Welcome to the Adolescent Medicine Rotation!

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<th>Rotation Director</th>
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<tr>
<td>Katherine Hill, MD</td>
<td>404-408-1517</td>
<td><a href="mailto:kbell1@stanford.edu">kbell1@stanford.edu</a></td>
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<td><strong>Administrative Associate</strong></td>
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<tr>
<td>Ana Fraser</td>
<td>650-736-9557</td>
<td><a href="mailto:ana.fraser@stanford.edu">ana.fraser@stanford.edu</a></td>
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<td><strong>Office Location</strong></td>
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<tr>
<td>Adolescent Medicine Division Office (770 Welch Road, Suite 100)</td>
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*Please call or email Dr. Hill with any questions during this rotation. If you are considering any changes to your schedule, e-mail Dr. Hill and The Chiefs (lpchchiefs@gmail.com). Please copy Ana Fraser on any approved schedule changes.

**Some key points about this rotation:**

1. Teaching on this rotation occurs through:
   - Clinical experiences
   - Didactic and case-based teaching
   - Self-directed reading
   - Online learning modules

2. You will rotate through multiple clinics; please see your assigned schedule. Please watch short orientation video: [http://youtu.be/DVVZ3_rkJ1c](http://youtu.be/DVVZ3_rkJ1c) to learn about the clinic sites. While our Division has had staffing changes since this video was made in 2013, it provides a useful framework for beginning your month.

   **For visiting medical students, please provide your evaluation form at the beginning of the rotation for Dr. Hill to review.**

   This is partly a community rotation:
   - Attendings off-site have worked out their schedules to accommodate and teach residents only on specific half-days. These times are not usually interchangeable.
   - The rotation does involve multiple clinics and frequent driving. This is to give you a diverse, varied experience that you do not get elsewhere. This cannot be avoided if we wish to maintain the breadth of experience we think is most useful to your training.
   - Drive safely and do not rush – we intend to have 1 hour in between sites; attendings do understand if you are late coming from a morning site, as long as you call to let them know.
   - Prior to your assigned clinics, please review Dr. Paula Hillard’s Pediatric Gynecology guidelines as well as Dr. Shelley Aggarwal’s Juvenile Hall orientation materials. Also, please check your Santa Clara Valley EPIC logins before attending Juvenile Hall and call the VMC IT desk at 408-885-5300.

3. Tuesday and Thursday mornings start with morning report, located at the LPCH Board Room (1st floor of the Children’s Hospital). You will then connect at 9 am with the Adolescent Medicine fellow and/or attending on the LPCH service for dedicated
teaching time at the Adolescent Medicine Division office (770 Welch Road, Suite 100, 1st floor conference room). You will be going over a variety of basic adolescent medicine topics with the teaching attending during the month.

4. You will rotate on LPCH each morning for approximately one week of the rotation. During this time, you will work with the attending (and sometimes a Fellow), and see any consults that occur at LPCH, including our reproductive health service. You will be given instructions to contact the Fellow or attending each morning to find out if there is a consult. If there is no consult, you will have reading time to review the website learning modules (see #5)

5. Check out the online adolescent medicine modules (peds.stanford.edu under core rotations) to supplement your learning with curated articles, cases, website links and board review questions. You need your SUnet ID to access these materials.

6. On Thursday mornings, you will also attend our division meeting. You’ll receive emails during the month with the division meeting schedule. Generally, those meetings run from about 9-11:30 am, and include invited speakers, journal club, case conference, and resident presentations (see #7 below). Once a month, we use this time for our administrative meeting—so you’ll have that time free. For journal club, please read the article beforehand so you can fully participate. You will also have a teaching session with your teaching faculty or fellow either prior to or immediately following our Division meeting. We greatly value resident questions and thoughts, and generally these sessions lead to interactive discussions.

7. Near the end of your rotation you will give a presentation on a topic that sparks your interest, related in some way to Adolescent Medicine. You will present at our Thursday morning division meeting with a very friendly and participatory audience. Residents typically use a Powerpoint format (but you do not have to), and it should be 10-15 minutes in length. You can run ideas by your teaching attending for the month and we can help you figure out a good topic that has not been recently covered.

8. Some clinics (i.e. Teen Health Van) may go until 8:00pm or so since teens appreciate evening access hours. We try to give you a lighter day at another point in the week when you have an evening clinic.

9. **Most importantly:** Our division is committed to improving your ability to care for adolescents; we enjoy working with the residents very much. We ask for your active participation in all clinics and consideration of the above points in order to get the best exposure to this fun and challenging age group. Please let us know if there is anything we can do to improve your experience. **Have a great time!**

Looking forward to working with you,
Katherine Hill, MD & the Adolescent Medicine Division
Clinic Site Locations and Phone Numbers:

1. Eating Disorders Clinic, Teen Clinic, Weight Clinic, and Pediatric Gynecology Clinic all occur at Sunnyvale Clinic.
   Address: 1195 West Fremont Avenue, 2nd floor, Sunnyvale, Ca
   Phone: Clinic Front Desk – (408) 637-5959

2. Gender Clinic:
   Address: 1195 West Fremont Avenue, 2nd floor, Sunnyvale, Ca
   Phone: Clinic Front Desk – (408) 637-5959

   Wed Gender Clinic is held in the blue workroom (same place as the above clinics), but Fri Gender Clinic is held in the GREEN workroom (with Endo/Diab).

3. Health Van locations are found online.
   Address: *Google “LPCH Teen Van” to get the current schedule and location addresses the day prior to attending teen health van. It can be helpful to bring a laptop to access EPIC

4. Comprehensive Care Program (CCP) is the adolescent unit at El Camino Hospital in Mountain View (eating disorder inpatient care).
   Address: 2500 Grant Road, Tower C (take the C elevator), 4th floor, Mountain View, CA 94040
   Phone: Nurses station – (650) 988-8381
   Parking: You should be able to get away with parking in visitor parking next to the main new hospital. You can take off your badge and look like a visitor while walking in. Don’t try to park in the lot next to the YMCA (across North Drive from the main new hospital)—that lot is carefully guarded! There is also a staff ramp at the corner of North Drive and Hospital Drive available to you if needed.

5. Sports Medicine Clinic with Dr. Sally Harris is at the Palo Alto Medical Foundation in Palo Alto.
   Address: 795 El Camino Real, Clark Building, 3rd floor, Palo Alto, Ca
   Phone: Office – (650) 853-2943

6. Peds Gyn Clinic is with Dr. Paula Hillard at the Sunnyvale Clinic, address and phone see #1.
   *Please note: Dr. Hillard would like residents to present patients with an initial identifying statement: Age, G P, LMP, ever/currently sexually active, current contraception, reason for visit.

   Please read through PEDIATRIC AND ADOLESCENT GYNECOLOGY: Guidelines, Expectations, and Information, before your Peds Gyn Clinic experience
7. Juvenile Hall in San Jose with Dr. Shelley Aggarwal.
   Address: 840 Guadalupe Parkway, San Jose, Ca 95110
   Phone: (408) 299-4841

   Directions: Take 280S to 87N (Guadalupe Parkway) Take the Taylor exit, go right, 1 block, Left on San Pedro. Go through 2 lights and pull into large lot on right. You will need to park in visitor parking and pay to park.

   Parking has changed and there is actually a new FREE! valet parking lot available for visitors, along with free "c" parking for those affiliated with Santa Clara Valley Medical Center (all residents have the c - but the med students probably will not - but ANYONE can use the free valet)

   Address: 840 Guadalupe Parkway, San Jose, Ca 95110
   Phone: (408) 299-4841

   Parking: Parking at juvenile hall is a tremendous ticketing hazard. Do not back into spaces and make sure that you read all the signs about where you can/cannot park. We do not reimburse for parking fees )can be up to $15) or tickets.

   Walking Directions after parking: Go back down San Pedro when you leave the parking lot to Hedding and turn right. Walk down Hedding, pass Main Jail on left, pass overhead walkway. You'll see a driveway on your left and up the driveway is the Visitor entrance to Juvenile Hall. If you get to Guadalupe parkway, you've gone too far.

   Check in at front entrance and show Stanford ID. Tell them you are working at medical clinic with Dr. Aggarwal – get visitor pass and go in. Check in with nurse and ask for tour.
8. Weight Clinic
   - Meets at the Sunnyvale site on Friday mornings with Drs. Elizabeth Shepard and Sophia Yen
   - Residents should attend Grand Rounds at LPCH and arrive at 9:15 am in order to see the first patient by 9:30
   - Team members include a dietitian and social worker
   - Patients are generally 2-18 years old with a BMI ≥ 99%ile or ≥ 30

   - Templates for charting are available in Epic under "Weight New" and "Weight Follow Up"
   - New patients will have a Parent Intake Questionnaire for review
   - Patient panel includes adolescents who are pre and post-op from bariatric surgery
Rotation Summary - Adolescent Medicine

Rotation Contacts and Scheduling Details

Introduction:
When pediatrics was redefined by the American Academy of Pediatrics in the early 1970’s to span the years from birth to 21, pediatricians were cast in the role of experts in the care of the adolescent patient. In a subsequent study by the Task Force on Pediatric Education (COPE), it was found that the overwhelming majority of pediatricians in practice felt ill-prepared for this role. Whether our residents become pediatric subspecialists or generalists, enter practice or academia, they will have adolescent patients.

The outpatient rotation draws on a rich network established by our Adolescent Medicine division with both Stanford and community-based sites serving very diverse populations of adolescents. The basic adolescent medicine out-patient rotation covers skills that are fundamental to interviewing and assessing adolescent patients. This includes skills in the assessment of growth and pubertal development, and in the recognition and management of common adolescent health problems. Residents on the rotation will develop basic skills in interviewing and conducting physical examinations with adolescent patients. They will develop an understanding of normal growth and development and learn to recognize aberrations in normal development. In addition, they will learn how to recognize and manage common adolescent health problems. This is probably the one time in your residency that you will be able to fully focus on improving your skills with teens and their health.

Weekly Schedule:
You will be sent a schedule for the month several days before you start the rotation. Addresses/phone numbers and driving directions will be sent to you by email with your schedule.

Requests for Schedule Changes: if at any point questions arise, or a medical or family emergency mandates a schedule change, please call or email Dr. Katherine Hill (kbell1@stanford.edu) and the chief resident on call. Please copy our administrator, Ana Fraser (ana.fraser@stanford.edu) on any approved schedule changes.

Orientation:
You will be oriented in person on the first day of the rotation by either the LPCH Adolescent Medicine teaching attending or fellow, or Dr. Hill. This will be included on your schedule.
Contact Information for Division
Note: Please contact the division administrator, Ana Fraser, or the page operator if you are having difficulty reaching faculty at the numbers listed here.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Fellows</th>
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<tbody>
<tr>
<td>Arash Anoshiravani, MD</td>
<td>Megan Wong, MD, Pager 14392</td>
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<tr>
<td>Jonathan Avila, MD Pager 14471</td>
<td>Brandii Criss, MD Pager 24427</td>
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<tr>
<td>Jennifer Carlson, MD Pager 13897</td>
<td>Lance Nelson, MD</td>
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<td>Neville Golden, MD Pager 13989</td>
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<tr>
<td>Rachel Goldstein, MD Pager 12666</td>
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<tr>
<td>Katherine Hill, MD Pager 23883</td>
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<tr>
<td>Cynthia Kapphahn, MD Pager</td>
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<td>Megan Vo, MD Pager 23641</td>
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Online Learning Resources:
http://med.stanford.edu/peds/rotations/core/adolescent-medicine-educational-tools.html

Evaluation and Feedback:
The methods of evaluation for the Adolescent Medicine Rotation will consist of:

- MedHub Resident Evaluations, Faculty Evaluations, Rotation Evaluations
- At the end of the rotation an end-of-rotation feedback session will be conducted by the LPCH Adolescent Medicine Teaching Attending or Dr Hill.
### ACGME Competency-based Goals and Objectives

#### Goal 1. Develop skills in taking an appropriate history from an adolescent

<table>
<thead>
<tr>
<th>Resident Objectives</th>
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<tr>
<td>1. Accurately and effectively communicate the rights and limits of confidentiality to a patient and family (PGY 1, 2, 3)</td>
<td>• Patient care&lt;br&gt;• Observation of discussion of confidentiality by attending with feedback&lt;br&gt;• Lecture&lt;br&gt;• Reading: Confidentiality Module</td>
<td>• Direct observation of discussion of confidentiality by attending</td>
<td>PC - Provide effective health care services&lt;br&gt;P - Demonstrate sensitivity and responsiveness to a patients’ gender, age, culture, ethnicity, disabilities, etc.</td>
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<td>2. Take a history that incorporates a thorough HEADSS exam including but not limited to:&lt;br&gt;• Substance use&lt;br&gt;• Sexual activity&lt;br&gt;• Psychosocial stressors and abuse (PGY 1, 2, 3)</td>
<td>• Patient care&lt;br&gt;• Observation of clinic visit&lt;br&gt;• Lecture&lt;br&gt;• Readings</td>
<td>• Direct observation with immediate feedback</td>
<td>PC - Provide effective health care services&lt;br&gt;P - Demonstrate sensitivity and responsiveness to a patients’ gender, age, culture, ethnicity, disabilities, etc.</td>
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#### Goal 2. Develop and carry out appropriate patient care management plans for common adolescent issues

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<tr>
<td>1. Verbalize an appropriate evaluation and management plan for each of the following conditions:&lt;br&gt;• eating disorders&lt;br&gt;• menstrual disorders&lt;br&gt;• contraception&lt;br&gt;• sexually transmitted infections&lt;br&gt;• substance abuse&lt;br&gt;• acne&lt;br&gt;• obesity (PGY 1, 2, 3)</td>
<td>• Patient visits with resident formulation of plan followed by discussion with faculty&lt;br&gt;• Core lectures&lt;br&gt;• Participation in care at CCP and Weight Clinic&lt;br&gt;• Nexplanon training</td>
<td>• Discussion during lecture&lt;br&gt;• Discussion of resident’s patient management plan with attending&lt;br&gt;• PREP questions completed at end of rotation&lt;br&gt;• Documentation review by faculty</td>
<td>MK - Demonstrate knowledge evolving sciences and apply this knowledge to patient care&lt;br&gt;PC - Provide effective health care Services&lt;br&gt;P - Demonstrate sensitivity and responsiveness to a patients’ gender, age, culture, ethnicity, disabilities, etc.</td>
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#### Goal 3. Develop skills in the examination of adolescent patients

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<td>1. Prescribe and perform competently the following medical procedures essential for the care of the adolescent patient:&lt;br&gt;• Sports physical examination of an adolescent&lt;br&gt;• Pubertal staging&lt;br&gt;• Exam of the malnourished patient</td>
<td>• Resident examination of patients in adolescent clinics with attending teaching of exam&lt;br&gt;• Resident examination of patient in Juvenile Hall</td>
<td>• Direct observation of focused examination&lt;br&gt;• Resident presentation to attending and confirmation of findings by attendings</td>
<td>PC - Provide effective health care services&lt;br&gt;MK - Demonstrate knowledge evolving sciences and apply this knowledge to patient care&lt;br&gt;P - Demonstrate sensitivity and responsiveness to a patients’ gender, age, culture, ethnicity, disabilities, etc.</td>
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• Breast examination and teaching of breast self-examination
• Male genital examination and teaching of testicular self-examination
• Overweight patient (PGY 1, 2, 3)

**Goal 4: Apply information about adolescent physical and psychosocial development to the care for adolescent patients**

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| 1. Verbalize relevance of pubertal staging and assessment of development to patient management plan (PGY 1, 2, 3) | • Patient visits in adolescent clinics with resident formulation of plan  
• Lecture on Adolescent growth and development  
• Teaching Module: Growth and Development | • Discussion of resident assessment and plan with attending | PC - Provide effective health care services  
MK - Demonstrate knowledge evolving sciences and apply this knowledge to patient care |
| 2. Recognize the signs and symptoms of depression and anxiety disorders (PGY1, 2, 3) | • Patient visits in adolescent clinics  
• Participation in care at CCP | • Discussion of resident assessment with attending | PC - Provide effective health care services  
MK - Demonstrate knowledge evolving sciences and apply this knowledge to patient care  
P - Demonstrate sensitivity and responsiveness to a patients' gender, age, culture, ethnicity, disabilities, etc. |

**Goal 5. Demonstrate ability to work well in a multidisciplinary setting**

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| 1. Communicate in an effective and respectful manner with other members of the health care team, including attending physicians, nursing staff, receptionists, social worker, and dietician (PGY1, 2, 3) | • Attending modeling  
• Experience working with multidisciplinary team at CCP, eating disorders clinic, Teen Clinic, Weight Clinic | • Direct observation by attending of team interactions | ICS - (a)Communicate effectively with physicians, other health professionals, and health related agencies; (b)Work effectively as a member or leader of a health care team  
P - Demonstrate sensitivity and responsiveness to a patients’ gender, age, culture, ethnicity, disabilities, etc. |

**Goal 6. Demonstrate a commitment to life-long learning and ongoing professional development**

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| 1. Locate and follow practice guidelines for adolescent conditions such as STI screening and prevention strategies for risk-taking behavior (PGY1, 2, 3) | • Didactic: reproductive health and STIs  
• Review of the following websites: https://www.cdc.gov/std/tg2015/default.htm, http://www.ahwg.net | • Discussion at lectures with teaching attending  
• Attending review of resident plan and patient counseling | PBLI – (a) obtain and use information about your own population of patients and the larger population from which your patients are drawn  
(b) locate, appraise, and assimilate evidence from scientific studies related to their patients’ health problems (c) apply knowledge of study designs and statistical methods to the appraisal |
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<tr>
<td>1. Assist an adolescent patient in finding community resources to promote health</td>
<td>• Working with Social Worker at Teen Clinic&lt;br&gt;• Reading about and calling community programs</td>
<td>• Discussion with Teen Clinic attending physician</td>
<td>ICS - (a) Communicate effectively with physicians, other health professionals, and health related agencies; (b) Work effectively as a member or leader of a health care team</td>
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<td>and wellbeing (PGY 1, 2, 3)</td>
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<td>P - Demonstrate sensitivity and responsiveness to a patients’ gender, age, culture, ethnicity, disabilities, etc.</td>
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<td>2. Recite which immunizations are indicated for adolescents and when they should</td>
<td>• Discussion at Teen Clinic&lt;br&gt;• Individual reading</td>
<td>• Discussion at Teen Clinic</td>
<td>PC - Provide effective health care services&lt;br&gt;MK - Demonstrate knowledge evolving sciences and apply this knowledge to patient care</td>
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<td>be administered (PGY 1, 2, 3)</td>
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PBLI = practice based learning and improvement  
ICS = interpersonal and communication skills  
P = professionalism  
MK = medical knowledge  
PC = patient care  
SBP = systems based practice