

GOAL AND SUMMARY:

The purpose of the pediatric Adolescent Medicine elective is for the BUSM student to conduct a diagnostic interview and evaluation as well as initiate a treatment plan for adolescents for routine health care maintenance visits as well as common psychosocial and medical health concerns in adolescents, such as sexual and reproductive health, disordered eating, reproductive endocrinology, depression and anxiety, substance use, as well as pubertal growth and development.

LEARNING OBJECTIVES:

By the end of the Adolescent Medicine elective, the BUSM student will be able to:

1. Describe the unique features of the physician-patient relationship during adolescence including confidentiality and consent (U,A)
2. Identify and describe the sequence of the physical changes of puberty (e.g. Tanner scale) (U)
3. List the components of health supervision for an adolescent including social history taking, physical examination including pubertal development and scoliosis screening, sports participation evaluation, immunizations, and laboratory screening.(U)
4. Describe the common risk-taking behaviors of adolescents, such as substance use, sexual activity, and violence (U)
5. Recognize the features of common mental health problems in adolescence, including school failure, attention deficit hyperactivity disorder, body image issues and eating disorders, anxiety, depression, self-harm, and suicide (U)
6. Describe how to use harm reduction and motivational interviewing techniques to counsel an adolescent regarding sexual activity and orientation, substance use, and personal safety (U)
7. Interview an adolescent patient using the HEADSS method to ask sensitive questions about lifestyle choices that affect health and safety (e.g. sexuality, drug, tobacco and alcohol use) and give appropriate counseling (C, U)
8. Perform a physical examination of an adolescent from different cultural backgrounds that demonstrates respect for privacy, employing a chaperone when appropriate (B,U)
9. Conduct a health supervision visit for a healthy adolescent, incorporating a psychosocial interview, developmental assessment and appropriate screening and preventive measures (U)

ROLES AND RESPONSIBILITIES:

Clerkship Directors: The Elective Directors manage the elective and assist in communicating with site contacts regarding teaching, schedules and student performance. The Director produces the final Clerkship grade for all students.

Site Contacts: The Site Director at BMC manages the site-specific activities and day-to-day operations of placements.

Attending Physicians/Preceptors: Provide clinical and didactic teaching in both the inpatient and outpatient settings and are available to evaluate student performance.

SCHEDULE:

26 sessions in the Adolescent Center

1 for focused adolescent medicine teaching at BCH

4 for self-guided and interactive learning (see below)

1 for substance use clinic with Dr. Bagley

4 for offsite experiences (GL, Boston GLASS/BAGLY, BPS/SBHC, HAPPENS, Transition clinic at BCH),

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 AM	AC: Coles	Self-study	AC: Coles	AC: Nass	TBD (Lundman or offsite)
Week 1 PM	AC: Shah	AC: Family planning (Muetz)	Offsite TBD	AC: Hsu	AC: Bagley
Week 2 AM	MLK Jr Day	AC: NPJ	Dr Bagley – substance use clinic	Self-study	TBD (Lundman or self-study)
Week 2 PM	MLK Jr Day	Offsite TBD	AC: Potter	AC: Hsu	AC: Bagley
Week 3 AM	Self-study	AC: NPJ	AC: Coles	AC: Nass	SW (Erin Peterson)

Week 3 PM	AC: Shah	AC: Coles	TBD (Coles or self-study)	AC: NPJ (TT)	Offsite TBD
Week 4 AM	AC: Potter	Offsite TBD	Self-study	AC: Potter	8AM -12 PM: Well teen, GU seminar (BCH)
Week 4 PM	AC: Adolphe	AC: NPJ	AC: Potter	AC: Family planning (Muetz)	AC: Coles

Self-study opportunities

- Self-guided learning
 - EC Advocacy project
 - Choose a book or movie off of the included list, read it, and briefly reflect (1-2 pages) on the adolescent issues
- Interactive learning opportunities: Please do all NYPATH modules, and choose three additional ones to complete based on your interest and/or exposure during the rotation
 - All NYPATH modules
 - Also watch Melanie Gold talk via PRH - webinar and handouts available at <http://nypath.org/ekp1/nypath/public/archived-webinars.html>
 - Office of Adolescent Health E-Learning Module - Adolescent Development. Available at: http://www.hhs.gov/ash/oah/resources-and-publications/learning/ad_dev/index.html
 - National LGBT Health Education Center webinars Available at: <http://www.lgbthealtheducation.org/training/on-demand-webinars/>
 - Caring for LGBT Youth in Clinical Settings
 - Sexual Orientation, Gender Identity, and Mental Health in Children and Adolescents
 - Caring for Gender Dysphoric Children and Adolescents
 - Biddle V. Online Adolescent Suicide Risk Assessment. MedEdPORTAL Publication; 2013. Available from: <https://www.mededportal.org/publication/9352>
 - Health Care Transitions Training Programs Modules 1 and 2. Available at <http://www.aheceducation.com/ELearning/CourseCatalog.aspx> under category Health Care Transition Training 2014 Update. Available through 2016.
 - Ahadpour M, Forman R, E Kleinschmidt. Substance Use in Adults and Adolescents: Screening, Brief Intervention and Referral to Treatment (SBIRT). Available at www.medscape.org
 - Principles of Prevention - CDC Division of Violence Prevention - free online violence prevention course. Module 5 - Youth Violence. Available at: <http://www.cdc.gov/Features/preventviolence/index.html>
 - Abbot Nutrition Health Institute. Available at: <http://anhi.org/physician>.
 - Eating Disorders in Teens
 - Over-Nutrition in Teens: Obesity and the Metabolic Syndrome
 - CDC HEADS UP to Health Care Providers - Online Concussion Training. Available at: <http://www.cdc.gov/headsup/providers/training/index.html>

STUDENT PROFESSIONALISM:

Attendance:

In general, the workday starts around 8:30 in the morning and ends at 5 pm on (Anticipated average to be 40 hrs/wk). All students are expected to attend all clinical assignments in the outpatient setting, pediatrics Grand Rounds, and the scheduled lectures as assigned. If a student will be absent, the student should let Dr. Coles and site-specific contact know as soon as possible. Students should be available by pager/email during work hours.

Dress Code:

Students should always dress in a professional manner.

Technology:

Students should not use cell phones while on rounds, in conferences, in the clinic, or in any situation involving patient contact or learning in a group. You will have access to the hospital computer system and so laptops are not necessary on rounds or in the clinic.

Days Off Policy:

The School of Medicine has instituted a formal "Days Off" policy. This clerkship will abide by this guideline.

Make-up Days:

Students who miss more than 5 days from the Clerkship, for whatever reason, are required to make up those days. This can be done on weekends and official Boston University holidays.

Student Disciplinary Code of Academic and Professional Conduct

Please refer to: <http://www.bumc.bu.edu/busm-osa/files/2009/04/final-revised-disciplinary-code-october-7-03.pdf>

BU Policies and Student Support Services

Boston University Policy on the Appropriate Treatment of Medical Students: <http://www.bumc.bu.edu/atm/>

Boston University Policy on Sexual Harassment: <http://www.bu.edu/lifebook/university-policies/policies-sexualharassment.html>

STUDENT EVALUATION:

Student evaluation will be based upon achieving the elective's learning objectives. In the second week of the rotation, students will meet with Dr. Coles for a mid-clerkship evaluation and feedback. At the end of the rotation, students will also meet with Dr. Coles to discuss the formal evaluation of his/her achievement of the above learning objectives based on clinical performance and completion of assigned tasks. Clinical performance will be evaluated using the BUSM CSEF, which will provide the basis for filling out and submitting the standardized BUSM IV student evaluation (used for 4th year sub-internships and electives). This will be completed by Dr. Coles and forwarded to the Office of the Registrar, within three weeks of elective completion. Grades will be submitted to the Registrar in accord with BUSM policies for grading.

Formative Assessments:

This consists of formal and informal evaluations during the Clerkship. These include a formal mid-clerkship review as well as informal feedback given after patient and didactic presentations/discussions and while working with attending physicians and assigned staff in patient care. The purpose of the mid-clerkship review is to identify any clinical competencies that the student has not achieved or any other clinical skills or learning issues.

Summative Assessments:

A graded project will be discussed with the student at the beginning of the elective. Other summative assessment provided via the standard BUSM clinical student evaluation form (C-SEF) on E-Value. Student will also complete and discuss a self-assessment with faculty at the completion of each of the core portions of the rotation using the standard C-SEF form.

Evidence Based Medicine (EBM) Presentation:

During the final week of your rotation, students are expected to present for 10-15 minutes on a specific case from the Adolescent Clinic or a clinical problem encountered frequently in clinical setting. Dr. Coles will meet with each student mid-rotation to ensure that the clinical issue is appropriate and leads to substantive discussion or education. The structure of your presentation should be as follows:

- 1) Brief overview of the clinical case or clinical problem
- 2) The clinical question to be answered by literature review
- 3) A brief review of the literature, referencing two evidenced based articles
- 4) Conclusions and recommendations, including a summary slide of how this influences (or does not influence) patient management

Clerkship Grading Policy (final grade will be based on the following):

Clinical performance (75% = 75 points)

Student Project (15%=15 points)

CSEF Self Assessments (10%= 10 points)

All Clerkships use criterion-referenced grading to measure student performance against predefined criteria and not against other students' performance.

All points will be totaled for the final grade and it will be assigned as follows:

100-85 Honors

84-78 High Pass

77-70 Pass

<70 Fail

Please note also that professional comportment is a difficult-to-quantify measure of your performance but will be considered as part of your grade.

For policies and Procedures governing the Evaluation, Grading and Promotion of Students, please see:
<http://www.bumc.bu.edu/mec/student-evaluation-grading-promotion-708-update-of-policies-and-procedures/>

Student Evaluation of Clerkship:

Students are required to fill out the Office of Medical Education online evaluation form at the end of the Clerkship. Please go to: www.e-value.net.