



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 PBL1 PROF6	PROF2 PROF5	GME core curriculum Continuity Clinic curriculum and practice Community rotation reflection piece	Short essay response and feedback Continuity Clinic evaluation	Knows
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 PBL2	PBL8 PBL9 PROF5	Healthy Steps home visits and clinic visits Horizon Hospice home visits Continuity Clinic practice Adolescent rotation Developmental/Behavioral rotation	Healthy Steps and Community, Adolescent, Developmental, and Continuity Clinic rotation evaluations	Knows how
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	PBL7 PBL8 PROF5	Continuity Clinic curriculum and practice Family-Centered Rounds Newborn Nursery	Continuity Clinic evaluation General Pediatrics Ward and Newborn Nursery rotation evaluations	Knows how
4. Identify, analyze, and describe health disparities, as well as organizational assets and barriers to delivering culturally effective services.	SBP2 PBL3 PROF2	ICS3 ICS4 ICS5 SBP1 PROF5	Community Health and Advocacy Track (CHAT) Health Disparities in Chicago lecture Community rotation readings	SPH course and evaluation	Knows
5. Describe and outline quality improvement activities to achieve health care equity.	SBP2 PBL3	ICS3 ICS4 ICS5 PROF5	QI Project Community Health and Advocacy Track QI workshop series Patient Safety Conference	QI Project evaluation SPH course and evaluation Informal feedback	Does

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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				
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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	ICAAP REACH meeting Advocacy project	Informal feedback Community rotation evaluation	Knows how
2. Formulate an attainable plan of action in response to a community health need.	ICS1 SBP2 PBLI2 PROF2	ICS3 ICS4 SBP1 SBP7 PBLI2	Community Health and Advocacy Track Community rotation reflection piece	SPH course evaluation/feedback Community rotation evaluation	Does
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	EI Valor, Carole Robertson (community-based organization) visits Early Intervention visit	Community rotation evaluation	Knows how
4. Communicate effectively with community groups and the media.	ICS1 ICS2 PROF2	ICS3 ICS4 PBLI8 PBLI9	Advocacy project EI Valor, Carole Robertson (CBO) parent/staff presentation and Radio spots Ask-the-Doctor sessions for teen parents at Chicago high schools	Advocacy project feedback EI Valor, Carole Robertson feedback Healthy Steps evaluation	Does
5. Find and use evidence and data to communicate, educate, affect attitude change, and/or obtain funding to achieve specific health outcomes.	ICS1 SBP2 PROF2	ICS3 ICS4 SBP7 PBLI8 PBLI9 PROF2 PPD6	Community Health and Advocacy Track	SPH course evaluation/feedback	Does
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.	ICS1 ICS2 SBP2 PROF2	ICS3 PROF2 SBP7 PBLI8 PBLI9 PPD6	ICAAP REACH meeting Community Health and Advocacy Track Noon conference series	Informal feedback SPH course evaluation/feedback	Knows how

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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				
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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 PBLI1 PBLI2 PROF1	PROF2	Medical Home reading and resources Continuity Clinic curriculum and practice	Community rotation and Continuity Clinic evaluation Parent survey	Knows
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.	ICS3 PROF2	PBLI1 PBLI10	WIC meeting Health Insurance worksheet and meeting SW meeting and worksheet Enhancing Developmentally Oriented Primary Care (EDOPC) training	Feedback from health insurance and SW meetings Training certificates	Knows how
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 PBLI9	Developmental rotation, Inpatient multidisciplinary team meetings NICU discharge planning sessions	Development rotation evaluation 360 evaluation NICU evaluation	Knows how
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 PBLI9 PPD6	Head Start Health Services Advisory Committee meetings Continuity clinic	Community rotation evaluation Continuity clinic evaluation	Does
5. Describe and outline quality improvement activities that result in improved access, coordination, continuity, and outcomes of care.	SBP2 PBLI3	ICS3 ICS4 ICS5 SBP1 SBP7 PPD6	PGY2 QI project and presentation QI workshops	QI project evaluation and feedback Informal feedback	Does
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).	SBP1 PBLI3	ICS6 SBP3 PBLI7	Ambulatory subfellowship Continuity clinic curriculum Noon conference series	Ambulatory rotation evaluation Informal feedback	Does

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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				
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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 PBL1 PBL2 PROF1 PROF2	PBL2 PROF5 SBP7	Healthy Steps home visits and journal Continuity Clinic practice Developmental rotation clinics Adolescent rotation (Juvenile Detention Center and Transgender Clinic and HIV Positive Clinic)	Healthy Steps evaluation and journal feedback Continuity Clinic evaluation Developmental rotation evaluation Adolescent rotation evaluation	Does
2. Screen for risks specific to defined special populations.	ICS1 ICS2 PBL6	PROF5	Healthy Steps home visits and clinic visits, home visit journal Fussy Baby Network visit EDOPC Training Adolescent rotation (Juvenile Detention Center and Transgender Clinic and HIV Positive Clinic)	Healthy Steps feedback and evaluation; home visit journal feedback Informal feedback EDOPC certificates Adolescent rotation evaluation	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 PBL1 PBL2 PROF2	ICS4 SBP1 PROF5	Developmental rotation SW meeting and worksheet	Developmental rotation evaluation Community rotation evaluation	Knows

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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				
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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 PBL11 PROF2	ICS3 ICS4 ICS5 SBP7 PBLI9 PPD6	El Valor, Carole Robertson (CBO) sessions Head Start Health Services Advisory Committee meetings Chicago Board of Health meeting	Community rotation evaluation	Knows how
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	Community rotation readings Fussy Baby Network visit	Rotation evaluation Informal feedback	Knows
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	Community Health and Advocacy Track	SPH course and evaluation CHAT evaluation and feedback	Does

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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 -Knows -Knows how -Shows how -Does
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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	Continuity Clinic UIC Children's Center (preschool) reading and session Healthy Steps sessions Early Intervention visit	Continuity Clinic evaluation Community rotation evaluation Healthy Steps evaluation	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	Developmental clinics Adolescent rotation school-based clinics Early Intervention visit Healthy Steps home visits EDOPC Training	Developmental rotation evaluation Adolescent rotation evaluation Community rotation evaluation Healthy Steps evaluation EDOPC certificates	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	Head Start Health Services Advisory Committee meetings Developmental rotation Adolescent rotation (school-based clinic)	Community rotation evaluation Developmental rotation evaluation Adolescent rotation evaluation	Knows how

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G. Public Health and Prevention 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. 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				
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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.	PBLI1 PBLI2 PROF2	ICS3 ICS4 SBP7	Community Health and Advocacy Track courses Windshield Project Fussy Baby Network visits	SPH course and evaluation Windshield Project discussion and feedback Informal feedback	Does
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.	PROF2	ICS3 ICS4 SBP7 PBLI6	Community Health and Advocacy Track courses Health Disparities in Chicago lecture	SPH course and evaluation	Knows how
3. Identify measurable outcomes for assessing progress in addressing child health issues, including health equity.	PBLI3	ICS3 ICS4 PLBI2	Community Health and Advocacy Track courses	SPH course and evaluation	Knows how
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.	PBLI1 PBLI3 PROF2	ICS3 ICS4 SBP7 PPD6	Watch <u>Interrupters</u> movie and study guide questions and discussion Continuity Clinic curriculum Community Health and Advocacy Track courses	Community rotation evaluation and feedback Continuity Clinic evaluation SPH course and evaluation	Knows how
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.	SBP3 PROF1 PROF2	ICS3 ICS4 PBLI8 PBLI9 PROF2 PPD6	Illinois DCFS Mandated Reporter training Child Protection Team meeting	Community rotation evaluation	Knows how

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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 -Knows -Knows how -Shows how -Does
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1. Assess and apply evidence-based practices for children and families relevant to the needs and resources of their communities.	PBLI2	ICS4 SBP7 PBLI6	Advocacy Project Community Health and Advocacy Track courses and project	Community rotation evaluation and project feedback SPH courses and evaluation	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	QI Project Community Health and Advocacy Track courses	QI Project evaluation SPH courses and evaluation	Knows how
3. Describe and discuss the ethical issues that relate to research and scholarship in communities.	ICS2 PBLI2	ICS4	CITI IRB training GME core curriculum	CITI training score, feedback Short essay format and feedback	Knows
4. Describe and discuss different methodologies of research in communities, including community-based participatory research.	PBLI1 PBLI3	ICS4 PBLI6	Community Health and Advocacy Track CCTS Summer Program in Clinical and Translational Research Methods	SPH courses and evaluation	Knows