



Educational Goal

The Clinical Pediatric Didactic core rotation is offered to the third year student (OMS III) as a four-week rotation that includes an online component to complement the onsite rotation. This blended experience allows standardization to the patient encounters due to variation in seasonal and rotation site exposure. The goals of the online Pediatric rotation is to develop the student's ability to address issues unique to childhood and adolescence by exploring age-specific health concerns and emphasizing the impact of family, community and society on child health and well-being. Additionally, the student will focus on the impact of disease and its treatment on the growing child, and the principles of health supervision and recognition of common health problems.

The exposure to pediatrics will introduce the student to a unique, complex and challenging field of medicine, and ***will provide a foundation*** for those students who elect to further study the health care of infants, children and adolescents.

Course Learning Objectives

Students attending this course will:

1. Acquire basic knowledge of growth and development (physical, physiologic, and psychosocial) and of its clinical application from birth through adolescence
2. Acquire the knowledge necessary for the diagnosis and initial management of common acute and chronic illnesses.
3. Develop clinical problem-solving skills.
4. Develop strategies for health promotion as well as disease and injury prevention.
5. Understand the influence of family, community, and society on the care and development of a child.

Pediatrics Course Faculty & Staff

Pediatrics – Co- Course Directors

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COMP, COMP-Northwest, & CPM / Office of Academic Affairs (OAA) - Contact Information

If you have questions and need to contact the OAA, you must submit your request through the OTRS Student Portal. To access the student portal, please click on the link: <https://westernu.managed-otrs.com/otrs/customer.pl> and use your WesternU email username and password to login. You will receive a confirmation email that your request has been received. Depending on the urgency of the request, the OAA has up to five working days to respond to your request/question.

Instructional Methods

A 4-week curriculum has been designed to meet the 40 hours/week mandate. This includes working through assigned Pediatric Aquifer modules. In addition, we have identified articles that are available in PDF format on common Pediatric conditions which are optional reading. There will be required student PowerPoint presentation submission and viewing of the "Newborn Exam" on OPENPediatrics via YouTube. Students are required to submit an attestation form of completed required assignments in order to receive credit for the rotation.

Resources

Recommended Textbooks:

1. Current Diagnosis & Treatment Pediatrics, 21st Edition
2. Harriet Lane Handbook, 21st Edition
3. Zitelli – Atlas of Pediatric Physical Diagnosis, 5th Edition
4. Case Files Pediatrics, Sixth Edition

Resources: American Academy of Pediatrics (www.AAP.org)

Course Format, Evaluation, Grading, and Student Feedback

Examination and Assessment: The Pediatrics COMAT exam is required at the completing of this course.

Determination of the Course Grade

Attendance: In the spirit of professional behavior, all students are expected to complete all scheduled class assignments and take all assessments during the originally scheduled times. If an emergency situation arises, making it impossible for you to meet these expectations at the originally scheduled time, you **MUST** complete the Request for Time-Off Form found on the Office of Student Affairs (OSA) SharePoint page. Keep in mind that a decision can only be made on your request once you have attached the required documentation to confirm the reason for your absence. In addition, all documentation must be submitted prior to your return to class.

The Office of Student Affairs (OSA), rather than the Course Director or individual faculty members determines whether an absence is excused. It is each student's responsibility to seek the necessary assistance if he/she encounters difficulties during the rotation. **Students having difficulty should**

consult with the system coordinator and their faculty advisor immediately to discuss and address the problems they are having with the material.

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 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.

Course Schedule

Pediatric Rotation Schedule

Please see weekly rotation schedule

Specific Course Policies

WU INSTITUTIONAL OUTCOMES	Health Professional Education
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	The graduate should be able to perform appropriate diagnostic and therapeutic skills, to apply relevant information to patient care and

Discipline/Clinical Competence	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.

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	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.
2. Medical Knowledge	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.
3. Patient Care	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.
4. Interpersonal and Communication Skills	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.
5. Professionalism	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.

6. Practice-Based Learning and Improvement	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.
7. Systems-based Practice	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.

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
Life Long Learning	6	1, 2, 3, 6, 7
Evidence-Based Practice	7	1, 2, 3, 6, 7
Humanistic Practice	8	3, 4, 5

	I	D	M	N/A	Is it assessed?	How is it assessed?
Critical Thinking	X				Yes	Exam
Discipline Clinical Competence	X	X			Yes	Exam
Interpersonal Communications Skills				X	No	N/A
Collaboration Skills	X				Yes	Exam
Ethical and Moral Decision Making Skills	X				Yes	Exam
Life-long Learning Skills				X	No	N/A
Evidence-based Practice				X	No	N/A
Humanistic Practice				X	No	N/A

Rotation Objectives

Welcome to the 3rd year pediatric clerkship. As you are aware, certain circumstances beyond our control have resulted in the implementation of an on-line curriculum. You will be participating in a variety of resources to provide you with the pediatric experience.

Aquifer Pediatrics

Aquifer Pediatrics is an on-line program that allows students to have a standardized pediatric curriculum across the different rotation sites and can be done remotely. These lectures are developed and given by nationally recognized faculty and are designed for the 3rd year medical student. **YOU ARE REQUIRED TO COMPLETE THE ASSIGNED 8 MODULES DURING THIS ROTATION.**

Once the modules have been completed, they will remain "open" so that you can review the material before the shelf exam. There are questions associated with the modules. Please answer them and review your answers.

The **required modules** that will help you on this rotation are the following:

Note these are case-based and can be tracked for completion.

[Pediatrics 02: Infant female well-child visits \(2, 6, and 9 months\)](#)

[Pediatrics 06: 16-year-old male pre-participation evaluation](#)

[Pediatrics 10: 6-month-old female infant with a fever](#)

[Pediatrics 12: 10-month-old female with a cough](#)

[Pediatrics 27: 8-year-old female with abdominal pain](#)

[Pediatrics 28: 18-month-old male with developmental delay](#)

[Pediatrics 29: 9-week-old male infant with hypotonia](#)

[Pediatrics 32: A day in the pediatric dermatology clinic](#)

OPENPediatrics

Required Video to watch "Newborn Exam"

Optional:

"Respiratory Distress in the Newborn"

"Diarrhea"

"Neonatal Jaundice"

"Approach to Fever"

"Kawasaki Disease"

"Functional Constipation"

"Developmental Milestones"

"Approach to Brief Resolved Unexplained Events BRUE"

"Bronchiolitis"

"Approach to Abdominal Pain"

"Pneumonia"

"Breastfeeding"

"Croup"

"Child Abuse: Skeletal and Cutaneous Findings"

"Urinary Tract Infection"

"Immunizations"

"Asthma"

"Sickle Cell Disease"

"Acute Otitis Media"

Online MedEd Videos – Optional

- Congenital Defects
- Well Child
- Vaccinations
- Preventable Trauma
- Child Abuse
- Newborn Management
- Neonatal ICU
- Failure to pass meconium
- Baby Emesis
- Neonatal Jaundice
- ALTE BRUE and SIDS
- Seizures
- ENT
- Allergies
- Upper airway
- Lower airway
- Orthopedics
- Peds CT surgery
- GI bleed
- Immunology
- Peds ID Review

Presentation:

You will be **required to prepare a presentation** on a topic of your choice. You will be required to present it to your faculty at the end of the rotation.