

**Contributors:**

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Course Length: 27.25 hours

Delivery: Self-Paced Online Course

Course Coordinator:

Kim Martinez, MPH, RN, CPNP, APRN, PSANE
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Course Dates:

May 1, 2018 – December 31, 2019

January 1, 2019 – June 30, 2020

Course Description

According to the [National Children's Alliance Standards for Accreditation](#), “[a] medical evaluation holds an important place in the multidisciplinary assessment of child abuse. An accurate history is essential in making the medical diagnosis and determining appropriate treatment of child abuse.” Furthermore, proper medical evaluations provide important information to support legal decisions in child abuse cases.

Medical Training Academy is a rigorous set of online lessons designed to help medical providers correctly identify and diagnose child physical and sexual abuse. Interactive lessons and case studies build the essential skills and knowledge that medical providers will need to confidently navigate real world situations. Course lessons and specific topics are outlined below.

Course Objectives

Students who complete this course successfully will be able to:

- Explain the role of the medical provider within the multidisciplinary team, child advocacy center, and within court proceedings.
- Demonstrate how to assess and treat physical injuries that are diagnostic for abuse.
- Differentiate between anogenital findings based on nationally recognized guidelines i.e. findings that are classified as normal, mimic abuse, and diagnostic of abuse (Adams et al, 2018).
- Determine when a patient requires an acute medical evaluation with forensic evidence collection and/or sexually transmitted infections prophylaxis.

Course Format

The course is comprised of 21 lessons including three in-depth case studies that allow participants to apply what they have learned during the course. It is designed as a self-paced course; however, it is recommended that participants complete it within three to six months of beginning it. Access to the course will be available for up to 18 months as indicated by the course dates listed at the beginning of the syllabus.

This course will be delivered entirely online through the Midwest Regional CAC's eLearning Portal. In the eLearning Portal, students have access to all course materials and resources. Lessons include interactive videos, readings, and post-lesson quizzes. Students will assess their knowledge prior to the start of the course and upon completion. Furthermore, all lessons must be viewed in their entirety before taking Knowledge Check quizzes. Students must score 80% on each course lesson before they can move to the next lesson. To receive a Certificate of Attendance and CME or ANCC credit, students must also score an 80% on post-test and complete the course evaluation.

Each student is permitted to take the post-test a total of three times. If after the second attempt you do not receive a passing score, you can contact Kim Martinez, Program Manager of the Medical Academy, to review your tests prior to your third attempt. She can be reached at kim.martinez@childrensmn.org or 952-992-5278. **If you are not able to pass the post-test after three attempts, you will need to contact Kim Martinez to re-register and pay for the course to retake it.**

eLearning Portal Access

To access the course on the eLearning Portal, you will need a supported Web browser (Internet Explorer 10 or higher, Chrome, Firefox, Safari) with Flash enabled and the ability to download PDF files. Consult with your employer to verify whether your workstation meets these requirements prior to enrolling.

Students will receive instructions on how to access and use the Midwest Regional CAC eLearning portal following confirmation of registration and payment, and additional technical assistance will be posted within the course. All readings are provided to you within the individual course lessons. These readings can be downloaded and printed. We strongly encourage you to download and save any course materials you want to reference in the future. **You will not have access to course materials once you complete the course.**

NOTE: Research publications provided in these training materials are copyright protected. The publications may not be shared, reproduced, or transmitted in any form or by any means, without written permission from the publishers.

Any students with disabilities or other special needs who need special accommodations in this course are invited to share these concerns or requests with the course coordinator. Please contact Midwest Regional CAC at kim.martinez@childrensmn.org as soon as possible after registering for the course.

Continuing Education and Endorsement

Children's Minnesota is accredited by the Minnesota Medical Association to provide continuing medical education for physicians. Children's Minnesota designates this enduring material activity for a total of *27.25 AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity. Students must complete all sections to receive full credit; no partial credit is awarded. Children's Minnesota takes responsibility for the content, quality and scientific interest of these activities.

This continuing nursing education activity was approved by the International Association of Forensic Nurses, an accredited approver of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation. This activity has been approved through July 2020 for *19.5 contact hours*.

Course Endorsements: This material has been reviewed and is endorsed by Joyce Adams, MD Clinical Professor of Pediatrics, University of California, San Diego School of Medicine, Adolescent Medicine and Child Abuse Pediatrics.

This course has also been endorsed by the National Children's Alliance (NCA) and meets the required training and eligibility standards for medical provider didactic training.

Faculty Disclosure Announcement: It is our intent that any potential conflict should be identified openly so that the listeners may form their own judgments about the presentation with the full disclosure of the facts. It is not assumed any potential conflicts will have an adverse impact on these presentations. It remains for the audience to determine whether the speaker's outside interest may reflect a possible bias, either the exposition or the conclusions presented.

Planning committee members and presenter(s) have disclosed they have no significant financial relationship with a commercial interest and have disclosed that **no conflict of interest** exists with the presentation/educational event.

Lesson Overview

	Lesson	Title	Learning Topics	Length
MODULE 1	Intro	Introduction and Overview Pre-Test	<ul style="list-style-type: none"> • Overview • Pre-Test 	30 minutes
	1a	Adverse Childhood Experiences (ACES)	<ul style="list-style-type: none"> • Types of Maltreatment • Vulnerable Populations Overview • Risk Factors • ACES 	30 minutes
	1b	Vulnerable Populations	<ul style="list-style-type: none"> • American Indian/Alaska Native • Lesbian, Gay, Bisexual, Transgender Intersex and Queer (LGBTIQ) • Individuals with Disabilities • Boys/Men • Children with Mental Health Issues • Commercial Sexual Exploitation 	2 hours 45 minutes
	2	Role of the Medical Provider	<ul style="list-style-type: none"> • Role of Child Abuse Pediatrician • Role of SANE Nursing • Role of SAFE Providers • National Children’s Alliance Medical Standard 	30 minutes
	3	Role of the Multidisciplinary Team (MDT)	<ul style="list-style-type: none"> • MDT Models • MDT Members • Role of Medical Provider on the MDT 	30 minutes
	4	Growth and Development	<ul style="list-style-type: none"> • Normal Growth and Development <ul style="list-style-type: none"> ○ Infancy: Birth to 12 Months ○ Early Childhood: 1-6 Years ○ Middle Childhood: 6-12 Years • Normal Child and Adolescent Sexual Patterns and Behaviors • Acquisition of Personal and Social Skills and Behaviors • Things to Keep in Mind for Medical Evaluation 	30 minutes
	5	Normal Anogenital Anatomy	<ul style="list-style-type: none"> • Normal Anogenital Anatomy for Male and Female • Review of Normal Anogenital Findings • Review of Findings That Are Caused by Medical Conditions Other Than Trauma 	30 minutes

	Lesson	Title	Learning Topics	Length
MODULE 1 continued	5 Cont.	Normal Anogenital Anatomy continued	<ul style="list-style-type: none"> • Review of Conditions Mistaken for Abuse • Documentation of Anogenital Anatomy • Medical Evaluations: Why and When 	
	6	Medical History Taking and Documentation	<ul style="list-style-type: none"> • Key Components of Medical History Taking • Dos and Don'ts of Questioning • Rapport Building • Medical Information Gathering • Documenting the Medical History • Medical History Versus Forensic Interview • Disclosure • Suicide Risk Assessment • Potential Psychosocial Ramifications • Potential Negative Consequences 	45 minutes
	7	The Medical Evaluation and Photodocumentation	<ul style="list-style-type: none"> • Purpose of Physical Examination • When a Medical Evaluation Should Be Made Available • Medical Exam Key Points • Key Elements of Comprehensive Child and Adolescent Physical and Sexual Abuse Exam • Injury Documentation • Exam Techniques • Consent and Confidentiality • Photodocumentation • Recording and Storage of Images • Photodocumentation Equipment • Photography Tips 	3 hours
	8	Case Study #1	<ul style="list-style-type: none"> • Case Study Utilizing Concepts Learned in Lessons 1-7 	1 hour 15 minutes
MODULE 2	9	Abnormal Anogenital Findings	<ul style="list-style-type: none"> • Child and Adolescent Oral Anatomy • Findings with No Expert Consensus as to Significance with Respect to Abuse/Trauma • Findings Suggestive/Indicative of Trauma • Examples of STI Findings • Oral Injuries 	45 minutes

	Lesson	Title	Learning Topics	Length
MODULE 2 continued	10	Sexually Transmitted Infections (STIs)	<ul style="list-style-type: none"> • Risk Factors for STIs • Testing for STIs • Types of STIs • Additional STI Treatment Approaches and Pregnancy Testing • Educating Patients About Testing and Treatment 	45 minutes
	11	Forensic Evidence Collection and Drug Facilitated Sexual Assault (DFSA)	<ul style="list-style-type: none"> • Obtaining Consent • Identifying, Collecting and Preserving Biologic and Other Evidence • Forensic Evidence Collection Kit • Types of Evidence • Types of Body Fluids • Evidence: Clinical Considerations • Legal Issues • Approaches to Evidence Collection • Evidence Integrity • Drug Facilitated Sexual Assault 	1 hour 30 minutes
	12	Discharge Planning	<ul style="list-style-type: none"> • Individualized Discharge Planning • Mental Health Concerns • Referrals • Resource Planning and Compensation Options 	45 minutes
	13	Case Study #2	<ul style="list-style-type: none"> • Case Study Utilizing Concepts Learned in Lessons 9-12 	1 hour 15 minutes
MODULE 3	14	Abusive Head Trauma (AHT)	<ul style="list-style-type: none"> • Mechanism of Injury • Intracranial Hemorrhages • Differential Diagnosis • Retinal Hemorrhages • Consequences of Shaking • Alternate AHT Theories • Medical History and Work-Up • Prevention Interventions 	1 hour
	15	Cutaneous Injuries	<ul style="list-style-type: none"> • Types of Cutaneous Injuries • Identifying Abuse Injuries (age, pattern, body region, ambulatory status) • Differential Diagnosis of Bruising • Coagulation Disorders • Myths and Misconceptions 	45 minutes

MODULE 3 continued			
Lesson	Title	Learning Topics	Length
15 Cont.	Cutaneous Injuries continued	<ul style="list-style-type: none"> • Subgaleal Hematomas • Bites • Burn Types and Mechanism of Injury • Dermatologic Conditions • Folk Therapies • Role of Medical Provider 	
16	Abdominal Trauma	<ul style="list-style-type: none"> • Facts about Abdominal Trauma • Abdominal Trauma Presentation • Presenting Signs and Symptoms • Indicators of Abdominal Trauma 	45 minutes
17	Skeletal Injuries	<ul style="list-style-type: none"> • Skeletal Injury Overview • Fracture Categories • Fracture Types and Mechanism • Differential Diagnosis/Alternative Theories • Skeletal Survey 	45 minutes
18	Failure to Thrive (FTT)	<ul style="list-style-type: none"> • Neglect • Neglect Intervention Strategies • Failure to Thrive • FTT History, Assessment and Observation Points • FTT Diagnostic Considerations and Etiologies • MDT Approach to FTT • FTT Findings 	1 hour
19	Case Study #3	<ul style="list-style-type: none"> • Case Study Utilizing Concepts Learned in Lessons 14-18 	1 hour
20a	Court Preparation	<ul style="list-style-type: none"> • Testimony • Judicial Proceedings • Court • Tips for Testifying and Surviving the Courtroom • Video Examples of Court and Testifying 	3 hours 15 minutes
20b	Court Testimony	<ul style="list-style-type: none"> • Video Examples of Court and Testifying, Continued 	2 hours

MODULE 3 continued	Lesson	Title	Learning Topics	Length
	21	Continuing Quality Improvement (CQI)	<ul style="list-style-type: none"> • CQI • Peer Review 	30 minutes
Close	Final Instructions, Post-Test	<ul style="list-style-type: none"> • Post-Test • Course Evaluation • Certificate of Attendance 	30 minutes	

Disclaimer Statements

Medical Training Academy (the "Content") is a course intended to provide the necessary didactic training for medical providers responsible for the identification and evaluation of child physical and sexual abuse in their community. It is not a substitute for professional medical advice, diagnosis, or treatment. Each provider must use his/her own independent professional judgment with regard to each individual patient.

The Content is designed to prepare medical providers with foundational knowledge. The Content, as didactic training, in and of itself does not deem a clinician competent to practice; medical providers should also seek additional hands-on clinical skills training prior to assessing patients. Accessing the Content in no way serves as an endorsement, certification, assessment, or other approval of recipient's competency.

The Content is provided "as is" without any warranty, either expressed or implied. Recipients of the Content accept and expressly assume all risks of its use, misuse, or nonuse.

Points of view or opinions expressed in this course are those of the subject matter experts who created the curriculum and do not necessarily represent the official position or policies of OJJDP or the U.S. Department of Justice.

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