

# Child Abuse and Neglect 7180 Syllabus

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## Contact Information

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## Course Information

### Brief Description of Course

Child abuse and neglect (CAN) is a common problem that must be recognized in the primary care setting. This elective increases the student's awareness about this problem, provides the student with an introduction to medical evaluation and diagnosis in this area, and acquaints the student with the functions of a hospital based child protection team as well as community partners involved in the response to child abuse and neglect. All clinical work is observational.

Space in this course is highly limited, and faculty hope to meet the goals of engaged students. All students interested in this course must submit a brief statement (<250 words) explaining what they hope to gain during the rotation.

### Course Goals

As a result of successfully completing this course, students will be able to:

1. Raise the student's awareness of child abuse and neglect
2. Introduce the student to basic medical evaluation and diagnosis of child abuse and neglect in the primary care setting
3. Acquaint the student with the sub-specialty of Child Abuse Pediatrics (CAP), the workings of a hospital-based child protection team, and the work of community partners involved in the response to child abuse and neglect.

## Course Format & Schedule

### Timeline

#### Educational and Instructional Modalities

1. Work with people from the various disciplines represented on the Safe and Healthy Families team.
2. Participate in all team activities.
3. Observe the medical work-up of child abuse cases with the SHF fellow and attending physicians.
4. Work through the SHF self-learning materials.

#### Role of the Student in this Course

1. Patients: the student will observe and participate in the discussion of inpatient and outpatient abuse consults that come in during their rotation.
2. Participate in daily preceptor discussions/presentations.
3. Attend weekly SHF Case Review (Tuesday mornings).
4. Attend the Child Fatality Case Review meeting for the state with the preceptor if it occurs during the rotation (3<sup>rd</sup> Wednesday of each month).
5. Spend an afternoon shadowing a DCFS worker.
6. Attend the Thursday afternoon Intimate Partner Violence training scheduled during your rotation.
7. Attend a therapy session for a child abuse victim.
8. Attend court with a preceptor (if court occurs during the rotation).
9. Make use of the SHF self-study materials available during the rotation.

10. Teaching the team (the best way to learn is to teach)
  - A. Students with SHF for 4 weeks will give a 10-minute PowerPoint presentation on an abuse topic to our team the last week of your rotation.
  - B. Students with SHF for 2 weeks will lead a 5 minute discussion (no PowerPoint or handouts) on a focused question answered by the student during the rotation.

**Required Textbook(s)/Readings**

Book Title + ISBN	Author/Publisher/Edition	Appx Cost

**Additional Resources**

**Assessment & Grading**

**Preceptor Evaluations**

Evaluation of Student: the course director will evaluate the student using the SOM 4<sup>th</sup> year rotation evaluation sheet, with input from the entire team.

Evaluation of Rotation: exit interview of student, course director will review medical school feedback, periodic team review of rotation.

**Assessments –**

Assessment/Assignment	Due Date	Weight towards Final Grade
Preceptor Evaluations		100%

**Grading System**

Students will receive a final letter grade of PASS (P), or FAIL (F) for this course.

PASS: A student who achieves the criteria will be assigned a grade of PASS for the course.

FAIL: A student who fails to achieve the criteria for PASS will be assigned a grade of FAIL for the course.

**Student Feedback**

Student feedback is important and helps identify opportunities to improve the course.

At the conclusion of each course, clerkship or rotation medical students are required to complete a summative evaluation. Evaluations are completed electronically and remain confidential.

**Standard Policies**

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

- Accommodations**
- Addressing Sexual Misconduct**
- Attendance policy**
- Dress Code**
- Examination and Grading Policies**
- Grade or Score Appeal**
- Professionalism, Roles & Responsibilities**
- Mistreatment**

## Center for Disability & Access Services

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability and Access, 162 Olpin Union Building, 581-5020 (V/TDD). Staff of the Center for Disability and Access will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability and Access.

The Senior Director of the Academic Success Program, Dr. Steven Baumann (1C047B SOM Dean's Office, 587-3671, or [steven.baumann@hsc.utah.edu](mailto:steven.baumann@hsc.utah.edu)), serves as the liaison between the School of Medicine and the Center for Disability and Access.