

ONCOLOGY CAMP ELECTIVE: CAMP OKIZU

ACGME Competency-based Curriculum: Goals and Objectives

ROTATION: Oncology Camp Elective – The trainee rotating during oncology weeks will become familiar with management of oncology care (and the psychosocial consequences for children with cancer) in a camp setting, including patients on active therapy, patients who have completed therapy, and patients who have failed conventional therapy. Care will include administration and monitoring of chemotherapy, modifying camp activities to be appropriate to the child with physical or cognitive/behavioral disabilities secondary to their cancer or its treatment, the inherent environmental risks to a child with cancer in a traditional summer camp setting, and managing the physical and psychosocial challenges faced by children with cancer. Medical care will also involve diagnosing and managing general pediatric problems including minor trauma, insect bites, dehydration, sun exposure, and minor respiratory and gastrointestinal illnesses that may arise during camp. Those participating in sibling sessions will become familiar with the psychosocial and emotional stressors and consequences for siblings and possibly other family members related to a cancer diagnosis in a child, and may have the opportunity to participate in facilitated peer support discussion groups for older sibling campers and bereaved sibling campers. In sibling sessions, medical care will also involve diagnosing and managing general pediatric problems including minor trauma, insect bites, dehydration, sun exposure, and minor respiratory and gastrointestinal illnesses that may arise during camp. Typically, a significant proportion of sibling campers may also have asthma, ADHD, autism spectrum disorders, or other medical or psychosocial issues that need to be managed during camp.

Goal 1. Demonstrate compassionate, appropriate and effective patient care and emotional support in the setting of children with cancer and their family members in a camp environment.

Resident Objectives	Instructional Strategies	Assessment of Competence	ACGME Competency Goals
1. Identify management plan (chemotherapy, lab monitoring, activity limits, immune defenses, social/emotional needs)	Direct patient care Directed reading	Group discussion with camp physician and ancillary medical providers	PC, ICS, SBP
2. Track interventions (meds, line care, lab draws, parent calls, activity participation)	Direct patient care	Group discussion with camp physician and ancillary medical providers	PC, ICS, SBP
3. Understand physical and psychosocial/emotional complexity of the impact of pediatric cancer as a chronic illness	Direct patient care, Directed reading Debrief sessions	Group discussion with camp physician and ancillary medical providers	PC, ICS, SBP

Goal 2. Recognize acute medical and social/emotional events related to cancer or general pediatric care

Resident Objectives	Instructional Strategies	Assessment of Competence	ACGME Competence Goals
1. Recognize dehydration and treat	Direct patient care	Group discussion with camp physician and ancillary medical providers	PC, ICS, SBP

2. Recognize homesickness and manage	Direct patient care	Group discussion with camp physician and ancillary medical providers	PC, ICS, SBP
3. Recognize risks in the camp environment (neutropenia, thrombocytopenia, anemia, balance, mobility) and manage	Direct patient care Directed reading Incident debriefs	Group discussion with camp physician and ancillary medical providers	Pc, ICS, SBP
4. Recognize traumatic injuries (scrapes, sprains, strains, bruises) and minor illnesses and manage; differentiate those which require further evaluation at off-site facility	Direct patient care Incident debriefs	Group discussion with camp physician and ancillary medical providers	PC, ICS, SBP

ACGME Competency Goals, defined:

PC – Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems.

MK – Demonstrate knowledge of evolving science and apply the knowledge to patient care

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

P – Demonstrate commitment to carrying out professional responsibilities and adherence to ethical principles

PLI – Evaluate your care of patients, appraise scientific evidence, and improve care through self-evaluation and life-long learning

SBP – Be aware and responsive to the larger context of health care. Call effectively on the resources in the system to provide optimal care