ADVANCED ADOLESCENT MEDICINE ELECTIVE

**Rotation Contacts and Scheduling Details**

**Rotation Director:** Jonathan Avila, MD  
Contact information - Email: jonavila@stanford.edu; Work Phone: (650) 736-9557  
Office Location - 770 Welch Road, Suite 100, Palo Alto, California 94304

**Administrator:** Ana Fraser  
Phone: (650) 736-9557  
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**Positions Available:** Max 2 PL-2 or PL-3 residents in any block

**Introduction**
Residents in this rotation will gain competency in the care of adolescents and young adults, LGBTQ youth, underserved, and high-risk adolescents. In addition, they will refine their skills in adolescent gynecology, sports medicine, weight management, and gain experience in preventive health education.

**Weekly Schedule**
Schedule will be tailored to residents’ needs and competencies. Rotation can include work at gender clinic, pediatric gynecology, sports medicine, mobile health van, juvenile hall, teen, weight, and/or eating disorders clinics in the outpatient setting. Based on resident’s interests, participation in our inpatient consultation service and/or in our inpatient eating disorder unit can also be arranged.

**Rotation Specifics**

**Orientation**
Meet with Dr. Avila **prior to your rotation** to plan your rotation schedule around your learning goals.

**Resident Roles and Responsibilities**
With the mentorship of an adolescent medicine faculty member, residents will establish personal learning goals and objectives for the rotation which reflect their learning priorities. Residents will demonstrate a commitment to achieving established learning goals and objectives by attending all planned clinics, educational experiences, and teaching sessions. Residents will culminate their experience with a reflection on their own learning and performance during the rotation.

**Feedback and Evaluations**
The methods of evaluation for the Advanced Adolescent Medicine Rotation will consist of:

- MedHub Resident Evaluations
- Faculty Evaluations
- Rotation Evaluations

These evaluation tools will be included in each resident’s portfolio.

At the end of the rotation an end-of-rotation feedback session will be conducted by your Adolescent Medicine faculty mentor established at the beginning of the elective.

Updated 06/03/2021
ACGME Competency-based Goals and Objectives

**Goal 1. Demonstrate ownership of the process of advancing understanding and skills in adolescent medicine**

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<tr>
<th>Resident Objectives</th>
<th>Instructional Strategies</th>
<th>Assessment of Competence</th>
<th>ACGME Competency Goals</th>
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| 1. List personal educational goals for the rotation and identify specific educational experiences to support the accomplishment of the goals (see list below of goals to consider) (PGY 2, 3) | • TBD by resident with attending oversight | • TBD by resident with attending oversight | PBLI - Identify strengths, deficiencies, and limits in one’s knowledge and expertise  
PBLI - Set learning and improvement goals  
PBLI - Identify and perform appropriate learning activities  
PBLI - Take primary responsibility for lifelong learning to improve knowledge, skills, and practice performance through familiarity with general and rotation specific goals and objectives and attendance at conferences |

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| 2. Appraise the educational activities carried out during the rotation and the extent to which they led to the accomplishment of established goals (PGY 2, 3) | • Reflection and discussion with faculty mentor | • Direct observation of resident reflection by faculty mentor with 1:1 feedback | PBLI - Identify and perform appropriate learning activities  
PBLI - Take primary responsibility for lifelong learning to improve knowledge, skills, and practice performance through familiarity with general and rotation specific goals and objectives and attendance at conferences |

**EXAMPLE GOALS:**
- Recognize the signs and symptoms of substance abuse in adolescents
- Understand the medical problems associated with substance abuse
- Understand the management approach used with substance abusing adolescents and be able to facilitate entry into care for adolescents with substance abuse problems
- Gain competency in using pelvic examinations to diagnose gynecologic problems, e.g. sexually transmitted infections
- Understand the risk and benefits of contraceptive options and know how to choose the best hormonal contraceptive formulation for patients with particular health concerns, e.g. acne, hirsutism, dysmenorrhea
- Develop skills in providing contraceptive counseling to adolescents
- Understand the health needs of homeless youth and possible solutions to the health care access problems they encounter
- Acquire skills in providing preventive health education for students in a high school setting
- Develop skills in delivering health care to older adolescents and understand the range of problems seen in a college health setting
- Understand the health care needs of lesbian, gay, bisexual and transgender youth, and gain experience delivering health care to youth in a manner that is sensitive to the potential range of sexual orientations

*For each goal below, residents should identify specific objectives that support the achievement of the goal. Objectives are specific, measurable, short-term, observable resident behaviors. An objective is a description of a performance that the learners should be able to demonstrate in order to be considered competent in a given area. For assistance in formulating objectives, you are encouraged to meet with your adolescent medicine faculty mentor.*