



**Western
University**
OF HEALTH SCIENCES

The discipline of learning. The art of caring.

College of Osteopathic Medicine of the Pacific

New Parent Elective Syllabus

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| Course No.: | | Course Title: | New Parent Elective |
| Credit Hours: | 4 weeks – Non-clinical academic rotation | Instructor/advisor: | One Pediatric or Family Medicine faculty |
| Term - Dates: | Academic Year Variable | Level: | OMS III or IV |

Department of Clinical Education Contact Information

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Rotation Faculty

Variable: May include any Pediatric or Family Medicine faculty

For questions, please contact:

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Educational Goal

The New Parent Elective is a non-clinical academic rotation for a new parent which serves to educate the student on the complex medical, social, and financial needs of a new parent and infant, while also maximizing the bonding time between infant and parent. Participation in this elective would ideally occur between the infant's birth and 12 weeks of age, during 4 of the 8 available weeks of independent study permitted by the COMP/COMP-Northwest medical curriculum. Similar electives are offered in medical curricula throughout the United States.

Core Learning Objectives

- Understand expected newborn growth parameters
- Understand expected newborn developmental milestones
- Understand components of the newborn exam
- Understand the role of Lactation Consultants in assisting infants and new parents in successful nursing practices; Attend appointments with Lactation Consultant if appropriate for the family
- Describe vaccine immunology and understand the role of a physician in educating parents and promoting adherence to immunization guidelines

- Research available government and community resources for infants and new parents, and describe how to access these resources
- Reflect on unique emotional and financial stressors experienced by new parents

Requirements and Expectations During the Rotation

Course objectives, accomplished under supervision, should be covered during the rotation to meet the educational goal while promoting the health and well-being of both the newborn and her parent(s).

Course objectives are achieved through the blended curriculum of independent study and experiential learning in the form of attendance at well child exams, lactation consultant appointments, and meetings with providers of community resources.

Mandatory components of the curriculum include:

- Participation in newborn well exam appointments and coordination of care
- Participation in lactation nursing appointments, if applicable
- Participation in specialty medicine, surgical, or OMM appointments, if applicable
- Participation in occupational therapy or physical therapy appointments, if applicable
- Research on community resources and advocacy programs targeted toward infants, children, and new parents
- Daily journaling on the student's experience of new parenthood
- Aquifer modules applicable to infants

Ala Carte components of the curriculum include:

- Completion of 1-2 book reviews and discussion of the book(s) with faculty preceptor
- Meeting with another student parent 1-2 times to discuss each student's experience with parenthood
- Article review and meeting with faculty
- Observation of newborn and self-reflection on lessons learned

Institution Learning Outcomes and Program Learning Outcomes

The New Parent Elective will meet the following ILOs and PLOs

- ILOs : 2, 3, 4, 6
- PLOs : 2, 3, 4, 7

General Policies:

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

Remediation Policy: Every effort will be made to provide each student ample opportunity to demonstrate competency in each area of the academic program. Students who earn a final grade of Fail will present to the Student Performance Committee (SPC). The SPC may decide that the student may be allowed to remediate or repeat the rotation or be dismissed from the College. The SPC will recommend to the Dean which of these options will be given to the student. For those students allowed to remediate a course, the remediation exams will take place at the end of the academic year.

Academic Dishonesty: Complete confidence in the honor and integrity of the 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 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.

| WU INSTITUTIONAL OUTCOMES | Health Professional Education |
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| 1. Critical Thinking | The graduate should be able to identify and solve problems that require the integration of multiple contexts when performing patient care. |
| 2. Breadth and Depth of Knowledge in the Discipline/Clinical Competence | 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. |
| 3. Interpersonal Communication Skills | 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. |
| 4. Collaboration Skills | 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. |
| 5. Ethical and Moral Decision-Making Skills | The graduate should be able to perform the highest quality of care, governed by ethical principles, integrity, honesty and compassion. |
| 6. Life-Long Learning | The graduate should be able to engage in life-long, self-directed learning to validate continued competence in practice. |
| 7. Evidence-Based Practice | The graduate should be able to utilize research and evidence-based practice and apply relevant findings to the care of patients. |
| 8. Humanistic Practice | 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. |

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| COMP/AOA CORE COMPETENCIES | Competency: Osteopathic Medical Students are part of an educational continuum that leads to residency and the curriculum provides the foundation for the following outcomes: |
| 1. Osteopathic Philosophy and Osteopathic Manipulative Medicine | Students 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. |

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| 2. Medical Knowledge | Students 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. |
| 3. Patient Care | Students must demonstrate the ability to effectively treat patients, provide medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, incorporation of preventative medicine, and health promotion. |
| 4. Interpersonal and Communication Skills | Students 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. |
| 5. Professionalism | Students are expected to uphold the Osteopathic Oath in the conduct of their professional activities that promote advocacy of patient welfare, adherence to ethical principles, 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. |
| 6. Practice-Based Learning and Improvement | Students 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. |
| 7. Systems-based Practice | Students 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. |

| COMPARISON OF OUTCOMES STANDARDS: WU AND COMP | WU | COMP |
|---|-----------|---------------|
| Critical Thinking | 1 | 1,2,3,6 |
| Breadth and Depth of Knowledge in the Discipline/Clinical Competence | 2 | 1,2,3,4,5,6,7 |
| Interpersonal Communication Skills | 3 | 4 |
| Collaboration Skills | 4 | 4 |
| Ethical and Moral Decision-Making Skills | 5 | 1,3,5,6 |
| Lifelong Learning | 6 | 1,2,3,6,7 |
| Evidence-Based Practice | 7 | 1,2,3,6,07 |
| Humanistic Practice | 8 | 3,4,5 |