

## University of Florida College of Medicine – Jacksonville

### Department of Pediatrics – Division of Community Pediatrics

#### **Community & Societal Pediatrics (C-SP) Goals, Competencies and Overview**

**GOAL:** The goal of the C-SP Rotation is to increase the pediatric resident's understanding and exposure to key community health/community pediatrics concepts, the assets and challenges faced by at risk children and youth living in Jacksonville, the social determinants that impact the quality of their lives, community assessment data and techniques, community resources, advocacy and public policy and the role of the pediatrician in advocating for the well being of children and youth at the community and public policy levels.

**COMPETENCIES:** At the end of the community rotation, the pediatric resident will be expected to achieve competencies in the following domains:

- Epidemiology
- Life Course Sciences
- Child Health Equity and Societal Pediatrics
- Child Advocacy
- Culturally Effective Care
- Care in Education and Child Care Settings
- Special Populations
- Child Abuse and Neglect
- Professionalism

These competencies are included in your packet.

#### **OVERVIEW:**

<b>Duration:</b>	<b>30 days.</b> Residents spend an average of 15 <i>actual</i> days in the community (after deducting vacation and mandatory training activities).
<b>Participants:</b>	<b>Pediatric interns</b> rotate monthly during the first year of the residency program
<b>Didactics:</b>	<b>Residents receive intensive</b> didactic sessions where they are introduced to community pediatrics definitions, community/public health concepts, community assessment data sources, community resources, legislative advocacy, public policy, health equity/social justice/the rights of the child and the role of the pediatrician in advocating on behalf of children.
<b>Experiences:</b>	<b>Pediatric residents participate</b> in multiple core community experiences during the community rotation (based on their schedules and interests) that may include:

- Assessing and teaching middle and high school girls at risk for juvenile delinquency at the PACE Center for Girls
- Providing health education to “tween girls” at the Reed Educational Campus for Girls’ after-school program
- Assessing and teaching at risk adolescent boys incarcerated at the Department of Juvenile Justice’s Impact House
- Shadowing a multidisciplinary medical team at the Cleft Lip/Palate Clinic
- Understanding dyslexia by observing programs of BrightStart
- Understanding child abuse and the services of the Child Protection Team and the Department of Children and Families
- Understanding the needs of homeless children and families by visiting Community Connections, Medical Home for the Homeless program and various shelters and missions
- Promoting breastfeeding by attending community breastfeeding support groups, La Leche meetings and working with a lactation consultant
- Understanding the role of the public library in promoting early childhood literacy.
- Understanding the advocacy role of pediatricians in the community through the: a) Child Death Review team meeting; b) Healthy Jacksonville Childhood Obesity Coalition monthly meeting; c) the Northeast Florida Healthy Start Community Advocacy and Public Policy (CAPP) Committee meeting; d) The Jacksonville Kids Coalition meeting, e) the Fetal Infant Mortality Review (FIMR) meeting; f) the Black Infant Health Community Council, and g) A. Phillip Randolph Community Advisory Board meeting. Each meeting is 1.5 to 2 hours in length. Residents attend one or more of these meetings that fit their schedule.
- Residents participate in a variety of community activities that are scheduled throughout the year (based on their availability due to post call, mandatory training and vacation hours). Examples of these activities include JCCI’s Infant Mortality Study, JCCI’s Community Safari, the City of Jacksonville’s forum on Crime and Safety, OneJax’s Intercultural summer youth camp and Jacksonville’s Kids Coalition Advocacy 101 forum.
- Residents can be provided practice in seeking and finding community resources through the Community Scavenger Hunt exercise.
- Residents may be called upon to role playas parents or patients in family scenarios.
- Every effort is made to personalize the C-SP Rotation and connect residents to their area of interest in the community.

- Advocacy:**                    **The Docs for Tots Advocacy Toolkit** ([www.docsfortots.org](http://www.docsfortots.org)) is used to help residents develop and practice their advocacy skills.
- Residents are required to write a letter** to the editor or Op-Ed piece and send to the Florida Times-Union. (Copy rotation preceptor.)
- Residents are required to identify an issue and visit their City Council members** or state legislators in their home offices, and/or write a letter to a legislator using the template provided in Docs for Tots. (Copy rotation preceptor).
- Evaluation:**                    **National Community Pediatric competencies** aligned with ACGME competencies (resident self-assessment and evaluator assessment)
- Completion and submission** of the Letter to the Editor/Op-Ed piece
- Submission** of an e-mail sent to their local, state and national legislators
- Assignments**
- CAI Experience:**            **The C-SP Rotation serves as the foundation** for the two-year CAI longitudinal community experience that occurs during year two and three of the pediatric residency program. The interest of the resident to participate in the CAI experience will be discussed.