

# PED 7180 Child Abuse and Neglect 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 meetings and learning opportunities including,
  - A. Shadowing a DCFS worker and CPS (1<sup>st</sup> week Tuesday all-day)
  - B. Weekly SHF Case Conference (Wednesdays 9:00-10:30AM).
  - C. Trauma Talk/Code R Talk (alternating Wednesdays 11:00-12:00PM).
  - D. Medical Child Abuse (1<sup>st</sup> week Friday 11:00-12:00 PM)
  - E. MDT (2<sup>nd</sup> week Tuesday 12:30-5:00 PM)
  - F. Social Work Talk (2<sup>nd</sup> week Thursday 1:00-2:00 PM)
  - G. Standardized Patient Encounter (final Friday (9:00AM-12:00PM)
4. If it occurs during the rotation weeks,

- A. Attend the Child Fatality Case Review meeting (3<sup>rd</sup> Wednesdays 12:30-2:00 PM)
- B. Attend the Thursday ECHO Session (2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Thursdays 12:00-1:00 PM)
- 5. Make use of the SHF self-study materials available during the rotation.
- 6. 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

Providing feedback is an important aspect of our professionalism expectations and helps with curriculum quality improvement. For each clinical course in Phases 3-4 you must complete an end-of-course survey and individual surveys of clinical faculty and residents by the due date to demonstrate reliability for the professionalism competency. Required surveys are administered online through Qualtrics and student responses are anonymous. Please refer to the resource section of the course canvas page for student feedback survey due dates.

## Standard Practices

Please refer to the Clinical Curriculum Procedures and Practices for the following:

- Phase 4 Developmental Benchmarks for Priority EPAs**
- Phase 4 Formative Feedback Form**
- Phase 4 Global Rating Form (Preceptor Evaluation)**
- Phase 4 Attendance Expectations**
- Medical Student Clinical and Educational Work (formerly Duty Hours)**
- Medical Student Clinical Documentation**
- Medical Student Call Rooms**
- Medical Student Mobile Communication**

**Students as Interpreters****Standard Policies**

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

**Accommodations**

**Addressing Sexual Misconduct**

**Dress Code**

**Examination and Grading Policies**

**Grade or Score Appeal**

**Professionalism, Roles & Responsibilities**

**Mistreatment**

**Infectious, Environmental and Bloodborne Pathogen Exposures Policy**

**Alternate Name and/or Personal Pronoun**

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

**Center for Disability & Access Services**

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability, and students seeking to establish the existence of a disability, that would like to request accommodations are required to meet with the CDA to establish accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

Contact Information:

Dr. Steven Baumann, Senior Director of Academic Success Program

**Safety Statement**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu).