Syllabus Pediatrics

**Course No.:** OM7070  
**Course Title:** Pediatrics  
**Credit Hours:** 4 weeks, 4 credit hours for each rotation  
**Chair:** Lisa Warren, D.O.  
**Term – Dates:** Variable in OMS III academic year  
**Level:** OMS III

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### Educational Goal

The Pediatric core curriculum provides exposure to many aspects of primary care. However, in four short weeks students will see only a portion of the many diseases, disorders, and procedures that pediatric physicians manage. Consequently, students are responsible for independent studies in preparation for the following assessments: Pediatric specialty, standardized COMAT shelf examination; the Pediatric Objective Structural Clinical Examination (OSCE); and COMLEX Level 2/NBME Step 2 CK national board examinations.

The goals of the Pediatrics Clerkship are to foster:
Acquisition of basic knowledge of growth and development (physical, physiologic and psychosocial) and of its clinical application from birth through adolescence.

Acquisition of the knowledge necessary for the diagnosis and initial management of common pediatric acute and chronic illnesses.

An understanding of the approach of pediatricians to the health care of children and adolescents.

An understanding of the influence of family, community and society on the child in health and disease.

Development of communication skills that will facilitate the clinical interaction with children, adolescents and their families and thus ensure that complete, accurate data are obtained.

Development of competency in the physical examination of infants, children and adolescents.

Development of clinical problem-solving skills.

Development of strategies for health promotion as well as disease and injury prevention.

Development of the attitudes and professional behaviors appropriate for clinical practice.

1. **PHILOSOPHY OF PEDIATRICS CLERKSHIP:**
The pediatric rotation addresses issues unique to childhood and adolescents by focusing on human developmental biology, and emphasizes the impact of family, community and society on child health and well-being. Additionally, the clerkship focuses on the impact of disease and its treatment on the developing human, and emphasizes growth and development, principles of health supervision and recognition of common health problems.

**Core Pediatric Clerkship Learning Objectives**

**Skills:**

- A basic knowledge of growth and development and its clinical application from birth through adolescence.
- Communication skills to facilitate the clinical interaction with children, adolescents and their families.
- Physical examination of infants, children, and adolescents.
- Diagnose and initially manage common acute and chronic illnesses.
- Clinical problem-solving skills.
- Understand the influence of family, community and society on the child in health and disease.
- Develop strategies for health promotion and disease and injury prevention.
- Write a Pediatric Admission Note
- Write a Progress Note

**Professionalism:**
Demonstrates respect, compassion, integrity, and altruism in relationships with patients, families, and colleagues
Demonstrates sensitivity and responsiveness to the gender, age, culture, religion, sexual preference, socioeconomic status, beliefs, behaviors, and disabilities of patients and colleagues
Adheres to the principles of confidentiality and informed consent
Effectively establish rapport with patients and families and initiates communication with them on a regular basis
Displays support and empathy to patients and families
Demonstrates respect for and recognition of skill sets possessed by other healthcare team members

Objectives and the COMSEP:

The Pediatrics Clerkship curriculum uses the [APA/COMSEP General Pediatric Clerkship Curriculum](http://www.apacomsep.org) as a guide to provide the most complete and current clinical experience for its students. Since its publication in 1995, this standardized curriculum has been adopted by more than 90% of the Pediatric Clerkships in North America. The broad goal of the General Pediatric Clerkship Curriculum is to provide an educational roadmap to build a program of medical student education in Pediatrics, not just in the clerkship year but throughout the entire medical school experience. Since its original publication, the Curriculum has been modified twice; once in 2002 and again in 2005. The revisions have been initiated by Clerkship Directors to respond to evolving trends and pressures in medical student education. The most recent revision makes the Curriculum an explicitly competency-based curriculum, sets standards for core competencies to be achieved during the clerkship experience, and outlines an approach to meet the standards of the Liaison Committee on Medical Education.

### Rotation Expectations

### Required Educational Assignments

The Essentials of Clinical Medicine (ECM) is a cumulative and comprehensive course encompassing the entire span of the third-year curricula at the College of Osteopathic Medicine of the Pacific (COMP). ECM is designed to build in the osteopathic medical student the skills necessary to become a successful, compassionate, and competent osteopathic physician who is a life-long learner. This course is designed to broaden students’ knowledge through engagement with various clinical scenarios. The skills and knowledge sets expected from participation in ECM V include topics in Pediatrics; readings and quizzes follow along with the Pediatrics Clerkship. ECM V is an online course. The ECM V Pediatrics-based curriculum is designed to set the foundation in critical skills the student will use in the fourth-year and into residency.

The following are the main course learning objectives that will be covered during ECM V. The referenced list of COMP/AOA competencies and Institutional outcomes are available in the Student Handbook.

To enhance the student’s ability to present a clinical case in a precise presentation format. *(COMP/AOA competencies 1; Institutional outcomes 1,2,3,6)*
To expose the students to a variety of scenarios that physicians may encounter in their practice. *(COMP/AOA competencies 2,5,7; Institutional outcomes 1,2,3,4,5,6,7)*

To guide students in identifying pertinent history and physical findings of the case and to test their basic knowledge. *(COMP/AOA competencies 1,2,5,7; Institutional outcomes 1,2,3,4,5,6,7)*

To develop students’ critical thinking skills, and to encourage usage of electronic resources in the solving problems process. *(COMP/AOA competencies 1,6,7; Institutional outcomes 1,2,3,6,7)*

For Pediatrics, the student is assigned cases and questions through CLIPP modules. The specifics on how to access CLIPP and which modules to do will be emailed to each student at the beginning of the rotation. Also, the links are listed below.

**Case Presentation/Case Conference/Case Study**

**Required Presentation**: During your Pediatric rotation you are required to complete one case-based presentation, including an in depth discussion of one or more aspects of the case (e.g. a presenting symptom or sign, a diagnostic category or management issue) that you want to learn more about during your rotation. **The actual case chosen should be based on a patient you personally evaluated** in either the inpatient or outpatient setting. The presentation will be given to the Pediatric Attending Physician/Preceptor and any other members of the medical team (e.g. medical students, interns, residents). The presentation should be about 15-20 minutes in length and should be accompanied by handouts including a written description of the case and an evidence based discussion of the topic to be presented with a list of the recent literature used to obtain information for the discussion. The literature could include material from journal articles, national guidelines, professional publications and web sites.

**Recommended Procedures (to be familiar, see, or do)**

- Basic Life Support
- Circumcision
- Developmental screening
- Endotracheal Intubation
- Gynecologic evaluation
- Hearing Screen
- History, Physical, Diagnosis
- Incision and drainage abscess
- Inhalation medications
- Injection (SQ, IM, intradermal)
- Intravenous line placement
- Lumbar puncture
- Neonatal Life support
- Pain management
Pulmonary Function test interpretation
Reduce/splint simple dislocation
Simple extraction foreign body
Suture laceration
Tympanometry/audiometry interpretation
Umbilical vessel catheter
Venipuncture
Ventilator operation
Vision screening

Core Topics of Study

Student Study Guide
The following is a recommended study guide that may be used throughout the clerkship:

*Pediatric NeuroLogic Examination Videos and Descriptions... a Neurodevelopmental Approach.* (videos of pediatric neurological exams for different ages)

*Stanford School of Medicine* (newborn gallery)

Health Supervision
  - Anticipatory Guidance
  - Normal Vital Signs for Age
  - Injury Prevention
  - Immunizations
  - Screening Tests, i.e., Vision, Hearing, Etc.

Safety
Substance Abuse

Growth and Development
  - Cerebral Palsy
  - Denver Developmental Milestones
  - Growth Charts

Macro and Microcephaly
Mental Retardation
Short Stature

Behavior
  - Attention Deficit Disorder
  - Depression
  - Eating Disorders
  - Encopresis
  - Enuresis
  - Temper Tantrums
 peaked in women and is one of the most common conditions that leads to hospitalization. 

Remember, the key to effective treatment is early detection and intervention. If you or someone you know is experiencing symptoms of acne, please make an appointment with a healthcare professional for a proper diagnosis and personalized treatment plan. 

**References:**

   http://www.mdconsult.com/books/about.do?eid=4-u1.0-B978-0-323-05303-7..X5001-6--TOP&isbn=978-0-323-05303-7&about=true&uniqId=238192007-2  
3. **American Academy of Pediatrics**  
4. **American College of Osteopathic Pediatricians**

The following textbooks and electronic material are recommended (supplemental):  
   http://www.mdconsult.com/books/about.do?about=true&eid=4-u1.0-B978-1-4160-2450-7..X5001-4--TOP&isbn=978-1-4160-2450-7&uniqId=238192007-2  
2. **UpToDate ®**  
6. **Oski et al: Principles and Practice of Pediatrics** (2nd edition); Lippincott  
7. **Rudolph’s: Pediatrics** (20th edition); Appleton and Lange  
8. **Zitelli/Davis: Atlas of Pediatric Physical Diagnosis** Mosby-Wolfe  
9. **Volpe: Neurology of the Newborn** (3rd edition); Saunders  
10. **Schwartz et al: Pediatric Primary Care, A Problem Oriented Approach** (3rd edition); Mosby  
11. **Seidel: Primary Care of the Newborn (2nd edition)**; John Hopkins Center; Mosby  
13. **Levin et al: Essentials of Pediatric Intensive Care** (2nd edition);  
14. **Blumer: A Practical Guide to Pediatric Intensive Care** (3rd edition); Mosby  
15. **Hurwitz: Clinical Pediatric Dermatology** (2nd edition); Saunders  
16. **Feigin/Cherry: Textbook of Pediatric Infectious Disease** (3rd Edition), Saunders  
   Algranati, Paula: The Pediatric Patient

<table>
<thead>
<tr>
<th>Rotation Format, Evaluation, Grading and Student Feedback</th>
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Additional information is located in the Clinical Education Manual at:  
http://www.westernu.edu/bin/ime/cem-2014.pdf

Rotation Format/ Schedule  
Each site should provide students with a schedule on their first day of the rotation. These schedules are rarely available prior to the start of the rotation. If your preceptor does not offer the schedule you need to ask for it so you will know in advance what nights and weekends you will be on call.

GRADING:

Students are assessed by their clinical preceptors with end of rotation summative evaluations. The summative evaluations are submitted using the online service, New Innovations. This system has a “red
flag’ notification function that alerts the Clinical Education Department to low scores on the evaluations. Any low performance review is addressed by the Director or Assistant Director for Clinical Education for each campus location.

Clinical faculty and preceptors are encouraged to give students feedback on an ongoing basis. However, if a student is not getting some type of performance feedback (either formally or informally) at least once per week, it is the responsibility of the student to ask how he or she is doing and what needs to be done to improve performance on the rotation.

Each the Pediatrics Clerkship grade is determined using the following:
1. Preceptor Evaluation
2. Didactic Week
   a. OSCE
   b. Standardized Subject (Shelf/COMAT) Examination
   c. Didactic Week participation (including sign-in and attendance at all sessions and completion of all CoursEval surveys which include an evaluation of each rotation site and an evaluation of the Didactic Week sessions)
3. Required online CLIPP activity; must be completed by the end of the corresponding didactic week in order to pass the rotation.

**General Policies**

**Policy on Disability Accommodations:** To obtain academic accommodations for this rotation, students with disabilities should contact the Center for Disability Issues and the Health Professions and the system coordinator within ten days of the beginning of the system. Disability Services can be reached at 909-469-5380.

**Remediation Policy:** Refer to the Clinical Education Manual at [http://www.westernu.edu/bin/ime/cem-2014.pdf](http://www.westernu.edu/bin/ime/cem-2014.pdf)

**Attendance Policy:** Refer to the Clinical Education Manual at [http://www.westernu.edu/bin/ime/cem-2014.pdf](http://www.westernu.edu/bin/ime/cem-2014.pdf)

**Academic Dishonesty:** Complete confidence in the honor and integrity of health professions student and health care professional is essential. Such confidence depends entirely on the exemplary behavior of the individual health care provider in his or her relations with patients, faculty and colleagues. Strict honesty as a personal way of life should be nurtured during the period of education for professional service. The student shall conduct all aspects of his or her life with honor and integrity. This includes accountability to oneself and to relationships with fellow students, future colleagues, faculty, and patients who come under the student’s care or contribute to his or her training and growth, and members of the general public. This applies to personal conduct that reflects on the student’s honesty and integrity in both academic and non-academic settings, whether or not involving a University sponsored activity. Upon accepting admission to the University, each student subscribes to and pledges complete observance to the Standards of Academic and Professional Conduct as outlined in the University Catalog for each academic program. A violation of these standards is an abuse of the trust placed in every student and could lead to suspension or dismissal.
PEDIATRICS CLERKSHIP LEARNING OUTCOMES:

The mission at WesternU/COMP and COMP-Northwest mandates that student-learning embrace a rich combination of scientific knowledge, clinical and interpersonal skills, application of osteopathic principles, and competencies in life-long learning. Western University of Health Sciences has long maintained Institutional Learning Outcomes (ILOs). WesternU/COMP and COMP-Northwest follow the guidelines set-forth by the accrediting arms of the AOA/AACOM for its Program Learning Outcomes (PLOs) by mirroring them to its core competencies. WesternU/COMP and COMP-Northwest create curriculum content and assess student performance based on these ILOs/PLOs, which are also correlated with the mission of the College.

Western University of Health Sciences Institutional Learning Outcomes

<table>
<thead>
<tr>
<th>WU INSTITUTIONAL OUTCOMES</th>
<th>Health Professional Education</th>
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<tbody>
<tr>
<td>1. Critical Thinking</td>
<td>The graduate should be able to identify and solve problems that require the integration of multiple contexts when performing patient care.</td>
</tr>
<tr>
<td>2. Breadth and Depth of Knowledge in the Discipline/Clinical Competence</td>
<td>The graduate should be able to perform appropriate diagnostic and therapeutic skills, to apply relevant information to patient care and practice, and to educate patients regarding prevention of common health problems.</td>
</tr>
<tr>
<td>3. Interpersonal Communication Skills</td>
<td>The graduate should be able to effectively use interpersonal skills that enable them to establish and maintain therapeutic relationships with patients and other members of the health care team.</td>
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<tr>
<td>4. Collaboration Skills</td>
<td>The graduate should be able to collaborate with clients and with other health professionals to develop a plan of care to achieve positive health outcomes for their patients.</td>
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<tr>
<td>5. Ethical and Moral Decision Making Skills</td>
<td>The graduate should be able to perform the highest quality of care, governed by ethical principles, integrity, honesty and compassion.</td>
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<tr>
<td>6. Life Long Learning</td>
<td>The graduate should be able to engage in life-long, self-directed learning to validate continued competence in practice.</td>
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<tr>
<td>7. Evidence-Based Practice</td>
<td>The graduate should be able to utilize research and evidence-based practice and apply relevant findings to the care of patients.</td>
</tr>
<tr>
<td>8. Humanistic Practice</td>
<td>The graduate should be able to carry out compassionate and humanistic approaches to health care delivery when interacting with patients, clients, and their families. They should unfailingly advocate for patient needs.</td>
</tr>
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WesternU COMP and COMP-Northwest Program Learning Outcomes

<table>
<thead>
<tr>
<th>COMP/AOA CORE COMPETENCIES</th>
<th>Competency: Osteopathic Medical Students are part of an educational continuum that leads to residency and the curriculum provides the foundation for the following outcomes:</th>
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<tbody>
<tr>
<td>1. Osteopathic Philosophy and Osteopathic Manipulative Medicine</td>
<td>Graduates are expected to demonstrate and apply knowledge of accepted standards in Osteopathic Manipulative Treatment (OMT) appropriate to their specialty. The educational goal is to train a skilled and competent osteopathic practitioner who remains dedicated to life-long learning and to practice habits in osteopathic philosophy and manipulative medicine.</td>
</tr>
<tr>
<td>2. Medical Knowledge</td>
<td>Graduates are expected to demonstrate and apply knowledge of accepted standards of clinical medicine in their respective specialty area, remain current with new developments in medicine, and participate in life-long learning activities, including research.</td>
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<tr>
<td>3. Patient Care</td>
<td>Graduates must demonstrate the ability to effectively treat patients, provide medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, the incorporation of preventative medicine, and health promotion.</td>
</tr>
<tr>
<td>4. Interpersonal and Communication Skills</td>
<td>Graduates are expected to demonstrate interpersonal/communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams.</td>
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<tr>
<td>5. Professionalism</td>
<td>Graduates are expected to uphold the Osteopathic Oath in the conduct of their professional activities that promote advocacy of patient welfare, adherence to ethical principles, and collaboration with health professionals, life-long learning, and sensitivity to a diverse patient population. Residents should be cognizant of their own physical and mental health in order to effective care for patients.</td>
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<tr>
<td>6. Practice-Based Learning and Improvement</td>
<td>Graduates must demonstrate the ability to critically evaluate their methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.</td>
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<tr>
<td>7. Systems-based Practice</td>
<td>Graduates are expected to demonstrate an understanding of health care delivery systems, provide effective and qualitative patient care within the system, and practice cost-effective medicine.</td>
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<tr>
<th>COMPARISON OF OUTCOMES STANDARDS:</th>
<th>WU AND COMP</th>
<th>WU</th>
<th>COMP</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td></td>
<td>1</td>
<td>1, 2, 3, 6</td>
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<td>Breadth and Depth of Knowledge in the Discipline/Clinical Competence</td>
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<td>2</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
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<tr>
<td>Interpersonal Communication Skills</td>
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<td>Collaboration Skills</td>
<td>5</td>
<td>1, 3, 5, 6</td>
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<tr>
<td>Ethical and Moral Decision Making Skills</td>
<td>6</td>
<td>1, 2, 3, 6, 7</td>
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