

HCMC FAMILY MEDICINE RESIDENCY PROGRAM

G2 Pediatrics (Peds 2.2)

ROTATION GOALS AND OBJECTIVES

Patient Care

By the end of the rotation, the G2 resident will:

- Understand a comprehensive assessment of adolescent patients and perform this assessment by incorporating emotional and behavioral factors into the treatment of patients, and the context of family, school and community. CCE*(refer below under EVALUATION).
 - Understand the framework of Resilience and positive Youth Development. CMC* (refer below under EVALUATION).
 - Can define Motivational interviewing and describe basic elements. CMC
 - Screen a teen for health risks using the HEADSSS format. CCE
 - Understand the Stages of Change. CMC
 - Understand brain development during adolescence, and the implications on adolescent's behavior and our interactions with them. CMC
 - Demonstrate preventative medicine skills including education to adolescents on identity formation, family relationships, school success, mood problems, depression, sexuality and substance abuse, and is able to deliver appropriate "Brief Office Interventions" to counsel adolescents about risks, and coach them to use their strengths. CCE
 - Perform an evaluation for sports eligibility and make a recommendation about sports participation. CCE
 - Provide preventative examinations and immunizations appropriate to adolescents. CCE
 - Effectively and efficiently use laboratory tests and imaging modalities to diagnose and treat patients. CCE
-
- Understand how to coach a parent of a teen, and how to assess their concerns. CME
 - Understand basic concepts as parent efficacy, parenting skills and developmentally appropriate skills to coach parents through adolescents' years of their children development. CME

Medical Knowledge

By the end of the rotation, the G2 resident will:

- Demonstrate knowledge about how brain development and behavioral development through these stages. CME
- Demonstrate knowledge on new CDC and WHO guidelines to "tiering" contraception and importance of LARCS. CCE
- Demonstrate knowledge of common adolescent medical problems including but not limited to, acne, knee pain, contraception, mood disorders, drug use and STD's. CCE
- Consistently and reliably apply clinical guidelines of diseases to patient care. CCE
- Describe the AMA "Guidelines for Adolescent Preventative Services", and how to apply them. CME
- Show familiarity with 5 websites relevant to teen health issues. CME

Resources

- [Attention-Deficit/Hyperactivity Disorder](#)
- [Preventative health counseling in adolescents](#)
- [Pregnancy prevention in adolescents](#)
- [Screening and interventions for overweight children and adolescents](#) (USPSTF)
- [Health maintenance in school age children](#)
- [Screening for depression](#)

Practice-Based Learning and Improvement

By the end of the rotation, the G2 resident will:

- Residents will identify a clinical question about teen health that has come up in their practice, and then perform a literature search related to the question, presenting that to the team in a 10 minute presentation format, looping the information back to a particular case cared for in practice. CME
- Use mindfulness skills to learn and practice, particularly during team time. CME
- Use self-reflection to incorporate feedback. CME
- Make appropriate and timely referrals. CCE
- Explain complicated medical conditions to patients at the appropriate level to facilitate patient understanding. CCE

Systems-Based Practice

By the end of the rotation, the G2 resident will:

- Understand the components of a Health Care Home. CME
- Incorporate community resources skillfully in the management plans. CCE/CME
- Describe the characteristics of a “teen friendly clinic and visit”. CME
- Demonstrate familiarity with Institute of Medicine Report: “Missing Opportunities”, and its implication for Primary Care Providers. CME
- Report about the location and use of resources in our community that relate to teens. CME/ CCE
- Advocate for ordering cost-effective tests and labs. CCE

Professionalism

By the end of the rotation, the G2 resident will:

- Maintain appropriate confidentiality, in the context of care of a teen and communication with the teen’s parent. CCE
- Works in a team based practice in a respectful and integrative way. CCE/ CME
- Interact with teens about the use of drugs, sexuality, contraception, in a non-judgmental, respectful and professional manner. CCE
- Communicates with colleagues and other people in the teen patient’s system (potentially other family members, friends, school personnel) in a professional, respectful manner. CCE/CME
- Consistently incorporate sensitivity to cultural differences into treatment plans. CCE/CME
- Apply the patient’s perception of illness to appropriate care. CCE/CME

Interpersonal and Communication Skills

By the end of the rotation, the G2 resident will:

- Demonstrate clear skills on how to work with a team. CCE/CME
- Incorporate clear communication guidelines to successful team communication and engagement. CCE/CME

- Demonstrate greeting, history taking, and building rapport with an adolescent and their parent/guardian. CCE
- Explain minor consent and confidential services to a teen and their parent/guardian. CCE
- Demonstrate understanding on how confidentiality is protected while completing medical records. CCE
- Model effective communication with consultants, team members and members of the allied health team. CCE/CME
- Understand mindful active participation and complies with no using telephone or IPAD during team meetings, to allow mindful interaction. CCE/CME

Educational resources

- Hoffman's Textbook of Adolescent Medicine.
- Neinstein 's textbook of Adolescent Health
- AAFP Monographs; Adolescent Health – Reprint No. 278
- “Missed opportunities” IOM Video
- “Parent and Family Matter” Svetaz at all
- Raising Teens, Rae Simpson
- Shoulder to Shoulder, guide for parent
- The Lancet Series on Adolescent Health
- GAPS guidelines

*Evaluation

Each resident will be evaluated

- 1) By Dr Svetaz, on goal and objectives pertinent to teen and parents' care. Some objectives will be evaluated during the clinic care (CCE), others during Case Management (CME)
- 2) By the Aqui Para Ti team, on goals and objectives pertinent to Team Care

Assignment:

1) Resident will follow a patient chosen in her/his first week, and make a full evaluation of their social (peers and families), school, community (after hours programs? Sports?) arena and how the teen is doing in that. The resident will identify all the active team members for this teen, including and especially in addition to Aqui Para Ti, and help the teen create a clear “Map of Connections.” (Resident will be provided with an example.) The. Final “map of connections” will be given to the teen, so that they know the significant adult in their lives, how to reach them and other important connections in their lives. Residents should be able to coach teen in one area (communication, peer pressure, future goals, etc), and at the end present a mini-report with all this information, first to the teen, and then to the team, in a case management.

2) Residents will have a list of mandatory reading, one per week, with a skill attached to each reading. At the end of each week, in Case Management, *resident should write a short paragraph about how to apply each reading to his/her practice, and describe what new skills they acquired.*

READINGS:

A- "Missed opportunities", a 20 minutes video, with its shorten published version: skill: planning of timely interventions for teens. /PLUS/ short version of Motivational Interviewing. Skill: able to apply basic concepts of MI /PLUS/ Stages of Change Model B-Minor Consent booklet and the APT Confidentiality Mantra. Skill: learn about confidentiality, master how to talk about confidentiality with teen and parents./plus/ reading on Brain Development.

C- GAPS screening and intervention. Skill: resident knows to apply evidenced based interventions. /PLUS/ monograph on Positive Youth Development theory. Skills: understands the reasoning behind positive youth development

D- "Raising Teens", Rae Sympson. Skills: understands the basic skills to coach parents of teenagers.

3- Resident will do a literature review in a topic of his/her interest but pertaining to one patient seen in the clinic, and share it with the whole Aqui Para Ti Team, in a 10 minute presentation format (with or without using Power Point, to the resident's discretion).

June 2015