Specific Goals and Objectives
Neonatal/Perinatal Fellowship Program
Follow-up Clinic

I. Patient Care

Overall Goals:

Gathers essential and accurate information about the patient in a timely manner
Makes informed and reasonable decisions about diagnostic and therapeutic interventions based on patient information, current scientific evidence, and sound clinical judgment;
Develops and carries out a sound patient management plan in a timely way, appropriately prioritizing management and acting as team leader

Clinic Specific Goals (in addition to above):

Learns to perform the following tasks:

Review of summary related to hospital course, continued need for medical equipment for technology dependent infants
Assurance of follow up with Pediatrician
Interim medical and developmental issues
Examination of patients with specific details for growth and development
Performing of the Capute Scales for developmental assessment
Presenting findings and discusses plan with the attending physicians
And/or developmental specialist
Communicates findings and plan with family members
Refers patients to appropriate services based on exam findings
Makes follow up appointments
Learns to document findings and prepares dictation for referring pediatrician.

Year 1: Learns to develop expertise, with close supervision, in above areas.

Assessment tools:
1) On-the-fly evaluations during the rotation
2) NI evaluation at the end of the rotation
3) Composition of consultation letter to private pediatricians
Year 2: Develop expertise, with intermittent supervision in above areas and begins to take charge. Organizes and distributes patients to residents and medical students.

Assessment tools:
1) On-the-fly evaluations during the rotation
2) NI evaluation at the end of the rotation
3) Composition of consultation letter to private pediatricians
4) Resident and medical students evaluations

Year 3:
Develop expertise, with minimal supervision and more autonomy, functioning at an attending level. In addition, teaches and trains residents and medical students in clinic settings.

Assessment tools:
1. Case Presentation in clinic setting
2. Clinic record documentation
3. Consultation reports
4. Gives formal talks and/or presentation on topics related to developmental aspects
5. New Innovations: Biannual evaluations
6. (360) Evaluations from attending, residents and satisfaction surveys

II. Medical Knowledge

Overall Goals:
To develop an analytic approach to clinical situations;
To appropriately use on-line library resources and the internet to access information and search the literature;
To know the risks and complications of neonatal therapies and procedures;
To have a basic knowledge base that allows immediate application in emergent or critical situations;
To know one’s areas of deficiency

Clinic Specific goals (in addition to above):
Medical and social risk factors and their impact on developmental issues in NICU graduates
Growth and development of healthy infants and NICU graduates
Discharge needs of technology dependent NICU graduates
Immunization needs for NICU graduates
Developmental tools for assessment of high risk neonates
Need for referral to multispecialty follow up and early interventions
National and local statistics for outcomes of NICU graduates

Year 1: Attain the following skills:

1. Evidence of basic competency in the field of high risk neonates and their post-discharge needs.
   **Assessment tool:**
   Pediatric Board certification
   Understand the long term effects of NICU stay and of common neonatal conditions
   **Assessment tools:**
   1) NI evaluations from clinic faculty
   2) “Pop” quizzes given during case presentations
   3) In-training exam scores

2. Understand and properly interpret results of common developmental tests
   **Assessment tools:**
   1) NI evaluations from faculty
   2) “Pop” quizzes given during case presentations and teaching conferences
   3) In-training exam scores

3. Understand multisystem involvement and need for consultations from various specialists including early intervention specialists
   **Assessment tools:**
   1) Case Presentation in clinic setting
   2) Clinic record documentation
   3) Consultation reports
   4) NI evaluation from faculty

Year 2: Attain the following skills:

1. Mastery of Year 1 skills with Assessment Tools as above.
2. Understand the pathophysiology of more complex neonatal conditions pertaining to their long term impact on growth and development and the use and interpretation of more complex diagnostic developmental tools

Assessment tools:
1) NI evaluations
2) In-training exam scores

Year 3: Attain the following skills:

1. Mastery of Year 1 and Year 2 skills with Assessment Tools as noted.
2. Knowledge level sufficient to function as a Junior Attending

Assessment tools:
1) NI Junior Attending evaluation
2) In-training exam scores

III. Practice-based Learning and Improvement

Overall Goals:

Develops a system for keeping current with the neonatal literature and recommended guidelines;
Acquires skills to appraise evidence from scientific studies and other appropriate literature;
Understands and uses local and national perinatal database information;
Uses information technology; assists in managing information for both patients and families.
Facilitates own learning by teaching others.

Clinic specific goals (In addition to above):

Understands growth and development using The Capute Scales and their age specific applications

Year 1: Attain the following:

1. Start development of an Individual Learning Plan and take advantage of learning opportunities
**Assessment Tools:**

On-line ILP will be begun and reviewed with the Program Director semi-annually, and the Clinical Mentor as needed. Portfolio will be started and reviewed as above

2. Become comfortable with literature searches

**Assessment Tools:**

Conference evaluations
Documentation of conference attendance
Journal Club and Therapeutic Protocol evaluations

3. Understand the basics of evidence-based medicine and literature interpretation

**Assessment Tools:**

1) Conference evaluations
2) Documentation of conference attendance
3) Journal Club evaluations

4. Begin to develop the role of effective teacher; start Teaching Portfolio

**Assessment Tools:**

1) Resident evaluations in NI
2) Conference evaluations
3) Faculty, NNP, nurse educator evaluations in NI
4) Review of Teaching Portfolio

5. Identify and begin a PBLI fellowship project

**Assessment Tool:**

1) Evaluation of PBLI project by PD and Clinical Mentor (NI)

**Year 2: Attain the following, in addition to the Year 1 Goals:**

1. Understand the basics of study design and statistical analysis

**Assessment Tools:**

1) Take and pass the Introduction to Research Course
2) Journal Club evaluations
3) “Pop” quizzes given in neonatology core conferences
4) Conference evaluations

2. Develop further expertise as an effective teacher

   **Assessment Tools:**
   1) Resident evaluations in NI
   2) Conference evaluations
   3) Review of Teaching Portfolio

3. Further develop the ILP

   **Assessment Tool:**
   1) Review of ILP by PD and Clinical Mentor

4. Carry out PBLI project

   **Assessment Tool:**
   1) Review of PBLI project in NI by PD and Clinical Mentor

*Year 3 Goals, in addition to the above:*

1. Fully develop ILP

   **Assessment Tool:**
   1) On-line ILP which is reviewed semi-annually by PD and as needed by Clinical Mentor

2. Complete PBLI project

   **Assessment Tools:**
   1) NI evaluation of PBLI project
   2) Write-up of PBLI project in Portfolio

3. Refine expertise as teacher

   **Assessment Tools**
   1) Resident evaluations in NI
   2) NI evaluations of faculty, NNPs, and nurse educators
IV. Communication

**Overall Goals:**

To use effective verbal skills in order provide succinct information and work effectively with all members of the health care team;
To use good listening skills;
To communicate effectively with families;
To write using proper English;
To maintain accurate, timely, and appropriate medical records

**Clinic Specific Goals (in addition to above):**

Assess the growth and developmental needs of high risk neonates, discuss findings and plan with the attending during clinic sessions
Learn to communicate and plan for ongoing follow up with parents, pediatricians, and Early Intervention specialists
Learns to dictate findings and sends consult reports to referring pediatricians.

**Year 1 Goals:**

1. Interact with other professionals in an appropriate, collegial manner with accurate exchange of information.

**Assessment Tool:**

1) NI evaluations, 360

2. Prepare effective talks using PowerPoint presentations that are accurate and professional.

**Assessment Tools:**

1) Case discussions and Conference evaluations
2) NI evaluations
3. Interact well and effectively with families

*Assessment Tool:*
1) Parent evaluations

4. Maintain timely and accurate medical records and sign-out sheets

*Assessment Tools:*
1) Progress notes in charts
2) Dictation of consults for primary care pediatricians
3) NI evaluations

**Year 2 Goals, in addition to the above:**

1. Develop expertise in PowerPoint presentations

*Assessment Tools:*
1) Conference evaluations
2) NI evaluations

2. Develop supervisory communication skills

*Assessment Tool:*
1) NI evaluations

**Year 3 Goals, in addition to the above:**

1. Supervise, communicate, and interact as a Junior Attending

*Assessment Tool:*
1) NI- Junior Attending evaluation

2. Teach others PowerPoint skills and good communication skills

*Assessment Tool:*
1) NI evaluations

**V. Professionalism**

*Overall Goals:*
To develop responsible work habits and professional responsibility;
To show respect, compassion, and integrity at all times;
To be accountable to patients, society, and the profession with a commitment to excellence and on-going professional development;
To create and sustain a therapeutic and ethically sound relationship with patients & families
To demonstrate a commitment to ethical principles pertaining to provision of or withholding of clinical care, to confidentiality of patient information, and informed consent
To demonstrate sensitivity and responsiveness to patients’ cultures, gender, and disabilities

Clinic Specific Goals (in addition to above):

Attends clinic in timely fashion
Learns to assess infants in front of family members in a non-threatening professional manner Completes all tasks in timely manner, including exams, assessments, charting, teaching, communicating, referring to Early Intervention specialists, presenting findings to supervising attending physicians and dictates and mails consult reports in timely fashion.

Year 1 Goals:

1. Develop the habits of professional responsibility

   Assessment Tools:
   1) Duty hour logs
   2) NI evaluations

2. Understand the legal and ethical dilemmas and implications in neonatology

   Assessment Tools:
   1) Ethics conference attendance
   2) NI evaluations
   3) Parent evaluations

3. Understand the basic tenets of professionalism

   Assessment Tools:
   1) Attendance at retreat on Professionalism
   2) NI evaluations
   3) Monthly meetings with Clinical Mentor

Year 2 Goals, in addition to above:
1. Develop further understanding of ethical issues

   **Assessment Tools:**
   1) Parent evaluations
   2) NI evaluations
   3) Ethics conference attendance

2. Develop short and long-term professional goals

   **Assessment Tools:**
   1) ILP
   2) Monthly meetings with Clinical Mentor

*Year 3 Goals, in addition to above:*

1. Demonstrate mature professionalism in all aspects of practice at all times

   **Assessment Tools:**
   1) NI Junior Attending evaluation
   2) Parent evaluations
   3) Other NI evaluations

2. Have a professional plan for the short and long term

   **Assessment Tools:**
   1) Portfolio
   2) Monthly meetings with Clinical Mentor

**VI. Systems-based Practice**

**Overall Goals:**

To understand different types of medical practices and delivery systems, including the complexities of controlling health care costs and allocating resources; To practice cost-effective health care and resource allocation that does not compromise quality of care; To advocate for quality patient care and to assist patients in dealing with system complexities;
To understand and practice systems-based patient safety;
To understand that patient care is a team effort requiring partnership with all health care providers;
To teach others at all professional levels, and to learn from others throughout one’s Career

Clinic Specific Goals (In addition to above):

Insure ongoing follow up care
Advocates for child and family needs
Utilizes available resources
Secures all necessary frontiers to achieve cost effective, patient and family centered care

Year 1 Goals:

1. Develop a SBP project

   Assessment Tools:
   1) NI evaluations of SPB project
   2) Semi-annual meetings with PD, discuss SPB project

2. Begin to understand the importance of Systems-based Practice

   Assessment Tools:
   1) Start to use the M and M Healthcare Matrix (file in Portfolio)
   2) Attendance at Joint Practice meetings
   3) Attendance at Departmental QA meetings
   4) Conference attendance
   5) Retreat attendance
   6) Participation in patient safety conferences

Year 2 Goals, in addition to above:

1. Carry out SBP project

   Assessment Tools:
   1) NI evaluation of SBP project
   2) Evaluations by PD and Clinical Mentor

2. Become proficient at use of the M and M Healthcare Matrix
Assessment Tool:
1) Documentation of Matrix in Portfolio

Year 3 Goals, in addition to above:

Ability to administer a service as a junior attending, including data collection, and understanding hospital policies and administration

Assessment Tool:
1) NI Junior Attending evaluation