

Multidisciplinary Joint Committee on Adolescent Medicine and Health

Prof. Pierre-André Michaud, Chair

*A short set of objectives to be implemented in the
training syllabus of EAP-UEMS residents*



EAP, December 2022

The adolescent developmental needs: a challenge for physicians

❖ Self confidence

❖ Autonomy

❖ Health promoting
behaviour

❖ Exploration/risks

❖ Poor adherence

❖ Lack of anticipation

opportunities

threats



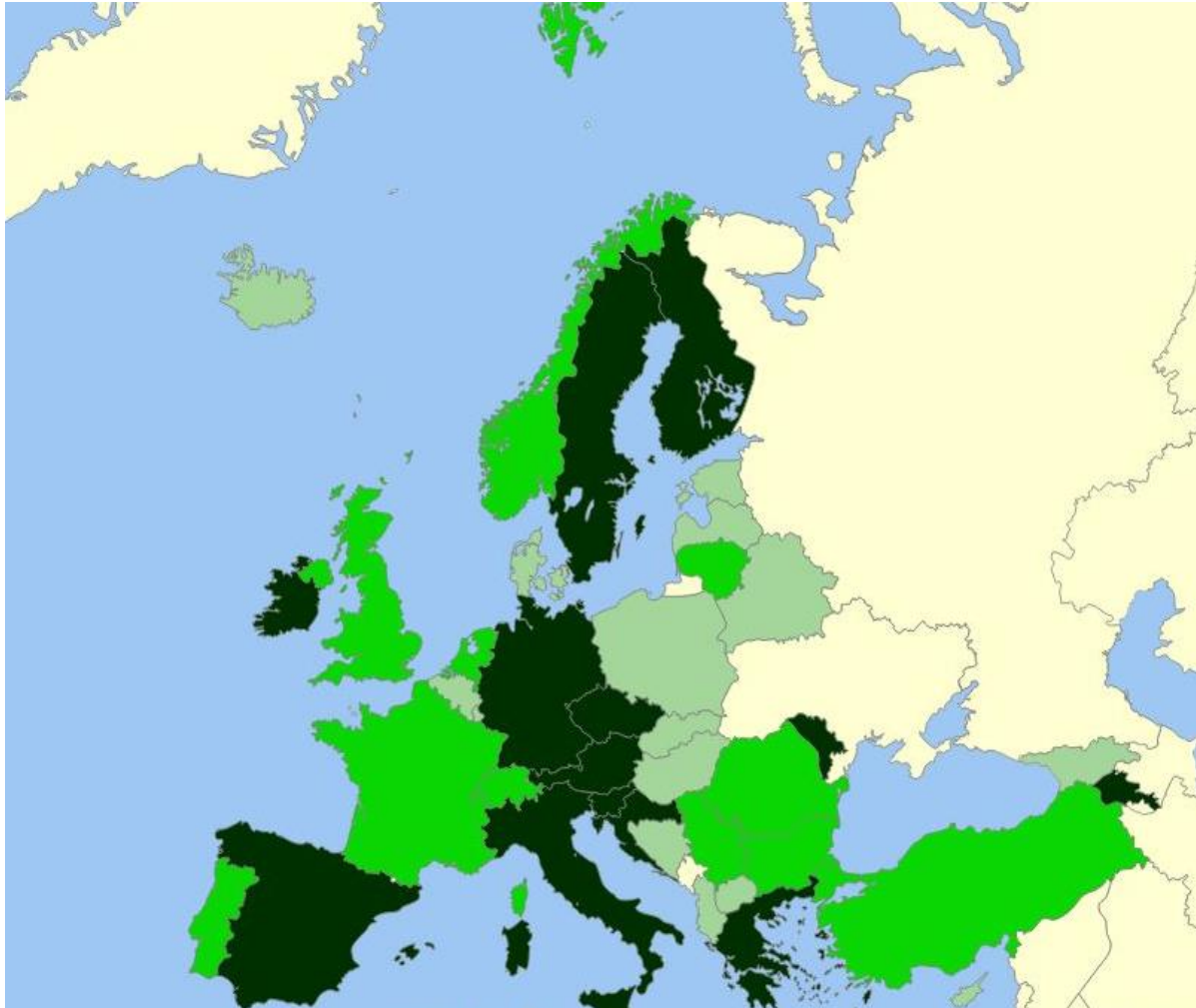


No miracle drug against..

- ❖ Violence, injuries and accidents
- ❖ Suicide
- ❖ Unsafe sex
- ❖ Substance use disorders
- ❖ Eating disorders



Training of European specialists: not enough!



15 countries ONLY provide stand alone training in adol. medicine to paediatric residents

3-5 countries ONLY provide stand alone training in adol. medicine to other specialists





« Outstanding and innovative! »

« The best academic program I've attended in years »

... opportunity to exchange experiences and learn a lot from other participants »

« A unique and instructive program »

ABOUT US

EuTEACH is a multidisciplinary network of trainers from over 20 countries across Europe and internationally. It is the leading international provider of training materials and courses in adolescent health.

- [More information on EuTEACH trainers \(faculty\).](#)

WHAT DOES EuTEACH PROVIDE ?

- [A network of faculties who can provide skilled advice and support for those who wish to develop adolescent health training in their community, area or country.](#)
- [A yearly one-week summer school](#)
- [A set of 25 training modules covering adolescent medicine and health](#)

EuTEACH SUMMER SCHOOL

The Summer School is an intensive week-long course in adolescent health that attracts learners from all round the world.

The main goal of the school is to train clinical and public health practitioners to teach effective adolescent care and health.

- [More information on EuTEACH Summer School](#)



EuTEACH Participants discuss their experiences in the Summer School



Training objectives: concepts

- competency-based
- integrate knowledge, attitude and skills
- driven by the CanMEDS model
- and the new concept of Entrustable Professional Activities



Health professionals for a new century: transforming education to strengthen health systems in an interdependent world

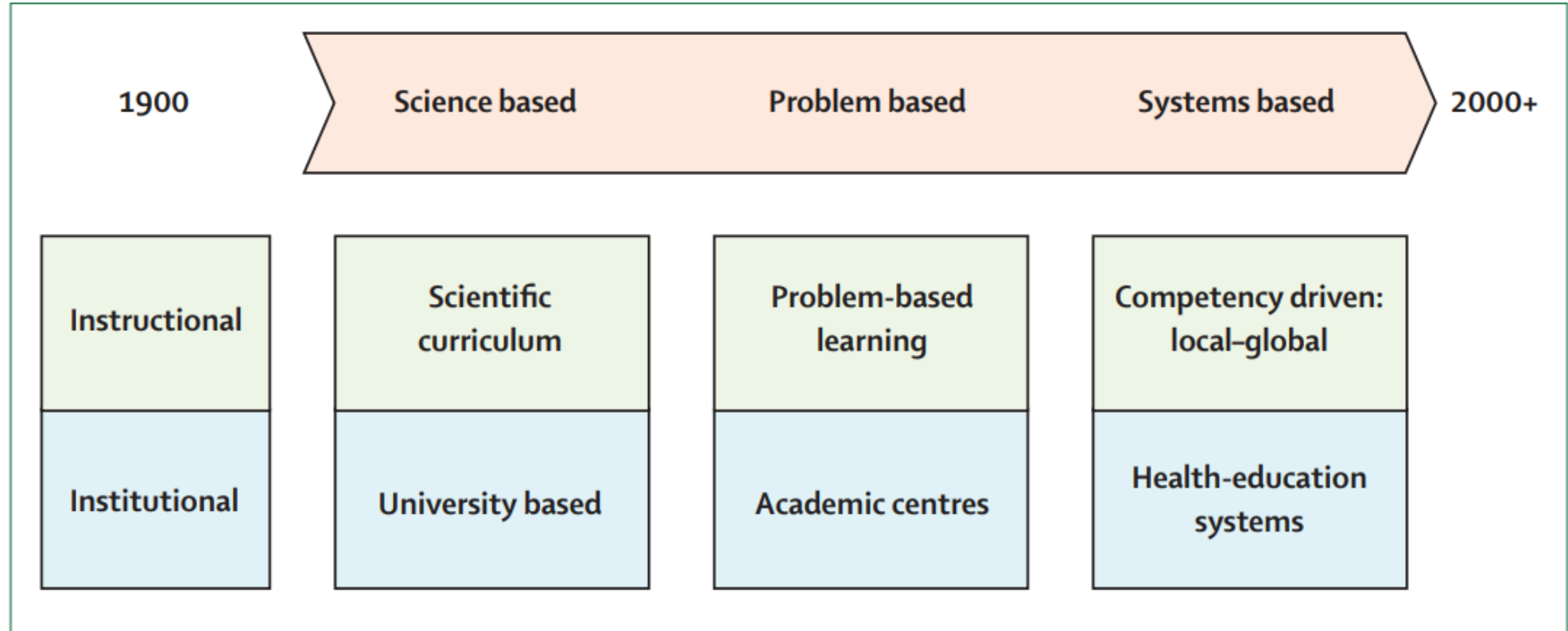
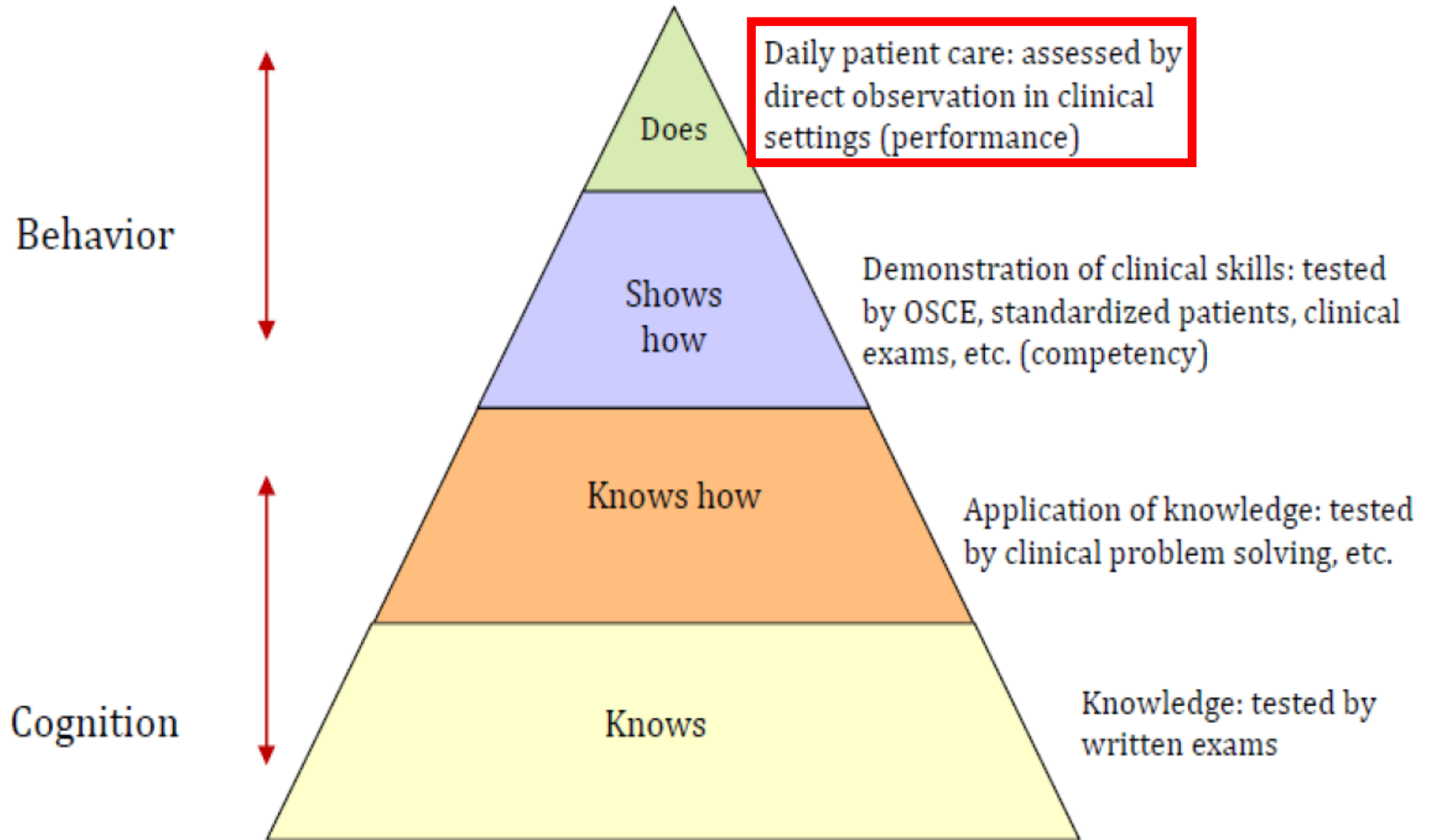


Figure 5: Three generations of reform



EPAs & Miller pyramid



The Case for Use of Entrustable Professional Activities in Undergraduate Medical Education

H. Carrie Chen, MD, MEd, W.E. Sjoukje van den Broek, MD, and Olle ten Cate, PhD

EPAs are units of professional practice, defined as tasks or responsibilities that trainees are entrusted to perform *unsupervised* once they have attained sufficient specific competence. EPAs are independently executable, observable, and measurable in their process and outcome, and, therefore, suitable for entrustment decisions

Examples: *perform the physical examination of a new-born; perform a surgery for a suspected appendicitis*





EPAs

- Integration of several competencies
- Progression and milestones within all curricula
- Life-long learning: continuum from pre to postgrade training (& CME)



EPAs

- Different levels of entrustability from level 1 (not able to perform the task) to 5 (able to perform the task without supervision)
- Acquiring entrustability: through *simulation & bedside teaching*
- Assessing entrustability: witnessing an encounter between a learner & a real patient





Training objectives for UEMS specialists pertaining to the care of adolescents and young adults

Version September 2022

Context

Worldwide, the specific health needs of adolescents and young adults (AYAs) defined as individuals aged 10 to 24 are increasingly recognized. This phase of exploration and of shaping of one's identity drives both opportunities and risks, such as improved self-confidence, health enhancing behaviours, or poor therapeutic adherence, lack of long-term vision, which potentially interfere with treatment. Both



Four main training goals

1. initiates and conducts the consultation in a *developmentally* appropriate way
2. assesses and responds to the patient's *lifestyle/behaviour* in a non-judgmental way, paying attention to problematic areas
3. performs a physical examination taking into account the adolescent growth and development
4. provides appropriate care to an AYA suffering from a chronic condition and *facilitates transition and adaptation to adult health care settings*



Training objectives for European paediatricians pertaining to the care of adolescents and young adults

Context

Worldwide, the specific health needs of adolescents and young adults (AYAs) defined as individuals aged 10 to 24 are increasingly recognized. This phase of exploration and of shaping of one's identity drives both opportunities and risks, such as improved self-confidence, health enhancing behaviours, or poor therapeutic adherence, lack of long-term vision, which potentially interfere with treatment. Both primary care and hospital based paediatricians can play a pivotal role in tailoring their approach to the specific needs of AYAs. **The present document lists a set of practical, clinically oriented, holistic objectives that should allow all European paediatricians to respond better to the health care needs of AYAs.** They can be freely *adapted* to the specific health care approaches and topics of various UEMS specialties and primary care physicians. Additionally, they should be applied taking into account the variety of cultural and legal frames of European countries.



A. Provides appropriate care to an AYA suffering from a chronic condition and anticipates transition towards adult health care settings

- ✓ Beyond the care of the chronic condition itself, addresses the primary health care needs of the patient
- ✓ Fosters inter-professional approach and collaborates with the network to assist the patient in coping with the chronic condition and life
- ✓ Minimizes the impact of the chronic condition on education and social life together with interdisciplinary team members
- ✓ Anticipates the transition process from paediatric to adult health care settings during early adolescence and organizes the transfer when appropriate

B. Delivers appropriate care to an AYA with a mental health problem or disorder

- ✓ Assesses the cognitive development and mental state/mood of the patient
- ✓ Reviews personal & environmental risk & protective factors that may impact the patient's mental health (including resilience, self-esteem and self-image)



The tutorial



A tutorial developed by
Euteach experts
www.euteach.com

The health care provider performs a physical examination taking into account the patient's growth and development

- ✓ Explains the process of any physical examination and the reasons for it
- ✓ Adapts the examination to the AYA's complaints/symptoms, physical/sports activity, social and professional background
- ✓ Follows a sequence that respects patient comfort and intimacy
- ✓ Evaluates and comments the patient's pubertal stage (e.g., Tanner stage)
- ✓ Assesses systems that change particularly during puberty (skeletal, sight, skin etc.)
- ✓ Investigates body shape's representations and self-image within the cultural and social context

The health care provider provides appropriate care to an AYA living with a chronic condition and facilitates transition and adaptation to adult health care settings

- ✓ Assesses the impact of chronic condition on patient's daily functioning
- ✓ Fosters an inter-professional approach and collaborates with the appropriate resources and people to assist the patient in coping with the chronic condition and life
- ✓ Promotes optimal adolescent development: minimizes the impact of the chronic condition on education and social life together with interdisciplinary team members
- ✓ Promotes self-confidence and capacity in managing health and illness
- ✓ Beyond the care of the chronic condition itself, addresses the basic health care needs of the patient; (HEADSSS, immunization, complaints regarding general health)
- ✓ Participates in the transition process from paediatric to adult health care settings: preferred age for transfer, adolescent's expectations, available support during transition (e.g. clinical nurse, social worker and psychologist) and joint consultation with both paediatric and adult health care provider. Actively involves the AYA in all decisions regarding transition.

Training tool

Teachers and mentors who want to set-up training sessions (bedside, small groups. Lectures) can access to a series of concrete training tools which have been specifically developed by EuTEACH faculties (www.euteach.com) to cover the UEMS training objectives. They can be particularly useful to professionals who are not familiar with the field of adolescent medicine and health. They are *freely accessible* at: <https://moodle.unil.ch/course/view.php?id=24722>. Once on the website, click on "invite" and use the password: euteach2022

In addition, the Euteach website offers a set of educational illustrations as how to organize and deliver effective and interactive training:

<https://www.unil.ch/euteach/home/menuinst/how-to-teach/interactive-teaching-methods.html>



The tutorial

The screenshot shows a Moodle course page. At the top, the UNIL logo and 'Moodle UNIL' are visible, along with a language dropdown set to 'Pour mes études' and a notification that the user is using guest access. The course title is 'Taking care of adolescent patients - A training package by EuTEACH'. A breadcrumb trail shows the path: Home / Courses / Formation Continue / Formation Continue UNIL-EPFL (FCUE) / Formations Courtes (FCO) / Taking care of adolescent patients - A training package by EuTEACH. A left sidebar contains a navigation menu with 'General', 'Module 1 - Consulting with adolescents & young adults', and 'Module 2 - Caring for adolescents & young adults living with chronic conditions'. The main content area features a 'General' section with a welcome message: 'Welcome on the tutorial accompanying the UEMS list of training objectives in the area of adolescent medicine and health'. The EuTEACH logo is also present. On the right, there are three widget boxes: 'Latest announcements' (no announcements), 'Upcoming events' (no events), and 'Calendar'.

Module 1 : consulting with adolescents & young adults

Module 2 : caring of an AYA living with a chronic condition



The tutorial: module one



Set of slides with written comments - 1.1 General considerations: definition of adolescence & adolescent development

4.6MB



Set of slides with written comments - 1.2 How to carry a consultation taking into account the specificity of the adolescent health and care

5MB



Direct access to the commented videos of the consultation with a 16-year-old girl with a complaint of fatigue

General considerations: definition of adolescence & adolescent development

Training program for UEMS specialists pertaining to the care of adolescents and young adults



EAP – EuTEACH Experts

28/09/22

1

Training objectives

At the end of this presentation, learners should be able to :

1. Recognize the impact of the adolescent developmental process on health behaviour and the health care provider's responses
2. Support the adolescent autonomy and participation in their health decisions while giving parents a voice and a place

Page 2

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Definition by Age World Health Organization

- **Adolescents:** 10-19 years old
- **Young people:** 10-24 years old
Adolescents and Young Adults (AYA)
- **Youth:** 15-24 years old

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Key Developmental Tasks of Adolescence

- Adapt to biological and sexual maturation
 - *Am I normal?*
- Develop a personal identity
 - *Who am I?*
- Explore & build intimate relationships with peers
 - *Am I loveable and loving?*
- Develop independence & autonomy
 - *Am I competent?*



Erikson, 1959

Page 5



Example of a slide

7
6
5
4
3
2
1
0
1
2
3
4
5
6
7



Puberty: a wide variation in onset and duration

Remember that there is a large variation in the timing of puberty and pubertal onset (~5 years), both among girls and boys, with boys starting on average one year later than girls. The physiological process, once the puberty has started is the same for most adolescents, with specific stages (e.g. Tanner) that form the milestone of a normal process.

<https://childgrowthfoundation.org/wp-content/uploads/2018/05/.Puberty-and-the-Tanner-Stages.pdf>. Child Growth Foundation, 2020



Video of a typical consultation

The case of Alice - a 1...

Context ●

Setting ●

Exploration of c... ○

Family (Home) ○

Education & Acti... ○

Substance use (... ○

Sexuality ○

Eating ○

Mental health & ... ○

Conclusion ○

This sequence illustrates an opening and a framework for the consultation to allow for partnership with the adolescent.



0:03 / 4:04



<https://moodle.unil.ch/course/view.php?id=24722>



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