

# ICSI Institute for Clinical Systems Improvement

## Health Care Guideline

### Preventive Services Children and Adolescents

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## Annotation Table

<b>Level I Services: Preventive services that clinicians and care systems <i>must</i> assess the need for and recommend to each patient. These have the highest priority value.</b>	<b>Annotation #</b>
Childhood Immunization Series	1
Chlamydia Screening (Sexually Active Age 25 and Younger)	2
Neonatal Screening	3
<b>Level II Services: Preventive services that clinicians and care systems <i>should</i> assess the need for and recommend to each patient. These have value but less than those in Level 1.</b>	<b>Annotation #</b>
Breastfeeding Counseling	4
Circumcision Counseling	5
Depression Screening	6
Folic Acid Chemoprophylaxis Counseling	7
Hearing Screening	8
Human Immunodeficiency Virus (HIV) Screening	9
Infant Sleep Positioning and SIDS Counseling	10
Motor Vehicle Safety Screening and Counseling	11
Obesity Screening	12
Oral Health Counseling and Treatments	13
Tobacco Use Screening, Prevention and Intervention in Adolescents	14
Vision Impairment Screening	15
<b>Level III Services: Preventive services for which the evidence is currently incomplete and/or high burden of disease and low cost of delivering care. Providing these services is left to the judgment of individual medical groups, clinicians and their patients.</b>	<b>Annotation #</b>
Alcohol Use Screening and Counseling	16
Blood Lead Screening	17
Developmental/Behavioral Assessment Screening	18
Domestic Violence and Abuse Screening and Counseling	19
Dyslipidemia Screening	20
Dysplasia of the Hip Screening	21
Household and Recreational Injury Prevention Screening	22
Hyperbilirubinemia Screening	23
Infectious Disease Prevention Counseling	24
Iron Deficiency Screening	25
Nutritional Counseling	26
Preconception Counseling	27
Pregnancy Prevention Counseling	28
Scoliosis Screening	29
Secondhand Smoke Exposure Counseling	30
Sexually Transmitted Infection Counseling	31
Skin Cancer Screening and Counseling	32
Undescended Testicle Screening	33
<b>Level IV Services: Preventive services that are not supported by evidence and not recommended.</b>	<b>Annotation #</b>
Blood Chemistry Screening	34
Cervical Cancer Screening	35
Child Maltreatment Screening	36
Hemoglobin (for Anemia Screening Age Five Years and Older)	37
Tuberculin Screening (for Average Risk)	38
Urinalysis	39

## Preventive Services Addressed in Alphabetical Order

Service	Annotation #
Alcohol Use Screening and Counseling (Level III)	16
Blood Chemistry Screening (Level IV)	34
Blood Lead Screening (Level III)	17
Breastfeeding Counseling (Level II)	4
Cervical Cancer Screening (Level IV)	35
Child Maltreatment Screening (Level IV)	36
Childhood Immunization Series (Level I)	1
Chlamydia Screening (Sexually Active Age 25 and Younger) (Level I)	2
Circumcision Counseling (Level II)	5
Domestic Violence and Abuse Screening and Counseling (Level III)	19
Depression Screening (Level II)	6
Developmental/Behavioral Assessment Screening (Level III)	18
Dyslipidemia Screening (Level III)	20
Dysplasia of the Hip Screening (Level III)	21
Folic Acid Chemoprophylaxis Counseling (Level II)	7
Hearing Screening (Level II)	8
Hemoglobin (for Anemia Screening Age Five Years and Older) (Level IV)	37
Household and Recreational Injury Prevention Screening (Level III)	22
Hyperbilirubinemia Screening (Level III)	23
Human Immunodeficiency Virus (HIV) Screening (Level II)	9
Infant Sleep Positioning and SIDS Counseling (Level II)	10
Infectious Disease Prevention Counseling (Level III)	24
Iron Deficiency Screening (Level III)	25
Motor Vehicle Safety Screening and Counseling (Level II)	11
Neonatal Screening (Level I)	3
Nutritional Counseling (Level III)	26
Obesity Screening (Level II)	12
Oral Health Counseling and Treatments (Level II)	13
Preconception Counseling (Level III)	27
Pregnancy Prevention Counseling (Level III)	28
Scoliosis Screening (Level III)	29
Secondhand Smoke Exposure Counseling (Level III)	30
Sexually Transmitted Infection Counseling (Level III)	31
Skin Cancer Screening and Counseling (Level III)	32
Tobacco Use Screening, Prevention and Intervention in Adolescents (Level II)	14
Tuberculin Screening (for Average Risk) (Level IV)	38
Undescended Testicle Screening (Level III)	33
Urinalysis (Level IV)	39
Vision Impairment Screening (Level II)	15

*Return to Table of Contents*

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## Table of Contents

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## **Evidence Grading**

### **Literature Search**

A consistent and defined process is used for literature search and review for the development and revision of ICSI guidelines. The PubMed database was utilized and the literature search was divided into two stages to identify systematic reviews (stage I), and randomized controlled trials, meta-analysis and other literature (stage II). Literature search terms used for this revision are below and include literature from October 2010 through April 2012. Search terms included vitamin D, circumcision, dyslipidemia and prevention.

### **GRADE Methodology**

Following a review of several evidence rating and recommendation writing systems, ICSI has made a decision to transition to the Grading of Recommendations Assessment, Development and Evaluation (GRADE) system.

GRADE has advantages over other systems including the current system used by ICSI. Advantages include:

- developed by a widely representative group of international guideline developers;
- explicit and comprehensive criteria for downgrading and upgrading quality of evidence ratings;
- clear separation between quality of evidence and strength of recommendations that includes a transparent process of moving from evidence evaluation to recommendations;
- clear, pragmatic interpretations of strong versus weak recommendations for clinicians, patients and policy-makers;
- explicit acknowledgement of values and preferences; and
- explicit evaluation of the importance of outcomes of alternative management strategies.

### **This document is in transition to the GRADE methodology**

Transition steps incorporating GRADE methodology for this document include the following:

- All new literature considered by the work group for this revision has been assessed using GRADE methodology.
- Work is being done on placing strengths on recommendations.

*[Return to Table of Contents](#)*

**Evidence Grading**

<b>Category</b>	<b>Quality Definitions</b>	<b>Strong Recommendation</b>	<b>Weak Recommendation</b>
<b>High Quality Evidence</b>	Further research is very unlikely to change our confidence in the estimate of effect.	The work group is confident that the desirable effects of adhering to this recommendation outweigh the undesirable effects. This is a strong recommendation for or against. This applies to most patients.	The work group recognizes that the evidence, though of high quality, shows a balance between estimates of harms and benefits. The best action will depend on local circumstances, patient values or preferences.
<b>Moderate Quality Evidence</b>	Further research is likely to have an important impact on our confidence in the estimate of effect and may change the estimate.	The work group is confident that the benefits outweigh the risks but recognizes that the evidence has limitations. Further evidence may impact this recommendation. This is a recommendation that likely applies to most patients.	The work group recognizes that there is a balance between harms and benefits, based on moderate quality evidence, or that there is uncertainty about the estimates of the harms and benefits of the proposed intervention that may be affected by new evidence. Alternative approaches will likely be better for some patients under some circumstances.
<b>Low Quality Evidence</b>	Further research is very likely to have an important impact on our confidence in the estimate of effect and is likely to change. The estimate or any estimate of effect is very uncertain.	The work group feels that the evidence consistently indicates the benefit of this action outweighs the harms. This recommendation might change when higher quality evidence becomes available.	The work group recognizes that there is significant uncertainty about the best estimates of benefits and harms.

[Return to Table of Contents](#)

# Foreword

## Introduction

This guideline, *Preventive Services for Children and Adolescents*, outlines recommended preventive services, including screening maneuvers, counseling messages and specific interventions for children and adolescents of average health risk.

This guideline is intended to be used primarily by health care organizations to design systems of care for the reliable delivery of preventative services to populations of patients. The various tests included in this guideline are discussed only in the context of screening asymptomatic individuals and the early detection of certain clinical conditions; we do not address the use of these tests in patients with symptoms, or for the ongoing management of these conditions.

As far as possible, the work group has reviewed the relevant literature and reached a consensus in making our recommendations. We have also incorporated recommendations from other ICSI guidelines, as well as those of other groups, especially the United States Preventive Services Task Force (U.S. Preventive Services Task Force).

Throughout the guideline, we recommend a preference-based approach, strongly encouraging patients/parents and clinicians to utilize the principles of shared decision-making, particularly when the evidence about specific interventions is incomplete or equivocal.

For pediatric care, the majority of preventive services are often centered around well-child visits. While these visits can serve as a framework for recommended interventions, it is important to recognize that any encounter can be used as an opportunity for initiating preventive services. Because there is limited evidence for many interventions in pediatrics, those services that have direct evidence should be given highest priority. Other interventions and counseling should be done on a discretionary basis, determined by the risks and needs identified for that individual.

## Organizing a Practice for Delivery of Preventive Services

In order to provide preventive services, it is first necessary to know which services are needed for individual patients. Decision support tools, preferably integrated into the medical record, should generate alerts and reminders when services are due, both for individuals seen in the office, as well as for individuals for whom the care system has assumed responsibility but who may not be seen regularly.

For pediatric care, well-child visits have traditionally served as the framework for the delivery of preventive services and anticipatory guidance and counseling. Well-child visits are also an opportunity to build and strengthen relationships with children and their families.

However, there are other options besides well-child visits for the delivery of these services, and health care organizations must also incorporate new systems of care. Preventive services cannot be reliably delivered to a population of children and adolescents solely by individual clinicians at one-on-one office visits, relying only on memory and good intentions. Instead, every patient contact, for any reason, should be considered as an opportunity for prevention.

These new systems incorporate such features as treatment protocols, task delegation, automated patient reminders, and other decision support tools. Pre-visit planning, post-visit or between-visit outreach, system alerts, and decision support have also been shown to be useful as have shared decision-making, patient activation, and care management (*Bodenheimer, 2003 [Low Quality Evidence]*). Continuity of care has been shown to improve the consistency with which services are delivered (*Flores, 2008 [Moderate Quality Evidence]*).

[Return to Table of Contents](#)

## **Team-Based Approach**

Team-based care, with all health professionals sharing responsibility and working together to serve a population of patients, is essential for the reliable and efficient delivery of preventive services. Even if the traditional one-on-one office visit was effective, clinicians do not have enough time to deliver care in this manner; one study estimated that a primary care clinician, working alone, would spend over seven hours each day just providing all USPSTF-recommended services to a typical panel of patients (*Yarnall, 2003 [Low Quality Evidence]*). Rather, it is only through the cooperative efforts of appropriately trained and empowered team members, working at the fullest level of their licensure and skills, that this can be accomplished.

## **Prioritization of Preventive Services**

Health care systems may need to initially focus on the reliable delivery of selected high-value preventive services. The work group has prioritized the services included in this guideline; they are ranked by Evidence for effectiveness, based upon the sum of their clinically preventable burden and cost effectiveness. Although most preventive services target high-burden conditions, not all are equally effective in reducing disease, and each service has its own cost. By focusing on services with relatively high health impact and favorable cost effectiveness, limited resources can be directed to those preventive services that produce the largest health improvements.

**Level I preventive services:** Clinicians and care systems *must* assess the need for and recommend these services to every patient. These have the highest value and are worthy of attention at every opportunity.

**Level II preventive services:** Clinicians and care systems *should* assess the need for and recommend these services to every patient. These have demonstrated value, although less than Level I services, and should be provided whenever possible.

**Level III preventive services:** Clinicians and care systems *could* recommend these services to patients, but only after careful consideration of costs and benefits. These are services for which the Evidence for effectiveness is currently incomplete or equivocal, or which may have the potential for significant harm. Providing these services is left to the judgment of individual medical groups, clinicians and their patients. Decisions about preventive services in particular should be made based on the principles of shared decision-making.

**Level IV preventive services:** These services are *not* supported by evidence and should not be recommended. They may have insufficient Evidence for effectiveness, clear evidence of lack of effectiveness, or the potential for significant harm without any benefit.

## **Counseling Services**

While there is good evidence that modifying certain behaviors has positive health benefits (unsafe sex, accidents and safety, nutrition, physical activity), there is minimal evidence at present that screening for these conditions or asking about them in the context of a risk assessment, even if followed by advice from a physician or other clinician, will result in a change in behavior or positive outcomes. Therefore, this guideline makes:

- minimal recommendations for risk assessment to drive counseling for what are largely lifestyle issues,
- specific recommendation that risk assessment and counseling about lifestyle not be considered suitable parameters for systematic implementation measures, and
- counseling messages for those clinicians who want to provide such counseling or whose patients express an interest in receiving this information.

*[Return to Table of Contents](#)*

Nevertheless, there is no question that the elimination of the unhealthy behaviors addressed in this document would significantly reduce morbidity and mortality in the general population. Modifiable health behaviors account for up to 50% of premature deaths in this country (*Flegal, 2005 [Low Quality Evidence]*). Furthermore, the main problem is the lack of good controlled trials of such counseling, not that there are trials showing mixed or no effects. Therefore, clinicians may choose to provide such counseling even though we do not yet have a solid evidentiary basis for it.

See also [Appendix A, "Counseling Messages."](#)

### **Physical Exam**

Most of the elements of the traditional physical examination are notably absent from these recommendations. The physical examination was originally developed and taught as a way to thoroughly evaluate the patient with a significant health problem or complaint, particularly in the hospital setting. It was not designed as a screening test for an asymptomatic person; in fact, it fails nearly all of the criteria for an effective screening test identified by most authorities. As a diagnostic test, in response to specific complaints or symptoms, the physical exam remains of inestimable, if underutilized, value.

The only elements of the physical exam that have been sufficiently studied and that are recommended by this guideline are height, weight and body mass index as part of obesity screening (Level II); vision screening (Level II); and hearing screening (Level II).

There is incomplete evidence and/or high burden of disease and low cost of delivery care for Level III services, and these are left to the judgment of individual medical groups, clinicians and their patients.

There is no evidence that cardiopulmonary, abdominal or neurologic exams, done as routine screening maneuvers in asymptomatic patients, will reliably detect occult disease of any type. We recognize the real and intangible benefits, as well as parental expectations, inherent in examining a child or adolescent, but caution against assuming that all patients expect or want a physical exam as a part of routine preventive services.

### **Prevention Visit Schedules**

The work group acknowledges that there are many visit schedules offered by both national (e.g., American Academy of Pediatrics) and local advisory bodies, such as the Minnesota Cover All Kids Coalition. It is important to note that there is a paucity of data to support any particular visit schedule. The federal government requires individual states to provide preventive services as part of their participation in federally funded health care programs. Each state is responsible for setting up its own recommended schedule. Most states use the American Academy of Pediatrics recommendations for preventive pediatric health care as the basis for their requirements. Clinicians should take into consideration the frequency of required visits by their own individual state for this population as they design their system of care.

There is insufficient evidence to recommend one schedule over another in terms of lowering mortality and morbidity; recognizing disability; promoting optimal growth and development; or helping patients achieve longer, more productive lives. Many services can be provided during routine visits. Similarly, an assessment of preventive services needs can be incorporated into any visit. The visit schedules recommended in these guidelines may augment a clinic's ability to assure provision of preventive services, but this may be unnecessary over time as effective clinic systems allow the services to be incorporated into other clinic visits.

There have been no studies comparing the efficacy of various scheduled frequencies of preventive services visits. All existing schedules are attempts to combine various medical opinions with the frequency required for certain preventive services, especially immunizations.

Please see [Appendix B, "Visit Schedule,"](#) for a sample of well-child visits.

[Return to Table of Contents](#)

## **Patient-Centered Care: Shared Decision-Making and Patient Activation**

Children and families should have the opportunity to understand the risks and benefits of preventive services and to consider their personal values and preferences in their decisions. They should be encouraged to actively participate in this process to the extent to which they desire.

Shared decision-making is a key part of patient-centered care. Patient-centered care is one of the six aims of the Institute of Medicine in *Crossing the Quality Chasm* and is defined as "care that is respectful of and responsive to individual patient preferences, needs, and values and ensuring that patient values guide all clinical decisions" (*Institute of Medicine, 2001 [Reference]*).

The decisions that people face in health care systems are complex and important. There is a need to balance potential benefits and risks. In many situations, there is not one best alternative based on medical evidence. Personal values and preferences play a large part in what an individual's best choice might be.

Shared decision-making uses a structured process and specific tools to provide information to people and to encourage them to actively participate in decision-making.

Shared decision-making has been shown to improve patient knowledge and clarity about preferences. It also may increase patient trust, compliance, and satisfaction with the decision process and the ultimate decision. Shared decision-making may increase appropriate utilization of preventive services.

There is good evidence that well designed decision aids can improve patient knowledge. They help clarify the decision, identify decision-making needs, explore needs and how values relate to the decision, and plan next steps (*O'Connor, 2007 [Systematic Review]*).

Shared decision-making has intrinsic value. Patient preferences matter, especially when making preference-sensitive decisions, where the best choice for the patient depends on his or her values and preferences. The medical evidence is clear: clinicians generally do not know their patient's preferences unless they specifically ask about them. Therefore, in many situations, a "shared" rather than a "delegated" model for decision-making is desirable. The ultimate goal is to ensure that medical decisions are well informed by the best available evidence and consistent with patient preferences and values.

See [Appendix C, "ICSI Shared Decision-Making Model,"](#) for more information.

## **Care Coordination**

Although some individuals, following health risk assessments and screening tests, will initiate and sustain lifestyle changes on their own, most will require some degree of structured feedback and follow-up to achieve even modest improvements. Patient-centered health care systems should implement evidence-based changes to ensure consistent follow-up of conditions and risk factors, and support for healthier lifestyles.

### **Timely feedback**

- Clear, strong personal message
- Include documentation of "lifestyle vital signs"

### **Appropriate interventions**

- Integrate into clinical decision support to assist the care team with knowledge of evidence-based preventive services to recommend at a given time
- Decision aids can help patients increase knowledge and collaborate with choices and options
- If screening and/or counseling results warrant treatment, see treatment guidelines

[Return to Table of Contents](#)

### **Optimal follow-up**

- Plan for and anticipate upcoming preventive service needs. Electronic systems may be particularly beneficial for advanced ordering of services
- Providing preventive screening and counseling services
- If screening and/or counseling results warrant additional follow-up, proceed as indicated. See also treatment guidelines, as noted in the specific topic sections

*Return to Table of Contents*

## **Scope and Target Population**

The scope of this guideline is to provide a comprehensive approach to the provision of evidence-based preventive services including screening maneuvers, immunizations and counseling, and to assist in the prioritization of these preventive services.

This guideline is not intended to diagnose or treat any condition; if a health issue or condition is found or suspected, or a screening maneuver is abnormal, other guidelines (such as the ICSI [Prevention and Management of Obesity for Adults](#) guideline) address the details of subsequent evaluation, testing, and management.

The target population of this guideline is average-risk, asymptomatic children and adolescents under age 18. In general, this guideline does not apply to pregnant women, individuals with chronic disorders, or high-risk populations; certain exceptions are noted.

*Return to Table of Contents*

## **Aim**

1. Increase the rate of pediatric patients up-to-date with Level I preventive services. (*Annotation Table, Level I Services*)

*Return to Table of Contents*

## **Clinical Highlights**

- All clinic contacts – whether acute, chronic or for preventive service – are opportunities for prevention. Incorporate appropriate preventive services at every opportunity.
- Address or initiate child preventive services that clinicians and care systems *must* assess the need for and recommend to each patient. These have the highest priority value. (Level I) (*Annotation Table, Level I Services; Aim #1*)
  - Childhood immunization series
  - Chlamydia screening (sexually active age 25 years and younger)
  - Neonatal screening
- Provide timely feedback, appropriate interventions and optimal follow-up.

*Return to Table of Contents*

## Implementation Recommendation Highlights

The following system changes were identified by the guideline work group as key strategies for health care systems to incorporate in support of the implementation of this guideline.

- Prioritization and implementation of preventive services should be part of the overall system and should include the following:
  - Practice preventive services at every clinic opportunity while addressing high-priority services.
  - Individualize preventive services; regularly assess patient risk factors.
  - Provide education to patients/parents/guardians.
- Develop a plan for staff and clinician education around preventive services and organizational goals for implementation of preventive services (should also include education around "level" of service and the rationale behind each level).
- Develop decision support processes in electronic medical record or for paper medical records to support clinicians and staff in delivery of specific components of Level 1 services.
- For those organizations with a paper medical record, create a "tickler" system that will generate reminders for preventive services in order to support completion of recommended Level I services.
- Develop a "catch-up" plan for those patients who are not on time with services by creating a tracking system that allows for periodic medical record audits to identify patient gaps in preventive services.
- Develop a collaborative relationship with patients/parents/guardians in order to activate/motivate them to practice preventive health while staying on time.
- Place throughout the facility patient education materials that focus on preventive services and the importance of each. Materials may include, but are not limited to, posters, pamphlets, videos and available Web sites, as well as services available in the community.

[Return to Table of Contents](#)

## Related ICSI Scientific Documents

### Guidelines

- [Diagnosis and Treatment of Respiratory Illness in Children and Adults](#)
- [Immunizations](#)
- [Initial Management of Abnormal Cervical Cytology \(Pap Smear\) and HPV Testing](#)
- [Preventive Services for Adults](#)
- [Routine Prenatal Care](#)

[Return to Table of Contents](#)

## Definition

**Clinician** – All health care professionals whose practice is based on interaction with and/or treatment of a patient.

[Return to Table of Contents](#)

# Algorithm Annotations

## Preventive Services That Clinicians and Care Systems *Must* Assess the Need for and Recommend to Each Patient. These Have the Highest Priority Value (Level I)

Level I preventive services are worthy of attention at every opportunity. Busy clinicians cannot deliver this many services in any single encounter. However, with systems in place to track whether or not patients are up-to-date with the high-priority preventive services for their age group, clinicians can recommend the high-priority services as opportunities present.

**Table 1: Level I Services by Age:**

Service	0-2 years	2-6 years	7-12 years	13-18 years
Childhood Immunization series See Annotation #1				
Chlamydia Screening (sexually active age 25 years and younger)				Screen all sexually active women age 25 years and younger.
Neonatal Screening	Screen for hemoglobinopathies, phenylketonuria, hypothyroidism in the first week of life.			

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### 1. Childhood Immunization Series (Level I)

#### Recommendation:

- Clinicians must recommend immunizations for infants, children and adolescents for age-appropriate vaccines (*Strong Recommendation*).

#### Recommended immunization schedule for persons aged 0 through 18 years

<http://www.cdc.gov/vaccines/schedules/hcp/index.html>

#### Counseling messages

Educate parents to immunize children according to age-appropriate schedule.

#### Related guidelines

See the ICSI [Immunizations](#) guideline.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 2. Chlamydia Screening (Sexually Active Age 25 Years and Younger) (Level I)

### Recommendation:

- Chlamydia infection screening must be offered to all sexually active women age 25 years and younger (*Strong Recommendation, High Quality Evidence*) (Meyers, 2007; Centers for Disease Control and Prevention, 2002).

There is no evidence regarding optimal frequency of screening, but yearly testing is reasonable (work group consensus).

### Burden of suffering

Chlamydia is the most common bacterial sexually transmitted infection in the United States. An estimated three million new cases occur annually, with the majority being asymptomatic when initially infected. If left untreated, Chlamydia infections can lead to serious complications, including pelvic inflammatory disease, infertility and increased risk of human immunodeficiency virus (HIV) infection. It has been shown that having a process to identify, test and treat women at risk for cervical Chlamydia infections is associated with a decreased incidence of pelvic inflammatory disease (Scholes, 1996 [*High Quality Evidence*]).

### Evidence for effectiveness

The sensitivity of available screening tests for Chlamydia infection is 80% and higher (Cook, 2005 [*Systematic Review*]). The U.S. Preventive Service Task Force does not recommend a specific screening test as studies have generally been performed in ideal circumstances in small populations with high prevalence rates. However, they concluded that nucleic acid amplification tests had higher sensitivities and specificities than older antigen detection tests and better sensitivities than culture (Meyers, 2007 [*High Quality Evidence*]). Following detection, treatment with antibiotics approaches 100% efficacy. Two randomized studies have observed a decrease in pelvic inflammatory disease following Chlamydia screening (Østergaard, 2000 [*Low Quality Evidence*]; Scholes, 1996 [*High Quality Evidence*]).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 3. Neonatal Screening (Level I)

### Recommendation:

- Screening in the first week of life for conditions that are initially asymptomatic but that result in serious health issues in the first month of life must be recommended for hemoglobinopathies (Lin, 2007 [*Low Quality Evidence*]), phenylketonuria (Mabry-Hernandez, 2008 [*Low Quality Evidence*]), hypothyroidism (Meyers, 2007 [*Systematic Review*]) and other conditions according to state law (*Strong Recommendation*).

### Evidence for effectiveness

Newborn screening for metabolic and other disorders is designed to detect infants with serious health conditions that are initially asymptomatic like inborn errors of metabolism and hypothyroidism. Early identification in many cases can avert a poor outcome for a child with various interventions, depending on the condition. There is strong evidence to support screening for hemoglobinopathies (Lin, 2007 [*Low Quality Evidence*]), phenylketonuria (Mabry-Hernandez, 2008 [*Low Quality Evidence*]) and hypothyroidism (Meyers, 2007 [*Systematic Review*]). Approximately 4,000 infants per year are identified with a condition

[Return to Annotation Table](#)

[Return to Table of Contents](#)

through the newborn metabolic screening program. Each state varies on the test required to be done by law, but a uniform approach with all states using mass spectrometry is being promoted by various national groups (<http://www.mchb.hrsa.gov/screening>). There is fair evidence that false-positive results are not a burden for parents (Prosser, 2008 [Low Quality Evidence]). There is fair evidence that screening appears to be cost effective (Norman, 2009 [Cost-Effective Analysis]; Insinga, 2002 [Cost-Effective Analysis]).

#### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:* All infants should receive a newborn metabolic screening test prior to hospital discharge, ideally when greater than 24 hours of age. Infants who receive screening before 24 hours of age should receive a repeat test before the second week of life.

System alerts should provide notice of positive results. Appropriate follow-up services must be provided for any child with a positive test.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## Preventive Services That Clinicians and Care Systems Should Assess the Need for and Recommend to Each Patient. These Have Value but Less than Those in Level I (Level II)

Level II services have been shown to be effective and should be recommended whenever possible. If systems/care management teams are successful in keeping patients on time with high-priority services during illness and disease management visits, preventive services in the second group can be delivered.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### 4. Breastfeeding Counseling (Level II)

#### Recommendation:

- Promotion and support of breastfeeding should be recommended (*Strong Recommendation, Low Quality Evidence*) (U.S. Preventive Services Task Force, 2008).

#### Evidence for effectiveness

Breastfeeding promotion interventions have resulted in significantly increased rates of short-term (one to three months) and long-term (six to eight months) exclusive breastfeeding. Additionally, combined pre- and postnatal breastfeeding interventions have a larger effect on breastfeeding durations than either alone. Lay support (peer support or peer counseling) has shown to increase short-term breastfeeding rates (Chung, 2008 [Low Quality Evidence]).

Breastfeeding has been shown to decrease the number of ear and gastrointestinal infections. The incidence of asthma, type 2 diabetes and obesity has also been shown to decrease with breastfeeding (U.S. Preventive Services Task Force, 2008 [Low Quality Evidence]). In the first study to look at the duration of breastfeeding and child maltreatment, the results found the odds ratio for maternal maltreatment decreases as breastfeeding duration increases (Strathearn, 2009 [Moderate Quality Evidence]).

#### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:*

#### Birth-2 years

- Encourage:**
- Breastfeeding exclusively for the first six months, and up to one year

[Return to Annotation Table](#)

[Return to Table of Contents](#)

- Supplementing breast fed infants with iron no later than age six months with iron-fortified cereals
- Supplementing for breastfeeding with 400 IU/day vitamin D within two months for infants (*Wagner, 2008 [Low Quality Evidence]*)
- Pacifier use has not shown to affect breastfeeding duration or exclusivity (*O'Connor, 2009 [Systematic Review]*)

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 5. Circumcision Counseling (Level II)

### Recommendation:

- Clinicians should routinely present unbiased information to parents and families regarding the potential risks and benefits of circumcision, in a process of shared decision-making.

While not uniformly recommended, there is evidence that the benefits of infant male circumcision are sufficient to justify health care access and third-party payment to all families desiring the procedure for their infant.

Often, the decision to have an infant circumcised goes beyond strictly medical considerations, and often reflects religious, cultural or other beliefs, values and preferences (*Strong Recommendation*).

### Evidence for effectiveness

Male circumcision may offer protection from infections throughout the life course including urinary tract infections in infants and sexually transmitted infections in adults. In infants, the procedure has a low rate of mild to moderate complications.

According to the American Academy of Pediatrics Consensus Statement on circumcision (2012, *Low Quality Evidence*), the existing medical evidence demonstrates potential medical benefits of newborn male circumcision, which outweigh risk associated with the procedure. However, data is not sufficient to recommend routine neonatal circumcision. They conclude that parents should be given unbiased and accurate information in order to make an informed choice. The potential benefits of circumcision include 1) decreased risk of urinary tract infections in infants (*Wiswell, 1989 [Low Quality Evidence]*); 2) decreased risk of sexually transmitted diseases including HIV, HPV and HSV-2 in adults (*Gray, 2010 [High Quality Evidence]*; *Tobian, 2009 [High Quality Evidence]*; *Mills, 2008 [Meta-analysis]*); and 3) potential lower risk of penile cancer in adults. The potential risks include 1) bleeding, 2) infection, 3) trauma/injury to the penis, and 4) suboptimal cosmetic result. Complications of circumcision are considerably less when the procedure is performed in the newborn period. Severe complications following circumcision are rare (*Weiss, 2010 [Systematic Review]*). The American College of Obstetricians and Gynecologists endorses the AAP Policy Statement, as well.

While there has been no universal consensus regarding infant male circumcision, the World Health Organization (WHO) has made recommendations that emphasize circumcision as an intervention in HIV prevention (<http://www.who.int>).

*Counseling messages for effective shared-decision making:* Clinicians should present unbiased information to parents regarding the potential risks and benefits of circumcision.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 6. Depression Screening (Level II)

### Recommendation:

- Clinicians and health care systems should try to consistently screen adolescents ages 12-18 for major depressive disorder, but only when systems are in place to ensure accurate diagnosis, careful selection of treatment and close follow-up (*Strong Recommendation*).

There is insufficient evidence to recommend screening for depression in children ages 7-11.

There is no evidence about the optimal frequency of screening for any age group (*U.S. Preventive Services Task Force, 2009c [Low Quality Evidence]*).

### Evidence for effectiveness

The systems needed to provide evidence-based, more effective depression care include evaluation, registry, close follow-up with regular severity score assessment, tracking, treatment intensification, care manager, pre-arranged routine psychiatry consultation, and relapse prevention counseling. Unless these systems are functioning well, benefits from screening are unlikely to be realized.

### Potential harms to screening

There is adequate evidence that treating adolescents with selective serotonin reuptake inhibitors (SSRIs) (especially fluoxetine and citalopram), psychotherapy (cognitive-behavioral or interpersonal) and combined therapy decreases major depressive disorder symptoms more than in control subjects. There are at least 18 fair- or good-quality randomized controlled trials demonstrating efficacy (*Williams, 2009 [Systematic Review]*). However, nearly all of these trials have taken place outside a primary care setting, so an assumption is that the very good evidence for efficacy in primary care in adults should apply to adolescents (*Williams, 2007a [Systematic Review]; Gilbody, 2003 [Systematic Review]*). There is inadequate evidence about harms from screening or psychotherapy, but there is convincing evidence for a small risk of increased suicidality from antidepressant treatments and an increased risk of conversion from a unipolar depressive disorder to a bipolar disorder. The U.S. Preventive Services Task Force meta-analysis of evidence from nine good-quality randomized controlled trials found an absolute risk of suicide-related adverse events (suicidal ideation, suicide attempts or preparatory actions for imminent suicide) of about 1% greater than in controls. However, no suicidal deaths occurred among the 2,000 adolescents involved in these trials (*Williams, 2009 [Systematic Review]*). The U.S. Preventive Services Task Force concluded that because of this risk, SSRIs in adolescents "should only be considered if judicious clinical monitoring is possible" (*U.S. Preventive Services Task Force, 2009c [Low Quality Evidence]*).

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:* There is no evidence that simple, brief messages have any effect.

*Implementation:* The Patient Health Questionnaire-9 Modified for Adolescents (PHQ-9M) has been validated for diagnosis and screening, as well as tracking depression severity over time, in adolescents ages 12-18 (*Richardson, 2010 [Low Quality Evidence]; Richardson, 2009 [Low Quality Evidence]*).

### Related guidelines

[ICSI Preventive Services for Adults](#) guideline.

[ICSI Major Depression in Adults in Primary Care](#) guideline.

See the "[Implementation Tools and Resources Table](#)" section of the guideline for example of screening instruments.

## 7. Folic Acid Chemoprophylaxis Counseling (Level II)

### Recommendation:

- Clinicians should offer to counsel women of reproductive age to consume 400-800 micrograms of folic acid per day from food sources and/or supplements (*Strong Recommendation, Low Quality Evidence*) (Wolff, 2009b).

### Evidence for effectiveness

Neural tube defects are common birth defects that affect approximately 3,000 pregnancies each year (*Centers for Disease Control and Prevention, 2004 [Low Quality Evidence]*). The occurrence of neural tube defects is reduced by 50-70% with the daily periconceptual consumption of 400-800 micrograms of folic acid (*U.S. Preventive Services Task Force, 2009b [Guideline]*). Not all women receive adequate levels of folic acid in their diets, and the 2005 March of Dimes Gallup survey indicated the number taking daily supplements is declining. When asked what would motivate them to take a supplement, the most common reported needs were being sick or a clinician's recommendation (*Centers for Disease Control and Prevention, 2005 [Low Quality Evidence]*).

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:*

- Eat folic acid-rich foods and fortified foods such as dark green leafy vegetables; dried beans and peas; whole grain, fortified enriched grain products and breakfast cereals; and citrus fruits and berries.
- Take a vitamin supplement containing folic acid.

### Related guideline

See the [ICSI Routine Prenatal Care](#) guideline.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 8. Hearing Screening (Level II)

### Recommendation:

- Universal screening of infants for congenital hearing loss should be recommended before one month of age (*Strong Recommendation*) (Nelson, 2008 [*Systematic Review*]).

### Evidence for effectiveness

There is good evidence to recommend newborn hearing screening by otoacoustic emissions and/or auditory brainstem response prior to one month of age (Nelson, 2008 [*Systematic Review*]). Screening for asymptomatic hearing impairment beyond age three is not recommended, although thorough follow-up should be provided for potential cases identified by symptoms or through school-based screening programs (Nelson, 2008 [*Systematic Review*]).

The U.S. Preventive Services Task Force found good evidence to recommend universal newborn hearing screening. The testing methodology of a one- or two-step validated protocol showed high sensitivity (0.92) and specificity (0.98) for the two-step protocol (otoacoustic emissions followed by auditory brainstem response for those who failed otoacoustic emissions) (Kennedy, 2005 [*Low Quality Evidence*]). Screening also improves outcomes (Wessex Universal Neonatal Hearing Screening Trial Group, 1998 [*Low Quality Evidence*]). Harms of screening in this age group were felt to be minimal.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

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After age three, undetected hearing problems are rare, and the majority of cases can be identified by thorough examination of children with otitis media with effusion. There is insufficient evidence on the effectiveness of early detection in asymptomatic children (*Nelson, 2008 [Systematic Review]*).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 9. Human Immunodeficiency Virus (HIV) Screening (Level II)

### Recommendation:

- HIV infection screening should be recommended for adolescents and adults ages 15-64 (*Strong Recommendation*).

HIV infection screening should be recommended earlier than age 15 for adolescents at high risk of infection (*Strong Recommendation*).

There is insufficient evidence to recommend a specific frequency, although screening annually for high-risk individuals and every 3-5 years for low-risk individuals seems reasonable (work group consensus). HIV screening should be recommended for all women with every pregnancy (*Strong Recommendation*).

### Evidence for effectiveness

The Centers for Disease Control (CDC) estimates that 1.2 million individuals in the United States are living with HIV. On average, 50,000 new cases are confirmed each year, and 50% of newly acquired sexually transmitted infections occur in adolescents and young adults.

Because it is difficult to reliably identify patients with HIV risk factors, targeted screening misses a significant percentage of the population that may be infected. Statistics indicate that 20-25% of individuals are unaware of their HIV status.

Confirmation of disease and early initiation of treatment significantly decreases burden of the disease, risk of mortality and further disease transmission. Testing methods, including rapid HIV testing and standard serum testing, are > 99% sensitive and specific.

The CDC has recommended universal "opt-out" HIV screening in patients ages 13-64 since 2006 (*Branson, 2006 [Low Quality Evidence]*). More recently, the USPSTF made similar recommendations for adolescents and adults ages 15-65, with earlier screening if risk factors are present. While screening may provide only minimal benefit to individual low-risk persons, any harms of testing are also minimal, and, more importantly, the public health benefit of widespread screening, for the population as a whole, is significant (*Chou, 2012 [Systematic Review]*).

There is still insufficient evidence to recommend a specific testing interval, but annual testing for higher risk patients, and every 3-5 years for lower risk patients, seems reasonable. All women should be tested with every pregnancy.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 10. Infant Sleep Positioning and Sudden Infant Death Syndrome (SIDS) Counseling (Level II)

### Recommendation:

- Clinicians should ask about the child's sleep environment. Inform parents of importance of back sleeping position. Demonstrate the appropriate sleeping position when the patient is under medical care.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### Evidence for effectiveness

Stomach and side sleeping have been identified as a major risk factor for sudden infant death syndrome in various studies (*Taylor, 1996 [Low Quality Evidence]*). Since 1992, the frequency of stomach sleeping has decreased from over 70% to 20% in United States infants, and in that time, the sudden infant death syndrome rate has decreased by over 50% (*American Academy of Pediatrics, 2005b [Guideline]*). Sudden infant death syndrome does continue to occur, and there is evidence that some populations of patients (*Schlaud, 1999 [Low Quality Evidence]*) and some health care clinicians (*Bullock, 2004 [Low Quality Evidence]*) have not received adequate information about proper sleeping position. There is good evidence that counseling about sleeping position and demonstration of appropriate sleeping position by health care clinicians increase the percentage of parents who choose to place their child in a back sleeping position (*Moon, 2008 [Low Quality Evidence]*; *Colson, 2002 [Low Quality Evidence]*; *Schlaud, 1999 [Low Quality Evidence]*). There is fair evidence that exclusive breastfeeding decreases the rate of sudden infant death syndrome (*Vennemann, 2009a [Low Quality Evidence]*). Other modifiable environmental risk factors have been identified. This has led to further recommendations, including sleeping in the same room with parents but not in the same bed, avoiding head covering and loose soft objects around the infant, and the offering of pacifiers during sleep (*Vennemann, 2009b [Low Quality Evidence]*; *Mitchell, 2008 [Low Quality Evidence]*; *American Academy of Pediatrics, 2005b [Guideline]*).

### Burden of suffering

According to the annual summary of Vital Statistics: 2004, sudden infant death syndrome is one of five causes attributing to more than half of all infant deaths in 2002 (*Hoyert, 2006 [Low Quality Evidence]*). In 1993 an estimated 58% of infants in the United States were placed to sleep on their stomachs (*Taylor, 1996 [Low Quality Evidence]*). Infants who sleep on their stomachs or side are at increased risk for sudden infant death syndrome. There has been a noted rise in the number of children who experience accidental suffocation and strangulation in bed. This mechanism continues to be a major contributor to death in infancy (*Shapiro-Mendoza, 2009 [Low Quality Evidence]*).

### Shared decision-making and implementation

*Counseling messages for effective shared-decision making:* Infants should be placed on their back for sleep. Side sleeping is no longer recognized as an alternative position.

Sleep position education should start in the newborn nursery. Health care workers should be careful to place babies on their back to demonstrate to parents the appropriate sleeping position. Continued work to educate all potential caregivers of infants should be supported.

Infant sleep surfaces should be firm, and there should be no loose bedding or soft objects around the infant.

Improved room ventilation by use of a fan may be an effective intervention for decreasing sudden infant death syndrome (*Coleman-Phox, 2008 [Low Quality Evidence]*).

Parents should be encouraged not to smoke, as a no-smoking environment has many important health benefits. Smoking during pregnancy has been shown to be associated with increased risk of sudden infant death syndrome (*American Academy of Pediatrics, 2005b [Guideline]*).

Approximate but separate sleeping environment and the use of pacifiers have been recommended (*American Academy of Pediatrics, 2005b [Guideline]*).

Exclusive breastfeeding may decrease the risk of sudden infant death syndrome, and given all of its other health benefits, should be strongly encouraged (*O'Connor, 2009 [Systematic Review]*).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 11. Motor Vehicle Safety Screening and Counseling (Level II)

### Recommendation:

- Clinicians should assess use of the following:
  - Car seats, booster seats and seat belts in the family
  - Helmet use in recreational activities (*Strong Recommendation*).

### Evidence for effectiveness

An updated review of the effectiveness of counseling for the U.S. Preventive Services Task Force found a small number of poor to fair studies of counseling to promote child safety seats that were conducted in years prior to the current environment of legislative and community interventions that have improved child seat use. Therefore, the U.S. Preventive Services Task Force found insufficient evidence to issue a recommendation for or against counseling to promote proper safety and booster seat use (*Williams, 2007b [Systematic Review]*). In the absence of better evidence, a choice to provide counseling can be supported by indirect evidence of counseling effectiveness (short-term effects reported in earlier studies), the high relative burden of motor vehicle injuries in young children, and the low cost of counseling.

Although the effectiveness of counseling is unclear, studies have found child seats to be effective. A recent study found that child safety seats are more effective than lap-shoulder safety belts for children ages two to three years, when seated in the rear. The study also concluded that laws requiring child safety seats for children younger than four years have a sound basis and recommends they remain in force (*Zaloshnja, 2007 [Moderate Quality Evidence]*). Another study on children ages two through six years was conducted for effectiveness on child restraint systems over seat belt use alone. The study's data indicated a 21% reduction in mortality risk for children ages two years through six years when a child restraint system was used over seat belts. The study recommends continued promotion of child restraint systems through laws and with education and disbursement programs. Newer studies indicate that children placed in child safety seats reduce their risk of injury by 71-82% compared to children similar ages using seat belts alone. The study's data indicated a 28% reduction in mortality as well (*Elliott, 2006 [Low Quality Evidence]*).

Unrestrained children are over 10 times as likely to die in a motor vehicle crash than are restrained children, although these data come from studies with important design limitations. Other studies suggest that child safety seats can reduce serious injury by 67% and mortality by 71%. Child restraints may also reduce non-crash injuries to child passengers by preventing falls both within and out of the vehicle (*Williams, 2007b [Systematic Review]*). Belt-positioning booster seats have been shown to decrease the risk of injury by 59% in children ages 4-7 years (*Durbin, 2003 [Low Quality Evidence]*).

Persons who wear safety helmets while operating or riding on motorcycles can reduce their risk of injury or death from head trauma in the event of a crash. Head injury rates are reduced by about 75% in motorcyclists who wear safety helmets.

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:*

Age Group	Counseling Messages
Birth-9 years	<ul style="list-style-type: none"><li>• Install and use federally approved child safety seats.</li><li>• Provide resources on using car seats appropriately, such as advising the patient to have a demonstration or check of proper seat installation.</li><li>• All infants and toddlers should ride in a rear-facing car safety seat until they are age two or until they have met the maximum height or weight allowed by the car seat manufacturer. (<i>American Academy of Pediatrics, 2012 [Guideline]</i>).</li></ul>

[Return to Annotation Table](#)

[Return to Table of Contents](#)

- All children two years of age and older, and those younger who have met the maximum height and weight requirements by their car seat manufacturer, should use a forward-facing car seat with a harness until the highest weight and height allowed by the manufacturer have been met. (*American Academy of Pediatrics, 2012 [Guideline]*).
- Children ages 12 years and younger should not be placed in any seat with an air bag. (Best: middle rear seat)
- Children who have outgrown their forward-facing car safety seat should use a belt positioning booster until the vehicle lap and shoulder belt fit properly.
- It is recommended that children should be in a belt positioning booster until they have reached a height of four feet nine inches, approximately 8-12 years of age (*American Academy of Pediatrics, 2012 [Guideline]*). Refer to local state laws.

**All individuals, including older children and drivers of motor vehicles with child passengers**

- Discuss always wearing a safety belt when driving or riding in a car (Minnesota Statute 169.686). Discuss the fact that 50% of death and disability from motor vehicle accidents can be prevented when passengers wear seat belts.
- Discuss the importance of properly installing child safety seats.
- Do not drive or ride in a motor vehicle when the driver is under the influence of alcohol or drugs.
- Discuss the fact that passengers should not ride in cargo areas of any vehicle.
- Discuss that car seat restraints were not designed to be fastened over heavy winter clothing, but over indoor clothing.
- The safest way to travel is to ensure that EVERYONE in the vehicle is correctly buckled up and that all children under age 13 ride in the back seat.
- Front passenger seats should be moved as far back as possible (Minnesota Department of Public Safety).
- Motorcycle riders should always wear helmets to reduce the risk of head injury.
- Discuss avoiding distractions while driving including use of cell phones and other handheld devices and conversations with passengers.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 12. Obesity Screening (Level II)

### Recommendations:

- Body mass index (BMI) should be calculated and documented in the medical record on all children ages 2-18 at least annually (*Strong Recommendation, High Quality Evidence*) (*Barlow, 2007*).
- CDC growth charts should be used for children ages 2-18; WHO growth curves should be used from birth through 23 months of age (*Strong Recommendation, High Quality Evidence*) (*Barlow, 2007*).
- Appropriate terminology should be used to classify pediatric overweight and obesity (*Strong Recommendation, High Quality Evidence*) (*Barlow, 2007*).
- An assessment of diet, physical activity and sedentary behaviors should be done annually. This assessment should be used to target appropriate messages to each family (*Strong Recommendation, High Quality Evidence*) (*Barlow, 2007*).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

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## Algorithm Annotations

### Evidence for effectiveness

BMI is a useful tool to assess body fat. It is defined as weight (in kilograms) divided by the square of height (in meters). BMI levels correlate with body fat and with concurrent health risks (*Barlow, 2007 [High Quality Evidence]*).

In children, an absolute scale for BMI is not used. Instead, a percentile scale is used, based on the child's age and sex.

Waist circumference measurements are a measure visceral adiposity. In children, they are not currently recommended for clinical use. Reference values that identify risk beyond that already identified by BMI are not available for children (*Barlow, 2007 [High Quality Evidence]*; *Krebs, 2007 [Systematic Review]*).

Skin fold thickness measurements are measures of subcutaneous fat. They are not recommended for assessing adiposity in children. They require specific training and are not feasible for routine clinical practice (*Barlow, 2007 [High Quality Evidence]*). Additionally, the measurement does not increase the accuracy of identifying those children with the highest BMIs or associated risk factors (*Krebs, 2007 [Systematic Review]*).

Weight for length (WFL) is the appropriate assessment of adiposity for children under age two. There is evidence that children with a WFL at the upper quartile at six months had a 40% predicted probability of obesity at three years of age (*Taveras, 2009 [Low Quality Evidence]*).

### Terminology

It is recommended that appropriate terminology be used when evaluating children's BMI. The appropriate terminology for children ages 2-18 is as follows:

- "Underweight" for children with a BMI at less than the 5th percentile.
- "Healthy weight" for children with a BMI from the 5th to the 84th percentile.
- "Overweight" for children with a BMI from the 85th to the 94th percentile.
- "Obesity" for children with a BMI greater than or equal to the 95th percentile. The subset of children with a BMI greater than or equal to the 99th percentile is receiving greater attention, as their health risks may be more significant. The terms "severe obesity" or "extreme obesity" are sometimes used as a diagnosis for children in this group.

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:*

Clinicians should counsel children and families to:

- Limit their child's consumption of sugar-sweetened beverages
- Eat a diet with the recommended quantities of fruits and vegetables
- Eat breakfast daily
- Eat meals together as much as possible
- Limit eating out, especially eating at fast food restaurants
- Adjust portion sizes appropriately for age
- Avoid television for children under the age of two
- Limit television and "screen time" to less than two hours per day

*(Strong Recommendation, High Quality Evidence) (Barlow, 2007)*

[Return to Annotation Table](#)

[Return to Table of Contents](#)

[www.icsi.org](http://www.icsi.org)

*Counseling messages for healthy lifestyles:* The 5210 Toolkit is a nationally recognized weight management strategy aimed specifically at childhood obesity. It is widely endorsed by the American Academy of Pediatrics and can be used for primary care-based weight management goal setting. Used in combination with motivational interviewing, 5210 principles have been shown to be an effective foundation in sustainable behavior change. 5210 daily health habit goals include:

- five or more fruits and vegetables,
- two hours or less recreational screen time,
- one hour or more of physical activity, and
- zero sugary drinks, more water and only low-fat milk.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### 13. Oral Health Counseling and Treatments (Level II)

#### Recommendation:

- Fluoride should be recommended to prevent caries and cavities. A "smear" of fluoridated toothpaste should be recommended for children less than two years of age. A "pea-size" amount of toothpaste should be recommended for children ages two through five years. Rinsing after brushing should be kept to a minimum or eliminated altogether (*Strong Recommendation, Guideline*) (*American Academy of Pediatric Dentistry, 2012*).

Risk assessment including oral screening and referral for dental care should be recommended for those at high risk.

Counseling on oral health preventive measures should be recommended.

#### Evidence for effectiveness

The use of fluoride to prevent tooth decay can take multiple forms. In medical offices, recommendations to caregivers regarding the use of fluoride toothpaste and application of fluoride varnishes are effective approaches. The main potential complication of fluoride use is fluorosis.

There is good-quality evidence that the topical daily application of 1,000-1,500 parts per million (ppm) of fluoride using toothpaste is effective in preventing cavities (*Walsh, 2010 [Systematic Review]*). This has been evaluated in a recent meta-analysis that showed that the use of 1,000 ppm in toothpaste is safe, but that higher doses could result in fluorosis (*Wong, 2010 [Systematic Review]; Ismail, 2008 [Systematic Review]*). The use of a pea-sized amount of toothpaste has been shown not to increase the rate of fluorosis (*Pendrys, 2010 [Low Quality Evidence]*). Brushing should be supervised in young children. The use of fluoride toothpaste was supervised in all studies up to the age of six. There is evidence that the use of fluoride toothpaste is safe after two years of age. The data about its use from age one to two is unclear. There is good-quality evidence to discourage its use prior to age one (*Walsh, 2010 [Systematic Review]; Wong, 2010 [Systematic Review]*).

The second method of fluoride delivery is the topical application of fluoride (fluoride varnish) in the office setting. This practice was recently evaluated in a meta-analysis, which showed that it was an effective intervention when targeted at those patients who were at higher risk for cavities (*Marinho, 2009 [Systematic Review]; Weintraub, 2006 [High Quality Evidence]*).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

The delivery of this service is dependent on the risk assessment. Methods of risk assessment have been proposed, but studies to demonstrate effective risk assessment using validated tools have been lacking (Bader, 2004 [Low Quality Evidence]). One good-quality prospective study of different risk-assessment strategies showed effectiveness of screening by questionnaire or the combination of a questionnaire and examination (Gao, 2010 [Low Quality Evidence]). Access to dental care also can be difficult for those patients who are identified because there continues to be difficulty finding dentists who accept Medicaid (Lewis, 2009 [Low Quality Evidence]; Cruz, 2004 [Low Quality Evidence]).

The final method of use of fluoride is supplementation. Most fluoride supplementation occurs through the delivery of fluoride in municipal water supplies. Patients should be encouraged to drink fluoridated tap water. When optimally fluoridated tap water is not available, oral supplementation has been recommended, but outcome evidence is limited (Moyer, 2004 [Low Quality Evidence]). In a recent meta-analysis, the use of oral supplementation was shown to be most effective in patients over six years of age, and the evidence for effectiveness in patients under six years of age was unclear (Ismail, 2008 [Systematic Review]).

The effectiveness of clinician counseling in affecting dental outcomes has been questioned in previous analyses (Bader, 2004 [Low Quality Evidence]; Moyer, 2004 [Low Quality Evidence]). Barriers to implementing caries prevention services in primary medical practices include reported lack of training and confidence (Cruz, 2004 [Low Quality Evidence]). There have been recent limited studies that show that clinician education to improve the delivery of oral health services in clinic settings can be successful (Talib, 2010 [Low Quality Evidence]; Slade, 2007 [Low Quality Evidence]; Rozier, 2003 [Low Quality Evidence]).

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:*

#### Birth-2 years

- Do not use fluoridated toothpaste under one year of age.
- Use fluoride varnish for patients at high risk of cavities if mechanisms to successfully and consistently deliver this in the clinic setting are available. Access Web-based or in-person training to acquire knowledge and skills.
- Discourage the practice of putting infants and children to bed with a bottle.
- Encourage women to breastfeed.
- Encourage healthy eating habits to reduce the risk of dental caries. In particular, avoidance of frequent sugar intake.
- Encourage regular dental visits. Children at high risk for dental caries should be referred to the appropriate dental clinician.

#### 2-18 years

- Parents should be advised to have children brush teeth daily with toothpaste containing 1,000 to 1,500 ppm of fluoride. Use a pea-sized amount of fluoride toothpaste for children over two years of age.
- Consider fluoride varnish for patients at high risk of cavities if mechanisms to successfully and consistently deliver this in the clinic setting are available.
- Provide daily fluoride supplements of 1 mg of fluoride for those patients over six years of age who do not have fluoride in their water supply already.
- Encourage regular dental visits.
- Consider daily flossing.
- Children at high risk for dental caries should be referred to the appropriate health care source.
- Encourage healthy eating habits to reduce the risk of dental caries. In particular, avoidance of frequent sugar intake.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

Professional medical associations (American Academy of Pediatrics and American Academy of Family Physicians) and professional dental associations (American Academy of Pediatric Dentistry, American Academy of Public Health Dentistry and American Dental Association) provide educational programs for clinicians or other support through tools to assess risk of caries. Two related Web site resources include:

<http://www.aap.org>

and

<http://www.smilesforlifeoralhealth.org>.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 14. Tobacco Use Screening, Prevention and Intervention in Adolescents (Level II)

### Recommendation:

- Clinicians should establish tobacco use status for all patients and reassess at every opportunity. (See [Annotation #30, "Secondhand Smoke Exposure Counseling \[Level III\]."](#)) All forms of tobacco should be included in this assessment. Clinicians should recommend ongoing cessation services to all tobacco users at every opportunity and reinforce non-users to continue avoiding tobacco products (*Strong Recommendation*) (*U.S. Preventive Services Task Force, 2009a [Systematic Review]; Fiore, 2008 [Low Quality Evidence]*).

### Evidence for effectiveness

Tobacco use is the single most preventable cause of death and disease in our society. There is some evidence that school-based programs and family intervention programs may help prevent smoking in children and adolescents (*Thomas, 2007 [Systematic Review]; Thomas, 2006 [Systematic Review]*). There is good evidence that tobacco cessation interventions are best carried out when the entire clinical staff is organized to provide these services (*U.S. Preventive Services Task Force, 2009a [Systematic Review]; Fiore, 2008 [Low Quality Evidence]*).

Two treatment elements are effective for tobacco cessation intervention in adults: social support for cessation and skills training/problem-solving. The more intense the treatment, the more effective it is in achieving long-term abstinence from tobacco. Structured clinician clinical-based smoking cessation counseling is more effective than usual care in reducing smoking rates in adults (*Katz, 2004 [High Quality Evidence]*). The addition of telephone-based counseling may result in further improvements in cessation (*Zhu, 2002 [High Quality Evidence]*). The success of this approach in the adult population has led to the adoption of the same approach in the pediatric population. The effectiveness of psycho-social intervention for this age group is not well established (*Grimshaw, 2006 [Systematic Review]*). While readiness-stage intervention is commonly used, evidence does not strongly support it (*Riemsma, 2003 [Systematic Review]*).

Numerous pharmacotherapies for smoking cessation now exist. Except in the presence of contraindications, use may be recommended with patients attempting to quit smoking. There are no studies at this time demonstrating effectiveness of nicotine replacement or bupropion for adolescent smokers (*Glass, 2006 [Systematic Review]*).

The U.S. Public Health Service guideline cites a review of adolescent cessation programs in a variety of settings and concluded that such programs produce quit rates that exceed naturally occurring quit rates. In contrast, the U.S. Preventive Services Task Force found "little evidence addressing the effectiveness of screening and counseling children and adolescents to prevent the initiation of tobacco use and to promote

[Return to Annotation Table](#)

[Return to Table of Contents](#)

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its cessation in a primary care setting, but clinicians may use their discretion in conducting tobacco-related discussions with this population, since the majority of adult smokers begin tobacco use as a child."

(Fiore, 2008 [Low Quality Evidence]; Prochaska, 1992 [Low Quality Evidence])

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:*

For children and adolescents using tobacco:

- Emphasize short-term negative effects of tobacco use.
- Advise tobacco users to quit.
- Assess user's willingness to make a quit attempt.
- Provide a motivational intervention if the user is not ready to make a quit effort (Fiore, 2008 [Low Quality Evidence]).
- Assist in quitting if ready to make a quit effort. Negotiate a quit date. Counsel to support cessation and build abstinence skills. Offer phone line for more assistance.
- Arrange follow-up to occur soon after the quit date.
- Provide educational and self-help materials for all patients and families.
- Support school and family based programs to help prevent smoking.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 15. Vision Impairment Screening (Level II)

### Recommendation:

- Vision screening should be recommended for all children three to five years of age. Screening should be used to detect amblyopia, strabismus and defects in visual acuity (*Strong Recommendation*) (Chou, 2011 [Systematic Review]; Kemper, 2004 [Systematic Review]).

Vision screening could be recommended for children under the age of three (*Weak Recommendation*).

### Evidence for effectiveness

The U.S. Preventive Services Task Force concluded that there is adequate evidence that early treatment for amblyopia, including the use of cycloplegic agents, patching and eyeglasses for children three to five years of age leads to improved visual outcomes. The effectiveness of screening in preschool children is supported by indirect evidence that screening is effective in identifying strabismus and amblyopia, treatment of strabismus and amblyopia is effective, and more intensive screening leads to improved visual acuity compared to usual screening (Kemper, 2004 [Systematic Review]).

The U.S. Preventive Services Task Force found inadequate evidence that early treatment of amblyopia for children under the age of three years leads to improved visual outcomes.

A single randomized control trial demonstrated that children randomized to more intensive screening between 8 and 37 months of age had a lower prevalence of severe amblyopia, and at 7.5 years of age, lower prevalence of amblyopia after treatment (Williams, 2001 [Moderate Quality Evidence]).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

[www.icsi.org](http://www.icsi.org)

**Algorithm Annotations**

Three fair- or good-quality trials for children three to five years of age with mild/moderate amblyopia or unilateral refractive errors (with or without amblyopia) reported that treatment resulted in a statistically significant but average improvement in visual acuity in the affected eye, compared with no treatment, after follow-up periods of five weeks to one year. Benefits were greater for children with more severe visual impairment at baseline. One trial found that, in a subgroup of children with more severe visual impairment at baseline, patching was associated with visual acuity improvement, compared with no treatment. Five fair- or good-quality trials found no differences in visual acuity improvement in the affected eye between shorter and longer daily patching regimens, among different atropine treatment regimens, or between patching and atropine treatment (*Chou, 2011 [Systematic Review]*).

**Shared decision-making and implementation**

*Counseling messages for effective shared decision-making:* Normal objective vision screening performed at schools need not be repeated by clinics for average-risk, asymptomatic children (*Williams, 2001 [Moderate Quality Evidence]*).

Service	0-2 years	2-6 years	7-12 years	13-18 years
Breastfeeding Counseling	Promote and support breastfeeding.			
Circumcision Counseling	Present unbiased information to parents and families regarding the potential risks and benefits of circumcision in a process of shared decision-making.			
Depression Screening			Screen adolescents ages 12-18 for major depressive disorder when systems are in place for accurate diagnosis, treatment and follow-up.	
Folic Acid Chemoprophylaxis Counseling		Counsel women to consume 400-800 micrograms of folic acid per day from food sources or supplements.		
Hearing Screening	Screen for congenital hearing loss before age one month.			
Human Immunodeficiency Virus (HIV) Screening			Screen adolescents and adults ages 15-64 for HIV infection.	
Infant Sleep Positioning and SIDS Counseling	Ask about the child's sleep environment. Inform parents to place infants on their back to sleep.			
Motor Vehicle Safety Screening and Counseling	Ask about the use of car seats, booster seats and seat belts in the family. Ask about helmet use in recreational activities.			
Obesity Screening		Record height, weight and calculate body mass index annually. Assess behaviors and attitudes – eating, physician activity and sedentary behaviors.		
Oral Health Counseling and Treatment	Fluoride should be provided to prevent caries and cavities. Risk assessment including oral screening and referral for dental care should be provided for those at high risk. Counseling on oral health preventive measures should be provided.			
Tobacco Use Screening, Prevention and Intervention in Adolescents	Establish tobacco use and secondhand exposure; offer tobacco cessation on a regular basis. Provide brief intervention.			
Vision Impairment Screening		Recommended for all children 3-5 years of age. Vision screening should be recommended for children under the age of three.		

## Preventive Services for Which the Evidence Is Currently Incomplete and/or High Burden of Disease and Low Cost of Delivering Care. Providing These Services Is Left to the Judgment of Individual Medical Groups, Clinicians and Their Patients (Level III)

Level III services either have insufficient evidence to prove their effectiveness and/or have important harms. For these preventive services in particular, decisions about recommending the service should be made based on shared decision-making. It is important to remember that insufficient evidence does not mean the service is not effective, but rather that the current literature is not sufficient to say whether or not the service is effective.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### 16. Alcohol Use Screening and Counseling (Level III)

#### Recommendation:

- Screening and brief interventions for risky or hazardous drinking could be performed, but there is no evidence in support of either benefit or harms (*Weak Recommendation*).

#### Evidence for effectiveness

There is no question that alcohol use is a serious problem among adolescents. In its draft update recommendation statement in 2013, the U.S. Preventive Services Task Force noted that approximately 41% of adolescents in the twelfth grade reported using alcohol at least once within the last 30 days and 23% reported consuming at least five or more drinks on a single occasion within the previous two weeks. Moreover, motor vehicle crashes are the leading cause of death for adolescents, and in 2009, about 9% of 17-year-olds drove under the influence of alcohol at least once during the previous year. Finally, 37% of traffic deaths among youth ages 16 to 20 years involve alcohol (*Moyer, 2013 [Guideline]*).

However, although the U.S Preventive Services Task Force recommended screening and brief interventions for risky or hazardous drinking (grade B) for adults, it continued to find little or no evidence that either activity is effective or safe in primary care for adolescents. Moreover, it noted that the screening instruments validated for adults have not been validated for use in adolescents.

#### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:* If a primary care site decides to screen and/or counsel regarding alcohol use despite the lack of evidence, it might reinforce not drinking, but especially emphasize the need to avoid mixing not drinking and driving.

#### Age Group

#### Counseling and Education Messages

##### 7-12 Years

- Reinforce alcohol abuse prevention and education.

##### 13+ Years

- Don't ride with someone who is under the influence of alcohol.
- Prevent others from driving in this condition: "Friends don't let friends drive drunk."
- Reinforce not drinking and driving, and the dangers of it.
  - Abstinence if driving
  - Have a designated driver

[Return to Annotation Table](#)

[Return to Table of Contents](#)

[www.icsi.org](http://www.icsi.org)

## 17. Blood Lead Screening (Level III)

### Recommendation:

- Clinicians could screen for elevated blood lead levels between the ages of one and five (*Weak Recommendation*).

### Evidence for effectiveness

The work group does not recommend blood lead screening for average-risk children. It does recognize federal requirements made on clinicians to screen patients who are covered by federally funded health programs (<http://www.medicaid.gov/Medicaid-CHIP-Program-Information/By-Topics/Benefits/Early-Periodic-Screening-Diagnosis-and-Treatment.html>). The rate of screening has increased to 33.3% as measured in an analysis from data from 1988 to 2004 (*Jones, 2009 [Low Quality Evidence]*).

The U.S. Preventive Services Task Force recommends against routine screening for elevated blood lead levels in asymptomatic children ages one to five who are at average risk. The U.S. Preventive Services Task Force found insufficient evidence to recommend for or against screening in asymptomatic children ages one to five who are at increased risk (*Rischitelli, 2006 [Low Quality Evidence]*).

The guideline from the Centers for Disease Control and Prevention (1997) endorses screening at ages one and two years and children 36-72 months of age who have not been previously screened, if they meet one of the following criteria:

- Child resides in areas with greater than 27% of the housing built before 1950
- In populations where the percentage of one and two year olds with elevated blood lead levels is greater than 12%
- Child receives services from public assistance for the poor, such as Medicaid or the Supplemental Food Program for Women, Infants and Children
- For children in other areas, the Centers for Disease Control and Prevention recommends targeted screening based on risk assessment. See counseling message below.

The Centers for Disease Control and Prevention recommends that each state develop a statewide plan that would supersede the Centers for Disease Control and Prevention's general recommendation. Contact the state department of health or local public health agency for more information on screening recommendations for your area and follow-up on positive results.

Two cost-effectiveness analyses have been published that support the switch from targeted to universal blood lead testing at a community prevalence of 12-14% (children with elevated blood lead level greater than 12%) (*Kemper, 1998 [Cost-Effectiveness Analysis]*; *Briss, 1997 [Cost-Effectiveness Analysis]*). Target lead screening approaches have not decreased the effectiveness of screening high-risk populations (*Jones, 2009 [Low Quality Evidence]*).

### Burden of suffering

Childhood lead poisoning is a serious preventable environmental health problem in the United States. It is currently estimated that some 310,000 children are at risk for lead exposure. The prevalence of elevated lead levels (greater than 10 mcg/dL) was 1.4% when the period 1999-2004 was studied. This prevalence has been steadily declining over the past 20 years due primarily to measures taken to reduce the level of lead in the environment (*Centers for Disease Control and Prevention, 2007 [Low Quality Evidence]*). There is higher prevalence of elevated blood lead levels in non-Hispanic African American children and in children of lower socioeconomic status (*Jones, 2009 [Low Quality Evidence]*).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## Algorithm Annotations

Blood levels below 10 ug/dL have been associated with harmful effects on a child's ability to learn (*Binns, 2007 [Low Quality Evidence]*). The Centers for Disease Control and Prevention continues to support a threshold of 10 ug/dl for consideration of intervention at this time, while research continues in this area. Very high levels greater than 70 ug/dL can lead to seizures, coma and death.

Because the risk for childhood lead exposure varies widely, the recommendation for screening efforts should be targeted to children at elevated risk for exposure.

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:* Blood lead screening is specific to each state. This section contains information specific to the state plan for Minnesota. Screening can consist of a capillary blood lead test, but if this is elevated, a venous test is recommended. Federal law requires screening to be done at around one and two years of age and for children up to six years of age who have not previously been screened or if parent or guardian has concern about lead poisoning or answers "yes" or "don't know" to any of the following questions:

- During the past six months, has the child lived in or regularly visited a home, child care or other building built before 1950? This question could apply to a facility such as a home day care center or the home of a babysitter or relative.
- During the past six months, has the child lived in or regularly visited a home, child care or other building built before 1978 with recent or ongoing repair, remodeling or damage (such as water damage or chipped paint)?
- Has the child or his/her sibling, playmate or housemate had an elevated blood lead levels?
- Does your child currently receive services from Minnesota Care; the Supplemental Food Program for Women, Infants, and Children; or Medical Assistance, which includes the Prepaid Medical Assistance Program?
- Does your child live within the city limits of Minneapolis or St. Paul?

Reference (<http://www.cdc.gov/nceh/lead/>)

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 18. Developmental/Behavioral Assessment Screening (Level III)

### Recommendation:

- Clinicians could recommend developmental and behavioral assessment of infants and children. The periodic evaluation of children who are at great risk for developmental delay is mandated by federal statute (*Individuals with Disabilities Education Act [IDEA] [Pub L No. 101-476]*) (*Weak Recommendation*).

### Evidence for effectiveness

Individual states are required to develop processes to provide screening for delayed development as part of providing federally funded health care services. Health care clinicians are considered to be part of a coordinated system to provide this evaluation. The payment for services can be contingent on completion of this screening in selected populations. There have been recommendations by national societies on the provision of these services (*American Academy of Pediatrics, 2007 [Low Quality Evidence]*). State-specific recommendations for Minnesota are provided in the [Implementation Tools and Resources Table](#).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

[www.icsi.org](http://www.icsi.org)

Developmental assessment can be broken into several major categories including motor skills, language development and social development. Analysis of these different areas has been limited in the past.

### Language development

The U.S. Preventive Services Task Force has recently completed an analysis of the data surrounding screening for speech and language disorders for children under five years of age (Nelson, 2006 [Systematic Review]). The evidence analysis showed that there were many screening instruments available, but that there was insufficient evidence to show which instrument was the best to use. There was not evidence to support the strategy of identifying any specific risk factors to target intervention. There was fair to good evidence that intervention can be helpful in the short term in both the two- to three-year and the three- to five-year age groups (Nelson, 2006 [Systematic Review]). A recent large cluster randomized study from the Netherlands showed that screening at 15 months and two years of age showed significant decreases in the need for specialized schooling and in difficulties in spelling among the screened population at eight years of age. Other areas of educational progress were not affected. Those within the screened population who were identified with delay were given a structured intervention. This is the first study to show a long-term impact on educational outcomes of screening under two years of age (van Agt, 2007 [Moderate Quality Evidence]). There were not any studies to look at the potential harms of screening (Nelson, 2006 [Systematic Review]).

Reading aloud to children has been shown to be important to prepare children for reading success. Reach Out and Read (ROR) is an intervention program that integrates the promotion of parent-child reading activity in pediatric practice by modeling reading activities, delivering counseling messages about the importance of reading and distributing age appropriate books. There is fair evidence that ROR promotes parental support for reading and enhances language development (Needman, 2005 [Low Quality Evidence]; Theriot, 2003 [Low Quality Evidence]; Mendelsohn, 2001 [Moderate Quality Evidence]).

### Social development

Among health care clinicians and the public, there is increasing concern with disorders of social development (autistic spectrum disorders) (Barbarese, 2006 [Low Quality Evidence]). There has been recent research into screening for these disorders because of the general consensus and fair evidence that early intervention, particularly with behavioral therapy, leads to improved outcomes (Myers, 2007 [Low Quality Evidence]; Barbarese, 2006 [Low Quality Evidence]; Eikeseth, 2002 [Low Quality Evidence]). There is still a lack of higher-quality research studies to support this conclusion (Rogers, 1998 [Low Quality Evidence]). The result of the research done on screening has shown a variability of specificity and sensitivity of screening instruments and questions. There have not been enough high-quality studies to support the use of a particular methodology (Mawle, 2006 [Systematic Review]; Rydz, 2006 [Low Quality Evidence]; Rydz, 2005 [Low Quality Evidence]). There is expert opinion that longitudinal surveillance with some structured methodology of assessment is the best tool available at this time to detect this problem based on current evidence (Rydz, 2006 [Low Quality Evidence]; Rydz, 2005 [Low Quality Evidence]). This approach, however, has not been well studied. Studies have shown that specific screening for disorders of social development may not occur as often as other forms of screening. Many experts have raised concerns that there may need to be more encounters with patients between 9 and 36 months of age to provide assessment for these issues than are currently included in various preventive services schedules. The nature and type of encounter are subject to much debate. Some studies have pointed to evaluation by individuals of different levels of training other than clinicians may be able to be part of the developmental screening process (Johnson, 2006 [Low Quality Evidence]). But these studies are not adequate to make a particular recommendation. Research into these areas continues and hopefully will lead to the clearer definition of a more precise and effective screening or surveillance strategy. Research into intervention should continue, as well, to better define the optimal treatment strategy. The work group suggests considering that longitudinal surveillance by a health care clinician with some structured screening methodology is the best available approach at this time, though the available research does not support the use of any specific screening tool or question at this point. The

[Return to Annotation Table](#)

[Return to Table of Contents](#)

American Academy of Pediatrics published a recommended screening strategy and management strategy (Johnson, 2007 [Low Quality Evidence]); Myers, 2007 [Low Quality Evidence]).

### Motor development

Pediatric health care clinicians play a critical role in early detection of infants who may be at risk of developing motor dysfunction due to a neurological disorder. Infants with low birth weights and or who are preterm are at increased risk of behavioral, cognitive and motor impairments (Spittle, 2007 [Systematic Review]). There are screening tools that can be administered at an early age to detect possible major and minor motor dysfunction (Heineman, 2008 [Systematic Review]). Once identified, these children may qualify for early intervention programs. There is inconclusive evidence to support specific parameters of such early intervention programs. Current evidence encourages parent education as an important component to the early intervention program to enrich the parent-infant relationship in order for parents to confidently respond to their infants needs at home. Early intervention programs for preterm or low-birth-weight infants have a positive impact on cognitive outcomes until 3-5 years of age. Effects on motor outcomes are inconsistent, and typically are not present after 24 months of age (Koldewijn, 2009 [Low Quality Evidence]; Vanderveen, 2009 [Meta-analysis]). Further research is indicated to determine which early intervention programs are most effective for improving long-term motor and cognitive outcomes.

### Burden of suffering

Speech and language delay has been shown to affect 5-8% of preschool age children (Nelson, 2006 [Systematic Review]). Developmental delay or behavioral disorders have estimated to affect 12-16% of children (American Academy of Pediatrics, 2001a [Guideline]). The frequency of autistic spectrum disorders is 6 per 1,000 (Hirtz, 2007 [Low Quality Evidence]).

### Shared decision-making and implementation

*Counseling messages for effective shared-decision making:* Routine screening for problems with development can allow for early identification of developmental issues. Early intervention has been proposed by multiple authors as important to supporting children with developmental delay. The components of developmental surveillance include eliciting and addressing parental concerns, obtaining a relevant developmental history, observation of the child in the office and proper referrals when necessary. Specific developmental and behavioral screening tools should be administered at the discretion of the clinician to identify children who need more comprehensive evaluation. There have been no specific studies as to the frequency of evaluation for developmental concerns, although several groups support frequent screening on various schedules (American Academy of Pediatrics, 2007 [Low Quality Evidence]; American Academy of Pediatrics, 2006 [Guideline]).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 19. Domestic Violence and Abuse Screening and Counseling (Level III)

### Recommendation:

- Screening and counseling for domestic violence and abuse could be recommended. No single tool has been identified as the gold standard for screening of domestic violence or abuse (Basile, 2007 [Low Quality Evidence]) (*Weak Recommendation*). It may be necessary to tailor domestic violence messages when providing care to various ethnic and racial groups in the area.

An example of two questions that are commonly used in assessment are:

- Does your partner put you down or try to control what you can do?

[Return to Annotation Table](#)

[Return to Table of Contents](#)

[www.icsi.org](http://www.icsi.org)

- In the past year have you ever been hit, pushed, restrained or choked during an argument?

**Evidence for effectiveness**

Studies show that patients favor inquiries about abuse. Methods used to screen for domestic violence can include self-administered questionnaire, medical staff interview and clinician interview. There is some evidence that self-administered questionnaires are as effective as medical or clinician interviews (*Chen, 2007 [High Quality Evidence]; MacMillan, 2006 [High Quality Evidence]*).

**Shared decision-making and implementation**

*Counseling messages for effective shared decision-making:* Clinicians should also be alert for symptoms and signs of drug abuse and dependence, various presentations of family violence, and suicidal ideation in persons with established risk factors. It may be necessary to tailor domestic violence messages when providing care to various ethnic and racial groups in the area.

- Discuss awareness of potential violence in dating and relationships, emphasizing the need to set boundaries and clearly communicate them to others.
- Discuss ways to stop potentially violent arguments.
- Discuss sexual orientation and associated potential risk of violence exposure.
- Discuss the fact that experiencing anger and conflict is normal.
- Discuss the fact that dealing with conflict violently is a learned behavior that has dire consequences. Violent behavior can also be unlearned. Reinforce non-violent discipline and conflict resolution. Reinforce the fact that no person should fear violence or abuse in any relationship.
- Discuss safe storage of firearms when appropriate.
- Ask about weapons in the home and how they are stored.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 20. Dyslipidemia Screening (Level III)

**Recommendation:**

- Dyslipidemia screening could be recommended for children over the age of two years at increased risk for the genetic forms of hypercholesterolemia (familial hyperlipidemia) and for overweight and obese children (*McCrinkle, 2007 [Low Quality Evidence]*). Routine cholesterol screening in low-risk children and adolescents has not been shown to be an effective way of identifying individuals at risk for cardiovascular disease (*Weak Recommendation*).

**Evidence for effectiveness**

There is insufficient evidence to recommend for or against routine dyslipidemia screening in children and adolescents. Screening has not been shown to be effective in delaying the onset or reducing the incidence of cardiovascular disease (*Haney, 2007 [Systematic Review]*). The American Academy of Pediatrics Expert Panel on Integrated Guidelines for Cardiovascular Health and Risk Reduction in Children and Adolescents (*American Academy of Pediatrics, 2011 [Low Quality Evidence]*) recommended general screening for all children ages 9-11. This panel's recommendations has been questioned by some authorities as, "The chain of evidence cited by the panel, however, contains weak links notably the absence of even observational

[Return to Annotation Table](#)

[Return to Table of Contents](#)

evidence or modeling to estimate the clinical event benefits of screening for and intervening on these risk factors in children" (Newman, 2012 [Low Quality Evidence]).

On the other hand, several professional organizations including the American Academy of Pediatrics and the American Heart Association have endorsed the recommendation.

Familial hyperlipidemia is amenable to screening. Nearly all children with familial hyperlipidemia have a first-degree relative with either a history of a cardiovascular disease event at an early age or a history of a serum total cholesterol greater than or equal to 240 mg/dL (Starc, 1991 [Low Quality Evidence]). Children with familial hyperlipidemia have been shown to have blood vessel changes consistent with early atherosclerosis at a young age, and treatment with statins causes regression in affected children. Other studies have also demonstrated that statin therapy is safe and effective in children with familial hyperlipidemia (Wiegman, 2004 [High Quality Evidence]). Children and young adults with elevated cholesterol who do not meet the criteria for familial hyperlipidemia do require further testing and possible intervention (Daniels, 2008 [Low Quality Evidence]). However, beneficial and adverse effects on health outcomes from treatment with medications, diet, exercise and combination therapies have been inadequately evaluated in children with other forms of hyperlipidemia (Haney, 2007 [Systematic Review]). A healthy diet and regular exercise could be recommended for all children with risk factors for cardiovascular disease regardless of their screening results. There is good evidence that more than half of all children with elevated lipid levels will continue to have elevated lipids as adults (Haney, 2007 [Systematic Review]; Lauer, 1988 [Moderate Quality Evidence]; Freedman, 1985 [Moderate Quality Evidence]). Several studies that have determined that parent history screening criteria are ineffective in identifying all children at risk for hypercholesterolemia because of variability in definitions and unreliable information (Haney, 2007 [Systematic Review]; O'Loughlin, 2004 [Low Quality Evidence]; Resnicow, 1993 [Low Quality Evidence]; Starc, 1991 [Low Quality Evidence]). However, newer studies support that adding overweight as an indicator for screening may increase the identification of individuals who are at risk for dyslipidemia (Eissa, 2009 [Low Quality Evidence]).

### **Burden of suffering**

Hypercholesterolemia is one of the most frequently identified cardiovascular disease risk factors in childhood, with 14-25% of children in the United States reported to have borderline or high levels (National Cholesterol Education Program, 1991 [Low Quality Evidence]; Dennison, 1990 [Low Quality Evidence]). Most cases of elevated cholesterol in childhood are the result of environmental factors (dietary excess of saturated fat and cholesterol, inactivity, obesity, cigarette smoking, medication), expressed within a framework of genetic susceptibility (Williams, 1995 [Low Quality Evidence]). A smaller number of these children have secondary hypercholesterolemia (liver, kidney or thyroid disorders) or a genetic hypercholesterolemia condition, such as familial hyperlipidemia. Familial hyperlipidemia has an autosomal dominant pattern of inheritance and can be diagnosed at any age. Patients with this condition have total cholesterol levels greater than 240 mg/dL (average 300 mg/dL) and low-density lipoprotein levels greater than 160 mg/dL (average 240 mg/dL). Familial hyperlipidemia occurs in about 0.2% of the population, and people with this condition have a 50% risk for a major coronary event by age 50 (Kwiterovich, 1989 [Low Quality Evidence]). There is growing evidence that the atherosclerotic process begins in childhood. Increased atherosclerotic lesions have been noted in autopsies of younger individuals with dyslipidemia and obesity (Berenson, 1998 [Low Quality Evidence]). Non-invasive studies measuring the intimal medial thickness have seemed to correlate with the atherosclerotic process in adults (Davis, 2001 [Moderate Quality Evidence]). Studies have shown that increases in intimal medial thickness have been associated with childhood dyslipidemia and other cardiovascular risk factors (Dawson, 2009 [Low Quality Evidence]). Harms and adverse effects such as dietary neurosis, family conflict and CVD anxiety are possible adverse effects of screening, and studies that address acceptability of lipid testing in children find the majority of families do not comply (Newman, 2012 [Low Quality Evidence]).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 21. Dysplasia of the Hip Screening (Level III)

### Recommendation:

- Screening for disorders of the hip could be recommended by physical examination or radiologic tests (*Weak Recommendation*).

The previous American Academy of Pediatrics recommendation was for universal screening of all infants using serial physical examination, with further evaluation by an orthopedic surgeon if abnormalities were discovered. The U.S. Preventive Services Task Force made a specific alteration to their rating, stating "that evidence is insufficient to recommend routine screening for developmental dysplasia of the hip in infants as a means to prevent adverse outcomes." It is the feeling of our committee that the evidence of potential harm is less conclusive than was expressed in the U.S. Preventive Services Task Force report. We also feel that the evidence for screening is not of high enough quality to recommend for universal screening. Therefore, we would leave this recommendation in the Level III category and allow individual clinicians to determine the value of screening on the basis of personal skill and risk factors. We would encourage better quality studies to more clearly establish the efficacy of treatment and the value of universal screening.

### Evidence for effectiveness

Developmental dysplasia of the hip describes an abnormal relationship between the head of the femur and the acetabulum of variable degrees of severity. The proper relationship between these two structures allows normal hip development. Screening for disorders of the hip can be performed by physical examination or radiologic tests. The recommendations for screening vary among different sources. In 2000, a clinical practice guideline was produced by the American Academy of Pediatrics supporting universal physical exam screening of the hip by "a properly trained health care clinician," with follow-up by an orthopedic surgeon if there was clinical suspicion of developmental dysplasia of the hip. They specifically recommended against the use of ultrasound as a screening tool in otherwise normal infants. High-risk patient populations were defined (*American Academy of Pediatrics, 2000a [Guideline]*). In 2006, the U.S. Preventive Services Task Force stated the "evidence is insufficient to recommend routine screening for developmental dysplasia of the hip as a means to prevent adverse outcomes" (*Shipman, 2006 [Systematic Review]*).

Screening of the hip for dysplasia consists of two physical examination techniques: the Ortolani and Barlow tests. These tests attempt to determine instability of the hip by provocative maneuvers. Details of these tests are outlined in the American Academy of Pediatrics guideline. They are more sensitive at a young age. Later in infancy, other physical exam findings can show evidence of abnormal hip position, including limited abduction of the hip and asymmetry of thigh folds and leg length discrepancy. The presence of these later signs is variable. A child may not present with abnormality until he or she begins to walk. There is concern expressed on the part of the U.S. Preventive Services Task Force that there is a lack of data on the sensitivity and specificity of these tests (*Shipman, 2006 [Systematic Review]*). Ultrasound has been shown to be very sensitive in detecting abnormalities of the hip. Both parties agree that routine screening with ultrasound is not supported by the evidence because it may identify patients who do not need treatment. The U.S. Preventive Services Task Force raised specific concerns about the lack of evidence surrounding the natural course of the disease process. They felt that it may be likely that hip abnormalities will resolve on their own over time. They cited some evidence supporting this; however, the studies in question were somewhat flawed as they excluded patients who subsequently developed frank dislocation, which is the most severe manifestation of the disease process, and the age at which they were assessed was variable (*Shipman, 2006 [Systematic Review]*).

The difficulty in the analysis of the natural course of the disease is that though there is no direct evidence that screening improves outcomes, there is fair quality evidence that late-presenting disease has been shown to have worse outcomes (*Shipman, 2006 [Systematic Review]*). Thus, leaving the population unscreened

[Return to Annotation Table](#)

[Return to Table of Contents](#)

could leave those patients with disease who are not detected based on clinical presentation at risk for more complications.

#### **Efficacy of intervention**

There are two main interventions for the hip with developmental dysplasia. A non-operative intervention is the Pavlik Harness, which holds the hip in a position of stable abduction and flexion. More severe disease and disease that does not resolve with non-operative intervention may require surgery. In the era of routine screening, there have been studies to show decreased incidence of operative intervention. The U.S. Preventive Services Task Force states that the evidence is unclear as to whether this decrease is due to early detection or other factors. The evidence review states that the evidence for effectiveness of non-surgical interventions is limited because of a lack of comparison to no intervention (*Shipman, 2006 [Systematic Review]*). They also raised concerns about the occurrence of avascular necrosis of the femoral head as a consequence of both surgical and non-surgical interventions. There was a high variability of the occurrence of this complication in the studies cited. There was limited and weak evidence showing that avascular necrosis of the femoral head would not occur in the natural course of the disease if left untreated. There were several other possible adverse outcomes of screening listed, but evidence supporting these as actual problems was weak or not found at all (*Shipman, 2006 [Systematic Review]*).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## **22. Household and Recreational Injury Prevention Screening (Level III)**

### **Recommendation:**

- Clinicians could ask about the following (*Weak Recommendation*):
  - Helmet use when riding a bicycle, motorcycle, scooter, snowmobile, or all terrain vehicle (ATV)
  - Smoke detector use, cigarette smoking and fire prevention in the home
  - Temperature of water heater set no higher than 120°F
  - Possible choking hazards in the home
  - Training for choking treatment and cardiopulmonary resuscitation
  - Safety measures to prevent falls in the home
- Firearms in the home and how they are stored
- Water safety in the home and around swimming pools
- Encourage swimming lessons for children to decrease the risk of accidental drowning (*Brenner, 2009 [Low Quality Evidence]*)
- The availability of the poison control number in the home and safety measures to prevent accidental poisonings
- Proper education and training on operating small motorized vehicles (including boats, snowmobiles, ATVs, farm vehicles) and hunting (gun safety, tree-stand safety)

[Return to Annotation Table](#)

[Return to Table of Contents](#)

**Evidence for effectiveness**

**Bicycle safety**

Data on effectiveness of bicycle helmet safety from two case-controlled studies provide evidence that the risk of head injury among bicyclists is reduced as much as 69-80% (*Thompson, 1989 [Low Quality Evidence]*). Counseling bicyclists to avoid riding near motor vehicle traffic is based on evidence that nearly 95% of bicycle fatalities occur as a result of a collision with a motor vehicle.

Families that recalled being counseled about wearing helmets while biking reported 44% compliance, compared to 19% helmet use by families that did not receive counseling (*Quinlan, 1998 [Low Quality Evidence]*). Other studies have also shown a positive effect from counseling (*Moyer, 2004 [Low Quality Evidence]*).

**Burns**

Several studies have shown that counseling patients to install smoke detectors has been successful (*Moyer, 2004 [Low Quality Evidence]*; *Bass, 1993 [Low Quality Evidence]*). However, smoke detectors often fail to operate due to incorrect installation or inadequate testing, and some occupants may be unable to hear or respond to the alarm signal. For these reasons, it is important that smoke alarm counseling emphasize the importance of correct installation and biannual testing to ensure proper operation. Evidence is lacking regarding frequency of smoke detector testing, but the work group feels biannual testing is prudent. Several studies have documented compliance when parents are instructed to turn down their hot water heater (*Bass, 1993 [Low Quality Evidence]*). It has also been shown to be beneficial to discuss avoiding scald injuries from microwaves.

**Falls**

Infant walker-related injury rate ranges from 12-40% based on parental questionnaires and survey results, respectively (*Coury, 1992 [Low Quality Evidence]*; *AMA, 1991 [Low Quality Evidence]*). Studies have shown that a walker-related injury does not prevent parents from using the walker again for the injured child or siblings (*American Academy of Pediatrics, 2001b [Guideline]*).

Falls in children are often from stairs or furniture; collapsible gates have been advocated as a means of protecting children from stairways. Although the efficacy of stairway gates has not been studied, there is evidence that window guards can reduce child falls from apartment windows. Counseling parents to prevent falls has been somewhat effective (*American Academy of Pediatrics, 2001b [Guideline]*).

**Firearm safety**

Most unintentional injuries from firearms involve adolescent and young adult males, and about 65-78% of these injuries occur in or around the home. Over 90% of firearm accidents involving children occur at home; a study in children ages 0-14 found that 40% involved a firearm stored in the room where the shooting occurred.

**Poisoning**

Childhood poisoning can be reduced by placing medications in child-resistant containers (*American Academy of Pediatrics, 2003 [Low Quality Evidence]*). Carbon monoxide detector use could prevent many of the 2,100 United States deaths from CO poisoning each year (*Yoon, 1998 [Low Quality Evidence]*).

Education has been shown to motivate parents to display poison control center telephone numbers (*Quinlan, 1998 [Low Quality Evidence]*). Other studies have found counseling to be ineffective in promoting safety (*Moyer, 2004 [Low Quality Evidence]*).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 23. Hyperbilirubinemia Screening (Level III)

### Recommendation:

- Clinicians could screen for hyperbilirubinemia in newborn infants to prevent severe complications (kernicterus) (*Weak Recommendation*).

### Evidence for effectiveness

Hyperbilirubinemia is a common condition in newborn infants. Kernicterus is a rare complication of hyperbilirubinemia with serious adverse health outcomes. There has not been sufficient analysis of the value of screening for hyperbilirubinemia. There is good data to show that methods to screen for hyperbilirubinemia are effective in detecting the condition (Mah, 2010 [Moderate Quality Evidence]; Kuzniewicz, 2009 [Moderate Quality Evidence]; Trikalinos, 2009 [Systematic Review]). The rare incidence of kernicterus and the uncertainty that treatment could effectively improve outcomes raise questions about cost-benefit ratio of this intervention. According to the U.S. Preventive Services Task Force, evidence is not conclusive enough to recommend for or against screening (Trikalinos, 2009 [Systematic Review]).

### Benefit and Risk

One analysis of hospital discharge data showed that 15.6% of infants hospitalized in the first 30 days of life had a diagnosis of hyperbilirubinemia (Burke, 2009 [Low Quality Evidence]). Kernicterus occurs in 1.5/100,000 full-term infants and 4/100,000 pre-term infants. The use of screening protocols and treatment guidelines for hyperbilirubinemia has been proposed to decrease the incidence of kernicterus (Maisels, 2009 [Low Quality Evidence]; American Academy of Pediatrics, 2004 [Guideline]). This is proposed because of the assumption that reducing the incidence of episodes of severe hyperbilirubinemia will decrease the frequency of kernicterus. Screening can be done by risk factor assessment, transcutaneous bilirubin measurement, early serum bilirubin measurement or a combination of these methods. This has been shown to be effective in detecting hyperbilirubinemia (Trikalinos, 2009 [Systematic Review]). There are two main treatment options for hyperbilirubinemia: phototherapy and exchange transfusion. Phototherapy is the more commonly used intervention. There have not been studies to analyze the impact of the use of phototherapy in the incidence of kernicterus (Trikalinos, 2009 [Systematic Review]). Exchange transfusion is associated with significant risk, and its use has steeply declined from 1988 to 2005 without a change in the incidence of kernicterus.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 24. Infectious Disease Prevention Counseling (Level III)

### Recommendation:

- Clinicians could educate on good hand-washing technique (*Weak Recommendation*).

### Evidence for effectiveness

Jefferson, et al. conducted a systematic review on the effectiveness of physical interventions to reduce the spread of respiratory viruses. The paper concluded that hand-washing is effective (Jefferson, 2008 [Systematic Review]).

Two randomized control trials showed that education is effective and can reduce medical visits (Roberts, 1983 [Low Quality Evidence]; Vickery, 1983 [Low Quality Evidence]).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:* Hand-washing is the most effective way to prevent the spread of the common cold. Viral upper respiratory infection is most contagious at the onset of symptoms and while febrile. Educate good hand-washing at a well-child visit, preferably just before or sometime during the cold and flu season (November through April).

For infants and toddlers:

- Discourage visitors who have an acute illness, a fever or contagious disease.
- Prevent child with viral upper respiratory infection from sharing toys and pacifiers with other children.
- Clean these items with soap and hot water, as feasible, to reduce opportunities for viral transmission.
- Use and teach good hand-washing.
- Ask visitors to wash their hands before handling baby.
- Check day care hand-washing and infection control measures.
- Consider day care options that reduce exposure to other children.
- Encourage and support mothers to continue breastfeeding.

### Related guideline

See the [ICSI Diagnosis and Treatment of Respiratory Illness in Adults and Children](#) guideline.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 25. Iron Deficiency Screening (Level III)

### Recommendation:

- Screening for iron deficiency and/or anemia for asymptomatic children could be recommended (*Weak Recommendation*).

### Evidence for effectiveness

Evidence is insufficient to recommend for or against routine screening for iron deficiency anemia in asymptomatic children (*Oregon Evidence-Based Practice Center, 2006 [Systematic Review]*).

Routine iron supplementation for asymptomatic children ages 6 to 12 months who are at increased risk for iron deficiency anemia is recommended. High-risk groups would include recent immigrants, children with a history of prematurity or low birth weight, and adolescent females who are fad dieters or who are obese. Evidence is insufficient to recommend for or against routine iron supplementation for asymptomatic children ages 6 to 12 months who are at average risk for iron deficiency anemia (*Oregon Evidence-Based Practice Center, 2006 [Systematic Review]*).

Inadequate intake of dietary iron in infants and young children is the most common nutritional deficiency for this age group in the United States. It continues to raise concern because it has been linked to health problems and developmental issues. Iron deficiency anemia is one more severe manifestation of iron deficiency. There has been considerable ongoing debate as to the best approach to this problem. Screening for iron deficiency, and in particular iron deficiency anemia, has been recommended in the past utilizing measurement of hemoglobin or hematocrit at 6-12 months of age. Further study has raised a number of concerns about this screening methodology. The method of screening hemoglobin or hematocrit alone is

[Return to Annotation Table](#)

[Return to Table of Contents](#)

not sensitive to discovering iron deficiency because a significant percentage of patients are iron deficient but not anemic (*White, 2005 [Low Quality Evidence]*). It also suffers from a lack of specificity because there are other causes of anemia that are not related to iron deficiency. Other testing methods for iron deficiency have been studied. These have not been shown to adequately meet the criteria of an ideal screening test (*Biondich, 2006 [Low Quality Evidence]*; *Crowell, 2006 [Low Quality Evidence]*). These issues are also complicated by the possibility that iron deficiency at a level that does not cause anemia may still have an adverse effect on developmental outcomes (*Chaparro, 2008 [Low Quality Evidence]*; *Shafir, 2007 [Low Quality Evidence]*). Consideration should be given to several factors when deciding what to do for screening, including risk assessment for iron deficiency, evaluation for other types of anemia and testing at later ages.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 26. Nutritional Counseling (Level III)

### Recommendation:

- Clinicians could ask what children typically eat and drink and about daily activity (*Weak Recommendation*).

### Evidence for effectiveness

Despite the lack of demonstrated effectiveness, intervention is encouraged, due to the numerous benefits associated with consumption of a healthy diet and prevention of obesity. Parents play a direct role in children's eating patterns through their behaviors, attitudes and feeding styles (*Patrick, 2005 [Low Quality Evidence]*).

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:*

#### Birth-2 years

##### Encourage:

- Breastfeeding exclusively for the first six months
- Supplementing breastfed infants with iron no later than age six months with iron-fortified cereals
- Breastfeeding or formula up to one year
- Use of iron-fortified formula. Use iron-fortified cereals through two years and older.
- Supplementing for breastfeeding with 400 IU/day vitamin D within two months (*Wagner, 2008 [Low Quality Evidence]*)
- Introduction of solid foods when developmentally ready, about 4-6 months; juices after 6 months. Use 100% juices and limit to 4-6 ounces daily.
- Wean from the bottle by end of first year. (*Reaffirmed 2007 [R]*; *American Academy of Pediatrics, 2005a [Guideline]*; *American Academy of Pediatrics, 2001c [Low Quality Evidence]*)

##### Discourage:

- Cow's milk during first 12 months (*American Academy of Pediatrics, 1992 [Low Quality Evidence]*; *Ziegler, 1999 [Low Quality Evidence]*)
- Reduced-fat milk before two years; use whole milk (*American Academy of Pediatrics, 2005a [Guideline]*)
- Foods with added sugars and sweetened beverages (*U.S. Department of Health and Human Services, 2005 [Reference]*)
- Excessive intake of any beverage (*Skinner, 2004 [Low Quality Evidence]*)

#### 2-18 years

- Encourage consumption of fruits, vegetables, whole grains and low-fat dairy products
- Limit total fat, especially saturated fat, trans fats and cholesterol

[Return to Annotation Table](#)

[Return to Table of Contents](#)

- Discourage foods with added sugars and caloric carbonated beverages
- Encourage regular meals

(U.S. Department of Health and Human Services, 2005 [Reference])

**Related guideline**

Also see ICSI's [Prevention and Management of Obesity for Adults](#) guideline.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 27. Preconception Counseling (Level III)

**Recommendation:**

- Preconception counseling could be recommended during a visit. (Due to time constraints during a routine health maintenance visit, however, it may be more practical to provide comprehensive preconception counseling during a separate preconception counseling visit) (*Weak Recommendation*).

**Evidence for effectiveness**

**Shared decision-making and implementation**

*Counseling messages for effective shared decision-making:*

- 13-18 years**
- Inform all women of childbearing age of the deleterious effects of teratogens in early pregnancy, often before the pregnancy is diagnosed.
  - Encourage women who are seeking to become pregnant to schedule a preconception counseling visit.

**Related guideline**

See the ICSI [Routine Prenatal Care](#) guideline for more information.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 28. Pregnancy Prevention Counseling (Level III)

**Recommendation:**

- Preventive counseling could be recommended at preventive care visits beginning at puberty, preferably before onset of sexual activity. These visits could include education and counseling regarding contraception and unintended pregnancy. Other messages could also be given as indicated (e.g., prevention and symptoms of sexual transmitted infections, association between sexual activity and use of drugs, preconception counseling) (*Weak Recommendation*).

**Evidence for effectiveness**

Though the exact efficacy of contraceptive counseling is unknown, making sure teens know what is available to prevent pregnancy is important.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:*

#### When to counsel and educate

There is some evidence that adolescents with a stronger relationship with their parents have a lower risk of pregnancy. Supporting parents in talking with their adolescents with these issues has been shown in some small, poor-quality studies to have an impact (Lederman, 2008 [Moderate Quality Evidence]). However, larger literature reviews have not shown any well-designed studies to describe an effective counseling approach on these issues (Bennett, 2005 [Systematic Review]; DiCenso, 2002 [Systematic Review]).

- Obtain a sexual history from all adolescents.
- Inform adolescents that abstinence is the most effective way to prevent pregnancy and sexually transmitted infections.
- Provide detailed information regarding all contraceptive methods, including barrier contraceptives, birth control pills, injectibles, implantables, intrauterine devices, tubal sterilization and vasectomy.
- Studies have suggested that multimedia education sources and programs offering repetitive, scheduled education sessions may be more effective in assisting patients with their contraceptive choice and promote adherence to a contraceptive method. Referral to any available community resource for contraceptive education outside the traditional clinical setting should be considered.
- Longer-duration contraceptive methods may improve compliance and efficacy.
- To enhance acceptance of contraceptive methods, accompanying health and quality of life benefits should be discussed:
  - Use of oral contraceptives reduces lifetime risks of ovarian and uterine cancer, while improving bone mineral density.
  - Use of barrier contraceptives and spermicides reduces the risk of developing cervical cancer and sexually transmitted infections.
  - Use of hormonal contraceptives can reduce menstrual flow and discomfort.
  - Use of oral contraceptives can reduce acne.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 29. Scoliosis Screening (Level III)

### Evidence for effectiveness

The U.S. Preventive Services Task Force recommends against routine screening for scoliosis. The American Academy of Orthopedic Surgeons recently responded to the U.S. Preventive Services Task Force recommendation with their own position statement, which supports continued screening. This statement has been endorsed by the American Academy of Pediatrics, as well (Richards, 2008 [Low Quality Evidence]).

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:*

Physical examination of the back for signs of scoliosis has been a long-standing practice. The screening test involves the patient bending forward with arms placed together and observing for asymmetry of the back with or without a measurement tool. This screening is often done outside the medical practice setting. Patients with abnormal physical exams are evaluated with plain films of the spine. This allows a determination of the degree of curvature of the spine. Patients with more advanced curvature may then be referred on

[Return to Annotation Table](#)

[Return to Table of Contents](#)

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for intervention, including bracing and possible surgery. This screening specifically excludes patients with other medical conditions that can lead to scoliosis, including neuromuscular problems and congenital deformities. It also excludes those patients who develop scoliosis before adolescence (*Weak Recommendation*).

There was no evidence discovered to show that screening programs have a significant impact to reduce burden of disease, compared to detection of disease without screening. In particular, school screening programs were found to be ineffective and may cause an increase in unnecessary testing. There are some mixed-quality studies to show that extensive bracing (23 hours per day) can be more effective than short-term bracing or no intervention. The patients who benefited from this intervention were those with more severe disease who likely would have been detected without screening.

#### **Burden of suffering**

The U.S. Preventive Services Task Force found that there was fair evidence that detection of patients by screening may result in moderate harms related to unnecessary brace wear and referral to specialists.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### **30. Secondhand Smoke Exposure Counseling (Level III)**

#### **Recommendation:**

- Clinicians could establish tobacco use and secondhand smoke exposure and reassess at every opportunity. (See the "[Tobacco Use Screening, Prevention and Intervention in Adolescents \[Level II\]](#)," [Annotation #14](#), for a patient who is using tobacco.) Advise all patients/parents that secondhand smoke exposure is harmful for the patient. Encourage a smoke-free living and working environment for patients, and assist the exposed patient/parent to communicate to other household members about decreasing smoke in their house. Encourage the patient/parent to support smoking cessation efforts among other household members who use tobacco.

Recommend tobacco cessation services on a regular basis to all household members who use tobacco (*Weak Recommendation*).

#### **Evidence for effectiveness**

Tobacco use is the single most preventable cause of death and disease in our society. In this guideline, all of the attention devoted to encouraging cessation by smokers in the child's environment is because:

- it is important for the person's health to quit smoking,
- children whose parents smoke are much more likely to begin smoking as they grow older, and
- intensive efforts to reduce environmental smoke by encouraging avoidance of smoking in the infants' vicinity have been unsuccessful.

The U.S. Public Health Service guideline concluded that advising parents to stop smoking reduces childhood secondhand smoke exposure and may reduce parental smoking rates. In contrast, the U.S. Preventive Services Task Force found limited studies with mixed results that address the effect of parental counseling on reducing secondhand exposure of children and reducing parental smoking rates.

(*Fiore, 2008 [Low Quality Evidence]; U.S. Preventive Services Task Force, 2003 [Guideline]; Prochaska, 1992 [Low Quality Evidence]*)

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### Shared decision-making and implementation

#### *Counseling messages for effective shared decision-making:*

For infants and children from birth to 10 years old:

- If child is exposed to smoke, counsel adult accompanying the child about harmful effect of second-hand smoke, and promote a smoke-free household.

For children and adolescents ages 10 years and above and the child or adolescent is not using tobacco, but a parent, sibling or friend is using tobacco:

- Counsel child or adolescent and the accompanying adult about the harmful effect of secondhand smoke, and promote a smoke-free household.
- Assist patient in developing refusal skills.

For all ages:

- If accompanying household member uses tobacco, encourage member to quit. If the member user is interested in quitting, encourage a visit at his or her clinic for more cessation assistance.
- Provide educational and self-help materials.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 31. Sexually Transmitted Infection Counseling (Level III)

Please note that this guideline discusses primary prevention of sexually transmitted infections through the adoption of safer sexual practices. It does not address patient education messages after a sexually transmitted infection is diagnosed.

### Recommendation:

- Counseling regarding sexual behaviors to prevent sexually transmitted infection could be recommended beginning at age 12 (*Weak Recommendation*).

### Evidence for effectiveness

There is good evidence that behavioral counseling involving multiple visit interventions is effective in reducing the incidence of sexually transmitted infection for sexually active adolescents. There is insufficient evidence to show efficacy for less-intense interventions and low-risk patients (*Lin, 2008 [Systematic Review]*).

### Burden of suffering

Sexually transmitted infection continue to increase in incidence resulting in significant morbidity and health care costs in the United States. According to the 2007 Sexually Transmitted Diseases Surveillance by the Centers for Disease Control and Prevention, there are an estimated 19 million new sexually transmitted infections each year, with almost half of those in individuals between the ages of 15 and 24.

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:* Empathy, confidentiality and a nonjudgmental, supportive attitude are important when discussing issues of sexuality. Messages should be delivered both verbally and in the form of educational materials. Clinicians can play an important role by reinforcing and clarifying educational messages, providing literature and community resource references and dispelling misconceptions about unproven modes of transmission.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

Some messages might include:

- Abstinence is the most effective means to decrease sexually transmitted infections risk, and there is increased risk of contracting sexually transmitted infections associated with multiple partners.
- A mutually monogamous relationship with a partner known not to be infected is effective in decreasing sexually transmitted infections risk.
- Avoid sexual contact with high-risk partners (e.g., intravenous drug users, commercial sex workers, and persons with numerous sexual partners).
- Emphasize that alcohol/drug use is associated with high-risk sexual behavior.
- Inform women at risk that female barrier contraceptive methods (e.g., diaphragm or cervical cap) can reduce the risk of sexually transmitted infection.
- Encourage safer sexual practices, including regular use of latex condoms. Even under optimal conditions, however, condoms are not always efficacious in preventing transmission.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 32. Skin Cancer Screening and Counseling (Level III)

### Recommendation:

- Screening and counseling to prevent skin cancer could be recommended (*Weak Recommendation*).

### Evidence for effectiveness

There is insufficient evidence to recommend for or against routine screening for skin cancer in the primary care setting. Evidence is lacking on reduction of morbidity and mortality for whole-body examination by a primary care clinician, and accuracy of screening is limited and inconsistent (*Wolff, 2009a [Low Quality Evidence]*).

Evidence-based reviews do not show sufficient evidence that clinician counseling prevents skin cancer. (*Lin, 2011 [Systematic Review]*). Fair-quality randomized, controlled trials suggest that counseling interventions may modestly increase self-reported sun-protective behaviors and decrease indoor tanning (*Lin, 2011 [Systematic Review]*). However, it remains uncertain whether these effects translate into meaningful behavior change that results in the prevention of skin cancer or sunburns. There is no evidence that such counseling results in harm, although data on potential harm is sparse and of limited quality.

The use of sunscreen may show modest benefit in preventing squamous cell carcinoma. One recent trial found that daily application of sunscreen over a five-year period appeared to reduce the incidence of new primary melanomas for up to 10 years after the end of the trial (*Green, 2011 [Moderate Quality Evidence]*), the first study to provide clear evidence for reduction in the incidence of melanoma after regular application of sunscreen in adults. No trial to date has demonstrated a benefit of sunscreen use in the prevention of basal cell carcinoma.

### Burden of suffering

Skin cancer is the most common type of cancer in the United States, and sun exposure is a known strong risk factor for skin cancer. Intermittent sun exposure, particularly in childhood, is associated with an increased risk for all types of skin cancer. Excess sun exposure, including intermittent sunburn in childhood, should be a preventable risk factor.

### Shared decision-making and implementation

*Counseling messages for effective shared decision-making:* Although there is not sufficient evidence to recommend routine total-body exams, it is prudent for clinicians to examine the skin when the opportunity arises during a physical examination.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## Algorithm Annotations

While the effectiveness of counseling has not been established, counseling does appear to modestly increase sun-protective behaviors. Given the association between intermittent sun exposure, particularly in childhood, and risk of skin cancer, counseling patients to avoid excess sun exposure is reasonable.

The recommended counseling messages include:

- Avoidance of sun between the hours of 10 a.m. and 4 p.m.
- Use of protective clothing when outdoors
- Use of sunscreen that blocks both ultraviolet A (UVA) and ultraviolet B (UVB)
- Avoidance of sunlamps and tanning equipment
- Practice of skin self-examination

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### 33. Undescended Testicle Screening (Level III)

#### Recommendation:

- Clinicians could recommend an assessment by physical exam of the descent of testicles in males (*Weak Recommendation*).

#### Burden of suffering

Undescended testicle occurs in 2 to 5% of boys born at term. It can spontaneously resolve, but 1 to 2% can have a persistent undescended testicle (*Toppari, 1999 [Low Quality Evidence]*). Descended testes can be pulled back into the inguinal canal at a later age if the spermatic cord does not lengthen adequately as a boy grows (*Hutson, 2005 [Low Quality Evidence]*).

#### Evidence for effectiveness

The efficacy of screening for undescended testes has not been studied. There is good-quality evidence that early treatment of undescended testicle by surgical intervention results in a significant decrease in the frequency of testicular cancer in adults (*Pettersson, 2007 [Moderate Quality Evidence]*). There is also some evidence that early intervention with surgery reduces the risk of fertility problems in adult males (*Hutson, 2005 [Low Quality Evidence]*). The straightforward nature of the exam for this problem and the efficacy of treatment warrant periodic screening for undescended testicles at routine preventive services checkups. The age of intervention has been a point of discussion. It is clear that intervention before puberty is very important. Generally, most recommendations are for intervention before one year of age (*Hutson, 2005 [Low Quality Evidence]*).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## Preventive Services That Are Not Supported by Evidence and Not Recommended (Level IV)

Level IV services are those with low predictive value and/or uncertain beneficial action for true positives. They may also be a combination of insufficient evidence, potential for harm in treatment, no defined benefit and/or overuse.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### 34. Blood Chemistry Screening (Level IV)

#### Recommendation:

- Multiphasic blood screening is not recommended (*Weak Recommendation*).

This recommendation refers to multiple chemistry tests, often grouped in a 6-18 test group or panel, collected without indication, in hopes of identifying diseases unsuspected on clinical grounds. Most evaluations of benefits have concluded that in a well population, multiple chemical screens find few unsuspected conditions and create considerable worry, as well as subsequent diagnosis testing with its own costs and hazards. These screens may be useful for patients suspected of having serious illness, but even for those patients, the selection of specific tests is usually more efficacious (*Romm, 1986 [Low Quality Evidence]*) (*Weak Recommendation*).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### 35. Cervical Cancer Screening (Level IV)

#### Recommendation:

- Cervical cancer screening for children and adolescents before age 21 is not recommended (*Strong Recommendation*).

#### Evidence for effectiveness

Cervical cancer screening is not recommended due to the high incidence of abnormalities, which resolve spontaneously and therefore are not clinically significant. This may start a cascade of care, which leads to significant harms to patients (*American College of Obstetricians and Gynecologists, 2009 [Low Quality Evidence]*).

#### Related guideline

See the [ICSI Initial Management of Abnormal Cervical Cytology \(Pap Test\) and HPV Test in Adult and Adolescent Females](#) guideline.

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### 36. Child Maltreatment Screening (Level IV)

#### Recommendation:

- Screening for the physical abuse and neglect of children is not recommended (*Weak Recommendation*).

#### Evidence for effectiveness

Insufficient evidence exists to recommend for or against screening of parents or guardians for the physical abuse or neglect of children (*Nygren, 2004 [Systematic Review]*).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

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### Effectiveness of screening

There has been intensive investigation over the past 20 years toward identifying people at risk of committing physical child abuse or neglect. Methods of screening include self-administered checklists or questionnaires and standardized interviews (e.g., Family Stress Checklist, Dunedin Family Services Indicator, Child Abuse Potential Inventory, Michigan Screening Profile of Parenting). The major problems with these instruments are the high false-positive rate and the potential harm of mislabeling people as child abusers. For this reason most advocate that efforts at predicting high-risk individuals be abandoned in favor of identifying high-risk communities (MacMillan, 1993 [Low Quality Evidence]; Dubowitz, 1990 [Low Quality Evidence]).

Research into risk indicators has been conducted primarily in the area of physical abuse and sexual abuse. Limited information is available about neglect (MacMillan, 1993 [Low Quality Evidence]).

Research has shown that home visitation during infancy has led to decreased reports of abuse and neglect, fewer emergency room visits, fewer accidents and fewer hospital admissions. This decrease was particularly noted to be of benefit among teenage, unmarried and poor parents. For this reason, the Canadian Task Force included home visitation referrals for selected populations in their 1993 recommendations for primary prevention of child maltreatment (Olds, 1986 [High Quality Evidence]).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 37. Hemoglobin (for Anemia Screening Age Five Years and Older) Level IV

### Recommendation:

- Routine testing for anemia is not recommended (*Weak Recommendation*).

Routine testing for anemia is not recommended for asymptomatic children or adolescents in the absence of clinical indications. The burden of suffering and the low benefits of detection of anemia do not warrant the cost of routine testing. Hemoglobin screenings requested by schools, camps or other organizations for asymptomatic older children are unnecessary and should not be performed (Oregon Evidence-based Practice Center, 2006 [Systematic Review]).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

## 38. Tuberculin Screening (for Average Risk) (Level IV)

### Recommendation:

- Screening for tuberculosis for average risk patients is not recommended (*Strong Recommendation*).

### Evidence for effectiveness

Screening for tuberculin testing is not recommended for populations at average risk for infection with *M. tuberculosis* (TB).

High-risk groups for developing tuberculosis should be tested using five tuberculin units (TU) of purified protein derivative (PPD) injected intradermally by standard "mantoux" technique. Repeat screening should be determined by the likelihood of continued exposure to infectious tuberculosis. There is not good evidence to recommend screening persons in average-risk groups, which are in the primary scope of this guideline; however, there is good evidence to support screening of high-risk groups (U.S. Department of Health and Human Services, 1995 [Guideline]).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

### **39. Urinalysis (Level IV)**

#### **Recommendation:**

- Urinalysis screening as part of the routine well-child care is not recommended (*Strong Recommendation*).

The efficacy of screening children for asymptomatic bacteriuria to prevent pyelonephritis and renal scarring has not been established. This screening strategy is costly, fails to prevent subsequent complications and should not be included as a part of well-child care. Other findings (proteinuria, hematuria) are rarely significant in asymptomatic children but often lead to anxiety and unnecessary testing (*Kemper, 1992 [Low Quality Evidence]*).

[Return to Annotation Table](#)

[Return to Table of Contents](#)

The Aims and Measures section is intended to provide guideline users with a menu of measures for multiple purposes, which may include the following:

- Population health improvement measures
- Quality improvement measures for delivery systems
- Measures from regulatory organizations such as The Joint Commission
- Measures that are currently required for public reporting
- Measures that are part of Center for Medicare Services Clinician Quality Reporting initiative
- Other measures from local and national organizations aimed at measuring population health and improvement of care delivery

This section provides resources, strategies and measurement for use in closing the gap between current clinical practice and the recommendations set forth in the guideline.

The subdivisions of this section are:

- Aims and Measures
- Implementation Recommendations
- Implementation Tools and Resources
- Implementation Tools and Resources Table

## **Aims and Measures**

1. Increase the rate of pediatric patients up-to-date with Level I preventive services.

Measures for accomplishing this aim:

- a. Percentage of patients who by their second birthday have the following immunization status:

- Four DTaP/DT
- Three IPV
- One MMR
- Three Hib
- Three hepatitis B
- One VAR, or documented chicken pox disease
- Four pneumococcal
- Two hepatitis A
- Rotavirus:
  - Two doses of the two-dose vaccine, or
  - One dose of the two-dose and two doses of the three-dose vaccine, or
  - Three doses of the three-dose vaccine
- Two influenza

*(HEDIS 2012 by National Committee for Quality Assurance Measure)*

- b. Percentage of patients who by age 13 years were up-to-date with recommended adolescent immunizations:
  - One HPV - Human papillomavirus vaccine by age 13
  - One MCV4 - Meningococcal
  - One Tdap - Tetanus, diphtheria toxoids and acellular pertussis vaccine
  - One influenza vaccine within the last year
- c. Percentage of sexually active women age 25 years and younger who have had screening for Chlamydia.
- d. Percentage of newborns who have had neonatal screening for hemoglobinopathies, phenylketonuria and hypothyroidism in the first week of life. Composite measure.
- e. Percentage of patients age five years and younger who have had vision impairment screening.

*[Return to Table of Contents](#)*

## **Measurement Specifications**

### **Measurement #1a**

Percentage of patients who by their second birthday have the following immunization status:

- Four DTaP/DT
- Three IPV
- One MMR
- Three Hib
- Three hepatitis B
- One VAR, or documented chicken pox disease
- Four pneumococcal
- Two hepatitis A
- Rotavirus:
  - Two doses of the two-dose vaccine, or
  - One dose of the two-dose and two doses of the three-dose vaccine, or
  - Three doses of the three-dose vaccine
- Two influenza

*(HEDIS 2012 by National Committee for Quality Assurance Measure)*

### **Notes**

This is a HEDIS 2012 outcome measure for Childhood Immunization Status by National Committee for Quality Assurance (NCQA).

Full specifications for this measure can be obtained from NCQA at <http://www.ncqa.org>.

*[Return to Table of Contents](#)*

**Aims and Measures**

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**Measurement #1b**

Percentage of patients who by age 13 years were up-to-date with recommended adolescent immunizations:

- One HPV – Human papillomavirus vaccine by age 13
- One MCV4 – Meningococcal
- One Tdap – Tetanus, diphtheria toxoids and acellular pertussis vaccine
- One influenza vaccine within the last year

**Population Definition**

Patients who reach their 13th birthday during the specified measurement period.

**Data of Interest**

$$\frac{\text{\# of patients who are up-to-date with immunizations}}{\text{\# of patients 13 years of age}}$$

**Numerator/Denominator Definitions**

Numerator: Number of patients who are up-to-date with following immunizations:

- One HPV – Human papillomavirus vaccine (for females)
- One MCV4 – Meningococcal
- One Tdap – Tetanus, diphtheria toxoids and acellular pertussis vaccine

Denominator: Number of patients who reach their 13th birthday during the specified measurement period.

Measurement period can be monthly, quarterly or annual.

**Method/Source of Data Collection**

Select patients who reached their 13th birthday within the specified measurement period. Measurement period can be monthly, quarterly or annual.

Review medical records to determine whether patients were up-to-date with immunizations.

**Time Frame Pertaining to Data Collection**

The suggested time period is annual.

**Notes**

This is an outcome measure, and improvement is noted as an increase in the rate.

*[Return to Table of Contents](#)*

**Aims and Measures**

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**Measurement #1c**

Percentage of sexually active women ages 25 years and younger who have had screening for Chlamydia.

**Population Definition**

Female patients age 25 years and younger who are sexually active.

**Data of Interest**

$$\frac{\text{\# of female patients who were screened for Chlamydia}}{\text{\# of female patients age 25 and younger and sexually active}}$$

**Numerator/Denominator Definitions**

Numerator: Number of female patients who have screening for Chlamydia

Denominator: Number of female patients age 25 years and younger and sexually active

**Method/Source of Data Collection**

Review medical records for female patients age 25 years and younger and sexually active. Determine whether they had Chlamydia screening done.

**Time Frame Pertaining to Data Collection**

Annually.

**Notes**

This is a process measure, and improvement is noted as an increase in the rate.

[Return to Table of Contents](#)

**Aims and Measures**

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**Measurement #1d**

Percentage of newborns who have had neonatal screening for hemoglobinopathies, phenylketonuria and hypothyroidism in the first week of life.

**Population Definition**

Newborn patients.

**Data of Interest**

# of newborns screened for hemoglobinopathies, phenylketonuria and hypothyroidism in the first week of life

---

# of newborns

**Numerator/Denominator Definitions**

Numerator        Number of newborns screened for hemoglobinopathies, phenylketonuria and hypothyroidism in the first week of life.

Denominator:    Number of newborns.

**Method/Source of Data Collection**

Review medical records for all newborns and whether they were screened for hemoglobinopathies, phenylketonuria and hypothyroidism in the first week of life.

**Time Frame Pertaining to Data Collection**

Annually.

**Notes**

This measure is mandated by Minnesota state law. Out-of-state organizations should be aware of their state's mandates. This is a process composite measure, and improvement is noted as an increase in the rate.

*[Return to Table of Contents](#)*

**Aims and Measures**

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**Measurement #1e**

Percentage of patients age five years and younger who have had vision impairment screening.

**Population Definition**

Patients five years old and younger.

**Data of Interest**

$$\frac{\text{\# of patients who have had vision impairment screening}}{\text{\# of patients five years old and younger}}$$

**Numerator/Denominator Definitions**

Numerator: Number of patients five years old and younger who have vision impairment screening

Denominator: Number of patients five years old and younger.

**Method/Source of Data Collection**

Review medical records for all patients five years old and younger and whether they were screened for vision impairment.

**Time Frame Pertaining to Data Collection**

Annually.

**Notes**

This is a process measure, and improvement is noted as an increase in the rate.

[Return to Table of Contents](#)

## Implementation Recommendations

Prior to implementation, it is important to consider current organizational infrastructure that address the following:

- System and process design
- Training and education
- Culture and the need to shift values, beliefs and behaviors of the organization

The following system changes were identified by the guideline work group as key strategies for health care systems to incorporate in support of the implementation of this guideline.

- Prioritization and implementation of preventive services should be part of the overall system and should include the following:
  - Practice preventive services at every clinic opportunity while addressing high-priority services.
  - Individualize preventive services; regularly assess patient risk factors.
  - Provide education to patients/parents/guardians.
- Develop a plan for staff and clinician education around preventive services and organizational goals for implementation of preventive services (should also include education around "level" of service and the rationale behind each level).
- Develop decision support processes in electronic medical record or for paper medical records to support clinicians and staff in delivery of specific components of Level 1 services.
- For those organizations with a paper medical record, create a "tickler" system that will generate reminders for preventive services in order to support completion of recommended Level I services.
- Develop a "catch-up" plan for those patients who are not on time with services by creating a tracking system that allows for periodic medical record audits to identify patient gaps in preventive services.
- Develop a collaborative relationship with patients/parents/guardians in order to activate/motivate them to practice preventive health while staying on time.
- Place throughout the facility patient education materials that focus on preventive services and the importance of each. Materials may include, but are not limited to, posters, pamphlets, videos, available Web sites, as well as services available in the community.

*[Return to Table of Contents](#)*

## **Implementation Tools and Resources**

### **Criteria for Selecting Resources**

The following tools and resources specific to the topic of the guideline were selected by the work group. Each item was reviewed thoroughly by at least one work group member. It is expected that users of these tools will establish the proper copyright prior to their use. The types of criteria the work group used are:

- The content supports the clinical and the implementation recommendations.
- Where possible, the content is supported by evidence-based research.
- The author, source and revision dates for the content is included where possible.
- The content is clear about potential biases and when appropriate conflicts of interests and/or disclaimers are noted where appropriate.

*[Return to Table of Contents](#)*

## Implementation Tools and Resources Table

<b>Author/Organization</b>	<b>Title/Description</b>	<b>Audience</b>	<b>Web Sites/Order Information</b>
Academy of Nutrition and Dietetics	This site sponsored by the American Dietetic Association provides food and nutrition information that is reliable and useful. Registered Dietitians prepare the site.	Patients and Families; Health Care Professionals	<a href="http://www.eatright.org">http://www.eatright.org</a>
Agency for Health Research and Quality	The Guide to Clinical Preventive Services provides the latest available recommendations on preventive interventions – screening tests, counseling and immunizations for more than 80 conditions. The 3rd Edition, 2000-2002, updates recommendations from the 2nd Edition and evaluates new topics. Reviews and recommendations will be released as they are completed. These recommendations are made by the U.S. Preventive Services Task Force.	Patients and Families; Health Care Professionals	<a href="http://www.ahrq.gov/clinic/prevenix.htm">http://www.ahrq.gov/clinic/prevenix.htm</a>
American Academy of Family Physicians	Professional information on clinical care research, practice management and policy.	Health Care Professionals	<a href="http://www.aafp.org">http://www.aafp.org</a>
American Academy of Pediatrics	This site provides both professional literature and patient-based information.	Patients and Families; Health Care Professionals	<a href="http://www.aap.org">http://www.aap.org</a>
American Academy Pediatrics	Provides information on safety issues, advocacy and research.	Patients and Families; Health Care Professionals	<a href="http://www.healthychildren.org">http://www.healthychildren.org</a>
American Dental Association	Provides fact sheets and frequently asked questions on the topic of oral health.	Patients and Families; Health Care Professionals	<a href="http://www.ada.org">http://www.ada.org</a>
Centers for Disease Control and Prevention	Healthy Youth	Health Care Professionals	<a href="http://www.cdc.gov/healthyyouth">http://www.cdc.gov/healthyyouth</a>
Centers for Disease Control and Prevention	Comprehensive site provides information on immunizations and CDC prevention guidelines.	Patients and Families; Health Care Professionals	<a href="http://www.cdc.gov">http://www.cdc.gov</a>

[Return to Table of Contents](#)

**Implementation Tools and Resources Table**

<b>Author/Organization</b>	<b>Title/Description</b>	<b>Audience</b>	<b>Web Sites/Order Information</b>
Centers for Disease Control and Prevention	Immunization Contraindications: A guide designed to help immunization clinicians determine what common symptoms and conditions should contraindicate vaccination and which ones should not. It supersedes the 2000 Guide to Contraindications to Childhood Vaccination and, unlike that and previous guides, contains information on all licensed U.S. vaccines, not just pediatric vaccines.	Health Care Professionals	<a href="http://www.cdc.gov/vaccines/recs/vac-admin/contraindications.htm">http://www.cdc.gov/vaccines/recs/vac-admin/contraindications.htm</a>
Department of Health and Human Services	The 2010 Dietary Guidelines for Americans provides advice for people > 2 years on dietary habits that promote health and reduce risk of major chronic disease.	Patients and Families	<a href="http://www.health.gov/dietaryguidelines/2010.asp">http://www.health.gov/dietaryguidelines/2010.asp</a>
HealthFinder	A-Z health information organizations and health care topics.	Patients and Families	<a href="http://www.healthfinder.gov">http://www.healthfinder.gov</a>
March of Dimes	Provides fact sheets for preconception counseling to prevent birth defects.	Patients and Families; Health Care Professionals	<a href="http://www.marchofdimes.com">http://www.marchofdimes.com</a>
Mayo Clinic	Provides information on current hot topics and provides the opportunity to ask a Mayo specialist your questions.	Patients and Families; Health Care Professionals	<a href="http://www.mayoclinic.com">http://www.mayoclinic.com</a>
Minnesota Safety Council	The Minnesota Safety Council, a private, not-for-profit organization, has been dedicated to keeping Minnesotans safe from unintentional injuries ("accidents"). This site provides information resources on safety.	Patients and Families; Health Care Professionals	<a href="http://www.minnesotasafetycouncil.org/family/DontSkipAStep.pdf">http://www.minnesotasafetycouncil.org/family/DontSkipAStep.pdf</a>
National Institute on Alcohol Abuse and Alcoholism	A pocket guide for alcohol screening and brief intervention.	Health Care Professionals	<a href="http://www.niaaa.nih.gov">http://www.niaaa.nih.gov</a>
National Institutes of Health	This user-friendly site helps you start a search for health information by directing you to some credible databases.	Patients and Families; Health Care Professionals	<a href="http://www.nih.gov">http://www.nih.gov</a>
National SAFEKIDS Campaign	Provides safety information regarding bikes, car seats, product recalls and other injury prevention information.	Patients and Families	<a href="http://www.safekids.org">http://www.safekids.org</a>

[Return to Table of Contents](#)

**Implementation Tools and Resources Table**

<b>Author/Organization</b>	<b>Title/Description</b>	<b>Audience</b>	<b>Web Sites/Order Information</b>
Patient Health Questionnaire (PHQ) Screeners	A diagnostic tool for mental health disorders used by health care professionals that is quick and easy for patients to complete. Created by Robert L. Spitzer, MD, Kurt Kroenke, MD, and colleagues at Columbia University.	Health Care Professionals	<a href="http://www.integration.samhsa.gov/images/res/PHQ%20-%20Questions.pdf">http://www.integration.samhsa.gov/images/res/PHQ%20-%20Questions.pdf</a>
Quitnet	Provides fact sheets on all aspects of tobacco cessation, including motivational e-mails, chat rooms and links to local organizations that provide support to individuals.	Patients and Families	<a href="http://www.quitnet.com">http://www.quitnet.com</a>
Quitplan	Provides free tobacco cessation services.	Patients and Families	<a href="http://www.quitplan.com/services/phone-services.html">http://www.quitplan.com/services/phone-services.html</a>
Shape-Up America	Provides self-assessment tools, information about the benefits of becoming more active, suggestions about different ways to approach adding physical activity, and assistance with overcoming barriers.	Patients and Families/ Health Care Professionals	<a href="http://www.shapeup.org">http://www.shapeup.org</a>
Substance Abuse and Mental Health Services Administration	Information on programs and publications for improving the quality and availability of substance abuse prevention, alcohol and drug addiction treatment, and mental health services. Includes information on the CAGE-AID screening tool.	Health Care Professionals	<a href="http://www.samhsa.gov">http://www.samhsa.gov</a>
The Food and Nutrition Information Center	This site is sponsored by the United States Department of Agriculture (USDA). It is very user friendly and filled with current information on almost any nutrition topic.	Patients and Families/ Health Care Professionals	<a href="http://fnic.nal.usda.gov">http://fnic.nal.usda.gov</a>
U.S. Department of Agriculture	USDA: MyPlate kids place for personalized nutrition recommendations, games, activity sheets, videos, songs and recipes.	Patients and Families/ Health Care Professionals	<a href="http://www.choosemyplate.gov/kids/">http://www.choosemyplate.gov/kids/</a>
U.S. Department of Health and Human Services	Comprehensive site provides information on Healthy People 2010. Leading health indicators, guidelines, data and health information are given.	Patients and Families/ Health Care Professionals	<a href="http://www.healthypeople.gov">http://www.healthypeople.gov</a>

*[Return to Table of Contents](#)*

The subdivisions of this section are:

- References
- Appendices

## References

Links are provided for those new references added to this edition (author name is highlighted in blue).

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[Return to Table of Contents](#)

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[Return to Table of Contents](#)

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[Return to Table of Contents](#)

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[Return to Table of Contents](#)

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[Return to Table of Contents](#)

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[Return to Table of Contents](#)

## Appendix A – Counseling Messages

Behavioral counseling interventions in clinical settings are a potential important means of addressing prevalent health-related behaviors – such as lack of physical activity, poor diet, substance (tobacco, alcohol and illicit drugs) use and dependence and risky sexual behavior – that underlie a substantial proportion of preventable morbidity and mortality in the United States (*Whitlock, 2002 [Low Quality Evidence]*).

### Appropriate Counseling Approaches

The work group recommends that implementation of the preventive services guideline be tied to a system to perform risk assessment of patients, so that counseling can be individualized to a patient's risks and needs.

### WHO Is to Counsel and Educate

Counseling and educational messages are to be provided by the primary care clinician, clinician nurse or other health professional or educator. About 80% of the population identifies a health care clinician as a source of care. Thus, clinicians have a special opportunity to take advantage of teachable moments to provide health advice. Given clinicians' time constraints, they may be limited to stressing the need to meet with another health care professional for more detailed information.

### HOW to Effectively Deliver Messages

#### Parents and older children

A wide variety of counseling and education messages is recommended for various services. Delivering them all in one visit or setting may be overwhelming; therefore, it is desirable to spread out the messages across several visits whenever possible. Once compliance has been attained, intermittent reinforcement messages may be desirable for some behaviors.

Especially for younger children, the parent is the one who needs to understand the risk and be ready to make changes. Multiple factors and perceptions may be associated with a parent's readiness to help his or her child lose weight (*Rhee, 2005 [Low Quality Evidence]*), and the same may be true for other risks. Whether working with a parent or older child, communicating in a direct manner and making clear recommendations are encouraged. Recognition of health risks and clinician's concerns may heighten the parent/older child's awareness.

- For the parent/older child considering change, assess perception of importance and build on this in a nonjudgmental way. "How important is it for you to..." or "How confident are you that you can..." may help assess motivation and determine strategies for further counseling.
- For the parent/older child who doesn't perceive there is a problem or isn't ready to change, provide new information or indicate a willingness to help when he or she is ready.

Another goal is to communicate that the parent/older child can contact the clinician and other health care professionals for resources whenever he or she is interested in more information.

#### The Five A's

The U.S. Preventive Services Task Force Counseling and Behavioral Interventions Work Group has recommended a construct known as the "Five A's" as a way to structure health behavior interventions in the health care setting.

- **Assess:** Ask about/assess behavioral health risk(s) and factors affecting choice of behavior change goals/methods.

[Return to Table of Contents](#)

## **Appendix A – Counseling Messages**

- **Advise:** Give clear, specific and personalized behavior change advice, including information about personal health harms/benefits.
- **Agree:** Collaboratively select appropriate treatment goals and methods based on the patient's interest in and willingness to change the behavior.
- **Assist:** Using behavior change techniques (self-help and/or counseling), aid the patient in achieving agreed-upon goals by acquiring the skills, confidence, and social/environmental supports for behavior change, supplemented with adjunctive medical treatments when appropriate (e.g., pharmacotherapy for tobacco dependence, contraceptive drugs/devices).
- **Arrange:** Schedule follow-up contacts (in person or by telephone) to provide ongoing assistance/support and to adjust the treatment plan as needed, including referral to more intensive or specialized treatment.

*(Whitlock, 2002 [Low Quality Evidence])*

### **Interviewing younger children using the five-stage model.**

In communicating with younger children, you may find the following helpful:

- Establish a rapport.
- Gather data emphasizing strengths. Paraphrase, reflect the child's feelings, summarize frequently. Keep questions and concepts concrete, and avoid abstract talk. Identify positive aspects.
- Determine goals. Ask what the child wants to happen. Accept a child's goals but focus on concrete, short-term goals.
- Generate alternative solutions and actions.
- Allow time to try new behaviors and ideas.

Adapted from Handbook of Pediatric Nutrition, 3rd ed., Samour PQ, King K., who adapted from Ivey AE, Ivey MB and Simek-Morgan L. Counseling and Psychotherapy: A Multicultural Perspective, 4th ed. 1997.

*Return to Table of Contents*

**BACK**

## Appendix B – Visit Schedule

The schedule of visits will largely be determined by completion of necessary preventive services and screening maneuvers listed for each age group. The schedule recommended within this guideline is a synthesis of the recommendations of various groups, including the U.S. Preventive Services Task Force, Bright Futures, American Academy of Pediatrics and AAFP (*Bright Futures, 1993 [Guideline]; U.S. Preventive Services Task Force, 1996 [Low Quality Evidence]*). There is insufficient evidence to recommend one visit schedule over another in terms of lowering child mortality and morbidity, recognizing disability, promoting optimal growth and development or helping children achieve longer, more productive lives. Some visit schedules, such as the child and teen checkup schedules, are designed to serve a possibly higher-risk population of children. For the purposes of this guideline, a reasonable schedule to allow for the needed preventive services and screening maneuvers is as follows.

### **Birth to 24 months**

Preventive service visits are recommended within the first two weeks after birth and at 2, 4, 6-9, 12 and 15 months of age.

### **2 to 6 years**

Preventive service visits are recommended at age 2 and between ages 4 and 6.

The visit at two years of age is primarily a counseling visit. The discretion of both the clinician and the parent or guardian should be used in determining whether to schedule this visit.

### **7 to 12 years**

Preventive service visits are recommended between the ages of 7 and 9 and at age 12.

Patients in the preteen years who are seen in the clinic for an acute or preventive visit should be informed of the health risks for the upcoming teen years and encouraged to visit in the future to discuss these risks.

### **13 to 18 years**

One to two preventive care visits are recommended between the ages of 13 and 18 years. (The second visit is at the preference of clinician and parent/guardian.) Adolescent preventive visits are primarily for counseling. Visits are dependent upon the child's developmental stage and behaviors and other factors. The discretion of both the clinician and the parent or guardian should be used in determining whether to schedule a second adolescent visit.

Additional visits may be useful if there has been a significant change in an adolescent's behavior or environment.

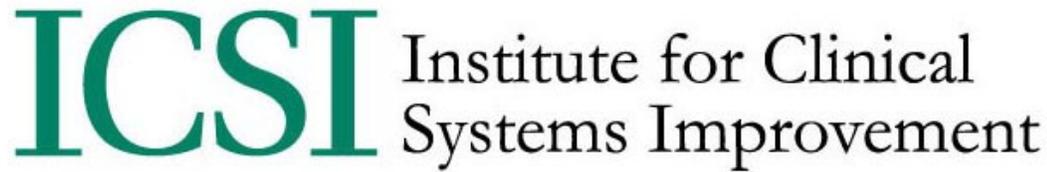
### **Related guideline**

[ICSI Immunizations guideline.](#)

[Return to Table of Contents](#)

**BACK**

## Appendix C – ICSI Shared Decision-Making Model



The technical aspects of Shared Decision-Making are widely discussed and understood.

- **Decisional conflict** occurs when a patient is presented with options where no single option satisfies all the patient's objectives, where there is an inherent difficulty in making a decision, or where external influencers act to make the choice more difficult.
- **Decision support** clarifies the decision that needs to be made, clarifies the patient's values and preferences, provides facts and probabilities, guides the deliberation and communication and monitors the progress.
- **Decision aids** are evidence-based tools that outline the benefits, harms, probabilities and scientific uncertainties of specific health care options available to the patient.

However, before decision support and decision aids can be most advantageously utilized, a Collaborative Conversation™ should be undertaken between the clinician and the patient to provide a supportive framework for Shared Decision-Making.

### Collaborative Conversation™

A collaborative approach toward decision-making is a fundamental tenet of Shared Decision-Making (SDM). The Collaborative Conversation™ is an inter-professional approach that nurtures relationships, enhances patients' knowledge, skills and confidence as vital participants in their health, and encourages them to manage their health care.

Within a Collaborative Conversation™, the perspective is that both the patient and the clinician play key roles in the decision-making process. The patient knows which course of action is most consistent with his/her values and preferences, and the clinician contributes knowledge of medical evidence and best practices. Use of Collaborative Conversation™ elements and tools is even more necessary to support patient, care clinician and team relationships when patients and families are dealing with high stakes or highly charged issues, such as diagnosis of a life-limiting illness.

The overall framework for the Collaborative Conversation™ approach is to create an environment in which the patient, family and care team work collaboratively to reach and carry out a decision that is consistent with the patient's values and preferences. A rote script or a completed form or checklist does not constitute this approach. Rather it is a set of skills employed appropriately for the specific situation. These skills need to be used artfully to address all aspects involved in making a decision: cognitive, affective, social and spiritual.

**Key communication skills** help build the Collaborative Conversation™ approach. These skills include many elements, but in this appendix only the questioning skills will be described. (For complete instruction, see O'Connor, Jacobsen "Decisional Conflict: Supporting People Experiencing Uncertainty about Options Affecting Their Health" [2007], and Bunn H, O'Connor AM, Jacobsen MJ "Analyzing decision support and related communication" [1998, 2003].)

#### 1. Listening skills:

**Encourage** patient to talk by providing prompts to continue such as "*go on, and then?, uh huh,*" or by repeating the last thing a person said, "*It's confusing.*"

## **Appendix C – ICSI Shared Decision-Making Model**

**Paraphrase content of messages shared by patient** to promote exploration, clarify content and to communicate that the person's unique perspective has been heard. The clinician should use his/her own words rather than just parroting what he/she heard.

**Reflection of feelings** usually can be done effectively once trust has been established. Until the clinician feels that trust has been established, short reflections at the same level of intensity expressed by the patient without omitting any of the message's meaning are appropriate. Reflection in this manner communicates that the clinician understands the patient's feelings and may work as a catalyst for further problem solving. For example, the clinician identifies what the person is feeling and responds back in his/her own words like this: *"So, you're unsure which choice is the best for you."*

**Summarize the person's key comments** and reflect them back to the patient. The clinician should condense several key comments made by the patient and provide a summary of the situation. This assists the patient in gaining a broader understanding of the situations rather than getting mired down in the details. The most effective times to do this are midway through and at the end of the conversation. An example of this is, *"You and your family have read the information together, discussed the pros and cons, but are having a hard time making a decision because of the risks."*

**Perception checks** ensure that the clinician accurately understands a patient or family member, and may be used as a summary or reflection. They are used to verify that the clinician is interpreting the message correctly. The clinician can say *"So you are saying that you're not ready to make a decision at this time. Am I understanding you correctly?"*

### **2. Questioning Skills**

**Open and closed questions** are both used, with the emphasis on open questions. Open questions ask for clarification or elaboration and cannot have a yes or no answer. An example would be *"What else would influence you to choose this?"* Closed questions are appropriate if specific information is required such as *"Does your daughter support your decision?"*

Other skills such as summarizing, paraphrasing and reflection of feeling can be used in the questioning process so that the patient doesn't feel pressured by questions.

Verbal tracking, referring back to a topic the patient mentioned earlier, is an important foundational skill (Ivey & Bradford-Ivey). An example of this is the clinician saying, *"You mentioned earlier..."*

### **3. Information-Giving Skills**

**Providing information** and **providing feedback** are two methods of information giving. The distinction between providing information and giving advice is important. Information giving allows a clinician to supplement the patient's knowledge and helps to keep the conversation patient centered. Giving advice, on the other hand, takes the attention away from the patient's unique goals and values, and places it on those of the clinician.

Providing information can be sharing facts or responding to questions. An example is *"If we look at the evidence, the risk is..."* Providing feedback gives the patient the clinician's view of the patient's reaction. For instance, the clinician can say, *"You seem to understand the facts and value your daughter's advice."*

## **Additional Communication Components**

Other elements that can impact the effectiveness of a Collaborative Conversation™ include:

- Eye contact
- Body language consistent with message
- Respect

[Return to Table of Contents](#)

**Appendix C – ICSI Shared Decision-Making Model**

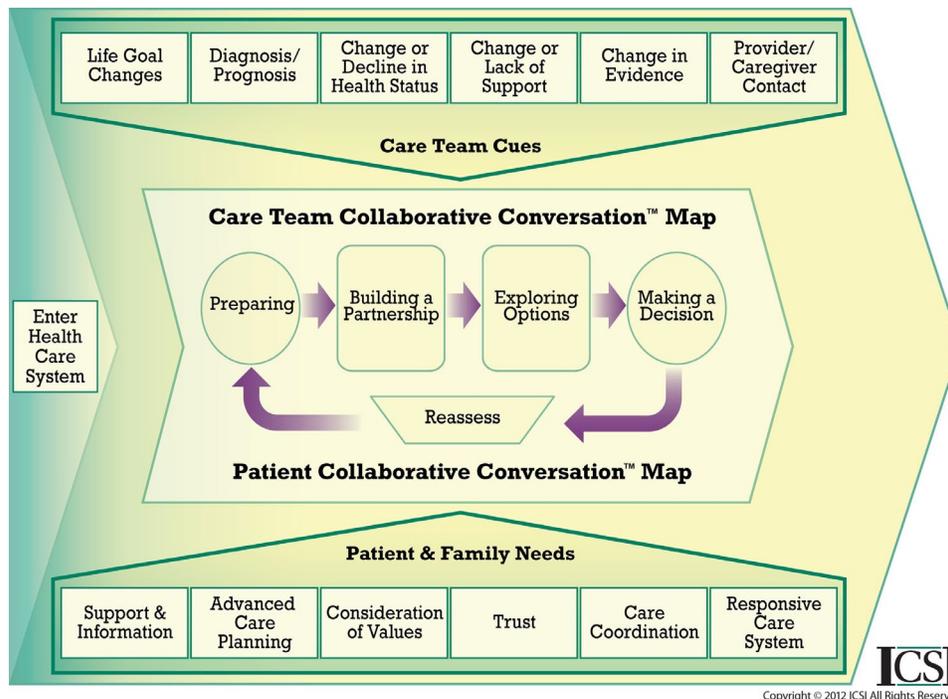
- Empathy
- Partnerships

Self-examination by the clinician involved in the Collaborative Conversation™ can be instructive. Some questions to ask oneself include:

- Do I have a clear understanding of the likely outcomes?
- Do I fully understand the patient's values?
- Have I framed the options in comprehensible ways?
- Have I helped the decision-makers recognize that preferences may change over time?
- Am I willing and able to assist the patient in reaching a decision based on his/her values, even when his/her values and ultimate decision may differ from my values and decisions in similar circumstances?

**When to Initiate a Collaborative Conversation™**

A Collaborative Conversation™ can support decisions that vary widely in complexity. It can range from a straightforward discussion concerning routine immunizations to the morass of navigating care for a life-limiting illness. Table 1 represents one health care event. This event can be simple like a 12 year-old coming to the clinic for routine immunizations, or something much more complex like an individual receiving a diagnosis of congestive heart failure. In either case, the event is the catalyst that starts the process represented in this table. There are cues for clinicians and patient needs that exert influence on this process. They are described below. The heart of the process is the Collaborative Conversation™. The time the patient spends within this health care event will vary according to the decision complexity and the patient's readiness to make a decision.



Regardless of the decision complexity there are cues applicable to all situations that indicate an opportune time for a Collaborative Conversation™. These cues can occur singularly or in conjunction with other cues.

[Return to Table of Contents](#)

### **Cues for the Care Team to Initiate a Collaborative Conversation™**

- **Life goal changes:** Patient's priorities change related to things the patient values such as activities, relationships, possessions, goals and hopes, or things that contribute to the patient's emotional and spiritual well-being.
- **Diagnosis/prognosis changes:** Additional diagnoses, improved or worsening prognosis.
- **Change or decline in health status:** Improving or worsening symptoms, change in performance status or psychological distress.
- **Change or lack of support:** Increase or decrease in caregiver support, change in caregiver, or caregiver status, change in financial standing, difference between patient and family wishes.
- **Change in medical evidence or interpretation of medical evidence:** Clinicians can clarify the change and help the patient understand its impact.
- **Clinician/caregiver contact:** Each contact between the clinician/caregiver and the patient presents an opportunity to reaffirm with the patient that his/her care plan and the care the patient is receiving are consistent with his/her values.

Patients and families have a role to play as decision-making partners, as well. The needs and influencers brought to the process by patients and families impact the decision-making process. These are described below.

### **Patient and Family Needs within a Collaborative Conversation™**

- **Request for support and information:** Decisional conflict is indicated by, among other things, the patient verbalizing uncertainty or concern about undesired outcomes, expressing concern about choice consistency with personal values and/or exhibiting behavior such as wavering, delay, preoccupation, distress or tension. Generational and cultural influencers may act to inhibit the patient from actively participating in care discussions, often patients need to be given "permission" to participate as partners in making decisions about his/her care.

Support resources may include health care professionals, family, friends, support groups, clergy and social workers. When the patient expresses a need for information regarding options and his/her potential outcomes, the patient should understand the key facts about options, risks and benefits, and have realistic expectations. The method and pace with which this information is provided to the patient should be appropriate for the patient's capacity at that moment.

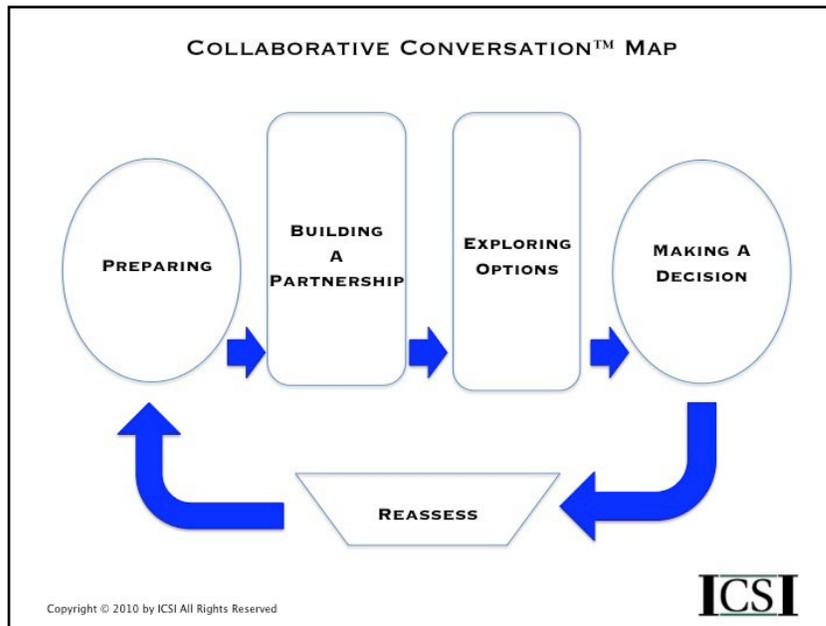
- **Advance Care Planning:** With the diagnosis of a life-limiting illness, conversations around advance care planning open up. This is an opportune time to expand the scope of the conversation to other types of decisions that will need to be made as a consequence of the diagnosis.
- **Consideration of Values:** The personal importance a patient assigns potential outcomes must be respected. If the patient is unclear how to prioritize the preferences, value clarification can be achieved through a Collaborative Conversation™ and by the use of decision aids that detail the benefits and harms of potential outcomes in terms the patient can understand.
- **Trust:** The patient must feel confident that his/her preferences will be communicated and respected by all caregivers.
- **Care Coordination:** Should the patient require care coordination, this is an opportune time to discuss the other types of care-related decisions that need to be made. These decisions will most likely need to be revisited often. Furthermore, the care delivery system must be able to provide coordinated care throughout the continuum of care.

[Return to Table of Contents](#)

**Appendix C – ICSI Shared Decision-Making Model**

- **Responsive Care System:** The care system needs to support the components of patient- and family-centered care so the patient's values and preferences are incorporated into the care he/she receives throughout the care continuum.

The Collaborative Conversation™ Map is the heart of this process. The Collaborative Conversation™ Map can be used as a stand-alone tool that is equally applicable to clinicians and patients as shown in Table 2. Clinicians use the map as a clinical workflow. It helps get the Shared Decision-Making process initiated and provides navigation for the process. Care teams can use the Collaborative Conversation™ Map to document team best practices and to formalize a common lexicon. Organizations can build fields from the Collaborative Conversation™ Map in electronic medical records to encourage process normalization. Patients use the map to prepare for decision-making, to help guide them through the process and to share critical information with their loved ones.



**Evaluating the Decision Quality**

Adapted from O'Connor, Jacobsen "Decisional Conflict: Supporting People Experiencing Uncertainty about Options Affecting Their Health" [2007].

When the patient and family understand the key facts about the condition and his/her options, a good decision can be made. Additionally, the patient should have realistic expectations about the probable benefits and harms. A good indicator of the decision quality is whether or not the patient follows through with his/her chosen option. There may be implications of the decision on patient's emotional state such as regret or blame, and there may be utilization consequences.

Decision quality can be determined by the extent to which the patient's chosen option best matches his/her values and preferences as revealed through the Collaborative Conversation™ process.

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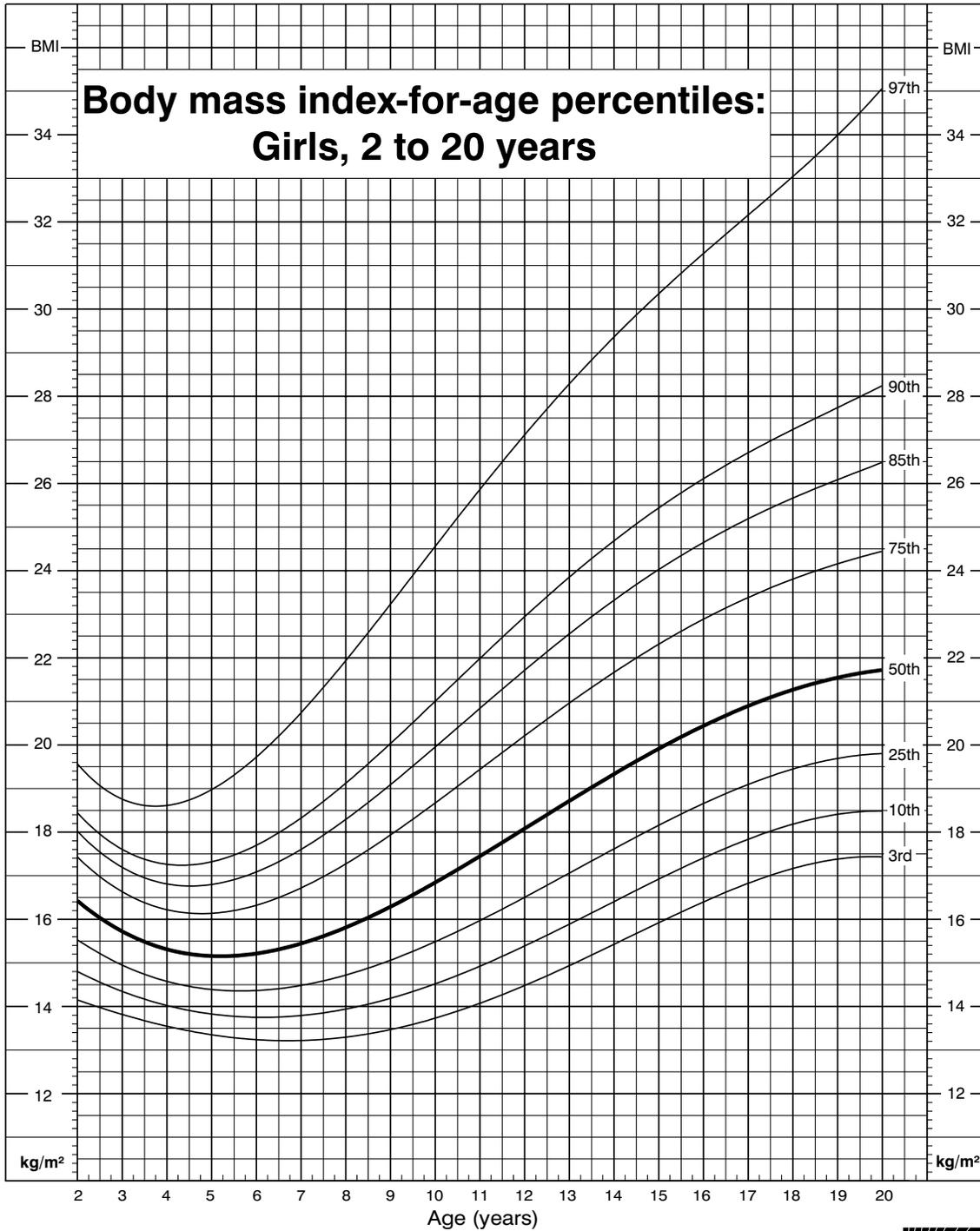
[Return to Table of Contents](#)

**BACK**

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# Appendix D – Body Mass Index-for-Age Percentiles

## CDC Growth Charts: United States



Published May 30, 2000.

SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000).



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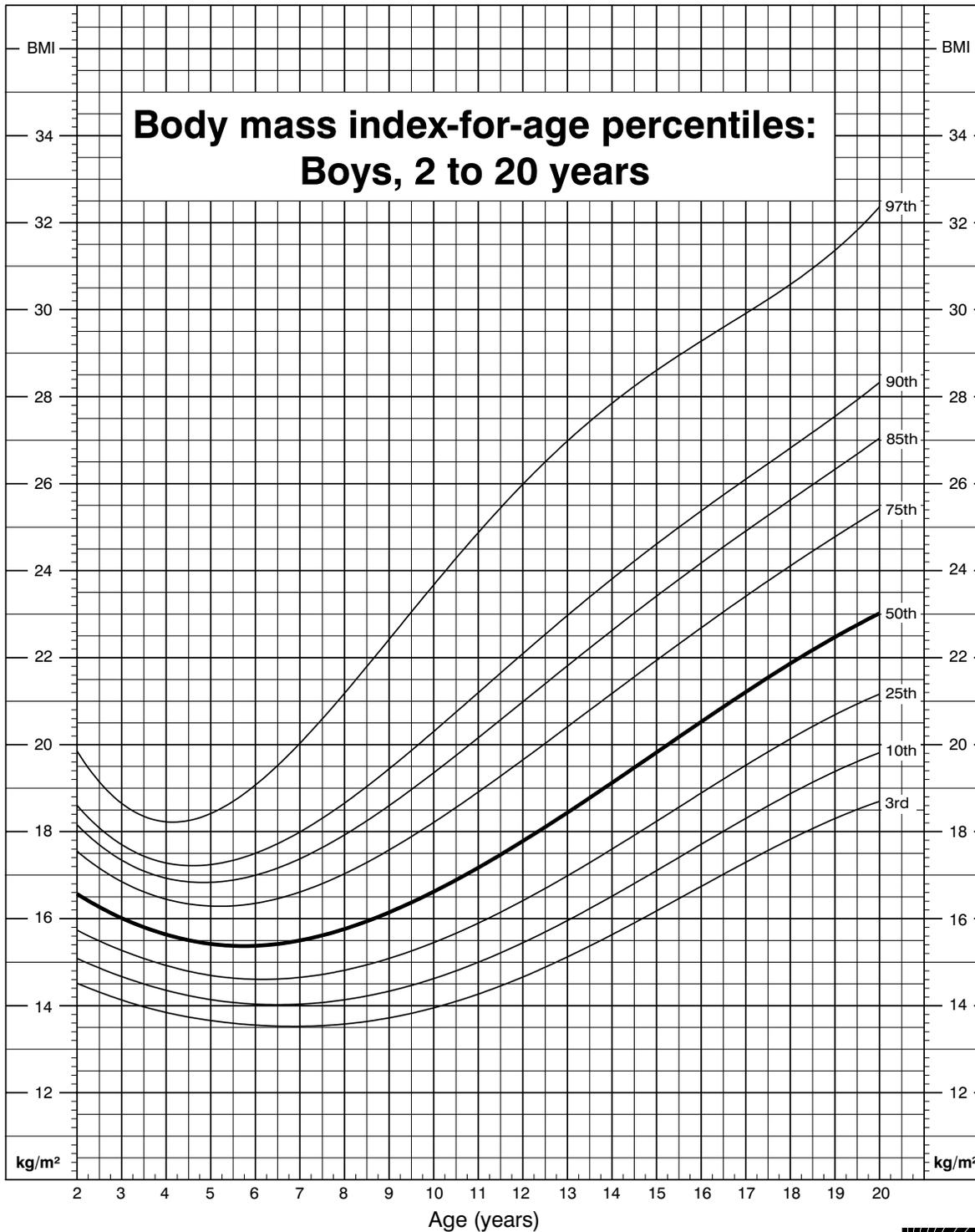
The body mass index for age percentiles for girls 2 -20 can be found at: <http://www.cdc.gov/growthcharts/data/set3/chart%2016.pdf>

[Return to Table of Contents](#)

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Appendix D – Body Mass for Index-for-Age Percentiles

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The body mass index for age percentiles for boys 2-20 can be found at: <http://www.cdc.gov/growthcharts/data/set3/chart%2015.pdf>

[Return to Table of Contents](#)

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## **Appendix E – Injury Prevention Counseling Messages**

### **Counseling Message: Bicycle Safety**

- Reinforce always wearing an approved safety helmet when riding a bicycle. Please check on your state law for helmet recommendations.
- Enhance safety, follow safety rules (look carefully for traffic, signal turns, etc.), avoid riding in heavy motor vehicle traffic, wear light-colored and reflective clothing, and install a light on your bicycle.

### **Counseling Message: Poisoning**

#### **Birth-12 years**

- Reinforce having the national poison control phone number readily accessible (1-800-222-1222).
- Use child-resistant containers for medications, toxic substances and matches.
- Dispose of expired or unused portions of medications.
- Syrup of ipecac is no longer recommended in households.

### **Counseling Message: Burns**

#### **Birth-12 years**

- Encourage the use of flame-resistant sleepwear.
- Reinforce setting the household hot water heater at or below 120° F.

#### **All individuals**

- Install smoke detectors and test them biannually.
- Install carbon monoxide detectors.
- Discuss the use of "911" for fire emergencies.
- Cigarettes used by adults are the leading cause of ignition in fatal house fires; avoid smoking near bedding or upholstery.
- Discuss the fact that residential fires occur more frequently in the winter due to the use of portable heaters, fireplaces and Christmas trees.
- Matches, lighters and smoking materials should be handled safely and shouldn't be available to children.
- Discuss the importance of a family fire escape plan with a predesignated meeting location outside of home.

### **Counseling Message: Choking**

Teach back blows and chest thrusts to parents of infants; teach Heimlich maneuver to parents of children greater than one year of age. Encourage CPR training.

#### **Birth-3 years**

- Discuss avoiding foods that children commonly choke on (hot dogs, peanuts, popcorn, hard candy, raw carrots, whole grapes).
- Discuss avoiding other non-food items that children commonly choke on (balloons, age-inappropriate items such as small toys).
- Discuss avoiding eating while walking or running.

*[Return to Table of Contents](#)*

**Appendix E – Injury Prevention Counseling Messages**

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**Counseling Message: Falls**

**Birth-2 years**

- Use window and stairway guards/gates to prevent falls from stairways, balconies and windows.
- Discourage walker use.
- Prevent falls from changing tables by never leaving child unattended.

**2-6 years**

- Assess and control environment to reduce likelihood of falls from stairs, balconies, windows, etc.

**Counseling Message: Firearm Safety**

**13-18 years**

- Teach firearm safety (proper handling, hunting practices including wearing orange fluorescent clothing).

**All individuals**

- Ask about firearms in the home.
- Discuss storing unloaded firearms in a locked place.
- Keep ammunition in a safe/locked place separate from the firearm.

**Counseling Message: Water Safety**

Never leave children alone near water.

**Birth-6 years**

- Reinforce never leaving infants or young children alone in a bath or near standing water.
- Install isolation fences around swimming pools.
- Encourage cardiopulmonary resuscitation training.

**7-12 years**

- Discuss the fact that swimming lessons are not a substitute for adult supervision.
- Encourage cardiopulmonary resuscitation training.

Please see "[Preventive Services That Clinicians and Care Systems \*Should\* Assess the Need for and Recommend to Each Patient. These Have Value but Less than Those in Level I \(Level II\)](#)," for information on motor vehicle safety counseling.

[Return to Table of Contents](#)

ICSI has long had a policy of transparency in declaring potential conflicting and competing interests of all individuals who participate in the development, revision and approval of ICSI guidelines and protocols.

In 2010, the ICSI Conflict of Interest Review Committee was established by the Board of Directors to review all disclosures and make recommendations to the board when steps should be taken to mitigate potential conflicts of interest, including recommendations regarding removal of work group members. This committee has adopted the Institute of Medicine Conflict of Interest standards as outlined in the report, *Clinical Practice Guidelines We Can Trust* (2011).

Where there are work group members with identified potential conflicts, these are disclosed and discussed at the initial work group meeting. These members are expected to recuse themselves from related discussions or authorship of related recommendations, as directed by the Conflict of Interest committee or requested by the work group.

The complete ICSI policy regarding Conflicts of Interest is available at <http://bit.ly/ICSICOI>.

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ICSI facilitates and coordinates the guideline development and revision process. ICSI, member medical groups and sponsoring health plans review and provide feedback but do not have editorial control over the work group. All recommendations are based on the work group's independent evaluation of the evidence.

*[Return to Table of Contents](#)*

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Guideline-Related Activities: None  
Research Grants: None  
Financial/Non-Financial Conflicts of Interest: None

*[Return to Table of Contents](#)*

**Disclosure of Potential Conflicts of Interest**

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Financial/Non-Financial Conflicts of Interest: None

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Research Grants: Receives grant monies paid to institution from Patient-Centered Outcomes Research Institute (PCORI) for high-tech imaging, Centers for Medicare and Medicaid Services (CMS) for COMPASS (Care of Mental and Physical and Substance Use Syndromes), Agency for Healthcare Research and Quality (AHRQ) for medical homes

Financial/Non-Financial Conflicts of Interest: None

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Guideline-Related Activities: None

Research Grants: None

Financial/Non-Financial Conflicts of Interest: None

*[Return to Table of Contents](#)*

All ICSI documents are available for review during the revision process by member medical groups and sponsors. In addition, all members commit to reviewing specific documents each year. This comprehensive review provides information to the work group for such issues as content update, improving clarity of recommendations, implementation suggestions and more. The specific reviewer comments and the work group responses are available to ICSI members at <http://bit.ly/PrevSvcsKids>.

The ICSI Patient Advisory Council meets regularly to respond to any scientific document review requests put forth by ICSI facilitators and work groups. Patient advisors who serve on the council consistently share their experiences and perspectives in either a comprehensive or partial review of a document, and engaging in discussion and answering questions. In alignment with the Institute of Medicine's triple aims, ICSI and its member groups are committed to improving the patient experience when developing health care recommendations.

*[Return to Table of Contents](#)*

## **Acknowledgements**

### **ICSI Patient Advisory Council**

The work group would like to acknowledge the work done by the ICSI Patient Advisory Council in reviewing the Preventive Services for Children and Adolescents and thank them for their feedback on routine preventive services.

### **Invited Reviewers**

During this revision, the following groups reviewed this document. The work group would like to thank them for their comments and feedback.

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Mayo Clinic, Rochester, MN  
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*[Return to Table of Contents](#)*

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[Return to Table of Contents](#)

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## Document History

Preventive Services for Children and Adolescents has had two guidelines merged into its content.

### Preventive Counseling and Education

The Preventive Counseling and Education guideline was drafted between January and July 1994, with the first release for implementation in 1995. The last release of the guideline was in June 2004, prior to being merged with the Preventive Services guidelines.

The original scope of this guideline was targeted to all low-risk, asymptomatic children and adults with an emphasis on identifying counseling opportunities. The guideline generally did not address the needs of pregnant women or individuals with chronic disorders. It was intended to be a tool to assist in the prioritization of counseling needs and opportunities.

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[Return to Table of Contents](#)

**Tobacco Use Prevention and Cessation for Infants, Children and Adolescents**

The Tobacco Use Prevention and Cessation for Infants, Children and Adolescents guideline was drafted between July and September 1993. The last revision occurred in 2004 during its tenth revision cycle; after this point the content was incorporated into the Preventive Services guideline.

The original scope of the guideline was to define the appropriate interventions in the clinic setting for identification of tobacco use status in infants, children and adolescents, and for provision of counseling and assistance in tobacco use cessation.

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[Return to Table of Contents](#)

## **ICSI Document Development and Revision Process**

### **Overview**

Since 1993, the Institute for Clinical Systems Improvement (ICSI) has developed more than 60 evidence-based health care documents that support best practices for the prevention, diagnosis, treatment or management of a given symptom, disease or condition for patients.

### **Audience and Intended Use**

The information contained in this ICSI Health Care Guideline is intended primarily for health professionals and other expert audiences.

This ICSI Health Care Guideline should not be construed as medical advice or medical opinion related to any specific facts or circumstances. Patients and families are urged to consult a health care professional regarding their own situation and any specific medical questions they may have. In addition, they should seek assistance from a health care professional in interpreting this ICSI Health Care Guideline and applying it in their individual case.

This ICSI Health Care Guideline is designed to assist clinicians by providing an analytical framework for the evaluation and treatment of patients, and is not intended either to replace a clinician's judgment or to establish a protocol for all patients with a particular condition.

### **Document Development and Revision Process**

The development process is based on a number of long-proven approaches and is continually being revised based on changing community standards. The ICSI staff, in consultation with the work group and a medical librarian, conduct a literature search to identify systematic reviews, randomized clinical trials, meta-analysis, other guidelines, regulatory statements and other pertinent literature. This literature is evaluated based on the GRADE methodology by work group members. When needed, an outside methodologist is consulted.

The work group uses this information to develop or revise clinical flows and algorithms, write recommendations, and identify gaps in the literature. The work group gives consideration to the importance of many issues as they develop the guideline. These considerations include the systems of care in our community and how resources vary, the balance between benefits and harms of interventions, patient and community values, the autonomy of clinicians and patients and more. All decisions made by the work group are done using a consensus process.

ICSI's medical group members and sponsors review each guideline as part of the revision process. They provide comment on the scientific content, recommendations, implementation strategies and barriers to implementation. This feedback is used by and responded to by the work group as part of their revision work. Final review and approval of the guideline is done by ICSI's Committee on Evidence-Based Practice. This committee is made up of practicing clinicians and nurses, drawn from ICSI member medical groups.

### **Implementation Recommendations and Measures**

These are provided to assist medical groups and others to implement the recommendations in the guidelines. Where possible, implementation strategies are included that have been formally evaluated and tested. Measures are included that may be used for quality improvement as well as for outcome reporting. When available, regulatory or publicly reported measures are included.

### **Document Revision Cycle**

Scientific documents are revised every 12-24 months as indicated by changes in clinical practice and literature. ICSI staff monitors major peer-reviewed journals every month for the guidelines for which they are responsible. Work group members are also asked to provide any pertinent literature through check-ins with the work group midcycle and annually to determine if there have been changes in the evidence significant enough to warrant document revision earlier than scheduled. This process complements the exhaustive literature search that is done on the subject prior to development of the first version of a guideline.

*[Return to Table of Contents](#)*