

## School Health

### Section 1: Administrative Information

**Rotation Director:** Richard Rupp, MD

**Contact Information:** rrupp@utmb.edu, 409-772-6283, office staff: Marla Webber

**Other Participating Faculty:** Gayani Silva, MD

**Required or Elective:** required

**Faculty Responsibilities:**

1. The curriculum manager will review with the Resident the expectations and duties and the learning goals & objectives, emphasizing their relationship to the six competency domains.
2. Faculty are expected to provide feedback to the resident to provide a tone of continuous review and improvement.
3. Faculty are expected to complete an evaluation in the MyUTMB Evaluation system

**Resident Responsibilities:** It is the Resident's responsibility to do the following:

**Education-related activities**

1. read this curriculum and complete the pre-rotation self-assessment.
2. determine personal learning goals, based on the self-assessment
3. review this curriculum and learning goals with the curriculum manager
4. reflect on personal learning
5. provide evaluation of the learning experience and of the faculty.

**Clinical responsibilities:**

1. act as the medical consultant for schools.
2. work in a school based clinic seeing patients.

**Supervision responsibilities:** none

### Section 2: Educational and Clinical Activities

This is an **integrated curriculum**, whereby the residents can meet the objectives over an extended period.

**ACTIVITIES:**

**Teen Health Center:** During the Adolescent Medicine rotation in the PGY-1 year, interns work several half days a week for 4 weeks in school based clinics. Services provided include acute and routine care for individuals 0-22 years of age.

**School Health Consultation:** In the PGY2-year, each resident is assigned to a school district with which the Department has a contract for school health consultative services. The resident will spend several half-days in the school district, consulting at various campuses and participating in health related activities as requested by the district.

It is during this period that the curriculum review, self-assessment and evaluation occur.

Possible activities as a school consultant include the following:

1. Evaluate students' school records (e.g. psychoeducational testing results, PT/OT reports, speech/language evaluations) to assist in determination of eligibility for special services.
2. Prepare and deliver a health education activity for students, parents or school faculty or staff on a health care subject.
3. Learn about the roles of various school health personnel (e.g., nurse, athletic trainer, therapists).
4. Help "plug-in" students or families into needed medical services

**Other School Health activities:** Friday Learning Conferences related to school health

**Required readings:** None

**Section 3: Evaluation Methods**

1. Every Resident will receive an evaluation of competency in the 6 ACGME-defined competency domains, from at least one Faculty using the UTMB-GME tool at MyUTMB. This will be completed at the end of the PGY2 year – after completing responsibilities as a school consultant.
2. Every Resident is expected to evaluate the supervising Faculty in the 6 ACGME-defined competency domains, using the UTMB-GME tool at MyUTMB, also at the end of the PGY2 year.

**Section 4: Rotation-specific Learning Goals and Objectives**

<p>At the <b>BEGINNING</b> of the rotation, determine which of these objectives will be your primary focus and guide the development of your learning goals. ✓</p>	<p>At the <b>END</b> of the rotation, self-assess your competency on each of the objectives. circle number ○</p> <p>PRE ✓</p>	<p>POST ○</p> <p>1 = I still have a lot to learn 2 = 3 = I am <i>moderately</i> confident I have met this objective 4 = 5 = I am <i>very</i> confident I have met this objective</p>
<b>Goal 1: The Pediatrician's Role as a School Health Consultant.</b>		
Objective 1.1: Know the general organizational structure of a school administration; understand the roles of superintendent, director of special education, principals, teachers and other school personnel regarding the health of children and adolescents in school systems; and know something of how schools are financed.		1 2 3 4 5
Objective 1.2: Learn about health education programs in school settings, including potential topics, and basic principles for planning, conducting, and evaluating these; describe the role of the pediatrician in the development and presentation of these programs.		1 2 3 4 5
Objective 1.3: Provide guidance to school personnel on participation in school activities for a child with a temporary or acute medical condition		1 2 3 4 5
Objective 1.4: Discuss participation in school activities for a child with chronic medical conditions (e.g., asthma, seizure disorder, ADHD, migraines).		1 2 3 4 5
<p>Objective 1.5: Demonstrate competency at responding to special concerns or needs of school personnel.</p> <p>a. Assist school personnel in interpretation of medical information regarding students.</p> <p>b. Assist with development or implementation of school policies (e.g., medication administration, infection control, immunization, etc.)</p>		1 2 3 4 5
Objective 1.6: Discuss and explain significant medical information about a patient with school personnel, giving special attention to issues of consent and confidentiality.		1 2 3 4 5
Objective 1.7. Describe ways in which pediatricians can provide direct health education to school personnel (In-Service training), parent groups, or students (health education).		1 2 3 4 5
<b>Goal 2 . Understanding How Schools Can and Must Meet the Needs of Students with Special Needs.</b>		
Objective 2.1. Describe the legal rights given to children with special health care needs in schools, as provided by the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA).		1 2 3 4 5
Objective 2.2. Give examples of classroom modifications that can be extended to children with special needs under the laws.		1 2 3 4 5
Objective 2.3. Demonstrate competency at assisting families of children with suspected or known developmental needs or special health care needs to access school services, including learning assessments, special instruction, and therapies (physical, speech and occupational).		1 2 3 4 5
Objective 2.4. Understand the process by which schools determine appropriate services for children, including periodic Admission, Review and Dismissal (ARD) meetings, development of an Individualized Education Plan (IEP--3-22 yr).		1 2 3 4 5
<b>Goal 3. School-based Health Services</b>		


Objective 3.1. Understand the difference in school nursing services and school-based health services.	1	2	3	4	5
Objective 3.2. Understand what resources are needed to provide school-based health services and something of the process by which these are obtained and maintained.	1	2	3	4	5
Objective 3.3. Describe how physicians can collaborate with local school-based clinics to improve patient care.	1	2	3	4	5
Objective 3.4. Understand the limits placed on school-based clinics by school boards and district administration as contrasted to other medical practices or clinics (i.e., contraception may not be provided in certain districts or schools).	1	2	3	4	5

<b>Systems-Based Practice</b>					
1. For patients seen on this rotation, how do different models of healthcare delivery and healthcare financing (e.g., HMO, PPO, fee-for-service, Medicaid, CHIP, public health care, school-based care) impact access to and delivery of care.	1	2	3	4	5
2. Relative to this rotation, determine how much one diagnostic procedure or treatment costs and determine if/how this is covered by most 3 <sup>rd</sup> -party insurances and Medicaid.	1	2	3	4	5
3. Describe strategies you observed on this rotation that demonstrate inter-professional coordination of care; and/or recommend additional strategies which might be implemented to improve care.	1	2	3	4	5
4. Related to clinical conditions you encountered on this rotation, discuss ways in which pediatricians can advocate for the promotion of health and the prevention of disease or injury in <i>populations</i> .	1	2	3	4	5
<b>Practice Based Learning and Improvement</b>					
During this rotation, identify resources that will likely want to refer to again.	1	2	3	4	5
During this rotation, read to learn.	1	2	3	4	5
During this rotation, learn material that will help you prepare for board exams	1	2	3	4	5

<b>Section 5: PROFESSIONALISM</b>	
Throughout this rotation, demonstrate professionalism by showing the following CHARACTER attributes:	✓ Check here which ones you demonstrated during the rotation*
1. <b>Compassion</b> (empathy; awareness of other's feelings and experiences)	
2. <b>Honesty</b> (truthfulness, including admission of mistakes)	
3. <b>Altruism</b> (unselfish concern for the welfare of others)	
4. <b>Responsibility</b> (for conduct, work obligations, and self-improvement)	
5. <b>Aiming for excellence</b> (in self, others, and the system of healthcare)	
6. <b>Confidentiality</b>	
7. <b>Team Player</b>	
8. <b>Ethical approach</b>	
9. <b>Respect to patients/families, colleagues, team members and faculty</b> (including respect and sensitivity for diversity)	
<b>Comments or examples:</b>	

\*note: not demonstrating this during the rotation does not mean that you do not possess these qualities. It just means that it is not likely that your faculty would have seen observable behaviors on which to evaluate this aspect of professionalism.

<b>Section 6: Personal Learning Goals or Targets</b> (we provide 5 boxes, but you can decide how many targets you want to identify )		
At the <b>BEGINNING</b> of the rotation, design your personal learning goals - what to you really want to focus on during this rotation	At the <b>END</b> of the rotation, self-assess your competency on each of goals.	POST-ROTATION 1 not met 2 met partially 3 accomplished
		1 2 3
		1 2 3
		1 2 3
		1 2 3
		1 2 3

<b>Section 7: Resident-Faculty Agreement</b>	
	<p>It is expected that <b>Resident and Faculty will meet</b> at the <b>beginning of the rotation</b> to review expectations and learning goals and again at the <b>end of the rotation</b> to review learning accomplishments and competencies.</p> <p>The Resident is expected to submit on-line confirmation of these two meetings:  <a href="http://www.utmb.edu/pedi_ed/CURRICULUM/CurriculumReviewConfirmation.asp">http://www.utmb.edu/pedi_ed/CURRICULUM/CurriculumReviewConfirmation.asp</a></p>