

Child and Adolescent Psychiatry Fellowship Program

APPENDIX A – GOALS AND OBJECTIVES for PLA with MedCura Health

Key Personnel

Site Director & Lead Counselor

Attending

Jenika Hardeman, PhD, MS; jhardeman@msm.edu (Remote)

Director or Human Resources (Credentialing)

Billie Inclan; Billie.Inclan@medcura.org

Location

Ronald McNair Discovery Learning Academy
2162 2nd Ave, Decatur, GA 30032

Frequency and Duration

four (4) hours a day, one (1) day per week for 4 months

Overview

Residents rotate for 1 day a week for four to six months. The resident may provide client-centered, staff development, or rarely, program-oriented consultation. Supervision with the rotation attending occurs during scheduled group supervision sessions. Residents will not provide any direct patient care during this rotation.

The rotation setting is an urban charter school that serves over 90% of African-American students from under-resourced communities. This school is part of a group of charter schools that has distinguished itself as one with high academic expectations and intensive educational programs such as extended hours and Saturday school.

Patient Care

Goals

Knowledge

- Understand the role of the child psychiatrist in providing client-centered consultation in a school system.
- Understand the school as a system.

Skills

- Have sufficient knowledge and skills necessary to establish and maintain effective consultation relationships with public schools.

Attitude

- Respect professional boundaries and only consult on individual children with the permission of the parents or legal guardians.

Objectives

- Acquire and/or extend knowledge concerning the structure and functioning of a representative urban charter school through interaction with school personnel, which may include psychologists, and teachers. guidance counselors, and school nurses. and administrative personnel as well as the children and families they serve.

Medical Knowledge

Goals

Knowledge

- Be able to extend knowledge of basic consultation theory in application to schools.

Skills

- Develop the necessary skills to effectively advocate for appropriate interventions for individual patients in the school system as well as for consultation to school staff and programs.

Attitude

- Demonstrate self-direction and motivation in seeking to acquire rotation-specific knowledge.

Objectives

- Attend lectures and complete assigned readings concerning school systems.
- Read or review assigned readings concerning basic consultation theory.
- Attend lectures and complete assigned readings concerning laws applying to public education.
- Learn about issues of organization and systems such as IEPs from school personnel and participate in student intervention team meetings.

Interpersonal and Communication Skills

Goals

Knowledge

- Able to understand the hierarchy of personnel in the school and its relevance for the consultant to the school.

Skills

- Function in the role of child advocate while still maintaining an ethical role as a child psychiatric consultant.

Attitude

- Able to provide consultation without undermining the sense of value and need for the consults.

Objectives

- Be able to discuss during group supervision the structure of the consultee in the school system, including the hierarchy of key personnel within the school and their interactions with key personnel within the district.
- Maintain an appropriate consultation relationship, understanding the limits to this relationship.

Practice-Based Learning and Improvement

Goals

Knowledge

- Learn to provide written consultations.

Skills

- Learn how to be an effective facilitator during intervention meetings.

Attitude

- Appreciate feedback from school personnel and from supervision.
- Understand the importance of seeking out opportunities to maximize the educational experience.

Objective

- Utilize skills to provide useful consultation to one or more consultees who work within a public school setting including writing a consultation report in easily understood language, without medical jargon: helping consultees understand the scope of one's experience: modeling problem-solving skills which consultees can then apply to similar situations.

Professionalism

Goals

Knowledge

- Be familiar with ethical issues which may arise as part of the school consultation process.

Skills

- Able to function in the role of child advocate while still maintaining an ethical role as a child psychiatric consultant.

Attitude

- Clarify role with school personnel.
- Arrive at work on time.
- Demonstrate flexibility in addressing needs.

Objective

- Be able to discuss ethical considerations which arise during the consultation process including issues related to confidentiality, consent, and the ability of the consultee to provide sanction.
- Maintain an appropriate consultation relationship, understanding the limits to this relationship.

System-Based Learning

Goals

Knowledge

- Understand the limitations of resources available in school systems, and how these impact available interventions.

- Understand relationship issues between teachers and administration.

Skills

- Able to apply this knowledge to effectively liaison with parents, teachers, and administrators for effective consultation.

Attitude

- Demonstrate respect for the roles of parents, teachers, administration, guidance counselors, and nursing in the school systems.

Objectives

- Able to discuss aspects of the school as a system which impacts on consultation including availability or scarcity of resources, attitude toward outside consultants, relationships between teachers and administration, pressure from administration.