

# Site-specific Learning Objectives

## DBP Autism and Social Communication Disorders Clinic

### Description

The DBP Autism and Social Communication Disorders Clinic sees patients referred by family physicians and pediatricians for developmental and medical evaluation of social communication deficits and repetitive, restricted behavior. Frequently, a diagnosis of Autism Spectrum Disorder (ASD) is being considered.

### Resident Role and Expectations

- Two-to-four half-day clinics
- Prepare for history-taking by reviewing available records (e.g., previous assessments, Individualized Education Programs (IEPs)) before appointments
- Perform histories and exams independently and present findings to attending
  - Use clinic note template to structure visit and dictation
- Collaborate with the attending to develop an assessment and plan for each patient
- Participate in documentation of visits and development of reports to referring providers

### Address

DBP Clinics  
730 Welch Road, 2<sup>nd</sup> Floor  
Palo Alto, CA 94304

### Readings (see PubMed, URL, or DBP Handbook<sup>1</sup>)

None

### Educational Goals

The DBP Autism and Social Communication Disorders Clinic experience prepares trainees to:

- Develop and refine specific history-taking and exam skills required in the evaluation of children with ASD concerns.
- Interpret developmental and psychoeducational testing reports from outside health care providers, schools, and other agencies.
- Integrate information from multiple sources (e.g., history and exam, review of outside records) in order to develop a developmental profile and individualized patient management plan
- Outline clinical features, diagnostic tools and criteria, and available treatment approaches for specific developmental disorders, including intellectual disability, autism, and language delay
- Understand the indications for and implications of medical testing (e.g. neuroimaging, genetic tests, hearing tests) in children with ASD
- Communicate effectively with families of children who have ASD

### Learning Objectives

Because of participating in the DBP Autism and Social Communication Disorders Clinic, residents will develop competencies with regard to:

### MEDICAL KNOWLEDGE

- MK1. Locate, appraise, and assimilate information from scientific studies related to their patients' health problems
  - List evidence-based investigations (neuroimaging, genetic or other testing) recommended in a child with:
    - ASD
    - Intellectual disability

---

<sup>1</sup> The Zuckerman Parker Handbook of Developmental and Behavioral Pediatrics for Primary Care, 3<sup>rd</sup> Edition (2010). M. Augustyn, B. Zuckerman, E.B. Caronna (Eds). Lippincott Williams & Wilkins. Philadelphia, PA.

## Site-specific Learning Objectives

- List the areas of impairment in a child with Autism and give examples of at least three questions that could be asked in each area
- Using the Modified Checklist for Autism in Toddlers (M-CHAT) as a guide, list four questions that could be asked in the primary-care setting to help screen a child whose parents are concerned about autism

### PATIENT CARE

- PC1 Gather essential and accurate information about the patient
  - Take a thorough developmental history
    - Use appropriate clarifying questions to explore a “developmental” chief complaint
    - List questions that should be included in a review of systems when assessing a child with developmental delay or ASD
    - Gather family history relevant to developmental concerns and draw a three-generation pedigree
  - Perform a physical examination targeted to the assessment of ASD
    - Demonstrate a full pediatric neurologic examination
    - For at least four systems on physical examination (other than neurologic), describe possible associations between exam abnormalities and developmental delay
    - Discuss possible implications (both positive and negative) of “labeling” a child as having ASD

### INTERPERSONAL AND COMMUNICATION SKILLS

- ICS1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
  - Communicate information about diagnosis and management in an empathic, non-judgmental manner that uses shared decision-making and empowers families to provide optimal care for their children
  - Explain to a family the implications of an ASD diagnosis
- ICS2 Demonstrate the insight and understanding into emotion and human response to emotion that allow one to appropriately develop and manage human interactions - Demonstrate essential skills in conveying difficult news to families:
  - Listen actively and validate parents' concerns
  - Respond to parental affect and be aware of one's own affect during discussion of sensitive issues
  - Demonstrate sensitivity to cultural values
  - Recognize stages of grief and their potential impact on discussions with families