



## Allergy and Immunology Selective



### Rotation Contacts and Scheduling Details

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### Introduction

We are very excited to have residents join our team in Allergy and Immunology. You are an integral part of the care-giving team; we value and respect your contributions as physicians in our selective. We welcome you to the selective in which you will be trained to diagnose and manage common illnesses such as allergic asthma, allergic rhinitis, allergic conjunctivitis, atopic dermatitis, and food allergies. In addition, our service oversees the diagnosis and care of patients with rare immunodeficiency disorders such as severe combined immunodeficiency and chronic granulomatous disease. Importantly, our selective offers a diverse set of out-patient clinics and in-patient consults in an environment of faculty who love to teach and receive feedback from residents.

### Weekly Schedule

(Subject to change: please contact Dr. Nadeau 4 days prior to starting the rotation for updates: knadeau@stanford.edu)

Time	Monday	Tuesday	Wednesday*	Thursday	Friday
0800-0830	Morning Report	Morning Report	Morning Report	Morning Report	0800-0900 Grand Rounds (R/E)
0830-1000	Clinical Research	Adult/Pediatric Inpatient Consults <sup>o</sup>	0830-0900 Reading	Adult/Pediatric Allergy & Immunodeficiency Clinic – 730 Welch Road (DPC)	0900-1300 Adult Allergy Clinic – 801 Welch Road (DPC) -OR- Pediatric Allergy Clinic-South Bay (DPC)
1000-1200	Clinical Research Team Meeting		0900-1100 Lectures for ABAI (R/E)		
			1100-1200 Case Conference for Immunodeficiency (R/E)		
1200-1300	R/E Research Lab Meeting		Noon Conference	Journal Club Allergy/Immunology Asthma (R/E)	
1300-1700	Lab Introduction or Consults	Consults and Reading	1300-1400 Career Mentoring with Dr. Nadeau	Pediatric/Adult Allergy & Primary Immunodeficiency Clinic – 730 Welch Road (DPC)	1300-1400 Pulmonary Grand Rounds (R/E)
			1400-1700 Consults Adult/Pediatric (DPC)		1400-1700 Pediatric Allergy Clinic – South Bay Clinic (DPC)
1700-1800		Immunology Seminar Series (R/E)			

\* Clinical Laboratory visits will occur on Wednesday afternoons and on other days when feasible

¥ On days with noon educational activities in I&A division, residents may choose between attending these and residency program noon conferences. Residents should make an effort to attend Thursday noon allergy-immunology conference (journal club or topic review) when possible.

∞ Participation in adult consults is optional and at the resident's discretion

DPC= Direct patient contact     R/E= Research

Labs can be checked in the EPIC system directly or by requesting one of the clinic nurses with access to do so.

## **Rotation Specifics**

### **Orientation**

Residents will meet with Dr. Nadeau at the start of the rotation to review personal learning goals and rotation specific goals and objectives.

### **Goals**

- To learn the principles of pathophysiology of allergic disorders, including asthma
- To learn basic diagnostic tools for allergic disorders, including asthma
- To learn basic acute and chronic management of allergic disorders, including asthma
- To become familiar with primary immunodeficiency syndromes: pathology, etiology, and management
- To learn research methodologies in translational allergy studies
- To learn the work up of an immunodeficiency case and appropriate diagnostic studies
- To learn the management of anaphylaxis
- To learn the diagnosis and management of food allergies
- To become familiar with eosinophilic gastroenteritides and their management
- To become knowledgeable of the resources available to residents in fields of allergy and immunology
- To work as a member of the team to oversee the care of complex patients, including severe atopic dermatitis and food allergy
- To understand the link between food allergy and atopic dermatitis
- To learn methods of prevention of allergies and subsequent diseases.

### **Resources**

- Middleton's Principles of Allergy and Immunology 2008
- Leung, et al. Principles of Pediatric Allergy and Immunology 2008
- [www.AAAAI.org](http://www.AAAAI.org)
- MKSAP review book
- Review articles on Topics in Allergy, Asthma, and Immunology (see [www.stanford.edu/group/allergy](http://www.stanford.edu/group/allergy))

### **Meeting locations**

- South Bay Clinic is located at 14777 Los Gatos Blvd Suite 200, Los Gatos, CA 95032
- All sessions will be started at Dr. Nadeau's office at CCSR 2105.
- CCSR is located at 265 Campus Drive, Stanford, CA 94305-5164

## **Resident Roles and Responsibilities**

The housestaff will participate in all outpatient clinics, limited inpatient rounding and consults except where continuity clinic or coverage responsibilities conflict with these activities.

### **Outpatient Clinics**

- Evaluate selected new (at least 2 per week) and follow-up patients, perform history, physical exam, present to attending, participate in attending evaluation of patient and review plan with families
- Follow all patients you see on a list at each clinic to assist in tracking exposure to a variety of patients and specific clinical findings
- Write/dictate report of visit
- Follow-up on diagnostic tests ordered and discuss results and treatment plans with families and referring physicians
- Attend at least one skin test evaluation session, at least one social worker interaction, and one clinical nurse specialist immunotherapy session in clinic during the rotation.

### **Inpatient Rounds and Consults**

- Comprehensive initial note on selected consults
- Daily follow-up notes on selected consults
- Coordinate care of selected consults with attending and ward team

### **Case-based Learning/Review of the Current Literature**

- Housestaff will be asked to select an informative case they saw and assemble a didactic session
- Alternatively, the housestaff may choose a recent article in a field related to allergy and immunology to distribute, present, and critically discuss during the final week in journal club.

### **Pre and Post Rotation Self-assessment**

- Take self-assessment at start of the rotation (request from Dr. Nadeau) and again during final week of rotation
- Questions and answers reviewed in person with Dr. Nadeau

### **Evaluation and Feedback**

The methods of evaluation for the Asthma, Allergy, and Immunology Selective will consist of:

- MedHub Faculty Evaluation of Resident Evaluations, Resident Evaluation of Faculty, Resident Evaluation of Rotation. MedHub evaluations will be assigned to faculty based on clinic schedule.

These evaluations will be included in each resident's portfolio

Feedback will be provided during the last week of the resident's rotation. We also welcome feedback from the resident to improve our teaching and training of the resident. Feedback will be given verbally through a 1:1 meeting with Dr. Nadeau and charted in MedHub.

## ACGME Competency-based Goals and Objectives

Goal 1. Diagnose and manage asthma in the outpatient setting			
Resident Objectives	Instructional Strategies	Assessment of Competence	ACGME Competency Goals
1. Describe the immunologic and pathophysiologic basis of asthma (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma">http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma</a> (additional reading at <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a>)</li> <li>Didactic sessions (lectures for ABAI)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion during didactic sessions</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p> <p>PBLI - <i>Take primary responsibility for lifelong learning to improve knowledge, skills, and practice performance</i></p>
2. List the criteria for the diagnosis of asthma (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma">http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma</a> (additional reading at <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a>)</li> <li>Didactic sessions (lectures for ABAI)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion during didactic sessions</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
3. Obtain histories pertinent to the diagnosis and management of asthma (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Patient presentations to attending in allergy clinic with 1:1 feedback</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation by faculty of patient encounters</li> <li>Resident presentations of clinic visits</li> </ul>	<p>PC - <i>Provide effective health care services</i></p> <p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
4. Categorize asthmatic patients by severity according to the National Asthma Education and Prevention Program Guidelines (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma">http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma</a></li> </ul>	<ul style="list-style-type: none"> <li>Discussion during didactic sessions</li> <li>Observation in clinic</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>PC - <i>Provide effective health care services</i></p> <p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
5. List the differential diagnosis of asthma (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma">http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma</a> (additional reading at <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a>)</li> <li>Didactic sessions (lectures for ABAI)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion during didactic sessions</li> <li>Observation in clinic</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
6. Identify factors that may exacerbate asthma and review	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.nhlbi.nih.gov/health/">http://www.nhlbi.nih.gov/health/</a></li> </ul>	<ul style="list-style-type: none"> <li>Direct observation by faculty of patient encounters</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this</i></p>

with patients ways of addressing them (PGY 1, 2, 3)	<a href="http://prof/lung/index.htm#asthma">prof/lung/index.htm#asthma</a> (additional reading at <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a> )		<i>knowledge to patient care</i> <i>PC - Counsel and educate patients and their families</i> <i>PBLI - Participate in the education of patients and families</i>
7. Interpret and apply information gained from pulmonary function tests to the diagnosis and management of asthma (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Participation in pulmonary function testing with respiratory therapist during A&amp;I clinic</li> <li>Lectures</li> </ul>	<ul style="list-style-type: none"> <li>Observation in clinic</li> </ul>	<i>MK - Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i> <i>PC - Provide effective health care services</i> <i>SBP - Work in inter-professional teams to enhance patient safety and improve patient care</i>
8. Describe the indications for the different categories of medications used in asthma (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma">http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma</a> (additional reading at <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a>)</li> <li>Review of patient medications in clinic</li> <li>Didactic sessions</li> </ul>	<ul style="list-style-type: none"> <li>Pre and post rotation self-assessment quiz</li> </ul>	<i>MK - Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i> <i>PC - Provide effective health care services</i>
9. Document critical asthma history items in all verbal and written communications, including <ul style="list-style-type: none"> <li>asthma severity</li> <li>medications</li> <li>symptoms</li> <li>risk factors</li> </ul> (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Dictations of clinic visits reviewed by faculty with feedback to residents</li> </ul>	<ul style="list-style-type: none"> <li>Attending review of written communications</li> </ul>	<i>PC - Provide effective health care services</i> <i>ICS - Maintain comprehensive and complete medical records</i>

## Goal 2. Diagnose and manage rhinitis

Resident Objectives	Instructional Strategies	Assessment of Competence	ACGME Competency Goals
1. Correctly diagnose rhinitis and distinguish between the following conditions as appropriate <ul style="list-style-type: none"> <li>• Allergic</li> <li>• Non-allergic</li> <li>• Vasomotor</li> <li>• Aspirin sensitive</li> </ul> (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Outpatient Allergy and Asthma clinic participation with faculty supervision</li> <li>• Independent reading: the Joint Council on Asthma, Allergy and Immunology Practice Parameters on Rhinitis: <a href="http://www.jcaai.org/page/practice_parameters">http://www.jcaai.org/page/practice_parameters</a></li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation in the context of patient care</li> <li>• Pre and post rotation self-assessment quiz</li> </ul>	PC - <i>Provide effective health care Services</i> MK - <i>Demonstrate sufficient knowledge of the basic and clinically supportive sciences appropriate to pediatrics</i>
2. Obtain a history pertinent to the diagnosis and management of allergic rhinitis (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Outpatient Allergy and Asthma clinic participation with faculty supervision</li> <li>• Independent reading: the Joint Council on Asthma, Allergy and Immunology Practice Parameters on Rhinitis: <a href="http://www.jcaai.org/page/practice_parameters">http://www.jcaai.org/page/practice_parameters</a></li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation in the context of patient care</li> <li>• Resident presentations of clinic visits</li> </ul>	PC - <i>Provide effective health care services</i> MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>
3. Describe the indications for the different categories of medications used in rhinitis (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Outpatient Allergy and Asthma clinic participation with faculty supervision</li> <li>• Independent reading: the Joint Council on Asthma, Allergy and Immunology Practice Parameters on Rhinitis: <a href="http://www.jcaai.org/page/practice_parameters">http://www.jcaai.org/page/practice_parameters</a></li> </ul>	<ul style="list-style-type: none"> <li>• Attending collaboration with resident in establishment of care plans in clinic</li> <li>• Pre and post rotation self-assessment quiz</li> </ul>	PC - <i>Provide effective health care services</i> MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>
4. List the indications for allergen immunotherapy in rhinitis (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Outpatient Allergy and Asthma clinic participation with faculty supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Attending collaboration with resident in establishment of care plans in clinic</li> <li>• Pre and post rotation self-</li> </ul>	MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i> PBLI - <i>Take primary responsibility</i>

<ul style="list-style-type: none"> <li>Independent reading: the Joint Council on Asthma, Allergy and Immunology Practice Parameters on Rhinitis: <a href="http://www.jcaai.org/page/practice-parameters">http://www.jcaai.org/page/practice-parameters</a></li> </ul>	assessment quiz	<i>for lifelong learning to improve knowledge, skills, and practice performance</i>
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### Goal 3. Diagnose and manage sinusitis

Resident Objectives	Instructional Strategies	Assessment of Competence	ACGME Competency Goals
1. Describe the anatomical and pathological basis of sinusitis in pediatric populations (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: Joint Council on Asthma, Allergy and Immunology Practice Parameters for the Diagnosis and Management of Sinusitis: <a href="http://www.jcaai.org/page/practice-parameters">http://www.jcaai.org/page/practice-parameters</a></li> <li>Outpatient Allergy and Asthma clinic participation with faculty supervision</li> </ul>	<ul style="list-style-type: none"> <li>Pre and post rotation self-assessment quiz</li> </ul>	MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>
2. Appropriately manage sinusitis, for example: <ul style="list-style-type: none"> <li>Identify appropriate antimicrobials</li> <li>Determine the appropriate length of treatment and frequency of dosing</li> <li>Identify patients who are candidates for surgical intervention</li> </ul> (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: Joint Council on Asthma, Allergy and Immunology Practice Parameters for the Diagnosis and Management of Sinusitis: <a href="http://www.jcaai.org/page/practice-parameters">http://www.jcaai.org/page/practice-parameters</a></li> <li>Outpatient Allergy and Asthma clinic participation with faculty supervision</li> </ul>	<ul style="list-style-type: none"> <li>Attending collaboration with resident in establishment of care plans in clinic</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	PC - <i>Provide effective health care Services</i> MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>

### Goal 4. Develop an understanding of the clinical presentation and management of dermatologic conditions associated with allergic disease, including atopic dermatitis, urticaria, and angioedema

Resident Objectives	Instructional Strategies	Assessment of Competence	ACGME Competency Goals
1. Describe the typical distribution of atopic dermatitis (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: Joint Council on Asthma, Allergy and Immunology Practice Parameters on atopic dermatitis</li> </ul>	<ul style="list-style-type: none"> <li>Resident presentations to attendings of physical exam findings in clinic</li> <li>Pre and post rotation self-</li> </ul>	MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>

	<a href="http://www.jcaai.org/page/practice_parameters">http://www.jcaai.org/page/practice_parameters</a>	assessment quiz	
	<ul style="list-style-type: none"> <li>• Didactic sessions</li> </ul>		
2. Discuss the clinical presentation and diagnosis urticaria and angioedema (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> </ul>	<ul style="list-style-type: none"> <li>• Resident presentations of patient history and assessment to attendings in clinic</li> <li>• Pre and post rotation self-assessment quiz</li> </ul>	<p>PC - <i>Provide effective health care services</i></p> <p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
3. Establish a management plan for patients with urticaria and angioedema (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Establishment of patient management plans in discussion with attending</li> </ul>	<ul style="list-style-type: none"> <li>• Attending collaboration with resident in establishment of care plans in clinic</li> <li>• Pre and post rotation self-assessment quiz</li> </ul>	<p>PC - <i>Provide effective health care services</i></p> <p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
4. Describe the pathophysiology of urticaria and andioedema (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Discussion in the contact of patient care</li> <li>• Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> </ul>	<ul style="list-style-type: none"> <li>• Discussions with attendings in the context of patient care</li> <li>• Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>

### Goal 5. Develop skills in the diagnosis and management of food allergy

Resident Objectives	Instructional Strategies	Assessment of Competence	ACGME Competency Goals
1. Appropriately categorize food allergy, e.g., <ul style="list-style-type: none"> <li>• Food protein induced enterocolitis (FPIES)</li> <li>• Protein-induced proctocolitis</li> <li>• IgE-mediated anaphylaxis (PGY 1, 2, 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Independent reading: Joint Council on Asthma, Allergy and Immunology Practice Parameters on atopic dermatitis <a href="http://www.jcaai.org/page/practice_parameters">http://www.jcaai.org/page/practice_parameters</a></li> <li>• Didactic sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Observation in the context of patient care</li> <li>• Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
2. Discuss the clinical presentation of patients with food allergy (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> </ul>	<ul style="list-style-type: none"> <li>• Observation in the context of patient care</li> <li>• Pre and post rotation self-assessment quiz</li> </ul>	<p>PC - <i>Provide effective health care services</i></p> <p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>



<p>3. Discuss the varied methods used in the diagnosis of food allergy, including limitations of various tests (PGY 1, 2, 3)</p>	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>PC - <i>Provide effective health care services</i> MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
<p>4. Establish a management plan for patients with food allergy and educate families on risks associated with uncontrolled food allergen exposure (PGY 1, 2, 3)</p>	<ul style="list-style-type: none"> <li>Establishment of patient management plans in discussion with attending</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>PC - <i>Provide effective health care services</i> MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i> PBLI - <i>Participate in the education of patients, families, students, residents and other health professionals</i> SBP - <i>Know how to advocate for the promotion of health and the prevention of disease and injury in populations</i></p>
<p>5. Describe the pathophysiology of food allergy (PGY 1, 2, 3)</p>	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
<p>6. List the foods commonly associated with hypersensitivity reactions (PGY 1, 2, 3)</p>	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i> PBLI - <i>Take primary responsibility for lifelong learning to improve knowledge, skills, and practice performance</i></p>
<p>7. List the foods that have substantial immunological cross-reactivity with other allergens (PGY 1, 2, 3)</p>	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i> PBLI - <i>Take primary responsibility for lifelong learning to improve</i></p>

*knowledge, skills, and practice performance*

8. Describe the procedure for blinded food challenge	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>PC - <i>Provide effective health care services</i>            MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>            PBLI - <i>Take primary responsibility for lifelong learning to improve knowledge, skills, and practice performance</i></p>
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**Goal 6. Diagnose and manage stinging insect hypersensitivity**

Resident Objectives	Instructional Strategies	Assessment of Competence	ACGME Competency Goals
1. Discuss the clinical presentation and diagnosis of stinging insect hypersensitivity (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: Joint Council on Asthma, Allergy and Immunology Practice Parameters on Stinging Insect Hypersensitivity <a href="http://www.jcaai.org/page/practice_parameters">http://www.jcaai.org/page/practice_parameters</a></li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>PC - <i>Provide effective health care services</i>            MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
2. Establish a management plan for patients with stinging insect hypersensitivity (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Establishment of patient management plans in discussion with attending</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>PC - <i>Provide effective health care services</i>            MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>            PBLI - <i>Participate in the education of patients, families, students, residents and other health professionals</i>            SBP - <i>Know how to advocate for the promotion of health and the prevention of disease and injury in populations</i></p>
3. Describe the pathophysiology of stinging insect hypersensitivity (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Independent reading: Joint Council on Asthma, Allergy and Immunology Practice Parameters</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>            PBLI - <i>Take primary responsibility for lifelong learning to improve</i></p>

	on Stinging Insect Hypersensitivity <a href="http://www.jcaai.org/page/practice_parameters">http://www.jcaai.org/page/practice_parameters</a>		<i>knowledge, skills, and practice performance through familiarity with general and rotation specific goals and objectives and attendance at conferences</i>
4. Develop a plan for long-term management of insect hypersensitivity (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Independent reading: Joint Council on Asthma, Allergy and Immunology Practice Parameters on Stinging Insect Hypersensitivity <a href="http://www.jcaai.org/page/practice_parameters">http://www.jcaai.org/page/practice_parameters</a></li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</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> <p>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>
5. Understand the indications for venom immunotherapy (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Independent reading: Joint Council on Asthma, Allergy and Immunology Practice Parameters on Stinging Insect Hypersensitivity <a href="http://www.jcaai.org/page/practice_parameters">http://www.jcaai.org/page/practice_parameters</a></li> </ul>	<ul style="list-style-type: none"> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p> <p>PBLI - <i>Take primary responsibility for lifelong learning to improve knowledge, skills, and practice performance</i></p>
<b>Goal 7. Develop an understanding of the pathophysiology and management of immunodeficiency disorders in children</b>			
<b>Resident Objectives</b>	<b>Instructional Strategies</b>	<b>Assessment of Competence</b>	<b>ACGME Competency Goals</b>
1. Describe the fundamental mechanisms of the immunologic response against pathogens, e.g. <ul style="list-style-type: none"> <li>Role of B cells</li> <li>Role of T cells</li> <li>Role of NK cells</li> </ul> (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Discussions with attendings in the context of patient care</li> </ul>	<ul style="list-style-type: none"> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p> <p>PBLI - <i>Take primary responsibility for lifelong learning to improve knowledge, skills, and practice performance</i></p>

2. Describe the pathophysiology of primary and acquired immunodeficiencies (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>• Discussions with attendings in the context of patient care</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p> <p>PBLI - <i>Take primary responsibility for lifelong learning to improve knowledge, skills, and practice performance</i></p>
3. List the common immunodeficiency syndromes of childhood and describe their characteristics (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>• Discussions with attendings in the context of patient care</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p> <p>PBLI - <i>Take primary responsibility for lifelong learning to improve knowledge, skills, and practice performance</i></p>
4. Perform a medical history and a physical examination pertinent to the diagnosis of immunodeficiency disorders (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Attending modeling</li> <li>• Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Observation in the context of patient care</li> <li>• Pre and post rotation self-assessment quiz</li> </ul>	<p>PC - <i>Provide effective health care services</i></p> <p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
5. List the indications for the different treatment modalities used in the management of immunodeficiency disorders (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Attending modeling</li> <li>• Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Observation in the context of patient care</li> <li>• Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p> <p>PBLI - <i>Take primary responsibility for lifelong learning to improve knowledge, skills, and practice performance</i></p>
6. Appropriately order and interpret laboratory tests used in the diagnosis and management of immunodeficiency disorders. For example, list the vaccines often used to test T cell (tetanus) and B cell (polysaccharide, pneumococcus) immunity. (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>• Attending modeling</li> <li>• Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Observation in the context of patient care</li> <li>• Pre and post rotation self-assessment quiz</li> </ul>	<p>PC - <i>Provide effective health care services</i></p> <p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p> <p>SBP - <i>Practice cost effective health care and resource allocation that do not compromise quality of care</i></p>

<b>Goal 8. Diagnose and manage children with drug allergy</b>			
<b>Resident Objectives</b>	<b>Instructional Strategies</b>	<b>Assessment of Competence</b>	<b>ACGME Competency Goals</b>
1. Demonstrate a thorough and systematic approach to the evaluation of patients with suspected drug hypersensitivity (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Attending modeling</li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</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>
2. Demonstrate the use of electronic literature searches to obtain information regarding drug hypersensitivities (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Attending modeling</li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</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> <p>PBLI - <i>Use information technology to optimize learning</i></p>
3. Understand the indications for, limitations of, and risks of skin tests for drug hypersensitivities (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
4. Understand the indications for drug desensitization (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>
<b>Goal 9. Develop familiarity with diseases associated with elevated IgE levels and/or eosinophilia</b>			
<b>Resident Objectives</b>	<b>Instructional Strategies</b>	<b>Assessment of Competence</b>	<b>ACGME Competency Goals</b>
1. Describe Hyper IgE Syndrome and its clinical presentation (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i></p>

2. Describe the diagnosis of patients with Hyper IgE Syndrome (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Attending modeling</li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>  PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i></p>
3. Describe the management of patients with Hyper IgE Syndrome (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>  PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i></p>
4. Describe the clinical presentation of patients with eosinophilic gastroenteritis and hypereosinophilic syndrome (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>  PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i></p>
5. Describe the diagnosis of patients with eosinophilic gastroenteritis and hypereosinophilic syndrome (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>  PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i></p>
6. Describe the management of patients with eosinophilic gastroenteritis and hypereosinophilic syndrome (PGY 1, 2, 3)	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</li> </ul>	<p>MK - <i>Demonstrate knowledge evolving sciences and apply this knowledge to patient care</i>  PC - <i>Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems</i></p>

**Goal 2. Develop familiarity with the appropriate use of corticosteroids and other immunomodulatory medications in patients with allergic disease or immune deficiency**

Resident Objectives	Instructional Strategies	Assessment of Competence	ACGME Competency Goals
1. List medications in asthma management from the NHLBI (EPR3) report	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma">http://www.nhlbi.nih.gov/health/prof/lung/index.htm#asthma</a> and <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</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>
2. List medications for allergic rhinitis management	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</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>
3. List the risks and benefits of aeroallergen immunotherapy	<ul style="list-style-type: none"> <li>Independent reading: <a href="http://www.stanford.edu/group/allergy">www.stanford.edu/group/allergy</a></li> <li>Participation in Allergy and Immunology clinic with attending supervision</li> </ul>	<ul style="list-style-type: none"> <li>Observation in the context of patient care</li> <li>Pre and post rotation self-assessment quiz</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>