insufficiency that requires intensive care.

| Fellow Objectives  | Instructional Strategies  | Assessment of Competence   | ACGME Competency Goals  |
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| 1. Demonstrate the ability to identify PE characteristics and initiate care for a patient with respiratory failure | <ul style="list-style-type: none"> <li>• Participation in patient care or rounds</li> <li>• Didactic conferences</li> </ul> | <ul style="list-style-type: none"> <li>• Review of resident orders</li> <li>• Direct observation of patient care</li> <li>• Presentation at conferences</li> </ul> | <i>PC - Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i> |

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| <ul style="list-style-type: none"> <li>Initial laboratory studies (PGY4,5,6)</li> <li>Initial fluid management (PGY4,5,6)</li> <li>Initial Ventilator management (PGY4,5,6)</li> <li>Adjustments in ventilator management (PGY4,5,6)</li> </ul>   | <ul style="list-style-type: none"> <li>Review of (<a href="http://peds.stanford.edu/Rotations/picu/pdfs/11_airway_management.pdf">http://peds.stanford.edu/Rotations/picu/pdfs/11_airway_management.pdf</a>)</li> <li>(<a href="http://peds.stanford.edu/Rotations/picu/pdfs/12_mechanical_ventilation.pdf">http://peds.stanford.edu/Rotations/picu/pdfs/12_mechanical_ventilation.pdf</a>)</li> </ul>        | <ul style="list-style-type: none"> <li>Annual In-service evaluation</li> </ul>   | MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>  |
| <p>2. Demonstrate the ability to identify PE characteristics and care for a patient with heart failure</p> <ul style="list-style-type: none"> <li>Initial laboratory studies (PGY4,5,6)</li> <li>Initial fluid management (PGY4,5,6)</li> <li>Initiation of appropriate vasoactive infusions (PGY5,6)</li> <li>Initiation of appropriate ancillary diagnostic testing (PGY5,6)</li> <li>Indications and initiation of ventricular assist devices (PGY 6)</li> </ul> | <ul style="list-style-type: none"> <li>Participation in patient care or rounds</li> <li>Didactic conferences</li> <li>Textbook reading</li> </ul>   | <ul style="list-style-type: none"> <li>Review of resident orders</li> <li>Direct observation of patient care</li> <li>Presentation at conferences</li> <li>Annual In-service evaluation</li> </ul> | PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i><br>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i> |
| <p>3. Demonstrate knowledge of the physiologic consequences and care of a patient with renal failure</p> <ul style="list-style-type: none"> <li>Electrolyte disturbance (PGY4,5,6)</li> <li>Fluid overload (PGY4,5,6)</li> <li>Hematologic disturbance (PGY5,6)</li> <li>Hypertension (PGY4,5,6)</li> <li>Immune compromise (PGY5,6)</li> <li>Initiation and adjustment of renal replacement therapy (PGY6)</li> </ul>  | <ul style="list-style-type: none"> <li>Participation in patient care</li> <li>Reading “Liver Failure” (<a href="http://peds.stanford.edu/Rotations/picu/pdfs/20_liver_failure.pdf">http://peds.stanford.edu/Rotations/picu/pdfs/20_liver_failure.pdf</a>)</li> <li>Didactic conference</li> <li>Rogers’ Textbook of Pediatric Critical Care</li> <li>Fuhrman’s Textbook of Pediatric Critical Care</li> </ul> | <ul style="list-style-type: none"> <li>Direct observation</li> <li>Annual In-service evaluation</li> </ul>   | PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i><br>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i> |
| <p>4. List the common and contrasting characteristics of septic, cardiogenic, and hypovolemic shock (PGY 4,5,6)</p>   | <ul style="list-style-type: none"> <li>Reading: “Shock”, “Shock Tables” (<a href="http://peds.stanford.edu/Rotations/picu/pdfs/16_shock.pdf">http://peds.stanford.edu/Rotations/picu/pdfs/16_shock.pdf</a>)</li> <li>Rogers’ Textbook of Pediatric Critical Care</li> <li>Fuhrman’s Textbook of Pediatric Critical Care</li> </ul>  | <ul style="list-style-type: none"> <li>Direct observation during rounds with verbal feedback</li> <li>Annual in-service evaluation</li> </ul>  | MK— <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>   |
| <b>Goal 3. Demonstrate competency in resuscitation and stabilization of an acutely decompensating or arresting child with heart disease</b>   |   |  |   |
| <b>Fellow Objectives</b>  | <b>Instructional Strategies</b>   | <b>Assessment of Competence</b>  | <b>ACGME Competency Goals</b>   |
| 1. List differences between oxygen delivery devices and their indications   | <ul style="list-style-type: none"> <li>Independent reading: “Airway Management”</li> </ul>  | <ul style="list-style-type: none"> <li>Discussion during lecture</li> <li>Intensive reviews of performance</li> </ul>  | PC - <i>Provide effective health care services</i><br>MK - <i>Demonstrate knowledge evolving sciences and</i>   |

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| <ul style="list-style-type: none"> <li>• Standard nasal cannula (PGY4,5,6)</li> <li>• High flow nasal cannula (PGY4,5,6)</li> <li>• Simple face mask (PGY4,5,6)</li> <li>• Partial rebreathing mask (PGY4,5,6)</li> <li>• Non-rebreathing mask (PGY4,5,6)</li> <li>• Bag-mask ventilation (PGY4,5,6)</li> </ul>  | <p><a href="http://peds.stanford.edu/Rotations/picu/pdfs/11_airway_management.pdf">http://peds.stanford.edu/Rotations/picu/pdfs/11_airway_management.pdf</a></p> <ul style="list-style-type: none"> <li>• Participation in patient care</li> <li>• Simulation Training</li> </ul>  | <p>and decisions during codes</p> <ul style="list-style-type: none"> <li>• Direct observation and faculty feedback</li> </ul>                                | <p><i>apply this knowledge to patient care</i></p>  |
| <p>2. Demonstrate correct technique in endotracheal intubation, including preparation for intubation</p> <ul style="list-style-type: none"> <li>• Selection of appropriate equipment (blade type and size, ETT, suction) (PGY4,5,6)</li> </ul>   | <ul style="list-style-type: none"> <li>• Independent reading: “Airway Management” (<a href="http://peds.stanford.edu/Rotations/picu/pdfs/11_airway_management.pdf">http://peds.stanford.edu/Rotations/picu/pdfs/11_airway_management.pdf</a>)</li> <li>• Bedside care</li> <li>• Advanced Airway Workshop</li> </ul>                     | <ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation training with feedback</li> </ul>  | <p>PC - <i>Provide effective health care services</i><br/> MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>   |
| <p>3. Run/participate in a code or mock code addressing one of the following scenarios required advanced life support</p> <ul style="list-style-type: none"> <li>• Bradycardia with poor perfusion (PGY4,5,6)</li> <li>• Ventricular fibrillation (PGY4,5,6)</li> <li>• Ventricular tachycardia (PGY4,5,6)</li> <li>• Pulseless ventricular tachycardia (PGY4,5,6)</li> <li>• Asystole/PEA (PGY4,5,6)</li> </ul>   | <ul style="list-style-type: none"> <li>• Mock codes</li> <li>• CAPE (prior to start of rotation)</li> <li>• PALS manual</li> <li>• PALS cards</li> <li>• Rogers’ Textbook of Pediatric Critical Care</li> <li>• Fuhrman’s Textbook of Pediatric Critical Care</li> </ul>   | <ul style="list-style-type: none"> <li>• Direct observation with on-the-spot feedback from code proctor</li> </ul>   | <p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i><br/> PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i><br/> ICS - (a) <i>Communicate effectively with physicians, other health professionals, and health related agencies; (b) Work effectively as a member or leader of a health care team</i></p> |
| <p>4. Describe the management plan of a patient in shock tailoring treatment to etiology</p> <ul style="list-style-type: none"> <li>• Prompt fluid resuscitation as indicated (PGY4,5,6)</li> <li>• Initiation of inotropic support (PGY5,6)</li> <li>• Complementary therapies (e.g., antibiotics (PGY4,5,6)</li> <li>• Indications for surgical intervention (e.g., cardiac obstructive shock) (PGY5,6)</li> <li>• Indications for mechanical intervention (e.g., ECMO, VAD) (PGY6)</li> </ul> | <ul style="list-style-type: none"> <li>• Reading: “Shock”, “Shock Tables” (<a href="http://peds.stanford.edu/Rotations/picu/pdfs/16_shock.pdf">http://peds.stanford.edu/Rotations/picu/pdfs/16_shock.pdf</a>)</li> <li>• Rogers’ Textbook of Pediatric Critical Care</li> <li>• Fuhrman’s Textbook of Pediatric Critical Care</li> </ul> | <ul style="list-style-type: none"> <li>• Direct observation during rounds with on-the-spot verbal feedback</li> <li>• Written faculty evaluations</li> </ul> | <p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i><br/> PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i></p>  |
| <p>5. For the commonly used inotropes, vasopressors, and anti-arrhythmics, identify their indications, pharmacology</p>  | <ul style="list-style-type: none"> <li>• Independent reading: “Inotropes and Vasopressors”, “Inotropes”</li> </ul>   | <ul style="list-style-type: none"> <li>• Direct observation during rounds with verbal feedback</li> </ul>  | <p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i><br/> PC - <i>Provide patient care that is compassionate,</i></p>  |

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| and risks  | <a href="http://peds.stanford.edu/Rotations/picu/pdfs/15_inotropes_vasopressors.pdf">http://peds.stanford.edu/Rotations/picu/pdfs/15_inotropes_vasopressors.pdf</a>   |  | <i>appropriate, and effective for the treatment of health problems</i>   |
| <ul style="list-style-type: none"> <li>• Dopamine (PGY4,5,6)</li> <li>• Dobutamine (PGY4,5,6)</li> <li>• Epinephrine (PGY4,5,6)</li> <li>• Norepinephrine (PGY4,5,6)</li> <li>• Milrinone (PGY4,5,6)</li> <li>• Vasopressin (PGY4,5,6)</li> <li>• Phenylephrine (PGY4,5,6)</li> <li>• Anti-arrhythmics (PGY6)</li> </ul> | <ul style="list-style-type: none"> <li>• Bedside care</li> <li>• Simulation Training</li> <li>• Rogers' Textbook of Pediatric Critical Care</li> <li>• Fuhrman's Textbook of Pediatric Critical Care</li> </ul> |  |  |
| 6. Demonstrate the correct use of a defibrillator  | <ul style="list-style-type: none"> <li>• Supervisor demonstration</li> <li>• Simulation Training</li> </ul>   | <ul style="list-style-type: none"> <li>• Direct observation</li> </ul> | <p>MK—<i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p> <p>PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i></p> |
| <ul style="list-style-type: none"> <li>• Indications (PGY4,5,6)</li> <li>• Pad/paddle position (PGY4,5,6)</li> <li>• Selection of voltage (PGY4,5,6)</li> <li>• Safety steps (PGY4,5,6)</li> </ul>   |   |  |  |

**Goal 4. Develop an understanding of and participate in the post-operative care of children with congenital heart disease**

| Fellow Objectives   | Instructional Strategies  | Assessment of Competence   | ACGME Competency Goals   |
|---|---|--|--|
| 1. Incorporate PE findings, bedside monitoring data, and ancillary diagnostic studies into the development of plan of care  | <ul style="list-style-type: none"> <li>• Pre-rounds and rounds with feedback on rounds</li> <li>• Patient Care</li> <li>• Textbook Reading</li> <li>• Didactic Conferences</li> </ul> | <ul style="list-style-type: none"> <li>• Attending feedback in the course of patient care</li> <li>• Faculty evaluations</li> <li>• Assessment of clinical decisions</li> <li>• Observation on Rounds</li> <li>• Annual In-service evaluation</li> </ul> | <p>PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i></p> <p>MK—<i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p> |
| <ul style="list-style-type: none"> <li>• Physical exam assessment of cardiorespiratory status (PGY4,5,6)</li> <li>• Laboratory data (PGY4,5,6)</li> <li>• Radiographic data (PGY4,5,6)</li> <li>• Bedside monitoring data (PGY5,6)</li> <li>• Echocardiographic data (PGY5,6)</li> <li>• Cardiac catheterization data (PGY5,6)</li> </ul> |   |  |  |
| 2. Demonstrate understanding of the effects of cardiopulmonary bypass on other organ systems  | <ul style="list-style-type: none"> <li>• Patient Care</li> <li>• Textbook Reading</li> <li>• Didactic Conferences</li> </ul>  | <ul style="list-style-type: none"> <li>• Attending feedback in the course of patient care</li> <li>• Assessment of clinical decisions</li> <li>• Observation on Rounds</li> <li>• Annual In-service evaluation</li> </ul>                                | <p>PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i></p> <p>MK—<i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p> |
| <ul style="list-style-type: none"> <li>• Lung injury (PGY4,5,6)</li> <li>• Myocardial depression (PGY4,5,6)</li> <li>• Kidney injury (PGY4,5,6)</li> <li>• Coagulopathy (PGY4,5,6)</li> <li>• Hepatic injury (PGY4,5,6)</li> <li>• Neurologic injury (PGY4,5,6)</li> </ul>  |   |  |  |
| 3. Recognize common dysrhythmias and develop plan of care for patients with dysrhythmias  | <ul style="list-style-type: none"> <li>• Pre-rounds and rounds with feedback on rounds</li> <li>• Patient Care</li> <li>• Textbook Reading</li> <li>• Didactic Conferences</li> </ul> | <ul style="list-style-type: none"> <li>• Attending feedback in the course of patient care</li> <li>• Faculty evaluations</li> <li>• Assessment of clinical decisions</li> <li>• Observation on Rounds</li> </ul>   | <p>PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i></p> <p>MK—<i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p> |
| <ul style="list-style-type: none"> <li>• Basic interpretation of ECG (PGY4,5,6)</li> </ul>  |   |  |  |

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| <ul style="list-style-type: none"> <li>• Differentiation between various tachycardias (Reentry, Afib, EAT) (PGY6)</li> <li>• Pharmacology and risks of common anti-arrhythmic medications (PGY5,6)</li> <li>• Initiation of anti-arrhythmic medications (PGY6)</li> <li>• Demonstration of basic knowledge of pacemaker physiology (PGY6)</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Annual In-service evaluation</li> </ul>   |   |
| <p>4. Demonstrate knowledge of the use of cardiac mechanical support devices</p> <ul style="list-style-type: none"> <li>• Describe basic physiology and differences between various assist devices (PGY4,5,6)</li> <li>• Describe indications and risks for various assist devices (PGY5,6)</li> <li>• Formulate plan of care for patients with mechanical assist devices (PGY6)</li> </ul>  | <ul style="list-style-type: none"> <li>• ECMO Workshops</li> <li>• Patient Care</li> <li>• Textbook Reading</li> <li>• Didactic Conferences</li> </ul>         | <ul style="list-style-type: none"> <li>• Observation on Rounds with direct attending feedback</li> <li>• ECMO Course Testing</li> <li>• Annual In-service evaluation</li> </ul>                                  | <p>PC - Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</p> <p>MK—Demonstrate knowledge evolving sciences and apply this knowledge to patient care</p>  |
| <p>5. Directly participate as the primary physician in the post-operative care of patients with congenital heart disease</p> <ul style="list-style-type: none"> <li>• Communicate daily patient plan of care to a multidisciplinary team (PGY4,5,6)</li> <li>• Formulate daily patient plan of care using available data (PGY5,6)</li> <li>• Communicate plan of care to family members (PGY4,5,6)</li> <li>• Sequential reassessment of patient and adjustment of plan of care as necessary (PGY4,5,6)</li> </ul> | <ul style="list-style-type: none"> <li>• Patient Care</li> <li>• Rounds and Pre-rounds</li> <li>• Attending example</li> <li>• Didactic Conferences</li> </ul> | <ul style="list-style-type: none"> <li>• Observation on Rounds with direct attending feedback</li> <li>• Written faculty evaluations</li> <li>• 360 evaluations</li> <li>• Written family evaluations</li> </ul> | <p>PC - Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</p> <p>P—Demonstrate commitment to carrying out professional responsibilities and adherence to ethical principles</p> <p>PLI – Evaluate your care of patients, appraise scientific evidence, and improve care through self-evaluation and life-long learning</p> <p>SBP – Be aware and responsive to the larger context of health care. Call effectively on the resources in the system to provide optimal care.</p> <p>ICS – Communicate effectively with patients, families, and the public as appropriate across a broad range of socioeconomic and cultural backgrounds</p> |

**Goal 5: Demonstrate competency in handling end-of-life issues**

| Fellow Objectives  | Instructional Strategies  | Assessment of Competence   | ACGME Competency Goals   |
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| <p>1. Discuss the considerations involved in decision to withdraw support</p> <ul style="list-style-type: none"> <li>• Recognize when hospice care is appropriate (PGY5,6)</li> <li>• Describe use of the multidisciplinary team (e.g., subspecialty services, chaplain, hospice, ethics committee)</li> </ul> | <ul style="list-style-type: none"> <li>• Attending example</li> <li>• Reading “End-of-Life Issues” (<a href="http://peds.stanford.edu/Rotations/picu/pdfs/28_end_of_life_issues.pdf">http://peds.stanford.edu/Rotations/picu/pdfs/28_end_of_life_issues.pdf</a>)</li> </ul> | <ul style="list-style-type: none"> <li>• Observation in the context of patient care</li> </ul> | <p>P—Demonstrate commitment to carrying out professional responsibilities and adherence to ethical principles</p> <p>PLI – Evaluate your care of patients, appraise scientific evidence, and improve care through self-evaluation and life-long learning</p> <p>SBP – Be aware and responsive to the larger context of health care. Call effectively on the resources in the</p> |

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(PGY4,5,6)

*system to provide optimal care.*

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| 2. Discuss culture-specific context to end-of-life decision making (PGY5,6)   | <ul style="list-style-type: none"><li>• Attending example</li></ul>   | <ul style="list-style-type: none"><li>• Observation in the context of patient care</li></ul> | <i>ICS – Communicate effectively with patients, families, and the public as appropriate across a broad range of socioeconomic and cultural backgrounds</i>   |
| 3. Demonstrate understanding of appropriate timing of discussions with family regarding DNI/DNR status (allowing for natural death) (PGY5,6)  | <ul style="list-style-type: none"><li>• Attending example</li><li>• Reading “End-of-Life Issues”<br/>(<a href="http://peds.stanford.edu/Rotations/picu/pdfs/28_end_of_life_issues.pdf">http://peds.stanford.edu/Rotations/picu/pdfs/28_end_of_life_issues.pdf</a>)</li></ul>                        | <ul style="list-style-type: none"><li>• Observation in the context of patient care</li></ul> | <i>ICS - (a) Communicate effectively with physicians, other health professionals, and health related agencies; (b) Work effectively as a member or leader of a health care team</i>  |
| 4. Demonstrate skill in working with team to support end-of-life transition <ul style="list-style-type: none"><li>• Involve palliative care team (PGY4,5,6)</li><li>• Attendance at family care conferences (PGY4,5,6)</li><li>• Participate in care conferences (PGY5,6)</li></ul> | <ul style="list-style-type: none"><li>• Attending example</li><li>• Patient care</li><li>• Reading “End-of-Life Issues”<br/>(<a href="http://peds.stanford.edu/Rotations/picu/pdfs/28_end_of_life_issues.pdf">http://peds.stanford.edu/Rotations/picu/pdfs/28_end_of_life_issues.pdf</a>)</li></ul> | <ul style="list-style-type: none"><li>• Observation in the context of patient care</li></ul> | <i>SBP - Be aware and responsive to the larger context of health care. Call effectively on the resources in the system to provide optimal care.<br/>ICS - (a) Communicate effectively with physicians, other health professionals, and health related agencies; (b) Work effectively as a member or leader of a health care team</i> |

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