

2118 Pediatric At-Risk Children

Course: Pediatric At-Risk Children Course Number: PED 2118

Department: Pediatrics

Faculty Coordinator: Suzanne Dakil, MD

Assistant Faculty Coordinators: Kristen Reeder, MD

UTSW Education Coordinator Contact: Anthony Lee (Anthony.Lee@UTSouthwestern.edu)

Hospital: (Location of rotation) Children’s Medical Center

Periods Offered: Periods 1-12

Length: 4 weeks

Max # of Students: 1 (Post Clerkship Students)

First Day Contact: Suzanne Dakil, MD

First Contact Time: 8:30am

First Day Location: Children’s Hospital - Bright Building /ARCH Clinic –Lobby Level

Prerequisites: PED 1801 Pediatric Core Clerkship

I. Course Description (Course not eligible for Special Topics conversion)

Students will be integral members of the ARMS (AIDS related medical services) and REACH (Referral and Evaluation of At-Risk Children) Teams. While working with the REACH team, students will participate in the inpatient and outpatient medical evaluations of suspected child abuse and neglect. The student will also spend time in an outpatient clinic evaluating and treating children with HIV exposure or disease. The patient population will include children of all ages.

The student’s clinical experience will include participating in: outpatient ARMS clinic evaluations, outpatient sexual abuse medical evaluations, inpatient physical abuse consultations, and outpatient physical abuse and neglect evaluations. The student will also attend multidisciplinary case review meetings (ARMS and REACH) and will observe civil and criminal court proceedings.

<u>Goals</u>	<u>Objectives</u>	<u>Assessment Methods</u>
<p>Patient Care: Students, together with supervising faculty, must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.</p>	<ul style="list-style-type: none"> Gather essential and accurate information about their patients. <i>Examples: history (including record review), physical examination and results of pertinent laboratory and radiographic tests.</i> Make informed recommendations about diagnostic and therapeutic interventions based on patient information and preferences, up- 	<ul style="list-style-type: none"> Quality of Medical Records entries Skills evaluation from direct observation.

2118 Pediatric At-Risk Children

	<p>to-date scientific evidence, and clinical judgment.</p> <ul style="list-style-type: none"> • Counsel and educate patients and their families. <i>Examples: discussions with parents regarding: 1. use of physical discipline, 2. when a report is made to the protection system because of injury to a child, 3. risks of HIV exposure and prevention, and 4. post-exposure prophylaxis for HIV after sexual assault.</i> • Use information technology to support patient care decisions and patient education. <i>Examples: provision of pamphlets, local telephone numbers and web sites concerning family violence and HIV disease.</i> • Work with health professionals, including those from other disciplines, to provide patient-focused care, develop and carry out patient management plans. <i>Example: communication with child protection personnel and law enforcement in child injuries.</i> • Understand special health care needs of adolescents with HIV. 	
<p>Medical Knowledge: Students must demonstrate knowledge about established biomedical and clinical sciences and the application of this knowledge to patient care.</p>	<ul style="list-style-type: none"> • Understand the modes of transmission, risk of transmission, and diagnosis of HIV disease in the pediatric population, including vertical transmission to the neonate and adolescent sexual exposures. • Recognize and utilize different therapies for HIV disease including primary treatment of the viral infection and infectious complications. • Recognize <i>toxicities and common side effects of HIV medications and be able to discuss challenges to good adherence in children taking multi-drug therapy.</i> • Recognize common risk factors for child abuse and neglect and recognize common patterns of inflicted injuries including bruises, burns, fractures, and inflicted neurotrauma. • Understand trigger situations and 	<ul style="list-style-type: none"> • Each student is required to create a case presentation and to present it to the faculty and fellows during the rotation. It is recommended that students present an interesting case they encountered during their rotation. However, they are also permitted to present on a topic of interest that relates to pediatric course topic.

2118 Pediatric At-Risk Children

	<p>social stressors commonly seen in abusive injury. Understand the mechanism of inflicted physical injuries (<i>such as rib fractures, patterned skin injuries, and burns</i>)</p> <ul style="list-style-type: none"> • Recognize normal and abnormal genital anatomy in the setting of routine genital examinations and understand the limitations of the physical examination in the identification of sexual abuse cases. • Student will demonstrate basic understanding of the child protection system and laws governing the protection of children and prosecution of criminal abuse cases. 	
<p>Interpersonal and Communication Skills: Students must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients and families.</p>	<ul style="list-style-type: none"> • Use effective communication skills and elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills. <i>Example: educating families about children's exposure to violence (media, school, family) and educating families about immunizations and other infection risks in HIV infected children.</i> • Explain and discuss with families difficult information including results of physical examinations and radiographic studies that reveal injuries and effectively communicate with family concerns regarding child abuse and neglect. • Work effectively with others as a member of a health care team. 	<ul style="list-style-type: none"> • Observations of faculty and staff.
<p>Practice-Based Learning and Improvement: Students must be able to assimilate scientific evidence and improve their patient care practices.</p>	<ul style="list-style-type: none"> • Locate and assimilate evidence from scientific studies related to their patients' health problems. Examples: randomized control trials of therapy for HIV infection and perinatal exposure, and population studies on patterns and cause of injuries in children • Use information technology to manage information, access on-line medical information; and support their own education. 	<ul style="list-style-type: none"> • Each student is required to create a case presentation and to present it to the faculty and fellows during the rotation. It is recommended that students present an interesting case they encountered during their rotation. However, they are also permitted to present on a topic of interest that relates to pediatric course topic. • Critical review of a relevant article.
<p>Professionalism:</p>	<ul style="list-style-type: none"> • Demonstrate respect, 	<ul style="list-style-type: none"> • Observations of faculty and staff.

2118 Pediatric At-Risk Children

<p>Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p>	<p>compassion, and integrity; responsiveness to the needs of patients that superseded self-interest; accountability to patients and the profession; and a commitment to excellence and on-going professional development. Example: willingness to think through difficult issues in patient clinical scenarios and to make constructive statements.</p> <ul style="list-style-type: none"> • Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, and confidentiality of patient information. • Demonstrate sensitivity and responsiveness to patients' culture, age, gender and disabilities. 	
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II. Methods of Instruction

Didactic:

- Weekly conferences on Child Abuse and HIV.
- Audiovisual instructions and reading time – a packet of important articles will be provided at the time of orientation to the elective.
- Faculty instruction.

Clinical:

- Inpatient consult/rounds.
- One-on-one teaching in outpatient clinic.
- Extra-campus sites (City-wide infectious disease conference and City-wide HIV Case Conference – each bi-weekly, Criminal and Civil Court proceedings, Dallas Child Advocacy Center, Bryan's House - optional).

Time	Mon	Tue	Wed	Thurs	Fri
8:00			Dept of Pediatrics Grand Rounds	REACH Peer Review Meeting	Child Abuse Grand Rounds (1 st Friday of Month)
9:00 – 12:00	ARMS Clinic	ARMS clinic	REACH Consults/reading	REACH Consults	REACH clinic
12:00 – 1:00	Noon conference	Noon conference	Noon Conference	Noon conference	Noon conference/

2118 Pediatric At-Risk Children

					Fatality Review (1 st Friday)
1:00 – 4:00	ARMS Clinic	ARMS clinic	REACH clinic/consults	REACH Clinic	REACH clinic/consults
3:30-5:00	City-wide I.D. Conference		ARMS Conference	City-wide HIV Case Conference	

ARMS = AIDS Related Medical Services

REACH = Referral and Evaluation of At-Risk Children

III. Overview of Student Responsibilities

Assist with evaluation of patient consults and clinic patients, follow all clinical data as acquired, present to attending.

IV. Method of Evaluation of Students and Requirements

Pass-Fail grades. No examinations. 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.