

POLICY ROTATION – TWO WEEK BLOCK	3rd YEAR
Primary Goals for this Curriculum	Competencies
GOAL I: To recognize and understand the unique role of a pediatrician in legislative advocacy for health issues involving the safety and well-being of children, families and communities. Pediatric trainees will become knowledgeable on ways they can advocate for these issues.	
1. Describe and discuss key features of the legislative process after completing the five AAP Advocacy Guide Training Modules.	PBLI SBP
2. Discuss key current issues regarding children’s health and safety at the federal and state levels as identified by the AAP as well as other organizations that advocate for children	PBLI
3. Research one current child advocacy issue and complete a written assignment demonstrating knowledge about the issue including the AAP position, current laws or pending legislation, the position of our NY politicians at the local state and federal levels and identification of a local (Suffolk County) group/organization “working” on the issue, summarizing what the organization is doing.	SBP, PBLI, P
4. Identify and describe at least two ways that they as a pediatric resident, can advocate for the issue (from item #3) on behalf of the children and families they care for.	PBLI, P, SBP
GOAL II: Gain an understanding of how to use health education to promote health prevention by designing and implementing a health marketing tool kit.	
1. Define what is health education, health literacy, and health numeracy and their importance in terms of health marketing.	PBLI, MK
2. Participate in planning an injury prevention “health topic of the month” health marketing tool kit, including how to use social media to convey your key message.	SBP, P, IPC
3. Produce a written document summarizing his/her involvement, research and results with the project.	PBLI, P
4. Attend meetings and communicate effectively with other health care professionals, related agencies and community groups.	SBP, IPC, P

- Core Competencies:** **K** - Medical Knowledge
PC - Patient Care and Procedural Skills
IPC - Interpersonal and Communication Skills
P - Professionalism
PBLI - Practice-Based Learning and Improvement
SBP - Systems-Based Practice

Performance Expectations by Level of Training

	Beginning	Developing	Accomplished	Competent
	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting near mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.
Medical Knowledge	PL1	PL1, PL2	PL2, PL3	PL3
Patient Care and Procedural Skills	PL1	PL1, PL2	PL2, PL3	PL3
Interpersonal and Communication Skills	PL1	PL1, PL2	PL2, PL3	PL3
Professionalism		PL1	PL2, PL3	PL3
Practice-Based Learning and Improvement	PL1	PL1, PL2	PL2, PL3	PL3
Systems-Based Practice	PL1	PL1, PL2	PL2, PL3	PL3

SBP5: Population and Community Health				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates awareness of population and community health needs and disparities	Identifies specific population and community health needs and disparities; identifies local resources	Uses local resources effectively to meet the needs and reduce health disparities of a patient population and community	Adapts practice to provide for the needs of and reduce health disparities of a specific population	Advocates at the local, regional, or national level for populations and communities with health care disparities

PROF1: Professional Behavior				
Level 1	Level 2	Level 3	Level 4	Level 5
Identifies expected professional behaviors and potential triggers for lapses.	Demonstrates professional behavior with occasional lapses.	Maintains professional behavior in increasingly complex or stressful situations.	Recognizes situations that may trigger professionalism lapses and intervenes to prevent lapses in self and others	Models professional behavior and coaches others when their behavior fails to meet professional expectations

Identifies the value and role of pediatrics as a vocation/career	Demonstrates accountability for patient care as a pediatrician, with guidance	Fully engages in patient care and holds oneself accountable	Exhibits a sense of duty to patient care and professional responsibilities	Extends the role of the pediatrician beyond the care of patients by engaging with the community, specialty, and medical profession as a whole
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PROF3: Accountability and Conscientiousness				
Level 1	Level 2	Level 3	Level 4	Level 5
Performs tasks and responsibilities, with prompting	Performs tasks and responsibilities in a timely manner in routine situations	Performs tasks and responsibilities in a thorough and timely manner in complex or stressful situations	Coaches others to ensure tasks and responsibilities are completed in a thorough and timely manner in complex or stressful situations	Creates strategies to enhance others' ability to efficiently complete tasks and responsibilities