OVERALL EDUCATIONAL GOAL:

The rotation in the inpatient oncology ward is geared toward residents who expect to go into general pediatrics upon leaving the training program and also toward encouraging potential hematologist-oncologists. Thus, the resident should be able to recognize signs and symptoms of blood disorders, interpret lab values, understand the referral process, recognize the psychosocial issues, and become familiar with research opportunities in the field.

OBJECTIVES:

1. Recognize the signs and symptoms of common childhood and adolescent blood disorders (anemia, neutropenia, thrombocytopenia, coagulopathies, hemoglobinopathies); (MK)

2. Recognize the signs and symptoms of childhood and adolescent cancer; (MK)

3. Know the side effects and mechanisms of action of the common chemotherapies; (PC, PBL)

4. Demonstrate the ability to interpret a complete blood count, PT, PTT and relate abnormalities to specific disease processes; (MK, PC)

5. Demonstrate the ability to manage common emergencies such as fever/neutropenia, blood product transfusions; (PC)

6. Understand the concept of the Cooperative Childhood Cancer Groups and the need to refer patients for care in tertiary centers; (SBP)

7. Demonstrate competence and/or understanding of procedures and skills: venipuncture, establishment of emergent IV access, handling of central lines, basic evaluation of peripheral blood smears, working with a multidisciplinary team; (PC)

8. Develop an ability to speak with patients with cancer and their families; (PBL, I&CS)

9. Understand the approach to the long-term survivor of childhood cancer and the role of the generalist in that process; (SBP)

10. Become familiar with research opportunities in the field, at UNC and elsewhere. (PBL)

EVALUATION:

Evaluation of the resident is a dynamic process involving day-to-day feedback regarding performance (clinical competence, interactions with staff and patients, note writing), expectations, strengths and weakness. Often, multiple attendings will cover the service during any given resident’s month-long rotation and the departmental evaluation will reflect a consensus. Whenever possible, this evaluation will be discussed with the resident. A self-administered “test” involving multiple aspects of hematology-oncology is included in the teaching packet (below) and can be submitted as an objective evaluation of competence, although this is voluntary.

LEARNING ACTIVITIES OF THE ROTATION:

Self Study: Residents are provided with a teaching file which includes selected reading materials, available on the web site

Hands-on teaching: bedside rounds, morning work rounds, and in clinics (which housestaff attend time permitting)

Didactic sessions by divisional faculty: topics chosen by the faculty and by housestaff

Microscope-based slide review (oriented to patients followed by the team)

Research and small project opportunities are offered to the residents, who are encouraged to explore these if interested.

Updated 03/10