Adolescent Medicine Resident Curriculum

In response to the transition to milestones and EPAs (entrustable professional activities) for medical education, the ACGME has asked individual subspecialty organizations to create learning objectives and educational materials within their subspecialty area to help guide resident training.

To this end, the SAHM education committee, with review and approval of the SAHM Board of Directors has developed a set of educational materials linking learning objectives for pediatric and other residents with educational resources to help achieve those objectives. These objectives are broad and designed both for the four-week adolescent medicine rotation and for residents’ longitudinal learning throughout residency training, with the final goal of helping residents achieve competence in care of adolescent patients.

These resources are divided into ten content modules with specific content areas and linked resources. The adolescent curriculum is designed to supplement existing adolescent rotation teaching, or can be used as a guideline for program directors to develop or revamp their rotation. We are aware that the amount of material is more than can be covered during the required four weeks, and hope that educators will use these materials in a way that optimizes their existing program. For example, programs which already have robust teaching in a specific content area, like eating disorders, may not use these resources, but may use the curriculum to bolster their teaching in a less well-rounded content area, like substance use and abuse.

This resource is here for you to use in whatever ways it supports your adolescent medicine teaching. We have done our best to include different educational teaching modes and interactivity. Please feel free to provide us with feedback to info@adolescenthealth.org on this curriculum: what works, what doesn’t, how we can improve it, what additional resources you would like to be added, etc.… This curriculum will be a living educational resource and we will need YOUR feedback to keep it relevant and useful for educators and trainees alike.

CREATIVE COMMONS

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<td>Positive Youth Development and Motivational Interviewing:</td>
<td>Readings and Videos</td>
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<tr>
<td>1. Demonstrate how to take a social history using a strength-based approach, while screening for behaviors and risk factors for potential morbidity and mortality (eg: SSHADES model)</td>
<td></td>
<td>1. Douaihy AB, Kelly TM, and Gold MA. Motivational Interviewing: A Guide for Medical Trainees. Oxford University Press 2014</td>
</tr>
<tr>
<td>3. Identify the different situations in which motivational interviewing can be used with the adolescent population</td>
<td>Materials to Develop Educational Sessions</td>
<td>• Outpatient (adolescent clinic, primary care clinic, subspecialty clinics)</td>
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<tr>
<td>4. Practice building rapport with adolescents using a strength-based approach</td>
<td></td>
<td>• Inpatient (wards, PICU)</td>
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<tr>
<td></td>
<td>Readings:</td>
<td>• Emergency Department</td>
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<td></td>
<td>Webinars and Videos:</td>
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</tr>
<tr>
<td></td>
<td>1. M Gold talk via PRH - webinar and handouts available through ACT for Youth – subscribe at <a href="http://www.actforyouth.net/adolescence/healthcare/training.cfm">http://www.actforyouth.net/adolescence/healthcare/training.cfm</a></td>
<td></td>
</tr>
<tr>
<td>Preventive Services:</td>
<td>Books:</td>
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</tr>
<tr>
<td>1. Compare and contrast the components of a health maintenance visit for an adolescent at different stages of adolescence</td>
<td></td>
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</tr>
<tr>
<td>2. Identify the different immunizations needed during adolescence for those adolescents who are up to date and those who need catch-up</td>
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<tr>
<td>3. List appropriate screening exams and their indications during adolescence: vision, hearing, blood pressure, hematocrit, vitamin D, and cholesterol/ lipids</td>
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</tr>
<tr>
<td>4. Discuss the importance of disease prevention through screening and anticipatory guidance, including healthy lifestyles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Screen for safety issues and provide counseling on injury prevention</td>
<td>Summary tables:</td>
<td>Online Resources:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Tanski et al. Performing Preventive Services. A Bright Futures Handbook (AAP 2010). Available at:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Websites and Online Resources:</td>
<td>PediCases available at:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Young, Middle and Late Adolescent Health Screening Cases.</td>
</tr>
</tbody>
</table>
### Cultural Competence and Humility:
1. Identify the socio-cultural aspects of young people’s lives that shape their cultural values.
2. Enhance skills in providing culturally sensitive healthcare for adolescents.

#### Books:

#### Articles:

#### Videos:

### Harm Reduction:
1. Incorporate principles of harm reduction into primary and secondary prevention strategies for behavior change.

#### Readings:

#### Websites and Online Resources:

### Social Determinants of Health:
1. To identify the ways in which social determinants of health and toxic stresses impact adolescent and adult health.
2. To discuss strategies for providing trauma-informed care and addressing social determinants of health within adolescent settings.

#### Readings:

#### Videos:

#### Websites and Online Resources:
- Centers for Disease Control and Prevention. Adverse childhood events: Looking at how ACEs affect our lives & society. Available at: [https://www.cdc.gov/trauma/health-promotion/ACEs.html](https://www.cdc.gov/trauma/health-promotion/ACEs.html)

### CLINICAL AND COMMUNITY SETTINGS
- Outpatient (adolescent clinic, primary care clinic, subspecialty clinics)
- Inpatient (wards, PICU)
- Emergency Department

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Approved by SAHM Board on March 7, 2017; Last updated on 8/16/2017
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<tr>
<td><strong>Anticipatory Guidance for Parents:</strong></td>
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<tr>
<td>1. Identify opportunities in which anticipatory guidance can be provided to parents around normal adolescent psychosocial development and risk taking, especially during health maintenance visits</td>
<td><strong>Readings and Videos</strong></td>
<td><strong>Materials to Develop Educational Sessions</strong></td>
</tr>
<tr>
<td>2. Discuss the importance of parents’ communication with and support of their adolescents, and provide hints on how to discuss sensitive issues</td>
<td><strong>Interactive Learning Opportunities</strong></td>
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<tr>
<td><strong>Summary Charts:</strong></td>
<td><strong>Apps:</strong></td>
<td><strong>PediCases. Available at:</strong></td>
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<tr>
<td>a. Part 1:</td>
<td></td>
<td>1. Young Adolescent Health Screening: New World, Old Worries</td>
</tr>
<tr>
<td>b. Part 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Websites and Online Resources:</strong></td>
<td><strong>Resources:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Facts for Families Guide: Talking to your Child About Sex:</td>
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</tbody>
</table>
## Module and Learning Objectives

### Growth and Development

#### Physiologic Development:
1. Describe SMR staging and develop skills in properly staging adolescents
2. Recognize the stages and progress of normal puberty

#### Social and Cognitive Development:
1. Characterize the developmental continuum of adolescence including impact on health and risk-taking

### Teaching Materials

#### Readings and Videos

**Physiologic Development:**

- **Readings:**

- **Videos:**

#### Summary Chart:


### CLINICAL AND COMMUNITY SETTINGS

- **Outpatient (adolescent clinic, primary care clinic, endocrinology)**
- **Inpatient (wards, PICU)**
- **Emergency department**
## Development of Gender Identity and Sexual Orientation

1. **Explain the difference between gender identity and sexual orientation**

2. **Apply a developmental framework when discussing the development of gender identity with patients and families**

3. **Apply a developmental framework when discussing the development of sexual orientation with patients and families**

### Readings:


### Videos:

1. NBC News: Transgender Kids. [video]  


### Summary Chart:


### Interactive Learning Opportunities

- NYPATH Module: Working with LGBTQ Youth. Available through ACT For Youth free by registering

### Materials to Develop Educational Sessions

- MedEd Portal:

- ARSHEP videos and discussion guides available at: [https://prh.org/adolescent-reproductive-sexual-health-case-videos/](https://prh.org/adolescent-reproductive-sexual-health-case-videos/)
  1. Coming Out
  2. Sexual History-Taking and Gender

### Clinical and Community Settings

- Outpatient (adolescent clinic, primary care clinic, trans/gender clinic - if available)
- Community organizations focusing on providing social services, support groups to LGBTQ youth
## MODULE AND LEARNING OBJECTIVES

### CONSENT AND CONFIDENTIALITY

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<tr>
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<th>Readings and Videos</th>
<th>Interactive Learning Opportunities</th>
<th>Materials to Develop Educational Sessions</th>
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<tbody>
<tr>
<td><strong>Confidentiality Laws:</strong></td>
<td>1. Recognize the health rights and implications of HIPAA on the care of adolescents' reproductive health and psychiatric care per state</td>
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<td></td>
<td>2. Describe what evaluation and treatment can be offered confidentially in your state</td>
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<td></td>
<td>3. Discuss how EMR and patient access to records affects confidentiality and adolescents accessing health care</td>
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<td></td>
</tr>
<tr>
<td>Websites and Online Resources:</td>
<td>1. Guttmacher Institute, State Policies in Brief. Available at: <a href="http://www.guttmacher.org/statecenter">www.guttmacher.org/statecenter</a></td>
<td></td>
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</tr>
<tr>
<td><strong>Mandated Reporting:</strong></td>
<td>1. Review state-specific laws regarding mandated reporting and the procedures that ensue thereafter</td>
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### CLINICAL AND COMMUNITY SETTINGS

- Emergency department
- Inpatient and outpatient settings
- Social work
- Child protection team
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<td><strong>Contraception:</strong></td>
<td><strong>Readings and Videos</strong></td>
<td>- Outpatient (adolescent clinic, primary care clinic, pediatric OB/GYN)</td>
</tr>
<tr>
<td>1. Examine your values around prescribing contraception to your adolescent and young adult patients, and discuss professional responsibility to provide evidence-based care.</td>
<td><strong>Interactive Learning Opportunities</strong></td>
<td>- Inpatient (wards)</td>
</tr>
<tr>
<td>2. Describe the US Medical Eligibility Criteria for Contraceptive Use and US Selected Practice Recommendations for Contraceptive Use and understand how to apply these in prescribing contraception and counseling patients about their options.</td>
<td><strong>Materials to Develop Educational Sessions</strong></td>
<td>- Emergency department</td>
</tr>
<tr>
<td>3. Discuss the various options for emergency contraception, including efficacy, mechanism of action, indications for use, and patient counseling points.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain the various contraceptive methods, including ideal and typical failure rates, mechanism of action, non-contraceptive benefits, side effects, and patient counseling points.</td>
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<td></td>
</tr>
<tr>
<td>5. Apply evidence-based contraceptive counseling methods in working with teens, including counseling based on efficacy and addressing side effects and adverse effects.</td>
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<td>6. Identify and address common myths about contraception.</td>
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</tbody>
</table>

**Readings:**

**Videos (Contraceptive CHOICE Project):**
1. Pathways to CHOICE. Available at: https://www.youtube.com/watch?v=c4QpsX1XH0c#list-PLq4k20UZ7sVvEqv-KhcncxHEVqBm8IOY
2. Which birth control is right for you? Available at https://www.youtube.com/watch?v=d9SHqy1C3kU&list=PLq4k20UZ7sVvEqv-KhcncxHEVqBm8IOY&index=2

**Websites:**
1. www.bedsider.org
   a. Contraceptive efficacy chart
   b. Emergency Contraception comparison chart

**Webinars:**
### Sexual and Reproductive Health – continued

#### TEACHING MATERIALS

<table>
<thead>
<tr>
<th>Readings and Videos</th>
<th>Interactive Learning opportunities</th>
<th>Materials to Develop Educational Sessions</th>
<th>Clinical and Community Settings</th>
</tr>
</thead>
</table>
| **Pregnancy Options Counseling:**  
1. Provide teens with non-judgmental counseling about all of their pregnancy options and community resources  
1. Pregnancy Options Counseling with Adolescents | • Outpatient (adolescent clinic, primary care clinic, pediatric OB/GYN)  
• Emergency department |  
| Readings:  
Webinars:  
| **Abortion:**  
1. Provide teens with evidence-based information about medication and aspiration abortion, including safety, efficacy, indications, and expected side effects | Early options: A Provider’s Guide to Medication Abortion  
• Features of Medical and Surgical Abortion (in Counseling for Medication Abortion) Available at [http://www.powerpointmodules/](http://www.powerpointmodules/)  
| Readings:  
Videos and Websites:  
1. 1 in 3 campaign. Stories and videos available at: [http://www.1in3campaign.org/](http://www.1in3campaign.org/)  
2. Guttmacher Institute: Abortion in the United States. Available at: [https://www.youtube.com/watch?v=xY-bCBZvK7k](https://www.youtube.com/watch?v=xY-bCBZvK7k)  
3. AJac. How to get an abortion in the United States. Available at: [https://www.youtube.com/watch?v=Q36-XTyM7xs](https://www.youtube.com/watch?v=Q36-XTyM7xs) | ARSHEP PowerPoint modules available at: [https://prh.org/arshep-downloads/](https://prh.org/arshep-downloads/)  
1. Pregnancy Options Counseling with Adolescents | • Outpatient (adolescent clinic, primary care clinic, pediatric OB/GYN)  
• Emergency department |

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### Sexual and Reproductive Health – continued

#### Male Reproductive Health:

1. Describe male adolescent reproductive health care needs
2. Demonstrate the ability to take an appropriate male sexual health history
3. Demonstrate the ability to perform a male GU exam and identify common abnormal findings

**Readings:**
1. Adolescent and young adult male health: a review. Bell DL, Breland DJ, Ott MA. Pediatrics. 2013 Sep;132(3):535-46. Available at:

**Websites:**
1. Health Provider Toolkit for adolescent and young adult males. Available at: [http://iyamalehealth.org](http://iyamalehealth.org)

#### Sexual and Gender Minority Youth:

1. Discuss the health related challenges and screening recommendations for Lesbian, Gay, Bisexual, Transgender or Questioning (LGBTQ) youth
2. Incorporate appropriate LGBTQ sensitive language into gender and sexual history taking for all adolescents and young adults
3. Describe local and national resources for LGBTQ youth

**Readings:**
2. Ryan et al “Family Rejection as a Predictor of Negative Health Outcomes in White and Latino Lesbian, Gay, and Bisexual Young Adults.” PEDIATRICS Vol. 123 No. 1 January 1, 2009 pp. 346 -352

**Websites:**
2. Family Acceptance Project. Available at [http://familyproject.sfsu.edu](http://familyproject.sfsu.edu)

### Teaching Materials

#### Interactive Learning Opportunities

ARSHEP videos and discussion guides at: [https://prh.org/adolescent-reproductive-sexual-health-case-videos/](https://prh.org/adolescent-reproductive-sexual-health-case-videos/)
1. Discomfort Wearing Condoms
2. Sports physical
3. Male adolescent reproductive health

1. Male adolescent sexual and reproductive health

#### Materials to Develop Educational Sessions

1. Caring for LGBT Youth in Clinical Settings
2. Sexual Orientation, Gender Identity, and Mental Health in Children and Adolescents
3. Caring for Gender Dysphoric Children and Adolescents

ARSHEP PowerPoint modules available at: [https://prh.org/arshep-ppts/](https://prh.org/arshep-ppts/)
1. LGBTQ Youth
2. Caring for Transgender Adolescents

ARSHEP videos and discussion guides available at: [https://prh.org/adolescent-reproductive-sexual-health-case-videos/](https://prh.org/adolescent-reproductive-sexual-health-case-videos/)
1. Coming Out
2. Sexual History Taking and Gender

### Clinical and Community Settings

- Outpatient (adolescent clinic, primary care clinic, pediatric OB/GYN)
- Emergency department
### Sexual and Reproductive Health – continued

#### Sexually Transmitted Infections:
1. Recognize signs and symptoms of common STIs.
2. Identify and use evidence-based guidelines for routine STI screening and treatment, including expedited partner therapy (EPT).
3. Apply the epidemiology of STIs as they relate to adolescents and identify risk factors for screening.
4. Recognize the diagnostic criteria and use up-to-date management for pelvic inflammatory disease.

**Readings:**

**Websites and Resources:**
- CDC STD Fact Sheets. Available at [http://www.cdc.gov/std/healthcomm/fact_sheets.htm](http://www.cdc.gov/std/healthcomm/fact_sheets.htm)

**Interactive Learning Opportunities:**
- National STD Curriculum. Available at [http://www.std.uw.edu](http://www.std.uw.edu)
- ARSHEP videos and discussion guides at: [https://prh.org/adolescent-reproductive-sexual-health-case-videos/](https://prh.org/adolescent-reproductive-sexual-health-case-videos/)

**Materials to Develop Educational Sessions:**
- 1. Sexually Transmitted Infections
- 1. Sexually Transmitted Infection
- 1. Chlamydia and Adolescents
- 1. HPV and Adolescents
- 1. STDs: The Burning Issue
- 1. Dysfunctional Uterine Bleeding: Too Many Periods
- 1. Amenorrhea: Missing Menses

#### Menstrual Cycle and Common Menstrual Disorders:
1. Describe the normal female menstrual cycle, and understand the concept of anovulatory cycling during pubertal development.
2. Describe the common menstrual disorders including amenorrhea, irregular menses, abnormal uterine bleeding, and dysmenorrhea, and the differential diagnosis, evaluation, and treatment options.
3. Define polycystic ovarian syndrome and its associated features, as well as initial workup and management.
4. Explain options for menstrual regulation in adolescents with physical or developmental disabilities.

**Readings:**

**Interactive Learning Opportunities:**

**Materials to Develop Educational Sessions:**
- 1. Dysfunctional uterine bleeding
- 1. Dysmenorrhea/endometriosis

**CLINICAL AND COMMUNITY SETTINGS**
- Outpatient (adolescent clinic, primary care clinic, pediatric OB/GYN)
- Emergency department

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## Screening:

1. Describe the importance of screening all adolescents about mental health issues including depression, anxiety, non-suicidal self-harm, and suicidal ideation.
2. Describe the importance of asking suicidal patients if there is a plan.
3. Compare the presentation and diagnosis of ADHD between early, middle, and late adolescence and young adults.

### Readings and Videos

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### Videos:

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<tr>
<th>Videos:</th>
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<tbody>
<tr>
<td>1. Anxiety and Depression (video) <a href="http://www.uctv.tv/shows/Adolescent-Depression-and-Anxiety-28886">http://www.uctv.tv/shows/Adolescent-Depression-and-Anxiety-28886</a></td>
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### Websites and other Resources:

<table>
<thead>
<tr>
<th>Websites and other Resources:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. MCPAP (Massachusetts Child Psychiatry Access Project) Available at <a href="http://mpcap.org">http://mpcap.org</a> - section For Providers contains a. Diagnostic Resources b. Screening and Toolkits</td>
<td></td>
</tr>
</tbody>
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## CLINICAL AND COMMUNITY SETTINGS

- Outpatient (adolescent clinic, primary care clinic, child and adolescent psychiatry)
- Inpatient (wards, PICU)
- Emergency department
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<td><strong>Management of suicidality:</strong></td>
<td>Readings and Videos</td>
<td>Readings:</td>
</tr>
<tr>
<td>1. Describe the importance of asking all</td>
<td>1. Practice Parameter for Assessment and Treatment of Children and Adolescents with Suicidal Behavior - American Academy of Child and Adolescent Psychiatry (2001)</td>
<td>Readings:</td>
</tr>
<tr>
<td>adolescents about suicidal ideation and, if</td>
<td></td>
<td>1. Biddle V. Online Adolescent Suicide Risk Assessment. MedEdPORTAL Publication; 2013.</td>
</tr>
<tr>
<td>present, if there is a plan</td>
<td></td>
<td>Online Resources:</td>
</tr>
<tr>
<td>2. Know the resources in your area for referral of an actively suicidal adolescent (crisis team, psychiatric or medical ED, psychiatric hospital)</td>
<td></td>
<td>Inpatient (wards, PICU, psychiatry)</td>
</tr>
<tr>
<td>3. Examine the basis of safety planning and how to counsel parents/guardians of safety plan</td>
<td></td>
<td>Partial hospitalization - child and adolescent psychiatry</td>
</tr>
</tbody>
</table>

**Websites and Online Resources:**

1. MCPAP (Massachusetts Child Psychiatry Access Project) Available at [http://mcpap.org](http://mcpap.org)
   a. Suicide Prevention in the Primary Care Setting in section “For Providers”

2. The Cornell Research Project on Self-Injury and Recovery. Available at [http://www.selfinjury.bctr.cornell.edu/resources.html](http://www.selfinjury.bctr.cornell.edu/resources.html)

3. The Trevor Project. Available at [www.thetrevorproject.org](http://www.thetrevorproject.org)
# Eating Disorders & Overweight/Obesity

## Module and Learning Objectives

### Eating Disorders

1. **Recognize and define DSM-5 eating disorders including anorexia nervosa, atypical anorexia nervosa, bulimia nervosa, avoidant/restrictive food intake disorder, binge eating disorder**

2. **Describe risk factors (including genetic and neurobiological vulnerabilities) that may predispose youth to develop eating disorders**

3. **Recognize that eating disorders can develop in all populations (ie: males, normal/overweight adolescents, adolescents with chronic disease, refugees), and that certain populations are at higher risk**

4. **Identify medical complications of eating disorders and reasons for medical hospitalization**

5. **Recognize long-term health risks associated with eating disorders and that they are more likely if youth with eating disorders are not identified early, followed closely, and treated using a multidisciplinary approach**

### Eating Disorders Reading and Video Requirements

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<td>Websites and Online Resources</td>
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<td>2. Families Empowered and Supporting Treatment of Eating Disorder (FEAST).</td>
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<tr>
<td>Videos</td>
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## Teaching Materials

### Interactive Learning Opportunities

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<td>1. Eating Disorders in Teens</td>
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<tr>
<td>2. Management of Adolescent Eating Disorders in the Medical Setting</td>
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</tbody>
</table>

### Online Resources

<table>
<thead>
<tr>
<th>Online Resources</th>
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<tbody>
<tr>
<td>1. National Eating Disorders Association - for Medical Professionals.</td>
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<tr>
<td>2. The eating attitudes test (EAT – 26).</td>
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### Pedicases

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### MedEd Portal resources

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**CLINICAL AND COMMUNITY SETTINGS**

- Adolescent rotation
- Experience at eating disorder treatment center
- Inpatient hospital rotations
- College health experience
- Emergency department
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<td><strong>Readings and Videos</strong></td>
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<td><strong>Online Resources:</strong></td>
</tr>
<tr>
<td><strong>Books:</strong></td>
<td><strong>Online Resources:</strong></td>
<td><strong>Online Resources:</strong></td>
<td>1. &quot;Th, Like, SO Fat!&quot; Helping Your Teen Make Healthy Choices about Eating and Exercise in a Weight-Obsessed World. Dianne Neumark-Szater. New York: Guilford Press, 2005.</td>
</tr>
<tr>
<td><strong>Videos:</strong></td>
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<td><strong>Websites and Online Resources:</strong></td>
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<tr>
<td><strong>Websites and Online Resources:</strong></td>
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<td></td>
<td>Abbot Nutrition Health Institute. <a href="http://anhi.org/physician">http://anhi.org/physician</a></td>
</tr>
</tbody>
</table>
### MODULE AND LEARNING OBJECTIVES

#### Substances use and abuse

<table>
<thead>
<tr>
<th>Reading and Videos</th>
<th>Interactive Learning Opportunities</th>
<th>Materials to Develop Educational Sessions</th>
<th>CLINICAL AND COMMUNITY SETTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Screening and counseling:</strong></td>
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<tr>
<td>1. Relate the public health burden of substance use among teens including tobacco, alcohol, prescription drugs, and non-prescription drugs</td>
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<tr>
<td>2. State the components of initial substance use screening, including CRAFT questions</td>
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<td>3. Describe when to use brief advice, motivational interviewing, and/or refer to treatment for substance use treatment</td>
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<tr>
<td>4. Recognize the comorbidity of mental health and substance use in adolescents</td>
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<tr>
<td>5. Describe the utility and appropriate use of a urine drug screen</td>
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</tbody>
</table>

**Readings:**
- Committee On Substance Use and Prevention. Substance Use Screening, Brief Intervention, and Referral to Treatment. (SBIRT) Pediatrics 2016;138(1).

**Websites and Online Resources:**
- SAMHSA – ‘Incorporating substance abuse screening into adolescent office visits – CRAFTT’. Available at: [www.adolescenthealth.org/SAHM_Main/media/Adol-Resident-Curriculum/CRAFTT_IncorporatingSubstanceAbuseScreening.pdf](https://www.adolescenthealth.org/SAHM_Main/media/Adol-Resident-Curriculum/CRAFTT_IncorporatingSubstanceAbuseScreening.pdf)

**Community resources:**

**Readings:**

**Online Resources:**
- Alcohol Screening and Brief Intervention for Youth: A Practitioner’s guide. National Institute on Alcohol Abuse and Alcoholism.

**MedEd Portal:**

**Pedicases.** Available at [http://pedicases.org/archives/index.html](http://pedicases.org/archives/index.html)

- Adolescent Substance Abuse: The Crafty Pupil
- Social work
<table>
<thead>
<tr>
<th>MODULE AND LEARNING OBJECTIVES</th>
<th>TEACHING MATERIALS</th>
<th>CLINICAL AND COMMUNITY SETTINGS</th>
</tr>
</thead>
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<tr>
<td><strong>SAFETY AND VIOLENCE</strong></td>
<td>Readings and Videos</td>
<td>Interactive Learning Opportunities</td>
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<tr>
<td><strong>Injury Prevention:</strong></td>
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<tr>
<td><strong>Physical Violence and Prevention:</strong></td>
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<tr>
<td>2. Identify resources and programs targeted at violence prevention in your community</td>
<td>1. CDC’s WISQARS™ Injury Prevention and Control Dad &amp; Statistics.</td>
<td>Online Resources: 1. CDC Division of Violence Prevention - Youth Violence. Available at: <a href="http://www.cdc.gov/violenceprevention/youthviolence/index.html">http://www.cdc.gov/violenceprevention/youthviolence/index.html</a></td>
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</table>
### Intimate Partner Violence (IPV) and Sexual Assault

1. Describe risk factors for, and identify the public health significance of IPV
2. List resources for teens who experience IPV and sexual assault in your community
3. Discuss screening for and anticipatory guidance around IPV and sexual assault
4. Review components of emergency care for a victim of sexual assault

#### Readings:

#### Websites and Online Resources:
1. Futures without violence:
### Juvenile Justice

1. Describe health needs of adolescents in the juvenile justice system including recommended screening guidelines

<table>
<thead>
<tr>
<th>Readings</th>
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</thead>
</table>
- DYS facilities  
- Other youth detention facilities |

### Bullying and Cyberbullying

1. Develop skills for assessing risk, asking about, and addressing bullying online and in schools

<table>
<thead>
<tr>
<th>Readings</th>
<th>Online Resources</th>
<th></th>
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</table>
2. Stoppbullying.gov HHS website with videos, fact sheets, community interventions |  
- Adolescent clinic  
- Resident primary care clinic  
- SBHC |
<table>
<thead>
<tr>
<th>MODULE AND LEARNING OBJECTIVES</th>
<th>SPORTS MEDICINE</th>
<th>TEACHING MATERIALS</th>
<th>CLINICAL AND COMMUNITY SETTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparticipation Screen:</strong></td>
<td>Readings and Videos</td>
<td>Interactive Learning Opportunities</td>
<td>Online Resources:</td>
</tr>
<tr>
<td>2. Recognize the medical conditions that limit participation in certain sports activities</td>
<td>Podcasts:</td>
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</tbody>
</table>
| 1. Recognize and understand risk factors for common overuse injuries in adolescents such as patellofemoral pain syndrome, shoulder instability, tibial stress fracture, spondylolysis.  
<p>| | Podcasts: | | |  |
| | Websites and Online Resources: | | |  |</p>
<table>
<thead>
<tr>
<th><strong>SPORTS MEDICINE</strong> – continued</th>
<th><strong>TEACHING MATERIALS</strong></th>
<th><strong>CLINICAL AND COMMUNITY SETTINGS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female Athlete Triad and Relative Energy Deficiency:</strong></td>
<td><strong>Readings and Videos</strong></td>
<td><strong>Online Resources:</strong></td>
</tr>
</tbody>
</table>
- Clinic/Rotation  
- Eating disorders  
- Treatment center  
- Pediatric  
- Adolescent gynecology  
- Sports medicine |
2. Devastating Fracture In An Adolescent Runner: Nature Vs. Nurture?  
2. CDC HEADS UP to Health Care Providers. Available at: [http://www.cdc.gov/headsup/providers/index.html](http://www.cdc.gov/headsup/providers/index.html) |
2. Dr. Gloria Cohen presents The Female Athlete Triad at the ONSF Medical Education Conference for medical professionals held at Greenwich Hospital on November 8, 2014. Available at: [https://www.youtube.com/watch?v=bybUcZ08Cg](https://www.youtube.com/watch?v=bybUcZ08Cg) |  
- Adolescent Clinic  
- Emergency Room Rotation  
- Neurology/ concision clinic  
- Continuity clinic  
- Sports medicine  
- College health |
| 4. Describe possible treatment approaches to adolescents diagnosed with female athlete triad. | 4. Describe second impact syndrome  
3. Explain the importance of return to play guidelines and practice their implementation | 1. Concussion Evaluation and Management with Dr. Jeffrey Kutcher  
2. Managing Concussion with Dr. Kim Harmon | **Adolescent**  
- Clinic/Rotation  
- Eating disorders  
- Treatment center  
- Pediatric  
- Adolescent gynecology  
- Sports medicine  
- College health |

**Concussion:**

<table>
<thead>
<tr>
<th><strong>Readings:</strong></th>
<th><strong>Podcasts available at:</strong></th>
<th><strong>Online Resources:</strong></th>
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<tr>
<td>2. Describe second impact syndrome</td>
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<tr>
<td>3. Explain the importance of return to play guidelines and practice their implementation</td>
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</table>
## MODULE AND LEARNING OBJECTIVES

### TRANSITION TO ADULT CARE

**Well Teens:**
1. Describe the timing and progression of transition preparation during adolescence
2. Identify at least one tool for assessing youth readiness for transition
3. Delineate the key components of transition preparation and implementation
4. Describe the objectives and measurable outcomes of transitional care

**Chronic Illness:**
1. Describe the impact of chronic illness on physical, emotional, sexual, social, and cognitive development, and the reciprocal impact of normal adolescent development on chronic illness
2. Explain how chronic disease and intellectual impairment uniquely impact the process of transition preparation and challenges they pose for transfer of care
3. List the consequences in young adulthood of ineffective, delayed, or unsuccessful transition

### TEACHING MATERIALS

**Readings and Videos**
- Well Teens:
  2. Becoming an Adult: Taking Responsibility for Your Medical Care: [https://www.youtube.com/watch?v=cXuURYF46M](https://www.youtube.com/watch?v=cXuURYF46M)
  3. Six Core Elements of Health Care Transition: [https://www.youtube.com/watch?v=5EAH-VIErRw](https://www.youtube.com/watch?v=5EAH-VIErRw)

- Chronic Illness:
  3. Shaw TM, Delaet DE. Transition of adolescents to young adulthood for vulnerable populations. Pediatr Rev 2010;31(12):497-504; quiz 505. Available at [http://pediatriconline.aappublications.org/content/31/12/497.full.pdf](http://pediatriconline.aappublications.org/content/31/12/497.full.pdf)

**Interactive Learning Opportunities**
- MedEd Portal:
  - FloridaHATS “Tool Kit - For Medical Providers.”

**Materials to Develop Educational Sessions**
- Got Transition Resources:
  - Got Transition Six Core Elements Toolkit - Transitioning youth to adult health care providers: [http://www.gottransition.org/resourceGet.cfm?id=208](http://www.gottransition.org/resourceGet.cfm?id=208)
  - Transitioning to an adult approach to care without changing providers: [http://www.gottransition.org/resourceGet.cfm?id=210](http://www.gottransition.org/resourceGet.cfm?id=210)
  - Integrating young adults into adult health care: [http://www.gottransition.org/resourceGet.cfm?id=212](http://www.gottransition.org/resourceGet.cfm?id=212)

### CLINICAL AND COMMUNITY SETTINGS

- Resident primary care clinic
- Adolescent clinic
- Inpatient settings