

# Community Pediatrics Self-Assessment

## Council on Community Pediatrics

October 2007

### **Purpose**

This self-assessment was designed to help practicing pediatricians assess where they are, individually at this point in time, in relation to community pediatrics activities. Individual pediatricians can use their results to identify areas in which they would like to focus and make changes if so desired. The self-assessment provides an opportunity for reflection about how individual pediatricians practice with a community focus. It is intended for pediatricians in all types of practices, in all communities, and in all stages of their career. What is relevant now, might not be relevant in the future when the self-assessment is retaken. The self-assessment is designed to be taken multiple times over the years in practice for continual improvement in the practice of community pediatrics.

### **Background**

In 1999 (revised in 2005) the Committee on Community Health Services (now the Council on Community Pediatrics) developed a policy statement, "The Pediatrician's Role in Community Pediatrics" (<http://aappolicy.aappublications.org/cgi/content/full/pediatrics;115/4/1092>), that defined what community pediatrics is and provided recommendations for ways pediatricians could practice with a community pediatrics focus. Recognizing that the recommendations made in the Community Pediatrics policy statement were broad in scope, the Council on Community Pediatrics developed this self-assessment to help practicing pediatricians break down the recommendations into more specific activities. The activities are broad enough to remain relative to pediatricians in all types of practices, in all types of communities, and in all stages of their careers.

### **Community Pediatrics and Medical Home**

The Council on Community Pediatrics recognizes that the concepts of community pediatrics and medical home are inherently linked. Many of the concepts in this self-assessment directly reflect those in the policy statement "The Medical Home" first developed in 1992 and revised in 2002. (<http://aappolicy.aappublications.org/cgi/reprint/pediatrics;110/1/184>) The structure and format of this self-assessment is based on the *Medical Home Index* developed by the Center for Medical Home Improvement at Crotched Mountain in Greenfield, NH. Unlike the *Medical Home Index*, this self-assessment instrument has not been subjected to tests of validity. The use of any items (ie, key factors, components) based on the *Medical Home Index* cannot be regarded as validated when used outside of the *Medical Home Index*. Items in this self-assessment instrument that are based on items from the *Medical Home Index* are marked with an asterisk and the corresponding *Medical Home Index* level is noted. For more information about the *Medical Home Index* please visit [www.medicalhomeimprovement.org](http://www.medicalhomeimprovement.org).



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### Instructions

This self-assessment contains six Key Factors that exemplify the practice of Community Pediatrics as defined in the policy statement. They include:

- Practices with a population-based approach
- Communicates/collaborates with external key stakeholders/partners
- Considers the social determinants of child health
- Uses community resources to enhance children's care
- Advocates for patients/children as individuals and as a group/community
- Values evaluation, research, scholarship, and education

Each Key Factor has anywhere from 1-3 Themes. These Themes are represented with a progression of activities and are expressed as a continuum from Component 1 – Component 3. For each Theme please do the following:

- Step 1:** Read each theme across its progressive continuum from Component 1 to Component 3.  
**Step 2:** For each Component in the Theme, mark where on the Likert Scale you consider yourself to be.

1	2	3	4	5
Not at All		Somewhat		To a High Degree

- Step 3:** For each Theme, add your scores across the rows for each of the three Components.  
**Step 4:** For each Key Factor, add your scores down the columns for each of the Themes in that Key Factor.

Once the Themes and Key Factors have been scored, use the scores to identify areas to highlight for improvement. In developing a plan for improvement, think about the following criteria:

- Is the area of interest to you?
- What skills are needed to achieve improvement?
- Do you have the means and support to accomplish improvement in the area at this time (eg, time, partner/practice support and buy-in)?
- Are there adequate opportunities available to accomplish improvement in this time in your career?

There is an area for reflection at the end of each Key Factor where you can make personal notes about the answers to the Components in the Key Factor. This Self-Assessment instrument is intended to be incorporated into individual life-long learning plans. It is encouraged to routinely revisit the Self-Assessment to measure changes in your practice of Community Pediatrics.

In the coming months, the Council on Community Pediatrics will be developing a companion document that will include resources, tools, best practices, models, etc. that will be linked to each Component to assist pediatricians in developing their learning plans.



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<b>Key Factor #2: Communicates and collaborates with external key stakeholders/partners</b>				
<b>Theme</b>	<b>Component 1</b>	<b>Component 2</b>	<b>Component 3</b>	<b>Theme Score</b>
<b>2.1 Communicates and collaborates with public health to link primary care practice to public health tools.</b>	To what degree do you understand the principles of epidemiology and regularly access public health data?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at All      Somewhat      High Degree	To what degree do you work and cooperate with local public health officials on a specific issue?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at All      Somewhat      High Degree	To what degree do you communicate regularly with local public health officials; and participate in public health planning, implementation, and evaluation processes for children's issues?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at All      Somewhat      High Degree	
<b>2.2 Communicates and collaborates with community members and community partners.</b>	To what degree do you regularly seek information from community partners about your community environment?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at All      Somewhat      High Degree	To what degree do you have a process in place that fosters communication among your practice, families, external providers (eg, referral network), and community? These methods are documented and may include information exchange forums or ad hoc meetings with external providers*  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at All      Somewhat      High Degree	To what degree do you use a method to convene the family and key professionals on behalf of children in the practice and community; specific issues are brought to this group and they all share and use a written plan to address issues?*	
<b>Key Factor #2 Score</b>				

### Notes about Key Factor #2

\* Component based on a Level 2.3-3 in the *Medical Home Index*.

\* Component based on a Level 2.3-4 in the *Medical Home Index*.

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Key Factor #3: Considers the social determinants of child health				
Theme	Component 1	Component 2	Component 3	Theme Score
<p><b>3.1 Understands and incorporates in practice the cultural forces that affect child health.</b></p>	<p>To what degree do you ensure resources and information (eg, practices and beliefs related to health specific to certain cultures) are available for families and community members of the most common diverse cultural backgrounds?*</p> <p><input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5 Not at   Somewhat   High All   Degree</p>	<p>To what degree do you ensure materials, staff, and translation/interpretation services are available and appropriate for families and community members who are limited English proficient and limited literacy?*</p> <p><input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5 Not at   Somewhat   High All   Degree</p>	<p>To what degree do you ensure family and community assessments are conducted; and include pertinent cultural information, particularly about health beliefs, in order to assess the needs of the patient and community? This information is incorporated into care and practice management decisions.</p> <p><input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5 Not at   Somewhat   High All   Degree</p>	
<p><b>3.2 Works collaboratively with patients and their families to understand and incorporate into care and practice management decisions the <u>family-related determinants</u> affecting child health.</b></p>	<p>To what degree do you ask families regularly what care supports they need and make treatment decisions jointly?*</p> <p><input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5 Not at   Somewhat   High All   Degree</p>	<p>To what degree do you gather feedback from families and community members through systematic methods (eg, surveys, focus groups, interviews) and incorporate into care and practice management decisions?*</p> <p><input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5 Not at   Somewhat   High All   Degree</p>	<p>To what degree do you collaborate with other health professionals, families, and community members to help identify creative solutions to family determinants? Tangible supports are available to enable families and community members to participate in these activities (eg, childcare, stipends). Solutions are incorporated in care and practice management decisions.*</p> <p><input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5 Not at   Somewhat   High All   Degree</p>	

\* Component based on a Level 1.6-2 in the *Medical Home Index*.

\* Component based on a Level 1.6-2 in the *Medical Home Index*.

\* Component based on a Level 3.2-2 in the *Medical Home Index*.

\* Component based on a Level 3.2-3 in the *Medical Home Index*.

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<b>Key Factor #3: Considers the social determinants of child health (continued)</b>				
<b>Theme</b>	<b>Component 1</b>	<b>Component 2</b>	<b>Component 3</b>	<b>Theme Score</b>
<p><b>3.3 Works collaboratively with patients and community partners to understand and incorporate into care and practice management decisions the <u>environmental and socio-economic determinants</u> affecting child health.</b></p>	<p>To what degree do you understand the impact of and ask families regularly about what environmental and socio-economic factors (eg, housing conditions, ability to make ends meet, availability of nutritious food, etc.) impact their health? Families and patients are referred appropriately, and make treatment decisions are made jointly.</p> <p> <input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5                      Not at All   Somewhat   High Degree                 </p>	<p>To what degree do you gather feedback about environmental and socio-economic determinants from families and community members through systematic methods (eg, surveys, focus groups, interviews) and incorporate into care and practice management decisions?*</p> <p> <input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5                      Not at All   Somewhat   High Degree                 </p>	<p>To what degree do you collaborate with other health professionals, families and community members to help identify creative solutions to environmental and socio-economic determinants of health? Tangible supports are available to enable families and community members to participate in these activities (eg, childcare, stipends). Solutions are incorporated in care and practice management decisions.*</p> <p> <input type="checkbox"/> 1   <input type="checkbox"/> 2   <input type="checkbox"/> 3   <input type="checkbox"/> 4   <input type="checkbox"/> 5                      Not at All   Somewhat   High Degree                 </p>	
<b>Key Factor #3 Score</b>				

### Notes about Key Factor #3

\* Component based on a Level 3.2-4 in the *Medical Home Index*.

\* Component based on a Level 3.2-3 in the *Medical Home Index*.

\* Component based on a Level 3.2-4 in the *Medical Home Index*.



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<b>Key Factor #5: Advocates for patients/children as individuals and as a group/community</b>				
<b>Theme</b>	<b>Component 1</b>	<b>Component 2</b>	<b>Component 3</b>	<b>Theme Score</b>
<b>5.1 Develops personal advocacy skills.</b>	To what degree do you seek information about child health policy and related activities?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	To what degree do you understand the advocacy process (eg, who makes decisions, how decisions are made)?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	To what degree do you use effective communication skills to advocate for patient and community needs (eg, understanding other points of view and pressures in the system)?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	
<b>5.2 Advocates for patients and families within the community and health care system.</b>	To what degree do you understand patient/family issues and provide basic advocacy resources to them (eg, decision maker names and contact information)?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	To what degree do you identify resources for the individual patient/family, facilitates connections, and advocate on a patient's/family's behalf to solve specific problems?*  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	To what degree do you advocate on behalf of families as a population and help to create opportunities for community forums, discussion groups or support groups to address specific concerns?*  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	
<b>5.3 Advocates at public policy level (local, state, national).</b>	To what degree do you participate in community decisions about resources for children (eg, school, parks, child care)?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	To what degree do you work as an individual or member of a group/organization to promote child health on a state level?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	To what degree do you work as an individual or member of a group/organization to promote child health on a national level?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	
<b>Key Factor #5 Score</b>				

**Notes about Key Factor #5**

\* Component based on a Level 3.6-3 in the *Medical Home Index*.

\* Component based on a Level 3.6 4 in the *Medical Home Index*.

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<b>Key Factor #6: Values evaluation, research, scholarship, and education</b>				
<b>Theme</b>	<b>Component 1</b>	<b>Component 2</b>	<b>Component 3</b>	<b>Theme Score</b>
<b>6.1 Uses a life-long learning and education approach for self and others.</b>	To what degree do you adopt a life-long learning approach to your own knowledge and skills regarding community pediatrics?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	To what degree do you mentor, educate, and train physicians-in-training and others regarding community pediatrics?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	To what degree do you have knowledge of and participate in research, evaluation, and scholarship that advances the health of children, families, and communities?  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 Not at      Somewhat      High All                                  Degree	
<b>6.2 Uses a quality improvement approach in practice.</b>	To what degree have you sought out an orientation or training in continuous quality improvement (CQI) methods? *	To what degree do you conduct periodic formal and informal quality improvement activities that gather staff input about practice improvement ideas and opportunities? * (MH #6.2 – 3)	To what degree do you actively use quality improvement processes to integrate accepted pediatric quality standards into operation of practice? *	
<b>Key Factor #6 Score</b>				

**Notes about Key Factor #6**

\* Component based on a Level 6.2-1 in the *Medical Home Index*.

\* Component based on a Level 6.2-3 in the *Medical Home Index*.

\* Component based on a Level 6.2-4 in the *Medical Home Index*.

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### **Sources:**

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