First-year residents will be assigned two sessions during the Clinical Skills Month. Second and third-year residents will be assigned one session during Continuity Clinic months.

The session will take place on a Tuesday or Friday morning. Patients are seen on Tuesday from 8:30am until 12:30 pm. On Friday, patients start at 9:30 am to allow for attendance at Grand Rounds. Residents should report by 8:15 am. There will be some reading material provided that should be read prior to the session, which will be sent by inter-office mail to the resident’s mailbox. If there are any problems, contact the Center by phone at 829-2244, ext. 32.

Schedules will be created by the Chief Residents and sent by mail to the residents involved, and to Dr. Hoffman (mhoffman@upa.chob.edu). Dr. Hoffman will let all parties know when there will be no clinic.

The Center is located on the third floor of Diefendorf Hall on the UB South Campus (near the medical school). Enter Diefendorf between the main building and the auditorium and report to Room 106.

If you are driving to the Center, enter from Bailey Avenue onto Sherman Road. If a resident has a UB staff parking hang-tag they can park in the Diefendorf Faculty/Staff lot, if not, they should park in the clinic spaces on the circle and MAKE SURE TO ASK FOR A PARKING PERMIT WHEN THEY ARRIVE.

The morning will usually consist of observing and evaluating one or more children with school or learning problems, including but not limited to ADHD. Often one child with suspected autism will be seen as well. There may be several follow-up patients seen also. There may be some deviations depending on scheduling.
GOALS AND OBJECTIVES FOR RESIDENT EXPERIENCE AT THE CENTER FOR LEARNING AND SCHOOL SUCCESS

1. To increase awareness and understanding of children with school difficulty.

2. To understand the principles of neurodevelopmental variation and to gain appreciation of the multiple factors that must be considered in evaluation.

3. To learn how to facilitate evaluation of children, especially those with suspected ADHD whose diagnosis is not clear.

4. To observe pediatric neurodevelopmental evaluation(s) and to understand the value of interdisciplinary evaluation.

5. To appreciate the impact of school difficulties on the child and family.

6. To learn about the pervasive developmental disorders and participate in an interdisciplinary evaluation.

6/03 - mth