



Community Health and Advocacy Milestones Profile (CHAMP) Map

Community Health and Advocacy Goals & Objectives					
A. Culturally Effective Care Pediatricians must demonstrate skills that result in effective care of children and families from all cultural backgrounds and from diverse communities. Graduates are expected to:	Milestones-Based Sub-competencies		Rotation/ Curricular Activity	Assessment Method/ Demonstration of Competence	Level of Competence to be Demonstrated -Knows -Knows how -Shows how -Does
	As of September 2014				
	Reporting Currently Required	Reporting Not Yet Required			
1. Identify and manage cultural attributes, stereotypes, and biases they bring to clinical encounters	ICS1 ICS2 PBLI1 PROF6	PROF2 PROF5	General: any patient encounter Specific: reflection at end of community rotation Optional: refugee sessions in community advocacy track, refugee and global health tracks, choice of critical incident	Faculty observation/eval Community rotation reflection/debrief 360 eval Critical incident/PD meeting	Does
2. Integrate into clinical encounters an understanding of diversity (e.g. family composition, gender, age, culture, race, religion, disabilities, sexual orientation, and cultural beliefs and practices) by recognizing and respecting families' cultural backgrounds.	ICS1 ICS2 SBP1 PBLI2	PBLI8 PBLI9 PROF5	General: any patient encounter Specific: reflection at end of community rotation; DBP rotation; Adolescent rotation; CAM rotation; continuity clinic Optional: camps (eg. DM, disability, etc), advocacy track (refugee sessions), refugee & global health tracks, choice of critical incident	Faculty observation/eval 360 eval Community rotation reflection/debrief Critical incident/PD meeting	Does
3. Identify children, youth, or families who have limited English language Proficiency and demonstrate the ability to use Professional interpreters and written materials in the family's primary language to maximize communication.	ICS1 SBP1	PBLI7 PBLI8 PROF5	General: patient encounters (ED, inpt, outpt, etc.) Optional: advocacy track (refugee sessions), refugee & global health tracks, choice of critical incident	Faculty observation/eval 360 eval Critical incident/PD meeting	Does

<p>4. Identify, analyze, and describe health disparities, as well as organizational assets and barriers to delivering culturally effective services.</p>	<p>SBP2 PBLI3 PROF2</p>	<p>ICS3 ICS4 ICS5 SBP1 PROF5</p>	<p>Specific: community rotation (bus tour, CBO sites), R2 Skills Block</p> <p>Optional: choice of QI project, advocacy track including project, refugee & global health tracks, choice of critical incident</p>	<p>Faculty observation/eval</p> <p>Community rotation reflection/debrief</p> <p>QI project</p> <p>Critical incident/PD meeting</p> <p>Advocacy/global health project</p>	<p>Knows</p> <p>Does (track)</p>
<p>5. Describe and outline quality improvement activities to achieve health care equity.</p>	<p>SBP2 PBLI3</p>	<p>ICS3 ICS4 ICS5 PROF5</p>	<p>Specific: community rotation (community health project), noon conference talks, Dyson Day Grand Rounds, R2 Skills Block</p> <p>Optional: choice of QI project, advocacy & global health track projects</p>	<p>Faculty observation/eval</p> <p>Community health project</p> <p>QI project</p> <p>Advocacy/global health project</p>	<p>Does</p>

Community Health and Advocacy Milestones Profile (CHAMP) Map

Community Health and Advocacy Goals & Objectives					
B. Child Advocacy Recognizing their unique roles, pediatricians should advocate for the well-being of patients, families, and communities. They must develop advocacy skills to address relevant individual, community, and population health issues. Graduates are expected to:	Milestones-Based Sub-competencies		Rotation/ Curricular Activity	Assessment Method/ Demonstration of Competence	Level of Competence to be Demonstrated -Knows -Knows how -Shows how -Does
	As of September 2014				
	Reporting Currently Required	Reporting Not Yet Required			
1. Identify and discuss individual, family, and community (local, state and/or national) concerns that impact children's health.	ICS2 SBP2 PBLI2 PROF2	ICS1 ICS3 SBP7	General: any patient encounter Specific: community rotation, noon conference, Dyson Day Grand Rounds Optional: advocacy track, choice of critical incident	Faculty observation/eval 360 eval Community rotation reflection/debrief Critical incident/PD meeting	Does
2. Formulate an attainable plan of action in response to a community health need.	ICS1 SBP2 PBLI2 PROF2	ICS3 ICS4 SBP1 SBP7 PBLI2	Specific: community rotation (community health project) Optional: advocacy & global health track projects, refugee track	Faculty observation/eval Community health project Advocacy/global health project	Shows how Does (track)
3. Identify and describe resources to effectively advocate for the well-being of patients, families, and communities.	ICS1 SBP1 SBP2 PROF4 PROF6	ICS3 SBP7 PPD6	General: any patient encounter Specific: community rotation, subspecialty & H/O inpt rotations, subspecialty electives Optional: camps (eg. DM, disability, etc), advocacy & global health track projects, refugee track	Faculty observation/eval 360 eval Advocacy/global health project	Does
4. Communicate effectively with community groups and the media.	ICS1 ICS2 PROF2	ICS3 ICS4 PBLI8 PBLI9	Specific: community rotation (community groups), DBP rotation Optional: community rotation (media), advocacy track (public speaking lecture, talking with the media lecture, project)	Faculty observation/eval 360 eval Advocacy/global health project	Does

<p>5. Find and use evidence and data to communicate, educate, affect attitude change, and/or obtain funding to achieve specific health outcomes.</p>	<p>ICS1 SBP2 PROF2</p>	<p>ICS3 ICS4 SBP7 PBLI8 PBLI9 PROF2 PPD6</p>	<p>Specific: EBM summer series, Journal Club, educational prescriptions, R2 Skills Block</p> <p>Optional: community rotation (community health project), advocacy track project, choice of QI project</p>	<p>Faculty observation/eval</p> <p>Educational prescriptions</p> <p>Advocacy/global health project</p> <p>QI project</p>	<p>Does</p>
<p>6. Describe and discuss key features of the legislative process, and identify and communicate with key legislators, community leaders, child advocates, and/or agency administrators about child and family health concerns.</p>	<p>ICS1 ICS2 SBP2 PROF2</p>	<p>ICS3 PROF2 SBP7 PBLI8 PBLI9 PPD6</p>	<p>Specific: community rotation (legislative advocacy lecture, choice of community health project)</p> <p>Optional: advocacy track (letter-writing and political advocacy lecture, projects, visiting legislators, AAP legislative advocacy day)</p>	<p>Faculty observation/eval</p> <p>Community health project</p> <p>Advocacy/global health project</p>	<p>Knows how</p>

Community Health and Advocacy Milestones Profile (CHAMP) Map

Community Health and Advocacy Goals & Objectives					
C. Medical Home Pediatricians must be able to identify and/or provide a medical home for all children and families under their care. As defined by the American Academy of Pediatrics, medical home is a model for delivering primary care that is accessible, continuous, comprehensive, family-centered, coordinated, compassionate, and culturally effective. Graduates are expected to:	Milestones-Based Sub-competencies		Rotation/ Curricular Activity	Assessment Method/ Demonstration of Competence	Level of Competence to be Demonstrated -Knows -Knows how -Shows how -Does
	As of September 2014				
	Reporting Currently Required	Reporting Not Yet Required			
1. Recognize the family as the principal caregiver and expert in their child's care, the center of strength and support for the child.	ICS1 ICS2 SBP2 PBL1 PBL2 PROF1	PROF2	Specific: continuity clinic Optional: primary care track, choice of critical incident	Faculty observation/eval 360 eval Critical incident/PD meeting	Does
2. Identify state and national resources such as Medicaid and WIC, as well as relevant state and local programs and resources that support families and child development.	PROF2	ICS3 PBL1 PBL10	General: any patient encounter, but especially continuity clinic, community rotation, DBP rotation, Adolescent rotation, subspecialty electives, inpatient rotations, NBN rotation, NICU, PICU	Faculty observation/eval Community rotation reflection/debrief Community health project	Does
3. Partner with families and youth to access resources (including health care financing), and coordinate care to meet the special needs of patients with acute and chronic conditions, at home and in the school setting.	ICS1 ICS2 SBP1 SBP3 PROF2	ICS3 ICS4 ICS5 PBL19	General: any patient encounter, but especially continuity clinic, community rotation, DBP rotation, Adolescent rotation, subspecialty electives, inpatient rotations, NBN rotation, NICU, PICU Optional: choice of critical incident	Faculty observation/eval 360 eval Critical incident/PD meeting	Shows how Does
4. Collaborate with families and communities to help navigate the health care system, including transition to adult care.	ICS1 SBP1 PROF2 PROF6	ICS3 ICS4 ICS5 SBP1 PBL19 PPD6	General: any patient encounter but especially DBP rotation, adolescent rotation, continuity clinic Optional: primary care track, choice of critical incident	Faculty observation/eval 360 eval Critical incident/PD meeting	Does

<p>5. Describe and outline quality improvement activities that result in improved access, coordination, continuity, and outcomes of care.</p>	<p>SBP2 PBLI3</p>	<p>ICS3 ICS4 ICS5 SBP1 SBP7 PPD6</p>	<p>Specific: community health rotation (community health project), noon conference talks, Dyson Day Grand Rounds, R2 Skills Block, QI project</p> <p>Optional: advocacy track project</p>	<p>Faculty observation/eval Community health project QI project</p>	<p>Does</p>
<p>6. Identify and access practice tools that support the provision of a medical home, e.g. electronic health records, coding, and accreditation standards (such as NCQA).</p>	<p>SBP1 PBLI3</p>	<p>ICS6 SBP3 PBLI7</p>	<p>General: all patient encounters</p> <p>Specific: continuity clinic including didactics and patient encounters, lecture by compliance officer</p> <p>Optional: primary care track</p>	<p>Faculty observation/eval Billing/coding data</p>	<p>Does</p>

Community Health and Advocacy Milestones Profile (CHAMP) Map

Community Health and Advocacy Goals & Objectives					
D. Special Populations Pediatricians must be competent in the care of children in special populations, including (but not limited to) children and youth in substitute care, homeless children and youth, children and youth with chronic conditions, immigrants and refugees, and children and youth who are adopted. Graduates are expected to:	Milestones-Based Sub-competencies		Rotation/ Curricular Activity	Assessment Method/ Demonstration of Competence	Level of Competence to be Demonstrated -Knows -Knows how -Shows how -Does
	As of September 2014				
	Reporting Currently Required	Reporting Not Yet Required			
1. Identify youth at risk for poor health outcomes and/or with special health care needs; identify the special populations that exist in a community.	ICS1 ICS2 PBL11 PBL12 PROF1 PROF2	PBL12 PROF5 SBP7	Specific: DBP rotation, community rotation, subspecialty electives, Subspecialty inpatient rotation, H/O rotation, adolescent rotation (Threshold clinic) Optional: foster care clinic, advocacy track, refugee track, subspecialty track, choice of critical incident	Faculty observation/eval Community rotation reflection/debrief Community health project Critical incident/PD meeting	Does
2. Screen for risks specific to defined special populations.	ICS1 ICS2	PBL16 PROF5	General: any patient encounter but especially continuity clinic, subspecialty clinics Optional: primary care track, subspecialty track	Faculty observation/eval	Does
3. Demonstrate a working knowledge of psychosocial issues, legal protections, policies, and services provided for these populations at the local, state, and federal levels.	ICS2 PBL11 PBL12 PROF2	ICS4 SBP1 PROF5	Specific: DBP rotation, adolescent rotation, subspecialty electives, H/O rotation Optional: foster care clinic, advocacy track, global health track, refugee track, choice of critical incident	Faculty observation/eval Critical incident/PD meeting	Does

Community Health and Advocacy Milestones Profile (CHAMP) Map

Community Health and Advocacy Goals & Objectives					
E. Pediatrician as a Consultant/Collaborative Leader/Partner Pediatricians must be able to act as child health consultants in their communities. Using collaborative skills, they must be able to work with multidisciplinary teams, community members, educators, and representatives from community organizations and legislative bodies. Graduates are expected to:	Milestones-Based Sub-competencies		Rotation/ Curricular Activity	Assessment Method/ Demonstration of Competence	Level of Competence to be Demonstrated -Knows -Knows how -Shows how -Does
	As of September 2014				
	Reporting Currently Required	Reporting Not Yet Required			
1. Identify potential opportunities to serve as a health consultant in the community where he/she practices pediatrics and demonstrate the ability to communicate effectively with a variety of audiences within that community.	ICS1 PBLI1 PROF2	ICS3 ICS4 ICS5 SBP7 PBLI9 PPD6	Specific: community rotation, DBP rotation, adolescent rotation Optional: advocacy & global health track projects	Faculty observation/eval Community health project Advocacy/global health project	Knows how Does (track)
2. Describe and discuss the essential qualities of community partnerships including shared vision, the use of complementary strengths, the willingness to collaborate, and the development of agreed-on boundaries.	ICS1 PBLI2 PROF1 PROF2	ICS2 ICS3 ICS4 PBLI5 PBLI9 PPD6	Specific: community rotation, DBP rotation, H/O & subspecialty rotation, palliative care elective, subspecialty electives, illness clinic, continuity clinic Optional: advocacy & global health track projects, camps	Faculty observation/eval Advocacy/global health project	Knows how Does (track)
3. Define and discuss principles of consensus building, including fostering inclusiveness, identifying mutual goals, setting measurable outcomes, using effective problem-solving strategies, and negotiating towards consensus.	ICS1 ICS2 PBLI2 PROF1 PROF2	ICS3 ICS4 PBLI2 PPD6	Specific: community rotation, QI project Optional: advocacy & global health track projects	Faculty observation/eval QI project Advocacy/global health project	Knows how Does (track)

Community Health and Advocacy Milestones Profile (CHAMP) Map

Community Health and Advocacy Goals & Objectives					
F. Educational and Child Care Settings Pediatricians must be able to interact with staff in schools and child care settings to improve the health and educational environments for children. Graduates are expected to:	Milestones-Based Sub-competencies		Rotation/ Curricular Activity	Assessment Method/ Demonstration of Competence	Level of Competence to be Demonstrated
	As of September 2014				
	Reporting Currently Required	Reporting Not Yet Required			
1. Promote the children's health and success in school by assessing children for school readiness, making appropriate referrals to relevant community services, and communicating and collaborating with school nurses, teachers, and administration.	ICS1 SBP2	ICS3 ICS4 SBP1 PBLI9 PPD6 SBP7	Specific: continuity clinic, DBP rotation Optional: primary care track	Faculty observation/eval	Does
2. Explain how to work with families, educational, and child care institutions to help provide optimal learning environments for all children. This includes knowledge about high quality early education, the Individuals with Disabilities Education Act (IDEA), participation in Individualized Education Plans (IEP) and Individual Family Service Plans (IFSP), and provision of medications and/or medical care in school settings.	ICS1 SBP1 SBP3 PBLI1 PROF2	ICS3 ICS4 PBLI9 PPD6	Specific: continuity clinic, DBP rotation, community rotation Optional: primary care track	Faculty observation/eval	Knows how
3. Describe and discuss how a physician can collaborate to improve the physical, social, and health environment in schools and child care settings.	ICS1 ICS2 SBP2 SBP3 PBLI2 PROF2	ICS3 ICS4 SBP1 PPD6 SBP7	Specific: community rotation, DBP rotation, continuity clinic Optional: advocacy track project, primary care track	Faculty observation/eval Community rotation reflection/debrief Advocacy project	Knows how

Community Health and Advocacy Milestones Profile (CHAMP) Map

Community Health and Advocacy Goals & Objectives					
G. Public Health and Prevention	Milestones-Based Sub-competencies		Rotation/ Curricular Activity	Assessment Method/ Demonstration of Competence	Level of Competence to be Demonstrated
	As of September 2014				
	Reporting Currently Required	Reporting Not Yet Required			
<p>Pediatricians must be able to practice from a population-based perspective and understand relationships between individual, family, and community-level health determinants that affect children and families in the communities they serve. Pediatricians must be able to apply community assets and resources to prevent illness, injury, and death.</p> <p>Graduates are expected to:</p>					<ul style="list-style-type: none"> -Knows -Knows how -Shows how -Does
<p>1. Describe and discuss modifiable risk factors and the evolving epidemiology of pediatric illnesses and their impact on child health and well-being and child health equity.</p>	<p>PBLI1 PBLI2 PROF2</p>	<p>ICS3 ICS4 SBP7</p>	<p>Specific: community rotation, noon conference curriculum, Dyson Day Grand Rounds</p> <p>Optional: advocacy track, global health track, refugee track</p>	<p>Faculty observation/eval</p> <p>Community rotation reflection/debrief</p> <p>Advocacy/global health project</p>	Does
<p>2. Identify and discuss child health issues at the national, state, and local levels by accessing and using vital statistics, surveillance data, community asset mapping, and other sources of data.</p>	<p>PROF2</p>	<p>ICS3 ICS4 SBP7 PBLI6</p>	<p>Specific: community rotation, Dyson Day Grand Rounds</p> <p>Optional: advocacy track, global health track, refugee track</p>	<p>Faculty observation/eval</p> <p>Community health project</p> <p>Advocacy/global health project</p>	Knows how Does (track)
<p>3. Identify measurable outcomes for assessing progress in addressing child health issues, including health equity.</p>	<p>PBLI3</p>	<p>ICS3 ICS4 PLBI2</p>	<p>Specific: community rotation, Dyson Day Grand Rounds</p> <p>Optional: advocacy track, global health track, refugee track</p>	<p>Faculty observation/eval</p> <p>Advocacy/global health project</p>	Knows how Does (track)
<p>4. Identify and describe effective public health interventions at the individual, community, and national level, e.g. screening & prevention programs aimed at modifying risk factors for disease or adverse health outcomes, and case identification and tracking.</p>	<p>PBLI1 PBLI3 PROF2</p>	<p>ICS3 ICS4 SBP7 PPD6</p>	<p>Specific: community rotation, Dyson Day Grand Rounds, continuity clinic, outpatient rotation</p> <p>Optional: advocacy track, global health track, refugee track, primary care track</p>	<p>Faculty observation/eval</p> <p>Advocacy/global health project</p>	Does
<p>5. Describe and discuss the individual practitioner's role within the greater public health infrastructure, including early identification, notification, mandated reporting, and emergency planning/response recovery.</p>	<p>SBP3 PROF1 PROF2</p>	<p>ICS3 ICS4 PBLI8 PBLI9 PROF2 PPD6</p>	<p>Specific: community rotation, ED rotation, illness clinic, continuity clinic, inpatient rotations</p> <p>Optional: advocacy track, global health track, refugee track, child abuse clinic, choice of critical incident</p>	<p>Faculty observation/eval</p> <p>Critical incident/PD meeting</p> <p>Advocacy/global health project</p>	Does

Community Health and Advocacy Milestones Profile (CHAMP) Map

Community Health and Advocacy Goals & Objectives					
H. Inquiry and Application Pediatricians should be capable of pursuing inquiry that advances the health of children, families, and communities. Graduates are expected to:	Milestones-Based Sub-competencies		Rotation/ Curricular Activity	Assessment Method/ Demonstration of Competence	Level of Competence to be Demonstrated
	As of September 2014				-Knows -Knows how -Shows how -Does
	Reporting Currently Required	Reporting Not Yet Required			
1. Assess and apply evidence-based practices for children and families relevant to the needs and resources of their communities.	PBLI2	ICS4 SBP7 PBLI6	General: any patient encounter Specific: EBM summer series, Journal Club, educational prescriptions, community rotation Optional: advocacy & global health projects	Faculty observation/eval Educational prescriptions Community health project Advocacy/global health project	Does
2. Discuss how quality improvement assessments and methodology can be integrated into interactions with community organizations serving children and families.	ICS1 SBP2 PBLI3	ICS4	Specific: community rotation (community health project), continuity clinic Optional: advocacy & global health projects, refugee track, choice of QI project	Faculty observation/eval Community health project Advocacy/global health project QI project	Knows how Does (track)
3. Describe and discuss the ethical issues that relate to research and scholarship in communities.	ICS2 PBLI2	ICS4	Specific: QI project Optional: advocacy & global health track (IRB certification, lectures, project), research track, choice of critical incident	QI project Critical incident/PD meeting Advocacy/global health project Research project	Knows Knows how (track)
4. Describe and discuss different methodologies of research in communities, including community-based participatory research.	PBLI1 PBLI3	ICS4 PBLI6	Specific: EBM summer series, Journal Club, educational prescriptions Optional: advocacy & global health track projects, research track	Educational prescriptions Advocacy/global health project Research project	Knows Knows how (track)