



# Health

## *Introducing Pediatrics in Practice and Bright Futures*

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# HEALTH

## *Introducing Pediatrics in Practice and Bright Futures*

### OVERVIEW

#### Background

**P***ediatrics in Practice* is a health promotion curriculum based on Bright Futures, a child health initiative that invites child health professionals to adopt a broad definition of health—one that goes beyond the absence of illness or infirmity. *Pediatrics in Practice* seeks to enhance child health professionals' knowledge, skills, and practice to ensure that our nation's children and adolescents can lead happy, healthy lives and reach their full potential—physically, mentally, emotionally, and socially—to become responsible adults and contributing members of the community. Bright Futures recognizes that child health professionals, families, and communities need to work together to achieve this goal.

#### Goal

The overall goal of this module is to help learners broaden their understanding of health beyond the mere absence of illness or infirmity, and to introduce six core concepts based on Bright Futures content and philosophy: Partnership, Communication, Health Promotion/Illness Prevention, Time Management, Education, and Advocacy.

This module will enable learners to:

- ▶ Explore and expand their definition and understanding of the “healthy child”
- ▶ Understand the six core concepts addressed in the *Pediatrics in Practice* curriculum
- ▶ Gain a greater awareness of how children's

health depends on the health of their families and communities

- ▶ Understand the importance of acknowledging the strengths of the child, family, and community as partners in health
- ▶ Identify the child's, family's, and health professional's concerns or agendas during a health visit
- ▶ Recognize the health professional's role in supporting families and communities in promoting children's health

#### Instructional Design

This module consists of two 30-minute sessions.

- ▶ Session 1 presents an overview of health, introduces the *Pediatrics in Practice* core concepts, and incorporates the videotape *Bright Futures: Health Supervision of Infants, Children, and Adolescents*.
- ▶ Session 2 presents an in-depth look at effective strategies that pediatric providers can use to help children achieve optimal health.
- ▶ Each of the two sessions can be used as a separate, stand-alone offering, or the sessions can be combined. See the Facilitator's Guide for information on combining sessions.

#### Teaching Strategies

The teaching strategies used in this module include case discussion, reflective exercise, and brainstorming. These strategies have been selected to help learners develop the skills required to promote optimal health among children and their families. Please refer to the Facilitator's Guide for more information related to each strategy.

## Evaluation

The Health module serves primarily as an introduction to the six other *Pediatrics in Practice* modules, each with its own evaluation component. Learners will complete a **Session Evaluation Form** following each session. Facilitators are encouraged to complete a **Facilitator Self-Assessment Form** prior to and following each teaching experience (e.g., a single session or an entire module) in order to assess their performance over time.

## Guiding Questions

Learners who have completed the entire Health module should be able to answer the following questions:

- ▶ What is a “healthy” child in the context of the family and community?
- ▶ What are the six core concepts that support Bright Futures?
- ▶ How do I, as a pediatric provider, identify the strengths of a child, family, and community?
- ▶ How do I identify which concerns or agendas should be addressed during a health visit?

## Reflecting on Your Practice

At the end of any clinical session, facilitators or clinical preceptors may engage learners in the following reflective questions. These questions are designed to promote critical thinking related to practice change.

- ▶ At which health visits today did you identify a specific strength or achievement of the family, and affirm or acknowledge it during the visit?
- ▶ At which health visits today did you identify the child’s and the family’s primary concerns or agendas for the visit?

## INTRODUCTION TO TEACHING SESSIONS

### Session 1: Health and the Bright Futures Concept

#### Objectives

The objectives for this session are for the facilitator to:

- ▶ Help learners explore and expand their definition and understanding of the “healthy child”
- ▶ Introduce the six core concepts addressed in the *Pediatrics in Practice* curriculum: Partnership, Communication, Health Promotion/Illness Prevention, Time Management, Education, and Advocacy
- ▶ Foster a greater awareness of how children’s health depends on the health of their families and communities

#### Materials

The materials and teaching aids needed for this session are:

##### *Handouts*

- ▶ Bright Futures Children’s Health Charter
- ▶ Session Evaluation Form

##### *Facilitator Form*

- ▶ Facilitator Self-Assessment Form

##### *Teaching Aids*

- ▶ Videotape *Bright Futures: Health Supervision of Infants, Children, and Adolescents*
- ▶ VCR and monitor
- ▶ Display board, flip chart, or chalkboard
- ▶ Markers or chalk
- ▶ 8 1/2" x 11" paper

#### Time

The time allocated for this session is 30 minutes.

## Session 2: Just Another Healthy Child?

### Objectives

The objectives for this session are for the facilitator to:

- ▶ Emphasize the importance of acknowledging the strengths of the child, family, and community as partners in health
- ▶ Help learners identify the child's, family's, and health professional's concerns or agendas during a health visit
- ▶ Foster recognition of the health professional's role in supporting families and communities in promoting children's health

### Materials

The materials and teaching aids needed for this session are:

#### *Handouts*

- ▶ Case Vignette: Janice's 10 Year Visit
- ▶ Bright Futures Interview Questions for 10 Year Visit
- ▶ Case Growth Chart
- ▶ Session Evaluation Form

#### *Facilitator Form*

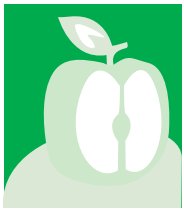
- ▶ Facilitator Self-Assessment Form

#### *Teaching Aids*

- ▶ Display board, flip chart, or chalkboard
- ▶ Markers or chalk

### Time

The time allocated for this session is 30 minutes.



## SESSION 1:

# Health and the Bright Futures Concept

At the beginning of the session, the facilitator and learners should introduce themselves briefly. Ideas for creative introductions can be found in the Facilitator's Guide.

### Setting the Context: The Bright Futures Concept

The facilitator (F) introduces the learners to the Bright Futures concept of health by reading or paraphrasing the following:

**F** *The World Health Organization has defined health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” Bright Futures embraces this broad definition of health—one that includes not only prevention of morbidity and mortality, but also the achievement of a child’s full potential. In the Bright Futures concept of health, providing the capacity for healthy child development is as important as ameliorating illness or injury. Recognizing and acknowledging the strengths and resources of the child, family, and community are essential to promoting healthy growth and development.*

*To build that capacity, the Pediatrics in Practice curriculum focuses on six core concepts: Partnership, Communication, Health Promotion/Illness Prevention, Time Management, Education, and Advocacy. The curriculum also includes a companion module (Health) and videotape that present an overview of Pediatrics in Practice and the Bright Futures approach.*

### Introducing the Session

Before introducing the session, the facilitator distributes the handout **Bright Futures Children’s Health Charter**.

*Note to facilitator:* Learners should be challenged throughout the discussion to broaden their definition and deepen their understanding of health. As facilitator, you may want to reflect on your own definition of health before teaching this module.

**F** *Today’s session is the first of two that comprise the Pediatrics in Practice Health module. This module presents an overview and introduction to the entire Pediatrics in Practice curriculum.*

*The purpose of this session is to help promote an understanding of health that goes beyond the mere absence of illness or infirmity, and to introduce six concepts that will help you communicate effectively, partner with and educate children and their families, and serve as advocates to promote health and prevent illness in a time-efficient manner.*

*In today’s session, our objectives will be to:*

- ▶ *Explore and expand our definition and understanding of the “healthy child”*
- ▶ *Understand the six core concepts addressed in the Pediatrics in Practice curriculum*
- ▶ *Gain a greater awareness of how children’s health depends on the health of their families and communities*

*When we have completed the session, you should be able to answer the following questions:*

- ▶ *What is a “healthy” child in the context of the family and community?*
- ▶ *What are the six core concepts that support Bright Futures?*

## Discussion and Exercises

### The Quick Survey

The facilitator distributes paper to the learners, then reads or paraphrases the following:

**F** *As child health professionals, you each have definitions of health that determine your expectations about your role in promoting or improving the health of children. Please take 2 or 3 minutes to write down your own definition of a “healthy child.”*

While collecting the learners’ written responses, the facilitator introduces the Bright Futures videotape and explains, as noted in the introduction, that Bright Futures views health as encompassing not only prevention of morbidity and mortality but also promotion of healthy growth and development, and achievement of the child’s full potential.

### Bright Futures Videotape— Viewing and Discussion

The facilitator starts the VCR and reviews the learners’ survey responses as they watch the videotape. (The run time for the videotape is 16 minutes.)

When the videotape has ended, the facilitator moves to the display board and uses the learners’ written responses to engage in a brief discussion on the definition of health. To prompt discussion, the facilitator might ask the following:

- F** ▶ *In the videotape, how does Bright Futures define health?*
- ▶ *How are the various definitions similar? How are they different?*
- ▶ *How does the context of the family’s strengths, resources, community, and culture influence your definition of health?*

## Overview of Bright Futures and the Core Concepts

The facilitator summarizes the main points of the discussion, relating them to the six core concepts (which the facilitator can briefly describe in any order):

- ▶ Partnership
- ▶ Communication
- ▶ Health Promotion/Illness Prevention
- ▶ Time Management
- ▶ Education
- ▶ Advocacy

**F** *As described in the videotape, these core concepts are also core competencies or skills that are essential for Bright Futures health professionals to develop in order to help children and their families achieve optimal health.*

## Take-Home Message

The facilitator ends the session by summarizing the Bright Futures concept of health:

**F** *Health is not only the absence of illness or disease, but also a state of well-being and the opportunity to achieve one’s full potential. Bright Futures believes that this can best be achieved by building effective partnerships; fostering family-centered communication; promoting health and preventing illness; managing time for health promotion; educating families through teachable moments; and advocating for children, families, and communities. Before we conclude, what questions remain about what we addressed today?*

## Answers to the Guiding Questions

- F** *Now that we have completed this session on Health, you should be able to answer the following questions:*
- ▶ *What is a “healthy” child in the context of the family and community?*

- A “healthy” child is able to achieve his or her full potential. The capacity to achieve that potential depends on the strengths and resources of the child, the family, and the community.
- ▶ What are the six core concepts that support Bright Futures?
  - The six core concepts are Partnership, Communication, Health Promotion/Illness Prevention, Time Management, Education, and Advocacy.

## Planning for the Next Session (if Session 2 is planned)

**F** *In the next session, we will explore these core concepts in greater depth, through a case discussion of a well-child visit.*

To prepare for the next session, the facilitator asks the learners to consider the following questions:

- ▶ How do I, as a pediatric provider, identify the strengths of a child, family, and community?
- ▶ How do I identify which concerns or agendas should be addressed during the visit?

## Evaluation

The facilitator now distributes the **Session Evaluation Form**. The facilitator also completes the **Facilitator Self-Assessment Form**.



## Health: Session 1

# BRIGHT FUTURES CHILDREN'S HEALTH CHARTER

Throughout this century, principles developed by advocates for children have been the foundation for initiatives to improve children's lives. Bright Futures participants have adopted these principles in order to guide their work and meet the unique needs of children and families into the 21st century.

Every child deserves to be born well, to be physically fit, and to achieve self-responsibility for good health habits.

Every child and adolescent deserves ready access to coordinated and comprehensive preventive, health-promoting, therapeutic, and rehabilitative medical, mental health, and dental care. Such care is best provided through a continuing relationship with a primary health professional or team, and ready access to secondary and tertiary levels of care.

Every child and adolescent deserves a nurturing family and supportive relationships with other significant persons who provide security, positive role models, warmth, love, and unconditional acceptance.  
A child's health begins with the health of his parents.

Every child and adolescent deserves to grow and develop in a physically and psychologically safe home and school environment free of undue risk of injury, abuse, violence, or exposure to environmental toxins.

Every child and adolescent deserves satisfactory housing, good nutrition, a quality education, an adequate family income, a supportive social network, and access to community resources.

Every child deserves quality child care when her parents are working outside the home.

Every child and adolescent deserves the opportunity to develop ways to cope with stressful life experiences.

Every child and adolescent deserves the opportunity to be prepared for parenthood.

Every child and adolescent deserves the opportunity to develop positive values and become a responsible citizen in his community.

Every child and adolescent deserves to experience joy, have high self-esteem, have friends, acquire a sense of efficacy, and believe that she can succeed in life. She should help the next generation develop the motivation and habits necessary for similar achievement.

Source: Reproduced with permission from Green M, Palfrey JS, eds. 2002. *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents* (2nd ed., rev.). Arlington, VA: National Center for Education in Maternal and Child Health.

## Health: Session 1

# SESSION EVALUATION FORM

### Session 1: Health and the Bright Futures Concept

Date: \_\_\_\_\_

Facilitator(s): \_\_\_\_\_

Site: \_\_\_\_\_

- |  |                    |   |   |                     |
|--|--------------------|---|---|---------------------|
| 1. Overall, I found the "Health and the Bright Futures Concept" session to be: | <b>Not Useful</b>  |   |   | <b>Very Useful</b>  |
|  | 1                  | 2 | 3 | 4 5                 |
| 2. The objectives of the session were:   | <b>Not Clear</b>   |   |   | <b>Clear</b>        |
|  | 1                  | 2 | 3 | 4 5                 |
| 3. The organization of the session was:  | <b>Poor</b>        |   |   | <b>Excellent</b>    |
|  | 1                  | 2 | 3 | 4 5                 |
| 4. The communication skills of the facilitator(s) were:                        | <b>Poor</b>        |   |   | <b>Excellent</b>    |
|  | 1                  | 2 | 3 | 4 5                 |
| 5. The facilitator(s) stimulated interest in the subject matter:               | <b>Not at All</b>  |   |   | <b>Very Much</b>    |
|  | 1                  | 2 | 3 | 4 5                 |
| 6. The facilitator(s) encouraged group participation:                          | <b>Not at All</b>  |   |   | <b>Very Much</b>    |
|  | 1                  | 2 | 3 | 4 5                 |
| 7. Handouts or visual aids (if used) were:                                     | <b>Not Helpful</b> |   |   | <b>Very Helpful</b> |
|  | 1                  | 2 | 3 | 4 5                 |

8. Any additional comments?

\_\_\_\_\_

\_\_\_\_\_

9. The most useful features of the session were:

\_\_\_\_\_

\_\_\_\_\_

10. Suggestions for improvement

\_\_\_\_\_

\_\_\_\_\_

11. Suggestions for topics related to this session

\_\_\_\_\_

\_\_\_\_\_

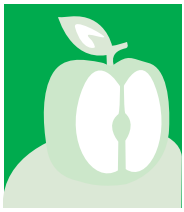
*Health: Session 1*

## FACILITATOR SELF-ASSESSMENT FORM

**Directions:** Please rate yourself from 1 to 5 on the following facilitator skills. The closer you are to a 5 within each domain, the more skilled you are at facilitation. We encourage you to complete this form prior to and after each teaching experience (e.g., a single session or an entire module). This will allow you to assess your performance as a facilitator over time.

<b>Facilitator Behavior</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Remains neutral					
Does not judge ideas					
Keeps the group focused on common task					
Asks clarifying questions					
Creates a climate free of criticism					
Encourages participation					
Structures participation					

*Source:* Adapted with permission from Welch M. 1999. *Teaching Diversity and Cultural Competence in Health Care: A Trainer's Guide*. San Francisco, CA: Perspectives of Differences Diversity Training and Consultation for Health Professionals (PODSDT).



## SESSION 2: *Just Another Healthy Child?*

At the beginning of the session, the facilitator and learners should introduce themselves briefly. (If the same group has recently completed Session 1, the facilitator may decide that introductions are not needed.) Ideas for creative introductions can be found in the Facilitator's Guide.

### Setting the Context: The Bright Futures Concept

*(May be omitted if recently presented or when sessions are combined.)*

The facilitator (F) introduces the learners to the Bright Futures concept of health by reading or paraphrasing the following:

**F** *The World Health Organization has defined health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." Bright Futures embraces this broad definition of health—one that includes not only prevention of morbidity and mortality, but also the achievement of a child's full potential. In the Bright Futures concept of health, providing the capacity for healthy child development is as important as ameliorating illness or injury. Recognizing and acknowledging the strengths and resources of the child, family, and community are essential to promoting healthy growth and development.*

*To build that capacity, the Pediatrics in Practice curriculum focuses on six core concepts: Partnership, Communication, Health Promotion/Illness Prevention, Time Management, Education, and Advocacy. The curriculum also includes a companion module*

*(Health) and videotape that present an overview of Pediatrics in Practice and the Bright Futures approach.*

### Introducing the Session

**F** *Today's session is the second of two that comprise the Pediatrics in Practice Health module. In the last session, we introduced six core concepts: Partnership, Communication, Health Promotion/Illness Prevention, Time Management, Education, and Advocacy. This session illustrates these concepts in greater depth and provides opportunities to build or practice related skills.*

*In today's session, our objectives will be to:*

- ▶ *Gain a better understanding of the importance of acknowledging the strengths of the child, family, and community as partners in health*
- ▶ *Identify the child's, family's, and health professional's concerns or agendas during a health visit*
- ▶ *Recognize the health professional's role in supporting families and communities in promoting children's health*

*When we have completed this session, you should be able to answer the following questions:*

- ▶ *How do I, as a pediatric provider, identify the strengths of a child, family, and community?*
- ▶ *How do I identify which concerns or agendas should be addressed during a health visit?*

## Discussion and Exercises

The facilitator distributes copies of the handout **Case Vignette: Janice's 10 Year Visit**, as well as the handouts **Bright Futures Interview Questions for 10 Year Visit** and **Case Growth Chart**. The facilitator asks one of the learners to read the case vignette handout aloud.

### Case Discussion

The facilitator moves to the display board and opens the discussion as follows:

**F** *This case represents a “normal” or typical well-child visit; however, as we will see, the child health professional can do a lot to help the child continue healthy habits and achieve healthy development during the approaching adolescent years. In addition to the case vignette, I’ve provided two other handouts (interview questions and growth chart) as examples of resources that can serve as effective health promotion tools. The health interview is drawn from the Bright Futures interview questions for the 10 year visit, and helps elicit many issues that the health professional needs to be aware of. The CDC growth chart can be both a clinical and educational tool, as the health professional plots the child's height and weight on the chart, shares the information with the family, and uses this “teachable moment” to reinforce the importance of healthy eating and physical activity in achieving optimal growth and development. The growth chart also demonstrates the importance of continuity of care, since data from previous visits are needed to properly assess the child’s growth and development.*

*As child health professionals, we usually consider ourselves “trouble shooters” and problem-solvers, but we also need to recognize and acknowledge the strengths of children and their families. This exercise is meant to build the family’s confidence in their capacity to resolve their own issues and problems.*

*Based on the information in the handout, what strengths can you identify in the case of Janice and her family?*

The facilitator waits at least 1 minute for learners to answer, then writes their responses on the display board. If necessary, the facilitator prompts the discussion by mentioning a few items from the list below:

Janice’s strengths:

- ▶ Has intact and supportive family
- ▶ Feels safe
- ▶ Achieves good academic performance in school
- ▶ Has a positive disposition
- ▶ Likes to read
- ▶ Enjoys physical activity (bike riding)
- ▶ Has plans for the future
- ▶ Interacts well with peers

After identifying these (and possibly other) strengths, the facilitator explains that each person in the exam room has an agenda for the visit. Sometimes, in an effort to complete the health promotion goals or agenda for the visit, the child health professional may not address all of the family’s concerns. Or the child’s agenda may be ignored because he or she is not given ample opportunity to speak. Recognizing each person’s agenda for the visit can improve communication and promote partnership between the professional, the child, and the family.

After explaining the importance of recognizing each person’s agenda, the facilitator then asks the learners:

**F** *Again, based on the handout, can you identify the three agendas for the health visit—Janice’s, her father’s, and your own?*

Using the display board, the facilitator sets up three columns with headings, as below. If necessary, the facilitator can prompt discussion by citing some possible responses:

**JANICE**

- Getting a shot?
- Neighbor's pipe
- Mean kid
- Fat?

**FATHER**

- Shots up to date?
- Child care and home safety
- Health care coverage
- Ways to discuss puberty
- Janice healthy?

**HEALTH****PROFESSIONAL**

- Immunizations
- Child care
- Anti-smoking counseling
- Encouraging reading
- Safety promotion
- Adolescence and body image
- Healthy eating habits
- Physical activity
- Peer relations
- Completing chart
- Staying on schedule

## Extended Discussion and Exercises (optional)

If time permits, the facilitator can guide in-depth discussion on key issues presented in the case vignette, such as prioritizing health agendas, approaching adolescence, or providing a safe after-school environment.

### Prioritizing agendas

The facilitator can pose this question to the learners and note their responses:

- F** *How do you plan to address these differing agendas during this health visit? How will you use your knowledge of the child's and family's strengths to address these issues?*

After listing some of the learners' responses on the display board, the facilitator might emphasize that the Bright Futures guidelines can sometimes appear overwhelming because they address such a broad range of health promotion and illness prevention issues. Even a typical well-child visit such as the one described in the case vignette provides opportunities to address more issues than time may allow. The key is to elicit the agendas of the child, family, and health pro-

fessional, then set priorities for this visit and perhaps follow-up visits based on the three agendas.

### Approaching adolescence

The facilitator might also ask the learners:

- F** *How would you answer the question raised by Janice's father concerning her "growing up"? (That is, how would you help him address or anticipate adolescence issues?)*

Learners can explore how they would help Janice's parents talk with her about adolescence issues such as sexuality and substance use. The facilitator may also want to point out parent and patient education materials available at the learners' clinic sites. One core component of Bright Futures health supervision is anticipatory guidance, which helps families plan for the future growth and development of their child.

### Providing a safe after-school environment

Addressing another topic that can be drawn from the case, the facilitator might state:

- F** *Janice's father was concerned about the lack of affordable child care for his children. How could you as a child health professional help address this problem?*

This question may generate a range of responses, and the facilitator should explain that the absence of quality child care is a problem that typically cannot be adequately handled in the health professional's office or clinic. Bright Futures recognizes that the health of the child also depends on the health of families and communities, and that the child health professional has a role beyond that of caring for children in a practice. Learners might discuss their role as pediatric providers in promoting health in children, and talk about how they can become effective child advocates. For example, the health professional could advocate for after-school programs through the school or through community organizations.

### What is a “healthy child”?

In concluding discussion on this topic, the facilitator might return to the original topic in Session 1 by asking:

**F** *Is Janice healthy? How can you as child health professionals help Janice optimize her health?*

*Session 1 examined Bright Futures concepts and the definition of “healthy.” Using the learners’ own definitions, the facilitator asks them to consider whether Janice is “healthy.” Based on the Bright Futures concept of health, the facilitator can challenge learners to discuss other strategies and action steps they could use to promote Janice’s health.*

## Take-Home Message

The facilitator ends the session with the following:

**F** *Even a “normal” well-child visit presents frequent opportunities to increase the capacity of the child and family to improve their health. Acknowledging the child’s and family’s strengths and identifying their agendas is the first step toward becoming an effective Bright Futures health professional. Before we conclude, what questions remain about what we addressed today?*

## Answers to the Guiding Questions

**F** *Now that we have completed this session on Health, you should be able to answer the following questions:*

- ▶ How do I, as a pediatric provider, identify the strengths of a child, family, and community?
  - Identifying strengths means recognizing the capacity of the child, family, and community to address challenges. Strengths can include values, knowledge, skills, or resources. All of these can be used

to promote the health and development of the child.

- ▶ How do I identify which concerns or agendas should be addressed during a health visit?
  - First, recognize the differing agendas of the child, parents, and health professional, as illustrated in discussion of the case vignette. Then, prioritize these agendas and address the child’s and parent’s top priority needs. This will ensure good communication and build an effective partnership with the family.

## Evaluation

The facilitator now distributes the **Session Evaluation Form**. The facilitator also completes the **Facilitator Self-Assessment Form**.

## Health: Session 2

# CASE VIGNETTE: JANICE'S 10 YEAR VISIT

Janice, accompanied by her father, has come for her scheduled 10 year well-child visit. Scanning her record, you note that Janice has had regular health supervision visits throughout infancy and childhood, with a few visits for viral illnesses. Her immunizations are up to date, and her previous screening tests are all in the normal range.

Janice and her father give you a cheery hello as you enter the exam room and ask Janice, "How are you today?"

"I'm fine," Janice replies. She tells you that she is now in the fifth grade and likes school. She lives with her parents, her 7-year-old brother, Juan, and their dog. No one at home smokes, but a neighbor smokes a pipe, which smells "yucky." Janice then asks, "Am I going to get a shot today?"

Janice's father says, "Janice is pretty healthy, but I want to be sure she has had all of her shots."

You explain to Janice and her father that she has had all of the recommended childhood immunizations so she doesn't need any "catch-up" vaccinations, but that in the next year or two she'll need another shot for tetanus and then routine "boosters" every 10 years, just like adults.

You recall that Janice's father works as a legal assistant at a law firm, and that her mother works as a receptionist at a dentist's office. Since neither employer offers health insurance for dependents, Janice and her brother receive health care coverage through the State Children's Health Insurance Program (SCHIP). Janice's father is concerned that Janice and her brother are alone for about an hour after school every day until one of the parents arrives home, but they can't afford child care expenses. The parents have taught the children home safety rules, and they try to limit television viewing to 1 hour on weekdays.

Janice likes to ride her bicycle with her best friend, Caren, and to read stories on the weekends. She has lots of other friends at school. She wants to be a lawyer or president of the United States when she grows up. She feels safe at home and school, although she mentions a boy at school who is "mean" and calls her "fatso."

During her physical exam, Janice appears healthy and enthusiastic. Both her hearing and vision are in the normal range, and the examination yields no abnormal findings. Her height is at the 50th percentile and her weight at the 75th percentile for her age. Developmentally, Janice's sexual maturity rating is assessed at Tanner stage 2.

After the physical exam has been completed, Janice's father asks, "When should her mother and I talk to Janice about growing up? I'm not sure what to say."



## Health: Session 2

# BRIGHT FUTURES INTERVIEW QUESTIONS FOR 10 YEAR VISIT

### Questions for the Parent(s)

- How does Sanjay express his feelings and share his experiences with you?
- What are some of the things you do together as a family?
- How much time does he spend watching TV? On the computer?
- What is his bedtime?
- What have you discussed with Nancy about her changing body?
- What has she learned about menstruation?

### Questions for the Child

- How is school going? How are your grades?
- Tell me about your friends. What do you like to do together? What activities are you involved in?
- Do your friends pressure you to do things you don't want to do? What kinds of things?
- How do you get along with your family? With your teachers?
- What education have you had about sex? What are some of the questions I can answer for you?
- What do you like to eat? Are you concerned about your weight? Are you trying to change it?
- What are some things that make you happy? Sad? Angry? Worried? Who do you talk to about them?

### Development and School Performance

- What changes have you noticed in Pablo's behavior, relationships, or school performance? Do you have concerns about his development or behavior?
- Has he identified certain interests or talents he would like to develop?
- Is Pablo reading and doing math at grade level?
- Tell me about his grades.
- Where and how does Pablo do his homework?

**Observation:** Do both parent and child ask questions? Does parent interrupt when child is speaking to health professional? Is child comfortable if health professional speaks with him alone?

Source: Reproduced with permission from Green M, Palfrey JS, Clark EM, Anastasi JM, eds. 2002. *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents* (2nd ed., rev.)—Pocket Guide. Arlington, VA: National Center for Education in Maternal and Child Health.

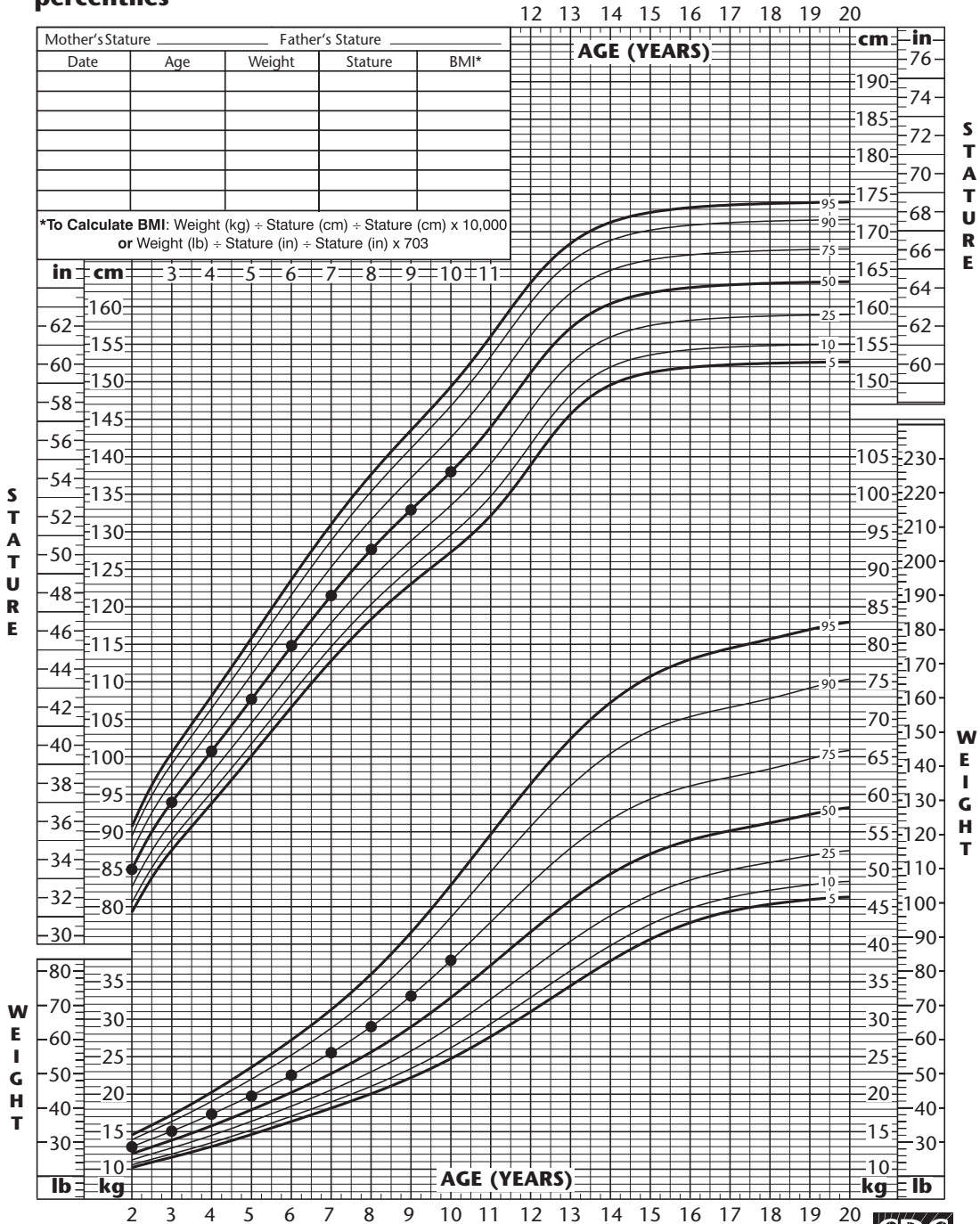
# Health: Session 2

## CASE GROWTH CHART

2 to 20 years: Girls  
Stature-for-age and Weight-for-age percentiles

NAME \_\_\_\_\_

RECORD # \_\_\_\_\_



Revised and corrected November 28, 2000

SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000). <http://www.cdc.gov/growthcharts>



## Health: Session 2

### SESSION EVALUATION FORM

#### Session 2: Just Another Healthy Child?

Date: \_\_\_\_\_

Facilitator(s): \_\_\_\_\_

Site: \_\_\_\_\_

1. Overall, I found the "Just Another Healthy Child?" session to be:

<b>Not Useful</b>				<b>Very Useful</b>
1	2	3	4	5

2. The objectives of the session were:

<b>Not Clear</b>				<b>Clear</b>
1	2	3	4	5

3. The organization of the session was:

<b>Poor</b>				<b>Excellent</b>
1	2	3	4	5

4. The communication skills of the facilitator(s) were:

<b>Poor</b>				<b>Excellent</b>
1	2	3	4	5

5. The facilitator(s) stimulated interest in the subject matter:

<b>Not at All</b>				<b>Very Much</b>
1	2	3	4	5

6. The facilitator(s) encouraged group participation:

<b>Not at All</b>				<b>Very Much</b>
1	2	3	4	5

7. Handouts or visual aids (if used) were:

<b>Not Helpful</b>				<b>Very Helpful</b>
1	2	3	4	5

8. Any additional comments?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. The most useful features of the session were:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Suggestions for improvement

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. Suggestions for topics related to this session

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Health: Session 2*

# FACILITATOR SELF-ASSESSMENT FORM

**Directions:** Please rate yourself from 1 to 5 on the following facilitator skills. The closer you are to a 5 within each domain, the more skilled you are at facilitation. We encourage you to complete this form prior to and after each teaching experience (e.g., a single session or an entire module). This will allow you to assess your performance as a facilitator over time.

<b>Facilitator Behavior</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Remains neutral					
Does not judge ideas					
Keeps the group focused on common task					
Asks clarifying questions					
Creates a climate free of criticism					
Encourages participation					
Structures participation					

*Source:* Adapted with permission from Welch M. 1999. *Teaching Diversity and Cultural Competence in Health Care: A Trainer's Guide*. San Francisco, CA: Perspectives of Differences Diversity Training and Consultation for Health Professionals (PODSDT).

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## Resources

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- Bright Futures Web site: [www.brightfutures.org](http://www.brightfutures.org).
- Family Voices Web site: [www.familyvoices.org](http://www.familyvoices.org).
- Zero to Three Web site: [www.zerotothree.org](http://www.zerotothree.org).

