

**Rocky Vista University  
Course Syllabus**

**Course Name:** Pediatrics Core

**Class of/Semester/Year:** 2021/ OM V & VI /2019-20

**Course Code:** PED 3001

**Dates:** July 15, 2019 –June 19, 2020

**Credit Hours:** 4

**Examination(s):** NBME Pediatric subject examination  
Preceptor Evaluation

**Location(s):** Pediatric Clinical Sites

**Course Director:** Andrew Tucker, MD  
Pediatric Clerkship Director

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## **Course Description**

Pediatrics differs from adult medicine in many respects. Treating a child is not like treating a miniature adult. The obvious body size differences are paralleled by maturational changes. The smaller body of an infant or neonate is substantially different physiologically from that of an adult. Congenital defects, genetic variance, and developmental issues are of greater concern to pediatricians than they often are to adult physicians. A major difference between pediatrics and adult medicine is that children are minors and, in most jurisdictions, cannot make decisions for themselves. The issues of guardianship, privacy, legal responsibility, and informed consent must always be considered in every pediatric procedure. In a sense, pediatricians often have to treat the parents and sometimes, the family, rather than just the child. Adolescents are in their own legal class, having rights to their own health care decisions in certain circumstances only. The pediatrics clerkship requires a total of four weeks on service. The Clerkship Director and assigned Preceptor may provide educational guidance, but it is each student's individual responsibility to learn the subject content as outlined in the Course Objectives below. Lifelong self-learning is the ultimate goal and is expected in this core clinical externship.

## **Course Faculty**

Andrew Tucker, MD  
Credentialed Adjunct Clinical Faculty (Preceptors)

## **Course Requirements**

All students must attend required didactics sessions.

All students must take the NBME Pediatric subject examination.

All students must complete an evaluation of the clinical externship at the end of each rotation in the New Innovations online platform.

## **Grading Information**

Final course grade is determined from the Faculty Evaluation of Medical Student Performance and the score on the corresponding NBME subject examination. Transcript designations are:

P: Pass      H: Honors      F: Failure      Px: Pass with Remediation

Honors criteria:

- No "Needs improvement" assessments from the Faculty Evaluation
- 75<sup>th</sup> percentile or greater on the NBME subject examination

The NBME subject examination is a key component of the course grade and is administered toward the end of the externship. Students must score in the 10<sup>th</sup> percentile or greater to pass the externship course. Students who do not achieve the 10<sup>th</sup> percentile will be required to remediate the examination. Three failures to achieve the 10<sup>th</sup> percentile will result in failure of the course and the student must repeat the entire core clinical externship.

Students who receive five or more “Needs Improvement” assessments from the preceptor evaluation will have the opportunity to mitigate prior to a failing grade being issued. Mitigation will be arranged by the Department of Clinical Education and tailored to the identified problems during the rotation. Unsuccessful mitigation will result in failure of the course. The failed externship course will be remediated at a clinical training site assigned by the Department of Clinical Education. Successful remediation will result in a course grade of Px. Unsuccessful remediation will result in a course failure.

### **Attendance Policy**

Attendance is required for the following:

- Clinical training days at the direction of the Preceptor
- Didactic educational sessions
- End of externship subject examination

Excused absences must be obtained in advance, except in the case of an emergency. In case of an emergency, the student must notify the Preceptor and the Clinical Education Department before the start of the work day. Any student who misses a required clinical externship day without approval will be in violation of professional conduct and will face disciplinary measures. Any student who misses a required didactic session without approval will receive a zero for that session with no make-up opportunity. Any student who misses the subject examination will receive a zero but will be allowed to remediate and receive a grade of Px if successful in the examination.

### **Professional Conduct Policy**

Students are expected to adhere to the highest level of professional conduct at all times. Students will always treat *all* employees of Rocky Vista University and those in clinical training sites with respect and courtesy. Students will demonstrate ethically responsible behavior; act honestly and with integrity to patients, their representatives, faculty/preceptors and coworkers. Students will preserve confidentiality and not discuss patients in public places or with unauthorized persons. No documents with patient-identifying information will leave the clinical setting. Compliance with all institutional regulations, state and federal HIPAA laws is expected. Dishonesty, blatant unethical conduct, sexual misconduct, or other unprofessional behavior will result in disciplinary action at the discretion of the Associate Dean of Clinical Education, who may convene a panel for a hearing. Final action may result in dismissal from RVU. The student has the right to appeal the dismissal to the Dean.

### **Required Learning Resources**

1. The Johns Hopkins Hospital, Hughes, H. K., & Kahl, L. K. (Eds.). (2018). [\*The Harriet Lane Handbook\*](#) (21<sup>st</sup> ed.). Philadelphia, PA: Elsevier.
2. Kliegman, R. M., St. Geme, J. W., Blum, N. J., Shah, S. S., Tasker, R. C. & Wilson, K. M. (Eds.). (2020). [\*Nelson textbook of pediatrics\*](#) (21<sup>st</sup> ed.). Philadelphia, PA: Elsevier.
3. American Academy of Pediatrics & Baker, C. J. (Eds.). (2016). [\*Red book atlas of pediatric infectious diseases\*](#) (3<sup>rd</sup> ed.). Elk Grove Village, IL: American Academy of Pediatrics.
4. Sabella, C. & Cunningham, R. (Eds.). (2017). [\*The Cleveland Clinic: Intensive review of pediatrics\*](#) (5<sup>th</sup> ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
5. Course Guide for Pediatrics (Available in New Innovations.)

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## **Course Objectives**

[Based on the NBME Subject Examination Content Outline](#)

Each student will be able to describe or demonstrate:

- General Principles, Including Normal Age-Related Findings and Care of the Well Patient
- Immune System
- Blood & Lymphoreticular System
  - RBC, WBC, platelet disorders, coagulation abnormalities
- Behavioral Health
  - Depression, Anxiety, ADD/ADHD
- Nervous System & Special Senses
  - Seizures, Concussion
- Skin & Subcutaneous Tissue
  - Viral rashes, Neurofibromatosis, Tuberous Sclerosis, Staph, and Strep
- Musculoskeletal System
  - Injuries, Muscular dystrophy
- Cardiovascular System
  - Congenital heart lesions, arrhythmias, CHF
- Respiratory System
  - Asthma, bronchiolitis, pneumonia
- Gastrointestinal System
  - Constipation, IBD, Celiac
- Renal & Urinary System
  - Glomerulonephritis, Nephrotic syndrome, UTI, RTA
- Disorders of the Newborn & Congenital Disorders
- Female Reproductive System & Breast
  - Infectious, immunologic, and inflammatory disorders
  - Menstrual and endocrine disorders
- Male Reproductive System
  - Testicular torsion, epididymitis, UTI
- Endocrine System
  - Multisystem Processes & Disorders
  - Lupus, JIA
- Social Sciences, Including Medical Ethics and Jurisprudence
- **Physician Task**
  - Applying Foundational Science Concepts
  - Diagnosis: Knowledge Pertaining to History, Exam, Diagnostic Studies, & Patient Outcomes
  - Health Maintenance, Pharmacotherapy, Intervention & Management
- **Site of Care**
  - Ambulatory
  - Emergency Department
  - Inpatient

## **Competencies Addressed and Assessed**

### **Core Competencies**

1. Osteopathic Principles and Practices
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice
8. Scientific Method
9. Self-Directed Learning
10. Interprofessional education

### **Core Entrustable Professional Activities (EPAs)**

EPA 1: Gather a history and perform a physical examination

EPA 2: Prioritize a differential diagnosis following a clinical encounter

EPA 3: Recommend and interpret common diagnostic screening tests

EPA 4: Enter and discuss orders and prescriptions

EPA 5: Document a clinical encounter in the patient record

EPA 6: Provide an oral presentation of a clinical encounter

EPA 7: Form clinical questions and retrieve evidence to advance patient care

EPA 8: Give or receive a patient handover to transition care responsibility

EPA 9: Collaborate as a member of an interprofessional team

EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management

EPA 11: Obtain informed consent for tests and/or procedures

EPA 12: Perform general procedures of a physician

EPA 13: Identify system failures and contribute to a culture of safety and improvement