

Course: Pediatrics- Adolescent Medicine PED (1227)

Department: Pediatrics
Course: Adolescent Medicine (Peds 12-27)
Faculty Coordinators: Laura Scalfano, M.D.
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Andrew Porteus, M.D.
Periods offered: Monthly except December
Max no. of students: 1
First Day Time: 8:45am
First Day Contact: 214-456-6500
Location: Bright Building
Children's Medical Center of Dallas
ARCH Clinic, Lobby level
Prerequisites: 3rd year Pediatric Clerkship
Approval from Dr. Scalfano

I. Course Objectives:

Students will be integral members of the AYA (adolescent / young adult), participating in both in-patient and out-patient care of adolescent patients. The student will also participate in the Adolescent Sports Medicine Clinic and the Adolescent Mental Health Clinic, both of which are held twice monthly.

II. Course Goal and Objectives: (based on ACGME competencies for resident education and modified for medical student education).

GOAL: 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.*

Objectives: Students are expected to:

1. Obtain and interpret a history from the adolescent's parent(s) including: concerns about the adolescent's health, past medical history, family history, psycho-social history, spiritual or religious history, academic performance, and needs for anticipatory guidance.
2. Obtain and interpret a detailed, sensitive, and private history from the adolescent (assessing current health concerns, bio-psycho-social history, spiritual or religious history, and behaviors that may affect health).
3. Complete a sensitive and skillful physical examination of male and female adolescents and young adults.

4. Demonstrate skill and comfort in performing a pelvic examination on an adolescent patient, including performing a pap smear and bimanual examination.
5. Demonstrate proficiency in preparing and interpreting wet preps from vaginal secretions.
6. Demonstrate skill in performing a testicular exam and teaching patient self-examination importance and technique.
7. Demonstrate skill in performing a breast examination and medical evaluation of a breast mass.
8. Evaluate immunization status and administer indicated immunizations.
9. Identify, assess risks, and counsel adolescents and families in the context of health promotion and illness or problem care for common or important conditions. Examples include communication skills and self esteem building; education and career or vocational planning; injury and violence prevention; substance abuse; eating disorders and obesity; pregnancy prevention; and other anticipatory guidance.
10. Identify adolescent risk taking behaviors including substance use and abuse, smoking, unsafe sexual practices, anabolic steroid use, piercings, tattoos, and driving. Discuss intervention possibilities with patients and their families regarding these risk taking behaviors.
11. Manage common adolescent dermatologic problems, including acne and nevi
12. Discuss adolescent sexual behavior with patients and their families and implement treatment plans regarding contraception.
13. Empower adolescents to become increasingly responsible for their own health and well-being.
14. Utilize appropriate screening tools such as HEADSS (Home, Education, Activities, Drugs, Sex (activity, orientation, and sexual abuse), and Suicide)
15. Maintain appropriate patient confidentiality and be familiar with those laws and regulations that cover consent and confidentiality among minors in their particular country, state, province or other locality. Understand the limits of confidentiality

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

1. Recognize the wide range of normal patterns of physical growth and pubertal development during adolescence and appropriately counsel patients and their families about pubertal variations
2. Describe the pathophysiology, evaluation and management of variations in growth patterns and pubertal changes, including indications for referral.
3. Demonstrate knowledge of and skill in conducting a sports pre-participation physical, including examination of the shoulder, knee, and spine.
4. Demonstrate an understanding of common adolescent psychiatric problems (depression, suicide, obsessive compulsive disorder, anxiety disorders, conversion disorders, and psychosomatic disorder) and establish an appropriate evaluation and treatment plan for these disorders.
5. Identify risk factors for substance use and abuse in adolescents.
6. Demonstrates ability to screen for spinal deformities, including scoliosis and kyphosis and is familiar with the use of the scoliometer or other means of estimation of spinal curvature.
7. Manage common adolescent dermatologic problems, including acne.
8. Diagnose and manage common sexually transmitted infections in adolescents.
9. Demonstrate medical knowledge by performing/improving on an established written knowledge pre- and post-rotation examination.

GOAL: 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. 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.
2. Identify standardized guidelines for diagnosis and treatment of conditions common to adolescents and adapt them to the individual needs of specific patients.
3. Identify individual learning needs, systematically organize relevant information resources for future reference, and plan for continuing acquisition of knowledge and skills related to adolescents.
4. Know and/or access medical information efficiently, evaluate it critically, and apply it to adolescent care appropriately.

5. Prepare and present an end-of-rotation presentation based on a detailed literature search of a topic of the student's choosing related to adolescent medicine. Emphasize the scope and strength of the medical literature pertaining to the chosen topic.

GOAL: Interpersonal and Communication Skills. *Demonstrate interpersonal and communications skills that result in information exchange and partnering with patients, their families and professional associates.*

1. Communicate skillfully with adolescents and their families, using effective interview, counseling and patient education strategies.
2. Counsel and provide patient education in a developmentally appropriate manner, remaining respectful of the adolescent's needs and privacy.
3. Perform an empathetic and non-judgmental interview of an adolescent patient.
4. Demonstrate and respect patient confidentiality.
5. Teach patients regarding indications, contraindications, and use of contraceptive methods (condoms, OCPs, Depo-Provera, abstinence)
6. Communicate effectively with physicians, other health professionals, and health related agencies to create and sustain information exchange and team work for patient care.

GOAL: Systems Based Practice. *Understand how to practice high quality health care and advocate for patients within the context of the health care system*

1. Discuss and follow federal, state and local laws that apply to adolescent health care, such as consent for confidential services and release of medical records, times when confidentiality may be abrogated, refusal of medical care, contraception, and abuse reporting. Consider patient assent in the medical evaluation and treatment of adolescents.
2. Demonstrate a caring approach and respectful interaction with an adolescent.
3. Identify pathways for access to specific medical services including: family planning, mental health, STD testing/treatment and chemical dependence.
4. Advocate for the adolescent and his/her family, to secure effective, coordinated care for the adolescent using appropriate resources in the community and health profession.
5. Appreciate and demonstrate an ability to understand the financial aspects of adolescent patient care (including healthcare cost and resource allocation).

6. Recognize and advocate for adolescents who need assistance to deal with health care systems complexities.
7. Recognize the limits of one's knowledge and expertise and take steps to avoid medical errors.

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

1. Demonstrate personal accountability to the well being of patients (e.g., following-up lab results, writing comprehensive notes, when applicable, seeking answers to patient care questions, and appropriate follow-up (clinic or telephone) with patients).
2. Adhere to ethical and legal principles of care; demonstrate appreciation of and understanding of issues pertinent to adolescents (treatment of minors, confidentiality, etc.).
3. Discuss means of further communication with the patient prior to discharge (telephone follow-up, written letter, clinic visit)
4. Be sensitive to cultural and religious diversity and recognize one's own biases that may affect one's response to adolescents. Recognize your personal beliefs and how it affects your own care of patients.
5. Recognize there are alternative options to medical care (contraception, emergency contraception, pregnancy)
6. Advocate and promote adolescent patient centered healthcare

III. **Methods of Instruction:**

A. **Didactic**

1. Daily one-on-one faculty instruction
2. Weekly conferences on Adolescent Medicine

B. **Syllabus** – to be provided on the first day of the rotation

C. **Clinical Schedule**

1. Inpatient consult/ rounds

2. One-on-one teaching in outpatient clinic
3. Optional extra-campus sites (school-based health clinic)

IV. . Method of Evaluation of Students:

Pass-Fail grades. No formal examinations (self-assessment testing only). Evaluations of the student by the faculty will be based on achievement of the stated objectives of the course. Similarly, evaluations of the elective will include whether the student considers that the stated objectives of the course were achieved.