

Elective: Pediatric; Endocrinology

OVERVIEW

This one month endocrinology subspecialty rotation for medical students is designed to expose and educate students in the common presentation and management of endocrine problems in children and adolescents.

Students will be involved in seeing new consults on CTU's, ICU's, and in outpatient clinics. Students may also participate in daily phone contact with families of newly diagnosed children with T1D and in telephone follow-up for the Manitoba newborn screening program of positive screening tests for congenital hypothyroidism and congenital adrenal hyperplasia. Learners will also participate in interdisciplinary weekly team meetings, and when possible will work within our service in partnership with other learners including pediatric residents, dentistry students, pharmacy students, dietetic interns, and nursing students.

All Faculty will participate in educating the residents. Several one hour didactic teaching sessions will be organized with available pediatric endocrinologists. The student should pick a topic in which they lack exposure or understanding and come prepared to discuss.

INTRODUCTION

Location(s):

Health Science Centre

Preceptors:

Dr. Elizabeth Sellers	787-4351
Dr. Brandy Wicklow	787-1222
Dr. Celia Rodd	787-1741
Dr. Seth Marks	787-1357
Dr. Katherine Pundyk	787-1316

Contact Person:

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LEARNING OBJECTIVES (CanMEDS)

Objectives for this rotation are listed below in CanMEDS format. Student evaluations will center on all items listed, which will be assessed in context of this particular rotation and year of training.

Medical Expert

As Medical Experts, physicians integrate all of the CanMEDS Roles, applying medical knowledge, clinical skills and professional attitudes in their provision of patient-centered care.

Elective: Pediatric; Endocrinology

The student can expect to be actively involved in the service. This will encompass:

- Perform a complete, accurate and well-organized history and physical examination as it pertains to endocrinology.
- Demonstrate knowledge of the clinical, socio-behavioral, developmental and fundamental biomedical sciences relevant to resolving common pediatric *endocrine* clinical problems such as:
 - Short stature
 - Congenital and acquired hypothyroidism
 - Hyperthyroidism
 - Disorders of sexual development including congenital adrenal hyperplasia
 - Hypopituitarism including diabetes insipidus
 - Central and peripheral precocious puberty
 - Hypoglycemia
 - Type 1 and 2 diabetes
 - Be familiar with the acute and chronic complications of diabetes
- Demonstrate ability to formulate basic differential diagnoses with incorporation and sequential integration of prior knowledge and new information for the following common pediatric endocrine problems:
 - Short stature
 - Goiter
 - Obesity
 - Delayed puberty
 - Precocious puberty
 - Ambiguous genitalia
 - Hypoglycemia
 - Hyperglycemia
 - Polyuria/polydipsia
- Demonstrate ability to use tools of the discipline including stadiometers, growth charts, and 10 gram monofilaments.
- Interpret accurately the results of basic biochemical diagnostic investigations (ie thyroid function tests) relating to patient care, including bone age x-rays.
- Use all pertinent information to arrive at logical and reasonable clinical decisions.
- Seek appropriate consultation from other health care professionals, recognizing the limits of one's own and others' expertise.
- Recognize emergency conditions with prompt and appropriate action, including seeking additional help from faculty or senior medical learners; remain calm, act in a timely manner and prioritize correctly.

Communicator

Physicians effectively facilitate the doctor-patient relationship and the dynamic exchanges that occur before, during, and after the medical encounter.

Elective: Pediatric; Endocrinology

As Communicators, students will facilitate the doctor-patient relationship:

- Develop rapport, trust and an ethical relationship with patients and families in dealing with sensitive diagnoses and problems such as growth, new onset diabetes, delayed or precocious puberty etc.
- Develop communication (both written and oral) skills within the pediatric endocrine and diabetes interdisciplinary team respecting the unique skill set of other health professionals on the team (social work, psychology, nursing and dieticians).
- Prepare written documentation (e.g. patient notes and patient letters) that are accurate, organized and timely. This includes consultation letters on new endocrine patients.
 - All letters will be evaluated and reviewed with the staff endocrinologist with whom the consult was reviewed.
- Demonstrate appropriate interviewing skills; communicate at an appropriate level with patients and families.
- Demonstrate compassion and empathy by listening attentively; respond empathically to the concerns of patients and family members, understanding and recognizing their emotional and personal needs.
- Elicit and synthesize relevant information and perspectives of patients and families, colleagues and other professionals.
- Respect diversity and differences, including but not limited to the impact of age, gender, abilities, religion, language and cultural beliefs on decision-making and effective communication.
- Convey relevant and accurate information and explanations to patients, families, colleagues and other professionals.
- Present oral reports of clinical encounters in an accurate, complete and organized fashion.

Collaborator

Physicians effectively work within a healthcare team to achieve optimal patient care.

As Collaborators, students will work effectively within the medical team to achieve optimal patient care:

- Collaborate effectively and appropriately with other members of the health care team, including the social workers, psychologists, dieticians and nurses of the diabetes education team, demonstrating respect for their professional roles.
- Work effectively with both health care and non- health care professionals including attendance at team meetings for diabetes and endocrinology.
- Work effectively with other health professionals, respecting differences and addressing misunderstandings and limitations to prevent, negotiate and resolve inter-professional conflicts.
- Establish and maintain a productive and responsible relationship with patients and families.
- Obtain and provide information and collaboration with the patient's primary care provider(s) in the community for continuity of care.

Elective: Pediatric; Endocrinology

Leader

Physicians engage with others to contribute to a vision of a high-quality health care system and take responsibility for the delivery of excellent patient care through their activities as clinicians, administrators, scholars, or teachers.

As Leaders, students will participate in the activities of the surgical service, making decisions, allocating resources, and contributing to the effectiveness of the health care team:

- Demonstrate knowledge of the Canadian health care system as it relates to patients with endocrine problems.
- Become informed of the various barriers to healthcare of the predominantly northern patient population with type 2 diabetes including food costs and healthcare coverage through various specialized programs (FNIHB).
- Balance patient care, learning needs and other activities.
- Use information technology to effectively optimize patient care.
- Exhibit appropriate time management skills, with ability to prioritize and manage simultaneous tasks.
- Demonstrate awareness and make cost-effective use of all forms of pediatric health care resources based on sound judgment and, where possible, evidence-based medicine.
- Involve patients and families in the provision of care.
- Become familiar with the role of quality improvement, risk management, incident reporting and complaint management.
- Recognize the importance of patient flow and increased efficiency.

Health Advocate

Physicians responsibly use their expertise and influence to advance the health and well-being of individual patients, communities and populations.

As Health Advocates, students will responsibly use their expertise and influence to advance the health and well-being of individual patients, communities and populations:

- Identify the determinants of health pertaining to an individual pediatric endocrine or diabetes patient and the patient's family, taking into account remoteness, and living conditions as it affects access to close follow-up and monitoring of endocrine conditions.
- Demonstrate knowledge of the Canadian health care system as it relates to patients with endocrine problems
- Become familiar with the role of the family advocate, and child and family services in the different jurisdictions as well as the use of homecare and nursing stations to fill the gap in healthcare for remote and disadvantaged patient populations.
- Demonstrate and promote active involvement of patients and families in medical decision-making and comprehensive care of the child including endocrine support groups, etc.
- Demonstrate an understanding of the specialist's role to advocate for and to intervene on behalf of patients and develop appropriate preventive care and health surveillance strategies.
- Recognize that the health care needs of children are different from adults and change throughout the developmental continuum.
- Identify opportunities for advocacy, health promotion and disease prevention in communities.

Elective: Pediatric; Endocrinology

- Identify the determinants of health of children, including barriers to access to care and resources.
- Recognize the importance of community services in the health of a community, including but not limited to school, recreation and transportation.

Scholar

Physicians demonstrate a lifelong commitment to reflective learning, as well as the creation, dissemination, application and translation of medical knowledge.

As Scholars, students will demonstrate a lifelong commitment to learning:

- Perform critical and accurate self-evaluation of one's performance. Use a log book of professional activities to facilitate recognition of gaps in knowledge and expertise and develop strategies for improvement.
- Evaluate information and its sources critically: choose a critical appraisal topic (CAT) to be presented at endocrine rounds and attempt to apply this appropriately to practice decisions.
- Give constructive feedback to teachers and other students on rotation.
- Maintain and enhance professional activities through ongoing learning including completing a project on an endocrine topic of choice.
- Participate in the education of a family with a child newly diagnosed with diabetes (type 1 or type 2) and an endocrine disorder.
- Seek out and receive feedback well with a goal of incorporating constructive feedback into clinical practice.

Professional

As Professionals, physicians are committed to the health and well-being of individuals and society through ethical practice, profession-led regulation, and high personal standards of behaviour.

As Professionals, students are committed to health and well-being of individuals through ethical practice, profession-led regulation and high personal standards of behaviour:

- Demonstrate personal and professional attitudes consistent with a medical professional, including honesty, integrity, commitment, compassion, empathy, respect and altruism.
- Demonstrate respect for others and diversity, including but not limited to patients, families, other physicians and professional colleagues; treat all persons with respect and regard for their individual worth and dignity in a fair and non-discriminatory manner; demonstrate awareness of emotional, personal, family and cultural influences on patient well-being and patients' rights and choices of medical care.
- Demonstrate reliability, responsibility and conscientiousness with meeting deadlines, being punctual, completing assigned duties and fulfilling commitments.
- Recognize personal limitations and act upon them to always optimize patient care and safety.
- Demonstrate willingness to accept responsibility for errors.
- Show motivation and ability to learn.
- Demonstrate self-awareness, including but not limited to awareness of own limitations, and seek advice when necessary; accept advice graciously; demonstrate insight as to the impact of one's behavior on others and understanding of appropriate professional boundaries.
- Handle the appropriate level of responsibility for level of training.

Elective: Pediatric; Endocrinology

- Demonstrate recognition of the importance of work/life balance for practice sustainability.

INFORMATION

Call Responsibilities

There are no on call requirements for clerks on rotation.

First Day Instructions

Clerks are to present the first day of their rotation at 8:15 am to FE328, 3rd floor community services building, 685 William Avenue.