

# Physical Medicine and Rehabilitation

## University of Toronto

### Rotation Specific Goals and Objectives

#### Pediatrics

#### General Requirements:

- To develop the necessary clinical skills and knowledge required in pediatric rehabilitation for:
- Competent practice of the specialty of physical medicine and rehabilitation
- Successful completion of the Royal College Fellowship Exam

#### Specific Requirements:

By the end of the Physiatry Residency Program, including within this specific rotation, the resident must achieve the following objectives:

- Demonstrate diagnostic and therapeutic skills for ethical and effective patient care
- Access and apply relevant information to clinical practice
- Demonstrate effective consultation skills with respect to patient care, education and medical-legal opinions

#### Medical Expert

##### Definition:

**As Medical Experts, Physiatrists integrate all of the CanMEDS Roles, applying medical knowledge, clinical skills, and professional attitudes in their provision of patient-centered care. *Medical Expert* is the central physician Role in the CanMEDS framework. The Physiatrist is a medical specialist, expert in the comprehensive diagnosis, management and rehabilitation of people of all ages with neuromusculoskeletal disorders and associated disabilities.**

##### **1. Function effectively as consultants, integrating all of the CanMEDS Roles to provide optimal, ethical and patient-centered medical rehabilitative care**

- Recognizes the role of each health care professional in management of pediatric disability
- Respects the role of family and “alternate caregivers” in the treatment of children
- Acknowledges the role and demonstrates an ability to treat in the face of increasing pressure on health economics
- Demonstrate ethical behaviour and sensitivity to gender, cultural and social issues
- Be critical of issues but accept and learn from criticism
- Demonstrate an appreciation of governmental aspects of health care provision as applied to the pediatric disabled: e.g. Easter Seals, March of Dimes, Community Care Access Centres, Spina Bifida Associations, Ontario Federation of Cerebral Palsy, Muscular Dystrophy Society, Arthritis Foundation
- Educational exposure to medicolegal issues and reports pertaining to pediatric rehabilitation

## **2. Establish and maintain clinical knowledge, skills and attitudes appropriate to their practice**

- Demonstrate an understanding from a basic science and clinical perspective as well as understand the role of physiatry in treating children with the following disorders; Cerebral palsy, head injury, neural tube defects, muscular dystrophy, scoliosis, juvenile arthritis, congenital hip dislocation (and other congenital disorders), Legge Perthes disease, Juvenile amputees, slipped capital femoral epiphysis, club foot, arthrogyrosis
- Indicate how surgical techniques influence the outcome with pediatric neurological and musculoskeletal systems; e.g. shunts, tendon lengthening, strabismus correction, tethered cord resection
- Understand the medical and surgical management of spasticity and pain
- Understand the role of various medicines: e.g. bladder medications, antibiotics, anti-inflammatory pressure sores, bowel management, anti-spasticity medications
- Recognize the alternatives of conservative versus surgical management based on the current understanding of neurophysiology, biomechanics and pathomechanics of the neurological and musculoskeletal systems: e.g. neurosurgical (shunts, tethered cord scar resection) orthopedic (tendon lengthening, transfers, releases) ,ENT (tracheostomy), ophthalmology (strabismus correction), plastics (pressure sore resection, flaps, skin grafts)
- Understand and explain the role of human genetic and genetic counseling as it relates to developmental disabilities
- Identify growth and developmental milestones of normal neuromusculoskeletal and cognitive development
- Understand the impact of abnormal milestones on the functional outcome of a disabled child
- Understand the impact of schooling programs, role of special education for disabled children
- Demonstrate acquisition of knowledge a result of self-evaluation, feedback, and self-directed study

## **3. Perform a complete and appropriate assessment of a patient**

- Demonstrate an understanding of the specific interview techniques to obtain a relevant physical and functional pediatric history from the child and family
- Perform a relevant and organized physical and functional pediatric examination
- Select appropriate investigations: e.g. CT scan, MEd scan, renal ultrasound, urodynamics, cystoscopy, neuropsychology evaluation, electrodiagnostic studies, blood work (e.g. CPK, dystrophin)

## **4. Use preventive and therapeutic interventions effectively**

- Explain the role of exercise in the treatment of a disabled child
- Prescribe various adaptive devices for pediatric disability; e.g. prosthetics, orthotics, wheelchair, writing aids, learning aids, augmentative communication, driver education, learning devices, environmental modifications

## **5. Demonstrate proficient and appropriate use of procedural skills, both diagnostic and therapeutic**

## **6. Seek appropriate consultation from other health professionals, recognizing the limits of their expertise**

- Demonstrate a knowledge of how appropriate professionals contribute to pediatric rehabilitation: e.g. nutrition specialist, orthopaedic surgeon, Urologist, Neurosurgeon, Rheumatologist, developmental pediatrician, Neurologist
- Understand the unique and blending roles of allied health professionals in treating a pediatric neurological and musculoskeletal disability; e.g. Special Education
- Role of Psychology:
  - cognitive remediation
  - behavioural
- Communication:
  - aphasia/apraxia and dysarthria
  - augmentative communication
- Occupational:
  - ADL, Sensory Integration, life skills
- Physical Therapy:
  - Therapeutic exercise, etc.

## **Communicator**

### ***Definition:***

**As Communicators, Psychiatrists effectively facilitate the doctor-patient relationship and the dynamic exchanges that occur before, during, and after the medical encounter.**

### **1. Develop rapport, trust, and ethical therapeutic relationships with patients and families**

- Recognize that being a good communicator is a core clinical skill for physicians, and that effective physician-patient communication can foster patient satisfaction, physician satisfaction, patient adherence and improved clinical outcomes
- Establish positive therapeutic relationships with pediatric patients and their care givers that are characterized by understanding, trust, respect, honesty and empathy
- Respect patient confidentiality, privacy and autonomy
- Be aware of and responsive to nonverbal cues
- Gather information about a disease, but also about a patient's beliefs, concerns, expectations and illness experience
- Seek out and synthesize relevant information from other sources, such as a patient's family/caregivers and other professionals and review of relevant documentation
- Synthesize the information gathered for the diagnosis and management of a pediatric patient problem

## **2. Convey relevant information and explanations accurately to patients and care givers, colleagues and other professionals**

- Deliver information to a pediatric patient and their care givers, in a humane, respectful, clear, concise and accurate manner so that it is understandable and encourages discussion and participation in decision-making
- Deliver information to colleagues and other health professionals in a respectful, clear, concise and accurate manner to encourage and facilitate inter-professional person-centered collaborative practice

## **3. Develop a common understanding on issues, problems and plans with patients, care givers, and other professionals to develop a shared plan of care**

- Encourage discussion, questions, and interaction in the encounter
- Engage patients, care givers, and relevant health professionals in shared decision- making to develop a plan of care and promote patient autonomy.
- Address challenging communication issues effectively, such as obtaining informed consent, delivering bad news, and addressing anger, confusion and misunderstanding

## **4. Convey effective oral and written information about a medical encounter**

- Prepare and maintain clear, complete, accurate, and appropriate records of clinical encounters and plans
- Present verbal reports of clinical encounters and plans effectively

## **Collaborator**

### ***Definition:***

**As Collaborators, Psychiatrists effectively work within a health care team to achieve optimal patient care.**

### **1. Participate effectively and appropriately in an interprofessional health care team**

- Work with others to assess, plan and provide integrated care for individual pediatric patients (or groups of patients)
- Display behaviour in keeping with attitudes which value the unique professional contributions of the other health care professionals on the team
- Enter into interdependent relationships with other professions for the provision of quality care

### **2. Work effectively with other health professionals to prevent, negotiate, and resolve interprofessional conflict**

- Demonstrate a respectful attitude towards other colleagues
- Work with other professionals to prevent conflicts

## Leader

### **Definition:**

**As Leaders, Psychiatrists are integral participants in health care organizations, organizing sustainable practices, making decisions about allocating resources, and contributing to the effectiveness of the health care system.**

#### **1. Participate in activities that contribute to the effectiveness of their health care organizations and systems**

- Work collaboratively with others in their organizations

#### **2. Manage their practice and career effectively**

- Set priorities and manage time to balance patient care, practice requirements, outside activities and personal life
- Implement processes to ensure personal practice improvement

#### **3. Allocate finite health care resources appropriately**

- Recognize the importance of just allocation of health care resources, balancing effectiveness, efficiency and access with optimal patient care
- Recognize and discuss the impact of health care economics on pediatric patients and their families, residents, medical staff and other health professionals

## Health Advocate

### **Definition:**

**As Health Advocates, Psychiatrists responsibly use their expertise and influence to advance the health and well-being of individual patients, communities, and populations.**

#### **1. Respond to individual patient health needs and issues as part of patient care**

- Identify the health needs of an individual pediatric patient
  - Assist patients and families in accessing health and social resources in the community, including patient support groups
  - Demonstrate sensitivity to special issues of gender, ethnicity and social bias in dealing with patients, families and persons with disabilities
- Identify opportunities for advocacy, health promotion and disease prevention with pediatric individuals

#### **2. Respond to the health needs of the communities that they serve**

- Identify opportunities for advocacy, health promotion and disease prevention in the pediatric population, and respond appropriately

### **3. Identify the determinants of health for the populations that they serve**

- Identify vulnerable or marginalized populations within those served and respond appropriately
- Identify and respond appropriately to issues of gender, ethnicity and social bias in dealing with pediatric persons with disabilities

### **4. Promote the health of individual patients, communities, and populations**

- Promote a heightened awareness of the challenges and abilities of pediatric persons with disabilities including environmental and attitudinal barriers

## **Scholar**

### ***Definition:***

**As Scholars, Psychiatrists demonstrate a lifelong commitment to reflective learning, as well as the creation, dissemination, application and translation of medical knowledge.**

#### **1. Maintain and enhance professional activities through ongoing learning**

- Access and interpret the relevant evidence
- Integrate new learning into practice
- Evaluate the impact of any change in practice

## **Professional**

### ***Definition:***

**As Professionals, Psychiatrists are committed to the health and well-being of individuals and society through ethical practice, profession-led regulation, and high personal standards of behaviour.**

#### **1. Demonstrate a commitment to their patients, profession, and society through ethical practice**

- Exhibit appropriate professional behaviors in practice, including honesty, integrity, commitment, compassion, respect and altruism
- Demonstrate a commitment to delivering the highest quality care and maintenance of competence
- Manage conflicts of interest appropriately
- Maintain appropriate relations with patients

#### **2. Demonstrate a commitment to their patients, profession and society through participation in profession-led regulation**

- Demonstrate knowledge and an understanding of the professional, legal and ethical codes of practice to which physicians are bound

### **3. Demonstrate a commitment to physician health and sustainable practice**

- Balance personal and professional priorities to ensure personal health, to ensure a sustainable practice and to optimize patient care