



## Community Pediatrics and Child Advocacy Rotation



According to the Accreditation Council for Graduate Medical Education (ACGME) Program Requirements for graduate medical education in pediatrics, residents must spend a minimum of five educational units in ambulatory experiences. This includes outpatient general pediatric clinic, pediatric emergency department, and community pediatrics and child advocacy.

Pediatric residents at St. Joseph's Children's Hospital fulfill these requirements during regular rotations at the hospital's DePaul General Pediatrics Clinic and the Pediatric Emergency Department. Community Pediatrics and Child Advocacy is a rotation scheduled for 2 weeks with Bergen's Promise.

Bergen's Promise is a private, non-profit. It is the designated Care Management Organization of Bergen County as part of the New Jersey Children's System of Care. Bergen's Promise Care Managers currently provide Wraparound services for approximately 1,100 youth ages 5-21 with mental, behavioral and substance use challenges, as well as those with developmental and intellectual disabilities. Youth with specific co-occurring medical conditions also receive an integrated pediatric behavioral health home component to their individualized service plan.

The 2 week rotation is completed during the second and possibly third year of training. The duration and schedule specifics for this rotation are tailored according to each resident's learning goals. Residents interested in expanding the community pediatrics rotation beyond the above 2 weeks can electively use time from the 6-month-individualized curriculum.

Residents are expected to complete an online evaluation and submit a narrative of their experience within one week of completing the elective.

*During this rotation, you will meet ACGME competency-based goals by fulfilling the goals and corresponding objectives listed on the back side of this handout.*

<p><b>Goal 1:</b> How to provide health care for children from diverse cultural, socioeconomic and ethnic backgrounds and how families access the health care system</p>	<p><b>Objectives:</b> Learn about health insurance and different models of health care delivery</p> <p>Summarize the process children go through with Child Protective Services</p>	<p><b>ACGME Competency Goals</b> PBLI – Analyze experience to recognize strengths, deficiencies, and limits in knowledge and expertise. SBP – Assist family in dealing with system complexities ICS – Interpersonal and Communication Skills</p> <p>PBLI – Analyze experience to recognize strengths, deficiencies, and limits in knowledge and expertise. SBP – Assist family in dealing with system complexities P – Demonstrate sensitivity and responsiveness to a youth’s gender, age, culture, ethnicity, disabilities, etc.</p>
<p><b>Goal 2:</b> County and community organizations serving the needs of children from diverse cultural, ethnic, and socioeconomic backgrounds.</p>	<p><b>Objectives:</b> Meet local community health workers who provide a variety of health services to pediatric patients.</p> <p>Visit youth and their families in their homes with public health nurses</p>	<p><b>ACGME Competency Goals</b> ICS – Communicate effectively with professionals from other health-related agencies and community based organizations. SBP 1– Know different types of medical practice/delivery systems. SBP2- Know how to collaborate with other health professionals and health-related agencies and community based organizations. PBLI – Participate in the education of youth, families, private practice pediatricians, schools, residents and other health professionals</p> <p>P – Respect youth/family’s privacy and maintain appropriate professional boundaries. SBP – Know different types of medical practice/delivery systems. SBP2- Know how to collaborate with other health professionals and health-related agencies and community based organizations.</p>
<p><b>Goal 3:</b> Learn about the social determinants of health and the environment</p>	<p><b>Objectives:</b> Use a youth/family from the Children’s System of Care/Behavioral Health Home to analyze impact of different determinants of health</p> <p>Learn about the environment’s impact on health</p> <p>Explore the impacts of culture and ethnicity on health care</p>	<p><b>ACGME Competency Goals</b> SBP1 – Know different types of medical practice/delivery systems SBP2- Know how to work with other health professionals and health-related agencies and community organizations. PBLI1-Analyze experience to recognize strengths, deficiencies, and limits in knowledge and expertise. PBLI2 – Participate in the education of community members, youth, families, residents and other health professionals and community based professionals</p> <p>SBP – Know different types of medical practice/delivery systems P- Respect youth/family’s privacy and maintain appropriate professional boundaries.</p> <p>SBP – Know how to work with other health professionals, and health related agencies and organizations. PBLI – Analyze experience to recognize strengths, deficiencies and limits in knowledge and expertise. P – Demonstrate sensitivity and responsiveness to a youth’s gender, age, culture, ethnicity, disabilities, etc.</p>
<p><b>Goal 4:</b> Actively engage in child advocacy endeavors that advocate for the improved health and wellbeing of children, families, and communities; develop advocacy skills to address relevant individual, community, and population health issues.</p>	<p><b>Objectives:</b> Apply the principles of community engagement</p> <p>Attend community coalition meetings</p>	<p><b>ACGME Competency Goals</b> ICS1 – Communicate effectively with professionals from other health-related agencies and community based organizations. ICS2-Educate community, health insurer, health professionals and legislators</p> <p>SBP - Work with health care providers and professionals to assess, advocate and coordinate integrated care. ICS – Communicate effectively with professionals from other health-related agencies and community based organizations.</p>

**\*Competency Goals Acronym Key:** Patient Care (PC); Interpersonal and Communication Skills (ICS); Practice-based Learning and Improvement (PBLI); Professionalism (P); Systems-based Practice (SBP)

