

# University of South Florida

## Neurosurgery– PGY 1

### Competency Based Goals & Objectives

**Competency 1- Patient Care:** Provide family centered patient care that is developmentally and age appropriate, compassionate, and effective for the treatment of health problems and the promotion of health.

1. Master the sterile technique in the operating room and on the floor while maintaining universal precautions.
2. Dictate timely operative notes.
3. Reliable in clerical responsibilities (daily notes, discharge summaries, postop checks).
4. Responds in timely fashion for floor rounds. Manage ward/postoperative patients.
5. Manage ward emergencies (hyponatremia, hydrocephalus, etc.)
6. Performs focused history and physical with identification of pertinent physical findings.
7. Presents on rounds in a focused, coherent manner.
8. Perform a comprehensive history and physical examination of the patient.
9. Evaluate pre-operative patients.
10. Prioritize clinical responsibilities.
11. Plan discharge.
12. Perform the following procedures:
  - a. Arterial line/ABG
  - b. Peripheral line/phlebotomy
  - c. Post-op drain
  - d. Lumbar drain management
  - e. Ventriculostomy management
  - f. Burr hole placement
  - g. Halo placement
  - h. Femoral IJ/SC line placement
  - i. Lumbar spinal tap/drain
  - j. Laceration repair, cranial

**Competency 2 – Medical Knowledge:** Understand the scope of established and evolving biomedical, clinical, epidemiological and social-behavioral knowledge needed by a pediatrician; demonstrate the ability to acquire, critically interpret and apply this knowledge needed as a physician; demonstrate the ability to acquire, critically interpret and apply this knowledge in patient care.

1. Integrate and involve medical students as part of the team.
2. Reads in preparation of each operation (indication, contraindication, potential complications).
3. Engages senior residents or attendings in preoperative discussion.
4. Describe the appropriate use of antibiotics and narcotic management.
5. Demonstrate an understanding for basic science principles (ex: electrolyte imbalances)
6. Distinguish general medicine principles for diabetes insipidus.
7. Perform neurosurgical techniques such as; ICP, peripheral and central nervous systems examination.
8. Demonstrate adequate trauma principles such as, GCS assessment and head injury techniques.
9. Demonstrate competency for indications and interpretation of radiographic studies.

**Competency 3 – Communication Skills:** Demonstrate interpersonal and communication skills that result in information exchange and partnering with patients, their families and professional associates.

1. Demonstrate to the attending staff the ability to take problem-oriented history in outpatient clinic.
2. Ethically manage patient confidentiality information and medical record according to HIPPA standards.

3. Talk to family members about sensitive issues that relate to a patient's illness, e.g. coping with the patient's altered needs in his/her home setting.
4. Write an effective and timely consultation note that summarizes the findings and recommendations.
5. Describe the role of all members of a multi-disciplinary team and show respect for the contributions of each.
6. Maintain comprehensive, timely and legible medical records.
7. Effectively provide information via various communication mediums.
8. Demonstrate effectively listening skills.

**Competency 4 – Practice Based Learning and Improvement:** 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. Identify standardized guidelines for diagnosis and treatment of complex problems and learn the rationale for adaptations that optimize treatment.
2. Identify personal learning needs, strengths, deficiencies and limits in one's knowledge and expertise.
3. Systematically organize relevant information resources for future references, and plan for continuing data acquisition if appropriate.
4. Seek and incorporate feedback and self-assessment into a plan for professional growth and practice improvement (e.g. use evaluations provided by patients, peers, superiors and subordinates to improve patient care).
5. Educate patients, families, students and or other health professionals in regards to the patient's condition.
6. Apply information from medical literature in the care of patients; this includes ability to assess statistical validity of published studies.

**Competency 5 – Professionalism:** Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to diversity.

1. Recognizes and follows role as part of care team.
2. Be honest and use integrity in your professional duties.
3. Demonstrate responsiveness to patient's needs that supersedes self interest.
4. Demonstrate appropriate dress and decorum while on duty; conversations in public places to be free of patient information.
5. Respond to criticism and correction with calm and attentive demeanor.
6. Respect your patient's privacy, autonomy and need to maintain a positive self-concept, irrespective of age, gender or health belief system, and regardless of acuity of diseases.
7. Consistently report to duty on time.
8. Participate in end-of-life discussions and decisions.

**Competency 6 – System-Based Practice:** Understand how to practice quality health care and advocate for patients within the context of the healthcare system.

1. Clarify how documentation and billing charges differ for consultations vs. referrals vs. on-going management.
2. Describe patient and system factors that contribute to escalating costs of care in the subspecialty setting, and consider the impact of these costs on families and on the health care system.
3. Incorporates considerations of cost awareness and risk benefit analysis in patient care.

4. Demonstrate proficiency at using ancillary services to facilitate transferring the patient in a cost saving way through the in-and-outpatient system.
5. Consider potential sources of medical error in this subspecialty setting (e.g. drug interactions, complex care plans, provider fatigue).
6. Demonstrate an understanding for various health funding systems including private insurance, Medicare, Medicaid, Workers Compensation, PPO, HMO and Vocational Rehabilitation.