

Site-specific Learning Objectives

Preschool Observations

Description

Residents will visit two local preschools. Bing Nursery School is a play-based school run by Stanford's Department of Psychology. Experiences at Bing stem from the belief that curiosity and learning are best encouraged by letting children choose from a broad range of developmentally appropriate activities. The Magnolia Head Start of East Palo Alto is a federally funded program that provides free, comprehensive child development and educational programs, as well as support services for preschoolers from low-income families. Head Start offers children a developmentally appropriate curriculum that emphasizes language and cognitive development, social skills, and creativity, while offering their parents literacy and support services to enhance their productivity and self-sufficiency.

Resident Role and Expectations

- Two half-day experiences
- Residents will (1) prepare for the preschool visits by reviewing the Guide to Preschool Observation and reading selected articles listed below; (2) spend a two-hour session observing each preschool and completing the Observation Guide form for one preschooler at each preschool; (3) review their observations with Dr. Huffman (Preschool tutorial)
- As part of Learning Portfolio, residents will turn in Observation Guide forms and attach a short written reflection responding to the following statement:
"Identify any lessons that were learned during the observations and discuss how these lessons might be used in clinical practice."

Addresses

Magnolia Head Start of East Palo Alto
1425A Bay Road
East Palo Alto, CA 94303 (behind church)
Must wear LPCH photo badge

Bing Preschool
850 Escondido Road
Stanford, CA 94305-7120

Required Readings (see PubMed, URL, or DBP Handbook¹)

1. California Democrats propose universal preschool for 4-year-olds, Feb 2, 2014 (http://www.mercurynews.com/education/ci_24864647/california-democrats-propose-universal-preschool-4-year-olds#).
2. Carey W: *Temperamentally Difficult Children*, in *DBP: A Handbook for Primary Care*¹
3. Chen JH, Claessens A, Msall ME. Prematurity and school readiness in a nationally representative sample of Australian children: Does typically occurring preschool moderate the relationship? *Early Hum Dev.* 2014 Jan 6.
4. Keys TD, Farkas G, Burchinal MR, Duncan GJ, Vandell DL, Li W, Ruzek EA, Howes C. Preschool center quality and school readiness: quality effects and variation by demographic and child characteristics. *Child Dev.* 2013 Jul-Aug;84(4):1171-90.
5. Nix RL, Bierman KL, Domitrovich CE, Gill S. Promoting children's social-emotional skills in preschool can enhance academic and behavioral functioning in kindergarten: findings from Head Start REDI. *Early Educ Dev.* 2013;24(7).

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

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Educational Goals

The Preschool Observation experience prepares trainees to:

- Describe typical development and behavior for preschool-aged children
- Use observation as a tool for gathering information about development, behavior, and social skills
- Provide guidance to families about enrolling children in preschool
 - Recognize a high-quality preschool environment
 - Understand factors that contribute to success or difficulty in preschool
- Describe the federal Head Start program, including demonstrated benefits and steps for determining eligibility and referral

Learning Objectives

Because of participating in the Preschool Observation experience, residents will develop competencies with regard to:

PATIENT CARE

- PC5. Develop and carry out management plans - Discuss the interaction between temperament traits and features of the preschool environment as a predictor of preschool success
 - Identify features of the preschool environment that would best support children with particular temperament traits (e.g. low persistence/attention span, high distractibility, and high activity)
 - Assist parents in managing preschool function problems by helping them to identify temperament risk factors and compensatory factors (e.g., high adaptability, high intelligence, and lack of information processing deficits)
- PC10. Provide effective health maintenance and anticipatory guidance - Describe possible connections between preschool success and kindergarten readiness

MEDICAL KNOWLEDGE

- MK1. Locate, appraise, and assimilate information from scientific studies related to patient health problems
 - List one milestone in each developmental domain for the typical four-year-old
 - List “red flags” for speech & language, motor, and social development at age 3 that warrant referral for developmental assessment
 - Distinguish normal variants of behavior from behavioral disorders (e.g., aggression vs. ODD, shyness vs. PDD) in preschool-aged children

SYSTEMS-BASED PRACTICE

- SBP7. Know how to advocate for the promotion of health and the prevention of disease and injury in populations - Articulate the pros and cons of the discussion concerning Universal Preschool in California