



Welcome to the Montreal Children's Hospital

VISION:

A world-renowned paediatric hospital where everyone is devoted to putting the needs of the children first.

VALUES:

Caring
Patient and Family-centered
Culturally sensitive
Collaborative and Supportive
Innovative and Passionate
Child Advocacy

ACTIONS:

Focus on the child to provide the best care experience for infants, children, adolescents and their families, both physically and emotionally.

Embrace all cultures by adopting culturally sensitive behaviour and respect in all our daily interactions.

Forge strong links with community and regional partners to ensure continuous care of children from infancy to adulthood, regardless of where they live.

Push the boundaries of paediatric care through innovative research, teaching, technology and state-of-the-art medical care.

Be a voice for the children, and promote the wellness of infants, children and adolescents within our community, with government, and in all areas that touch children's lives.

Excerpt from www.thechildren.com

Paediatric Clerkship Assistance

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Key Conditions

Key Conditions are the core conditions for each of the clinical presentations within canuc-paeds. These are important for graduating medical students to know. These Key Conditions are neither differential diagnoses nor schemes (approaches to clinical presentations). Rather, they were selected because they are common, critical, or unique to the discipline of Paediatrics.

Abdominal Pain & Abdominal Mass

Appendicitis	Functional	Ovarian Torsion
Constipation	Neuroblastoma	Pregnancy
		Wilm's Tumor

Acutely Ill Child

Acute Abdomen	Diabetic Ketoacidosis/ Diabetes Mellitus	Poisoning / Intoxication
Burn	Meningococemia	Shock
		Trauma

Adolescent Health Issues

Disordered Eating	Pubertal Development	Sexually Transmitted Infections
Psychosocial History (HEADSS)	Sexual Health	Substance Use and Abuse

Altered Level of Consciousness

Encephalitis	Hypoglycemia	Metabolic Disease
Head Injury		

Bruising / Bleeding

Hemophilia	Idiopathic Thrombocytopenic Purpura	Leukemia
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Dehydration

Hyponatremia	Hypnatremia	Mild / Moderate / Severe Dehydration
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Development / Behavioural / Learning Problems

Attention Deficit Disorders	Fetal Alcohol Spectrum Disorder	Learning Disability
Autism Spectrum Disorder	Global Delay	Speech / Language Delay
Cerebral Palsy	Gross Motor Delay	

Diarrhea

Celiac Disease	Gastroenteritis	Inflammatory Bowel Disease
Cow's Milk Protein Allergy	Hemolytic Uremic Syndrome	Toddler's Diarrhea

Edema

Nephritic Syndrome	Nephrotic Syndrome	Renal Failure
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Eye Issues

Absent Red Reflex	Normal Vision Development	Strabismus
Amblyopia	Periorbital / Orbital Cellulitis	Visual Changes
Conjunctivitis		

Fever

Different Age Groups (<1 mo, 1-3 mo, >3 mo)	Meningitis Occult Bacteremia Sepsis	Urinary Tract Infection Viral
Kawasaki Disease		

Genitourinary Complaints (hematuria, dysuria, polyuria, frequency, pain)

Balanitis	Phimosis	Vesicoureteral Reflux
Enuresis	Testicular Torsion	Vulvo-vaginitis

Growth Problems

Constitutional Delay	Familial Short Stature	Turner Syndrome
Failure to Thrive	Obesity	

Headache

Brain Tumour	Increased Intracranial Pressure	Migraine
Concussion		

Inadequately Explained Injury (Child Abuse)

Abusive Head Trauma	Neglect	Sexual Abuse
Domestic Violence	Physical Abuse	

Key Conditions

Limp / Extremity Pain

Bone Tumour	Osgood Schlatter Disease	Septic Arthritis
Growing Pains	Osteomyelitis	Slipped Capital Femoral Epiphysis
Juvenile Idiopathic Arthritis	Post-infectious	Transient Synovitis
Legg Calve Perths Disease	Reactive Arthritis	Trauma / Injury
	Rheumatic Fever	

Lymphadenopathy

Cervical Adenitis	Mononucleosis	Reactive
Lymphoma		

Mental Health Concerns

Anxiety	School Refusal	Suicidality
Depression		

Murmur

Congenital Heart Disease	Innocent Murmur	
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Neonatal Jaundice

Biliary Atresia	Breast Milk Jaundice	Kernicterus
Breast Feeding Jaundice	Hemolytic Anemia	Physiologic

Newborn

Abnormal Newborn Screen	Hypothermia	Prematurity
Birth Trauma	Hypotonia / Floppy Newborn	Respiratory Distress
Congenital Infections	Large for Gestational Age	Sepsis
Cyanosis	Neonatal Abstinence Syndrome	Small for Gestational Age
Depressed Newborn	Newborn Physical Exam (Normal/Abnormal)	Trisomy 21
Hypoglycemia		Vitamin K Deficiency

Pallor / Anemia

Hemoglobinopathies	Hemolysis	Iron Deficiency
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Rash

Acne	Eczema	Scarlet Fever
Cellulitis	Henoch Scholein Purpura	Seborrhea Dermatitis
Diaper Rashes	Impetigo	Urticaria
Drug Eruption	Scabies	Viral Exanthems

Respiratory Distress

Anaphylaxis	Croup	Pertussis
Asthma	Cystic Fibrosis	Pneumonia
Bronchiolitis	Epiglottitis	Status Asthmaticus
Congestive Heart Failure	Foreign Body	Tracheitis

Seizure / Paroxysmal Event

Arrhythmia	Febrile vs. Non-Febrile Seizure	Status Epilepticus
Breath-Holding Spell	General vs. Focal Seizure	Syncope
Brief Resolved Unexplained Event		

Sore Ear

Otitis media	Otitis externa	
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Sore Throat / Sore Mouth

Dental Disease	Peritonsillar Abscess	Retropharyngeal Abscess / Cellulitis
Oral Thrush	Pharyngitis	Stomatitis

Vomiting

Gastroesophageal Reflux / Reflux Disease	Intestinal Atresia	Malrotation / Volvulus
	Intussusception	Pyloric Stenosis

Well Child Care (Newborn / Infant / Child)

Anticipatory Guidance	Healthy Active Living	Nutrition & Feeding
Circumcision	Hypertension	Sleep Issues
Crying / Colic	Immunizations	Sudden Infant Death Syndrome
Dental Health	Injury Prevention	Social-Economic / Cultural / Home / Environment
Discipline / Parenting	Normal Development	
Growth – Head Circumference, Height, Weight, Body Mass Index		



canuc-paeds

The Canadian Undergraduate Curriculum in Paediatrics

CanMEDS 2015 Competencies* and Key Conditions Guide

* The CanMEDS 2015 Physician Competency Framework of The Royal College of Physicians and Surgeons of Canada.

Susan Bannister, Diane Moddemann, Melanie Lewis and the members of PUPDOC

Project endorsed by

Paediatric Chairs of Canada (PCC) and Canadian Association of Paediatric Health Centres (CAPHC)

Medical Expert

Graduating medical students are able to:

- 1 Demonstrate proficiency in acquiring a complete and accurate paediatric **history** with consideration of the child's **age, development, and the family's** cultural, socioeconomic and educational **background**.
- 2 Describe differences between the medical management of paediatric patients versus adult patients.
- 3 Recognize an acutely ill child.
- 4 Demonstrate an approach to the following core clinical paediatric presentations, including
 - a. differential diagnosis
 - b. initial diagnostic investigations
 - c. management plan

Abdominal Pain & Abdominal Mass
 Acutely Ill Child
 Adolescent Health Issues
 Altered Level of Consciousness
 Bruising/Bleeding
 Dehydration
 Development / Behavioural / Learning Problems
 Diarrhea
 Edema
 Eye Issues
 Fever
 Genitourinary Complaints (Hematuria, Dysuria, Polyuria, Frequency, Pain)
 Growth Problems
 Headache

Inadequately Explained Injury (Child Abuse)
 Limp / Extremity Pain
 Lymphadenopathy
 Mental Health Concerns
 Murmur
 Neonatal Jaundice
 Newborn
 Pallor / Anemia
 Rash
 Respiratory Distress / Cough
 Seizure / Paroxysmal Event
 Sore Ear
 Sore Throat / Sore Mouth
 Vomiting
 Well Child Care (Newborn, Infant, Child)

See reverse of this card set for details on these clinical presentations.

Professional

Graduating medical students are able to:

- 1 Demonstrate professional behaviours in practice including: honesty, integrity, commitment, compassion, respect and altruism.
- 2 Demonstrate a commitment to perform to the highest standard of care through the acceptance and application of performance feedback.
- 3 Recognize and respond to ethical issues encountered in clinical practice.
- 4 Fulfill legal obligations as they pertain to paediatric practice (reporting child maltreatment).
- 5 Recognize the principles and limits of patient confidentiality as it pertains to paediatrics (age of consent, emancipated minors, disclosure of suicidal/homicidal intent, and disclosure of abuse).
- 6 Balance personal and professional responsibilities to ensure personal health, academic achievement, and the highest quality of patient care.
- 7 Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.

Position and immobilize patient for certain physical exam skills

Measure and interpret height, weight, head circumference (including plotting on growth curve and calculation of Body Mass Index)

Measure and interpret vital signs

Palpate for fontanelles and suture lines

Perform red reflex and cover-uncover test

Perform otoscopy

Inspect for dysmorphic features

Elicit primitive reflexes

Perform infant hip examination

Assess the lumbosacral spine for abnormalities

Assess for scoliosis

Palpate femoral pulses

Examine external genitalia

Assess for sexual maturity rating (Tanner staging)

Communicator

- 1 Demonstrate communication skills that convey respect, integrity, flexibility, sensitivity, empathy, and compassion.
- 2 Communicate using open-ended inquiry, listening attentively and verifying for mutual understanding.
- 3 Demonstrate a patient-centered and family-centered approach to communication which requires involving the family and patient in shared decision making, and involves gathering information about the patients' and families' beliefs, concerns, expectations and illness experience.
- 4 Acquire and synthesize relevant information from relevant sources including: family, caregivers, and other health professionals.
- 5 Demonstrate organized, complete, informative, legible, and accurate written/electronic information related to clinical encounters (such as: admission histories, progress notes, and discharge summaries).
- 6 Demonstrate clear, legible, and accurate 'doctors orders' (such as investigations, medication orders and outpatient prescriptions).
- 7 Demonstrate organized, complete, informative and accurate information in verbal patient presentations.
- 8 Respect patient confidentiality, privacy and autonomy.
- 9 Acknowledge/demonstrate the principals of dealing with challenging communication issues including: obtaining informed consent, delivering bad news, disclosing adverse medical events, and addressing anger, confusion, and misunderstanding.

Collaborator

Graduating medical students are able to:

- 1 Work effectively, respectfully, and appropriately in an inter-professional healthcare team.
- 2 Demonstrate understanding of roles and responsibilities in an inter-professional health care team; recognizing his/her own responsibilities and limits.
- 3 Effectively collaborate/consult/participate with members of the inter- and intra-professional team to optimize the health of the patient/family.
- 4 Effectively work with other health professionals to prevent, negotiate, and resolve inter- and intra-professional conflict.

Leader

- 1 Demonstrate priority setting, and time management skills that balance patient care, academic responsibilities, and personal well being.
- 2 Employ information technology to maximize patient care.
- 3 Demonstrate a rationale approach to finite resource allocation in patient management; apply evidence in cost-effective care.
- 4 Develop management plans that demonstrate due attention to discharge planning, and recognition of key community resources to support the family once out of hospital.

Health Advocate

- 1 Engage in advocacy, health promotion and disease prevention with patients and families including: mental health, child maltreatment, healthy active living, safety, and early literacy support.
- 2 Identify emerging and ongoing issues for paediatric patients who are potentially vulnerable or marginalized including: Indigenous Peoples, new immigrants, children with disabilities, children living in poverty, and children with gender identity, sexual orientation, or mental health concerns.
- 3 Identify determinants of health for paediatric populations and the physician's role and points of influence in these issues.
- 4 Identify barriers that prevent children from accessing health care including: financial, cultural, and geographic.

Scholar

- 1 Engage in self-directed lifelong learning strategies.
- 2 Engage in self assessment through reflective practice.
- 3 Apply the principals of critical appraisal of the literature to guide evidenced based patient care.
- 4 Demonstrate integration of new learning into practice.
- 5 Demonstrate effective teaching/learning strategies and content that facilitate the learning of others (peers, patients, families, allied health professionals).