

Royal College Objectives Covered in this Rotation

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**MEDICAL EXPERT**

1. Apply knowledge of the clinical, socio-behavioural, and fundamental biomedical sciences relevant to Pediatrics

ADOLESCENT

2. Understand the role of adolescent in society: the influencing factors, heterogeneity, and subcultures
3. Understand the laws and resources relevant to adolescence
4. Understand common adolescent behavioural problems: risk taking, delinquency, alcohol, drug, tobacco and other substance use and abuse
5. Be familiar with teenage pregnancy issues, contraception, sexually transmitted infections
6. Understand the role sexuality plays in adolescent development: male / female issues, sexual orientation

DEVELOPMENTAL

7. Understand the biological and psychosocial factors affecting development and behavior

INFECTIOUS DISEASE

8. Learn about risk factors, treatment and surveillance for HIV Infection
9. Understand the infectious issues relating to travel and immigration

NEONATAL – PERINATAL MEDICINE

10. Learn about monitoring and management of neonatal drug withdrawal
11. Be familiar with the environmental factors involved in fetal development

NUTRITION

12. Understand the health implications of restricted diets, fad diets, diets determined by custom or socioeconomic situation

OTOLARYNGOLOGY

13. Learn about dental caries and dental trauma

MENTAL HEALTH

14. Learn about the availability of and access to community-based mental health

resources

15. Understand the biological, psychosocial and socioeconomic factors affecting mental health
16. Understand the impact on child well-being of having a parent with mental illness or substance abuse
17. Learn about risk factors for violence and the impact of violence on health

#### CHILD MALTREATMENT AND NEGLECT

18. Know the social factors placing children at risk of maltreatment
19. Understand the health problems consequent to maltreatment/neglect
20. Be familiar with the laws relating to child protection
21. Know the professional requirements in managing victims of maltreatment/neglect including mandatory reporting
22. Be familiar with children in care (eg. Foster care, group homes, incarceration) and their specific health concerns
23. Demonstrating appropriate and timely application of relevant preventive and therapeutic interventions

#### SKILLS – ADOLESCENT

1. Be confident in the gynecological, genitourinary and pelvic examination and specimen procurement
2. Be able to assess adolescents using HEEADSS format (Home, Education, Eating, Activity, Drugs, Sexuality, Suicide)

#### NUTRITION

3. Counseling for healthy active living (healthy eating and physical activity)

#### **COMMUNICATOR**

1. Develop rapport, trust, and ethical therapeutic relationships
2. Establish positive therapeutic relationships with patients and their families that are characterized by understanding, trust, respect, honesty and empathy for patients and their families
3. Be aware and responsive to nonverbal cues
4. Accurately elicit and synthesize relevant information and perspectives of patients and families, colleagues, and other professionals
5. Give close attention to the impact of such factors as age, gender, disability, ethnocultural background, social support, and emotional influences on a patient's illness
6. Demonstrate open-mindedness to the consideration of alternative health care practices
7. Develop a common understanding on issues, problems and plans with patients, families, and other professionals to develop a shared plan of care
8. Respect diversity and difference, including but not limited to the impact of age, gender, abilities, religion, language and cultural beliefs on decision-making and

- effective communication (e.g. aboriginal children, immigrant children)
9. Encourage discussion, questions, and interaction in the encounter

## **COLLABORATOR**

1. Participate effectively and appropriately in an interprofessional team
2. Recognize and respect the diversity of roles, responsibilities and competences of other professionals in relation to their own
3. Work with others to assess, plan, provide and integrate care for individual patients (or groups of patients)
4. Collaborate with teachers, social workers, community leaders, child protection workers and other non-health professionals to assess, plan, provide and review health interventions

## **MANAGER**

1. Recognize the importance of just and ethical allocation of health care resources, balancing effectiveness, efficiency and access with optimal patient care

## **HEALTH ADVOCATE**

1. Identify and respond to individual patient health needs and issues as part of patient care
2. Identify opportunities for advocacy, health promotion and disease prevention
3. Respond to the health needs of the communities that they serve
4. Identify opportunities for advocacy, health promotion and disease prevention in the communities that they serve, and respond appropriately
5. Appreciate the possibility of competing interests between the communities served and other populations
6. Identify the determinants of health for the populations that they serve
7. Identify the determinants of health of children; including barriers to access to care and resources
8. Identify vulnerable or marginalized populations within those served and respond appropriately (e.g. homeless, and children living in poverty)
9. Demonstrate an appreciation that the health care needs of children are distinct from those of adults
10. Promote the health of individual patients, families, communities, and populations
11. Describe an approach to implementing a change in a determinant of health of children
12. Describe how public policy impacts on child health
13. Identify points of influence in the health care system and its structure
14. Describe the ethical and professional issues inherent in health advocacy, including altruism, social justice, autonomy, integrity and idealism
15. Appreciate the possibility of conflict inherent in their role as a health advocate for a patient or community with that of manager or gatekeeper
16. Describe the role of the medical profession in advocating collectively for health and patient safety

## SCHOLAR

1. Evaluate medical information and its sources critically, and apply this appropriately to practice decisions
2. Apply the principles of critical appraisal to address a clinical question

## PROFESSIONAL

1. Demonstrate a commitment to their patients, profession, and society through ethical practice through reliability, responsibility and contentionsness
2. Exhibit appropriate professional behaviors in practice, including honesty, integrity, commitment, compassion, respect and altruism
3. Demonstrate self-awareness and pursuit of self-improvement

### Social Pediatrics Rotation – Evaluation

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#### Overall Intended Learning Outcomes

1. **Medical Expert:** Develop a richer understanding of social determinants of health which affect children through clinical and community encounters, required readings, and scholarly writing assignments.
2. **Health Advocate/Communicator:** Learn about formal routes for child advocacy and develop the written and oral communication skills necessary to advocate for individual patients as well as the rights of children in their community, province, country, and worldwide.
3. **Health Advocate:** Enhance the resident's awareness of services and programs provided by community organizations and develop a clearer understanding of which patients would benefit from each service.
4. **Scholar:** Critically examine literature exploring links between poverty and poor health in children and relate this to their own experiences working with populations at risk (immigrant, aboriginal, low-income, developing world, etc).
5. **Professional:** Examine how one's own cultural & ethical biases affect patient care by reading either "The Spirit Catches You and You Fall Down" or "The House of God" and consider how these biases affect their clinical practice.