

## **ADVANCED ADOLESCENT MEDICINE ELECTIVE**

### **Rotation Contacts and Scheduling Details**

**Rotation Director:** Jonathan Avila, MD

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Office Location - 770 Welch Road, Suite 100, Palo Alto, California 94304

**Administrator:** Ana Fraser

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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.

## ACGME Competency-based Goals and Objectives

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

Resident Objectives	Instructional Strategies	Assessment of Competence	ACGME Competency Goals
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)	<ul style="list-style-type: none"> <li>TBD by resident with attending oversight</li> </ul>	<ul style="list-style-type: none"> <li>TBD by resident with attending oversight</li> </ul>	<p>PBLI - <i>Identify strengths, deficiencies, and limits in one's knowledge and expertise</i></p> <p>PBLI - <i>Set learning and improvement goals</i></p> <p>PBLI - <i>Identify and perform appropriate learning activities</i></p> <p>PBLI - <i>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</i></p>
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)	<ul style="list-style-type: none"> <li>Reflection and discussion with faculty mentor</li> </ul>	<ul style="list-style-type: none"> <li>Direct observation of resident reflection by faculty mentor with 1:1 feedback</li> </ul>	<p>PBLI - <i>Identify and perform appropriate learning activities</i></p> <p>PBLI - <i>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</i></p>

#### \*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.