



**EDUCATIONAL GOALS AND OBJECTIVES FOR ROTATIONS ON:  
TRAUMA  
(GENERAL SURGERY-TRUAMA SURGERY SERVICE)**

**Goal**

The goal of the trauma rotation is to develop the knowledge, skills, and attitudes necessary to evaluate, diagnose, and manage trauma patients. Objectives will be assessed in terms of clinical knowledge, interpersonal qualities, and operative skills through evaluations by faculty, peers, students and nursing staff.

**Objectives for PGY-4 Residents:** At the end of the rotation, PGY-4 year residents will:

Patient Care

- Lead a team that cares for patients with core and advanced conditions in the SCORE curriculum.
  - Aortic injury
  - Bladder injury
  - Burns
  - Cardiac tamponade
  - Colon and rectal injury
  - Diaphragmatic injury
  - Esophageal injury
  - Frostbite and hypothermia
  - Gastric injury
  - Geriatric trauma
  - Hemothorax and pneumothorax
  - Hepatic injury
  - Initial assessment and management of trauma
  - Myocardial injury
  - Pancreatic and duodenal injury
  - Pediatric trauma
  - Pelvic fractures
  - Pulmonary injury
  - Renal injury
  - Retroperitoneal hematoma
  - Rib and sternal fractures
  - Small intestinal injury
  - Splenic injury
  - Trauma in pregnancy
  - Upper aerodigestive tract injury
  - Ureteral injury
  - Vascular injury-abdomen, extremities, neck, thorax
  - Animal and insect bites/stings
  - Brachial plexus injury

- Extremity fractures/traumatic amputations
- Head injury—penetrating and closed
- Human bites
- Smoke inhalation injury and CO poisoning
- Spine fracture
- Sprains, strains, dislocations
- Tracheal and bronchial injury
- Urethral injury
- Delegate appropriate clinical tasks to other health care team members.
- Recognize atypical presentations of a large number of surgical conditions.
- Lead a team while providing supervision in the evaluation and management of complex postoperative problems such as sepsis, systemic inflammatory response syndrome, and multiple system organ failure.
- Demonstrate proficiency in use of instruments and equipment required for essential operations, guides conduct of most operations and makes independent intraoperative decisions.
- Perform most of the core operations and have significant experience in the advanced operations.
  - Bladder injury repair
  - Management of duodenal trauma
  - Exploratory laparoscopy
  - Exploratory laparotomy
  - Focused abdominal sonography for trauma (FAST)
  - GI tract injury repair
  - Hepatic injury repair/packing
  - Lower extremity fasciotomy
  - Neck exploration for injury
  - Splenectomy/splenorrhaphy
  - Temporary closure of the abdomen
  - Wounds, major—debride/suture
  - Abdominal Aorta/Vena Cava injury repair
  - Cardiac Injury Repair
  - Carotid artery injury repair
  - Esophageal injury repair
  - Pancreatic injury/operation
  - Renal injury, repair, resection
  - Truncal and peripheral vessels repair
  - Ureteral injury repair
  - Burn debridement and grafting of major burns
  - Escharotomy for burn injury
  - Hepatic injury with resection
  - Tendon repair

- Effectively guide other residents in core operations.

### Medical Knowledge

- Have a comprehensive knowledge of the varying patterns of presentation and alternative and adjuvant treatments for the core diseases in the SCORE curriculum, as well as make the diagnosis and provide initial care for the advanced diseases in the SCORE curriculum.
  - Aortic injury
  - Bladder injury
  - Burns
  - Cardiac tamponade
  - Colon and rectal injury
  - Diaphragmatic injury
  - Esophageal injury
  - Frostbite and hypothermia
  - Gastric injury
  - Geriatric trauma
  - Hemothorax and pneumothorax
  - Hepatic injury
  - Initial assessment and management of trauma
  - Myocardial injury
  - Pancreatic and duodenal injury
  - Pediatric trauma
  - Pelvic fractures
  - Pulmonary injury
  - Renal injury
  - Retroperitoneal hematoma
  - Rib and sternal fractures
  - Small intestinal injury
  - Splenic injury
  - Trauma in pregnancy
  - Upper aerodigestive tract injury
  - Ureteral injury
  - Vascular injury-abdomen, extremities, neck, thorax
  - Animal and insect bites/stings
  - Brachial plexus injury
  - Extremity fractures/traumatic amputations
  - Head injury—penetrating and closed
  - Human bites
  - Smoke inhalation injury and CO poisoning
  - Spine fracture
  - Sprains, strains, dislocations
  - Tracheal and bronchial injury
  - Urethral injury

- Have comprehensive level of knowledge of the operative steps, perioperative care, and postoperative complications for the core operations in the SCORE curriculum with a basic knowledge of many of the advanced operations.
  - Bladder injury repair
  - Management of duodenal trauma
  - Exploratory laparoscopy
  - Exploratory laparotomy
  - Focused abdominal sonography for trauma (FAST)
  - GI tract injury repair
  - Hepatic injury repair/packing
  - Lower extremity fasciotomy
  - Neck exploration for injury
  - Splenectomy/splenorrhaphy
  - Temporary closure of the abdomen
  - Wounds, major—debride/suture
  - Abdominal Aorta/Vena Cava injury repair
  - Cardiac Injury Repair
  - Carotid artery injury repair
  - Esophageal injury repair
  - Pancreatic injury/operation
  - Renal injury, repair, resection
  - Truncal and peripheral vessels repair
  - Ureteral injury repair
  - Burn debridement and grafting of major burns
  - Escharotomy for burn injury
  - Hepatic injury with resection
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#### Practice-based Learning and Improvement

- Recognize teachable moments and readily and respectfully engage the learner.
- Be a highly effective teacher with an interactive educational style.
- Engage in constructive educational dialogue.
- Facilitate conferences and case discussions based on assimilation of evidence from the literature.
- Attend conferences including Morbidity and Mortality conference.
- Participate in local, regional, national activities including optional conferences and/or self-assessment programs.
- Demonstrate use of a system or process for keeping up with changes in the literature.
- Initiate assignments for other learners.
- Lead surgical skills experiences for students and residents and participate in skills curriculum development.

- Exhibit on-going self evaluation and improvement that includes reflection on practice, tracking and analyzing patient outcomes, integrating evidence-based practice guidelines, and identifying opportunities to make practice improvements.
- Discuss and/or demonstrate application of M&M and/or other QI conference conclusions to own patient care.
- Lead a QI activity relevant to patient care outcomes.

### Professionalism

- Serve as a role model for ethical behavior.
- Positively influence others by assertively modeling professionalism.
- Consistently place the interest of patients ahead of self interests when appropriate.
- Promote a healthy work environment.
- Recognize and appropriately address personal health issues in other members of the care team.
- Be proactive in modifying schedule or intervening in other ways to assure that those caregivers under their supervision maintain personal wellness and do not compromise patient safety.
- Set an example for conference attendance, promptness, and attention to assigned tasks.

### Interpersonal and Communication Skills

- Customize emotionally difficult information.
- Be capable of negotiating and managing conflict among patients and their families.
- Assume overall leadership of a health care team responsible for their patients while also seeking and valuing input from the members of the team.
- Negotiate and manage conflict among care providers.
- Take responsibility for ensuring that clear hand-offs are given at transitions of care.
- Be capable of leadership with unexpected events occur in the operating room.
- Be able to communicate effectively with the family when unexpected events occur in the operating room.

### Systems-based Practice

- Coordinate the activities of residents, nurses, social workers, and other health care professionals to provide optimal care to the patient at the time of discharge or transfer, and to provide post-discharge ambulatory care that is appropriate for the patient's particular needs.
- Participate in work groups or performance improvement teams designed to reduce errors and improve health outcomes.
- Understand the appropriate use of standardized approaches to care and participates in creating such protocols of care.