

Teaching Objectives for Resource Sessions

ORIENTATION

Perform a complete history and physical examination on a newborn, an infant, a child, and an adolescent.

Perform an age appropriate focused interview and examination of the affected part(s) or system when appropriate.

Write IV/PO fluid orders for an infant, maintain fluid for a child or adolescent, and fluid orders for a dehydrated patient.

Describe the clinical features, complications and common management strategies of childhood chronic illnesses including:
Asthma

Gastroenterology

A 3-lecture curriculum covers the following:

Approach to failure to thrive

Approach to malabsorption

Approach to hyperbilirubinemia

Describe the clinical features, complications, and common management strategies of celiac disease, milk protein allergy, constipation, and fatty liver

One of the 3 lectures is presented live to each group, while the other 2 are available as illuminate audio presentations on MedPortal under previously recorded sessions.

Neonatology

Understand common definitions including term, late pre-term, low birth weight, very low birth weight, extremely low birth weight, large for gestational age, small for gestational age, IUGR.

Understand the importance of knowing these definitions, in terms of underlying clue to pathology, as well as anticipation of problems secondary to belonging to one of these groups.

To understand normal and impaired post-natal adaptation. Understand the susceptibility to risk of infection.

Understand average weight at birth, average calorie and fluid requirements per day, average head and weight gain.

Describe the presentation, evaluation and initial management of Jaundice, hypoglycaemia and respiratory distress.

Genetics

Approach to the dysmorphic child:

What aspects of the history are particularly helpful, including the utilization of pedigrees

What are important aspects to note in the physical examination – major and minor anomalies, distinguishing normal from abnormal

Role of the laboratory in establishing the diagnosis – overview of some of the types of tests available.

Development (2 lectures)

Understand the major developmental milestones (gross motor, fine motor, language, social, cognitive and adaptive) in the preschool child and identify 'Red Flags'.

Review an approach to developmental assessment.

Review the differential diagnosis of speech and language delay and motor delay

Describe the features of common disabling conditions such as Cerebral palsy, Intellectual Disability and Autism spectrum disorders.

Review some common preschool behaviour issues.

Review the differential diagnosis of school based problems.

Cardiology

Recognize, describe the differential diagnosis and manage common pediatric conditions including:

Heart murmurs – innocent and pathologic

Diabetes

Describe the clinical features, complications and common management strategies of childhood chronic illnesses including:

Diabetes Mellitus

Outline the initial steps in the assessment and stabilization of the child with:
Diabetic ketoacidosis

Clinical presentation of Type 2 Diabetes in children.

Hematology

Recognize, describe the differential diagnosis and manage common pediatric conditions including:

Anemia in children

Understand laboratory data used in the assessment of anemia, including peripheral blood smears and the morphologic classification of anemia

Know the management of iron deficiency and monitoring response to therapy

Understand the importance of pancytopenia and know a differential diagnosis (emphasis on leukemias)

Easy bruising

Develop an approach to the evaluation of a child with easy bruising

Developmental Hematology (time permitting)

Brief review of developmental hematology

Child Abuse

List features of the history and physical exam that should trigger concern for possible child maltreatment.

Understand Canadian laws for mandatory reporting of suspected child abuse and procedures for reporting.

Describe approaches for discussing suspected child abuse with the family.

Pediatric Exanthems

Understand the rationale for recommended immunizations from birth to adolescence.

Describe common and uncommon pediatric exanthems using appropriate medical terminology.

Describe distinguishing characteristics between each pediatric exanthem.

Recognize systemic findings associated with pediatric exanthems.

Describe management options for pediatric patients presenting with exanthems.

Neurology

Describe the clinical features, complications and common management strategies of childhood chronic illnesses including:

Seizure disorder

Outline the initial steps in the assessment and stabilization of the child with:

Status epilepticus

Adolescent Medicine

Describe unique features of the physician-patient relationship during adolescence, including confidentiality and consent.

Interview an adolescent using the HEADDSS method to ask questions about lifestyle choices that affect health and safety.

Nephrology

Recognize, describe the differential diagnosis and manage common pediatric conditions including:

Dysuria/UTI

Hematuria

Emergency Medicine

Recognition & assessment of an acutely ill child (shock)

Fever management

Pediatric Ophthalmology

Know how to perform a clinical eye examination

Recognize, describe the differential diagnosis and manage common pediatric conditions including:

Strabismus

Ambyopia

Leukoocoria

Cataract

Glaucoma

Orbital/periorbital cellulitis

Below are some guidelines around these important changes.

- * The sessions are meant to foster interactive, concept based learning.
- * Focus the session on collaborative learning and act as a resource to the group discussion
- * We are requesting that each division review the objectives of their sessions. Attached are the division objectives for these sessions.
- * Identify 1 or 2 key articles or references for the session and send the title or pdf to pedclrk@mcmaster.ca These will be made available for clerks to peruse prior to the session
- * Identify 2 or 3 probing questions for clerks to come prepared to discuss. Send these also to pedclrk@mcmaster.ca
- * Please limit your powerpoint slides to 20 slides maximum

Please also note that these sessions will no longer be web-conferenced and will be video conferenced starting January 2012. We will still have a University student on-hand to support the technical aspects of these sessions. Dr. Ilana Bayer from the RIVET group (Research, InnoVation in Educational Technologies) will be offering 2 video conferencing best practice faculty development sessions in January. We are asking that presenters of academic ½ day sessions attend one of the 2 video conferencing best practice,