



Pediatrics

OM7184

Clerkship Rotation Syllabus

CLASS OF	<i>2025</i>
DATES	<i>2023-2024</i>
CREDIT HOURS	<i>4.0</i>
CONTACT HOURS	<i>160</i>
ASSESSMENT TOOLS	Clinical Performance-Preceptor Evaluation(s) Professionalism Cognitive (COMAT) Performance
TRANSCRIPT CATEGORIES	<i>Honors/Pass/Fail</i>
LOCATION	<i>Rotation Site</i>
CLERKSHIP DIRECTOR	<i>Scott Cyrus, DO</i>
COURSE COORDINATOR	<i>Whitney Cano</i>

Course Description

The Pediatrics core clerkship is a four (4) week experience served in an ambulatory setting. Some inpatient exposure may be available depending upon the assigned RAC and practice. The clerkship affords students the opportunity to gain experience in providing health care to children. Emphasis will be placed on growth and development, wellness and prevention. Students will participate in the diagnosis and management of common illnesses of infants, children and adolescents, including community acquired infections. Each practice may have a unique profile of patients that will offer greater insight into a particular entity.

Course Goals

The overall goal of the Pediatrics Clerkship is to enable Burrell College of Osteopathic Medicine students to achieve basic competence as graduate osteopathic medical students in the care of children. As such, specific goals of the clerkship are:

1. Achievement of basic knowledge of growth and development (physical, physiologic and psychosocial) and of its clinical application from birth through adolescence.
2. Procurement of the knowledge necessary for the diagnosis and initial management of common pediatric acute and chronic illnesses.
3. An understanding of the approach of pediatricians to the health care of children and adolescents.
4. An understanding of the influence of family, community and society on the child in health and disease.
5. Development of communication skills that will facilitate the clinical interaction with children, adolescents and their families and thus ensure that complete, accurate data is obtained.
6. Development of competency in the physical examination of infants, children and adolescents.
7. Development of clinical critical thinking and problem-solving skills.
8. Development of strategies for health promotion as well as disease and injury prevention.
9. Development of the attitudes and professional behaviors appropriate for clinical practice.
10. The goals and learning objectives were developed with guidance from the Council on Medical Student Education in Pediatrics.

Course Objectives

Your learning objectives provide you with an educational template necessary to achieve the goals of your rotation. Clerkship objectives are developed based on a combination of perceived educational need, faculty/institutional resources, and proposed national curricular guidelines. The clerkship objectives should be available to all physicians serving as preceptors/clinical faculty members and directly involved in medical student education.

Your pediatric clerkship objectives will provide you with a framework for the clinical and nonclinical expectations that have been set for you by the clerkship director. In general, the majority of your rotation objectives will be met through direct patient care. Understanding objectives of your pediatric rotation will allow you to better understand the expectations that your clerkship director has set for you. Taken one step further, the achievement of your rotation goals and objectives will serve as the basis for your summative evaluation at the conclusion of your rotation and assist the clerkship director in determining your final clerkship grade. Reviewing your rotation objectives should not be viewed as a mere formality. The rotation objectives are presented in a core content area format linked to the Core Competencies, Burrell College of Osteopathic Medicine Guiding Principles and Entrustable Professional Activities.

Although some objectives could logically fall under multiple competencies, for the purpose of organization and clarity, each is placed in only one category. Common clerkship objectives include a list of core clinical skills that a student will be expected to complete or in which a student will be able to demonstrate some measure of proficiency by the conclusion of the rotation. These can include, but are not limited to, the following:

- Performing a complaint-directed H&PE
- Developing a case-specific differential diagnosis
- Presenting cases in a clear and concise fashion
- Demonstrating an understanding of use and interpretation of commonly ordered diagnostic studies
- Developing and assisting with implementation of appropriate case management plans
- Demonstrating an adequate fund of knowledge
- Demonstrating proficiency with basic procedural skills

As a medical student, you should also consider your own personal goals and objectives. Regardless of your intended career path, a pediatric rotation can expose you to interesting and diverse pathology. In summary, review your pediatric clerkship goals and objectives at the beginning of the rotation. Discuss your personal goals with your supervising physicians so that they may assist you in achieving them. Understanding what is expected of you is the first step in making your clinical experience the best that it can be.

Objective:	AOA Core Competencies	Programmatic Level Educational Objective
1. Demonstrate an ability to perform an age-appropriate history and physical examination in children of all ages	3	1,3,4
2. Describe the components of a pediatric health supervision visit including health promotion and disease and injury prevention, the use of screening tools, and immunizations	3	1,2
3. Demonstrate the ability to generate a pediatric age-appropriate differential diagnosis based on the interview and physical examination for common symptoms or patient presentations	3	1,4,5
4. Describe the clinical features of common pediatric acute and chronic medical conditions	2	1
5. Define therapies for common disease processes encountered in Pediatric	1	1
6. Present cases concisely, emphasizing the pertinent elements of the historical and physical findings, labs, treatments, and the biopsychosocial explanations for each problem	3	1,3,4,7
7. Recognize urgent/emergent situations and alert appropriate health care providers	3	1,4

8. Demonstrate professionalism, compassion, and empathy when communicating with patients, family and healthcare team members	1, 5	3,4
9. Demonstrate effective communication in the patient's chart by creating a comprehensive and pertinent legal document	4	4
10. Demonstrate a desire to learn by asking questions of faculty, fellow students, and team members	3	1,4,6
11. Exhibit the ability to recognize the patient is a whole person, and promote and integrate OMT into the clerkship.	1	2

Required Resources and Equipment

Supplemental Text:

- *Blue Prints Pediatrics, 7th edition, Marino Blackwell Publishing*
- *Pediatric Secrets 7th edition, Elsevier Publishing*
- *Nelson Essentials of Pediatrics 8th edition, Elsevier Publishing*
- *The Harriet Lane Handbook, 22nd edition, Elsevier Publishing*

Readings:

Required reading can be assigned during the pediatric clerkship.

Student Responsibilities Regarding Patient Supervision:

All medical activities involving medical students must be supervised by a licensed physician responsible for the care of the patient. The supervising physician has the responsibility for determining the level of supervision needed.

Equipment:

Students are required to bring their stethoscope to each rotation. Additional equipment will be recommended at the discretion of your site attending.

Academic Participation

Student responsibilities:

- **Aquifer:** The medical student will receive an invitation through “Aquifer” to complete registration, and instructions for the course content. Please select “Aquifer Pediatrics” and complete the 32 pediatric cases. **Completion of all 32 Aquifer Pediatric case modules is required by 5pm, the last Wednesday of the rotation.**
 - These electronic programs are the basis of education requirements during clinical rotations. Clinical Modules give structure to protected academic time and independent learning. For this purpose, Burrell College of Osteopathic Medicine makes available several web-based educational resources.

- The course coordinator will monitor the student's completion of each required module.
- **Patient Encounter and Procedure Logs:** Students must submit their completed Patient Encounter and Procedure Log electronically through New Innovations. **This case log must be entered into the New Innovations no later than 5pm on the last Wednesday of the rotation.**
- **Mid Rotation Evaluation by Preceptor:** The medical student is required to meet with their preceptor and have them complete a mid-point evaluation of their performance, for each rotation. This evaluation must be uploaded into Leo for Clerkship Directors to review **by 5pm the second Sunday of the rotation.**

For additional information, refer to [Student Clerkship Manual](#) and [Student Handbook](#).

Patient Procedure Encounter Worksheet

***All logs must be permanently entered into New Innovations**

Student Name: _____

[illegible]

***Participation: (O) Observation, (P) Partial, (T) Total**

This case log must be entered into the New Innovations no later than 5.00 PM of the last Wednesday of the rotation.

Assessment and Grading

Elements of Core Clerkship Grading

Each core clerkship will have three elements contributing to the final grade and each element must be individually passed to Pass the clerkship:

- Clinical Performance-Preceptor Evaluation(s)
- Professionalism
- Cognitive (COMAT) Performance

Clinical Performance-Preceptor Evaluation(s) will be graded by the supervising preceptor. This assessment (see Student Assessment Forms in the Clerkship Manual) includes eight (8) questions designed to assess academic skills and core competency acquisition. Students are expected to achieve a score of 3, 4, or 5 for each domain. An average score of at least 2.85 on all observed skills and competencies must be obtained to pass this element.

Professionalism is a graded component in every clerkship evaluation. Students must receive a minimum score of three (3) on the preceptor's assessment of Professionalism (Question 5) to pass this element.

Cognitive (COMAT) Performance will be measured by the end-of-rotation COMAT exam. The NBOME provides a conversion table to obtain a percentile rank from the student's raw score. A minimum raw score of 85 is needed to pass this element.

Eligibility to sit for COMAT

The students must complete the following pre-requisites to be eligible to sit for COMAT:

- a) The students must pass, with at least 70%, the COMBANK Quiz in TrueLearn. This test is timed. In case of failure the student will have a chance to retake the quiz. The student will not be penalized for failing the quiz for the first time. The passing grade for the quiz must be received **by 5:00 PM the last Wednesday of the rotation**. If a student fails the first attempt, one additional attempt will be granted before COMAT Friday.
- b) Completion of all case modules is required to sit for COMAT. The deadline to complete the cases is **5:00 PM the last Wednesday of the rotation**.
- c) Students must submit their completed Patient Encounter and Procedure Log electronically through New Innovations **by 5:00 PM, the last Wednesday of the rotation**.
- d) Students must submit the completed mid-point evaluation into the learning management system by **5pm the second Sunday of the rotation**. This assessment includes eight (8) questions from the Clinical Performance evaluation, designed to

assess academic skills and core competency acquisition. The purpose of this evaluation is for the student to receive feedback from the preceptor at the mid-point of the rotation, so they may improve over the course of the second half of the rotation. The student is responsible for obtaining this evaluation from their preceptor at the end of week two of all clinical rotations, and it must be uploaded into the learning management system (LEO) for the Clerkship Directors to review. A sample form is located at the end of the Clerkship Manual.

- e) The students must complete clerkship evaluation(s) in New Innovations. Students are required to complete evaluations in New Innovations regarding their rotation experience. Student feedback received from the evaluations will assist the Office of Clinical Education in the overall assessment and improvement of clinical rotations and the implementation of faculty development programs. An annual summary of student comments will be reported **anonymously** to preceptors and training sites to assist them in making improvements to the rotations that they provide. **The evaluations must be completed by 5:00 PM on the last Wednesday of each rotation.**

Failure to complete any of the pre-requisites for COMAT eligibility in a timely manner will result in disqualification from Honors and may result in a finding of non-professional conduct and may lead to a Professionalism Corrective Action.

Failure of a Core Clerkship:

Failure of two or more elements of rotation grading (Evaluation, COMAT, Professionalism) above will result in a failure of a clerkship and the student will be referred to Student Performance Committee (SPC) with recommendations from Clerkship Director.

Failure of the Professionalism element may result in a Professionalism Corrective Action, or Failure of a Clerkship, as determined by the Clerkship Director.

Students who fail a clerkship are ineligible for an Honors (H) designation in that specialty.

Corrective Action

Failure of one element of rotation grading generally does not constitute a failure of the entire clerkship. When a student does not meet expectations for a clerkship/course as defined in clerkship syllabi, the College may require a student to engage in corrective action to remedy the deficient academic grading requirements. The opportunity to engage in corrective action for the one element failed is at the discretion of the clerkship director of the specialty. This may occur at the end of a clerkship or in the middle of a clerkship/course.

If a student successfully completes the corrective action process, as determined by the Clerkship Director, the student will receive credit for the deficient academic grading requirement(s) and be eligible for a change in rotation grade [from I (Incomplete) to P]. If all assignments within the corrective action process are not completed successfully by the deadline the student will receive a failed grade (F) for the clerkship and will be referred to SPC

for Failure of a Clerkship. Students who are provided a corrective action opportunity are ineligible for an Honors (H) designation in that specialty.

Attainment of Honors

Attainment of Honors (H) for each core rotation will be limited to the highest performing 10% of the class based on cumulative points earned for the rotation. Honors for all core rotations will be determined at the end of the academic year when all final assessments have been recorded. The Clerkship Directors will identify the top 10 % of students who will receive the honors designation.

All Year 3 requirements must be successfully completed to advance to Year 4. The need to repeat any failed clinical rotation(s) may result in a delay in graduation.

Course Communication

Students are expected to monitor their Burrell College of Osteopathic Medicine email and are responsible for all communications sent to their official email address. Students are also expected to monitor E-mail, LEO, New Innovations, and Aquifer.

Clerkship Director

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Policies and Procedures

Information regarding course grades, attendance (including excused absences), exam procedures, remediation, appeals, acceptable use of technology, honor code, professional attire, and related policies are stated in the current Student Handbook. Policies regarding non-discrimination, accommodations for disabilities, and Title IX are also referenced within the Student Handbook. All policies and procedures stated therein will apply during this course.

The [Student Handbook](#) may be accessed through the Burrell College of Osteopathic Medicine website.

For information regarding emergency or inclement weather, refer to the [Campus Safety and Security page](#) on the Burrell College of Osteopathic Medicine website.

For information regarding Clerkship Rotations, refer back to the [Student Clerkship Manual](#) on the Burrell College of Osteopathic Medicine Website.

Statement Regarding Reservation of Power

The curriculum, assignments, schedule, syllabus, and any information contained within the course can be altered or changed at any time. In the event of any alterations during the course, students will be informed officially through their Burrell College of Osteopathic Medicine email. It is the student's responsibility to obtain the changes or notices even if absent from class.

Appendix

A. Programmatic Level Educational Objectives

Graduates of the Burrell College of Osteopathic Medicine Doctor of Osteopathic Medicine degree program will be able to:

1. Integrate knowledge and skills acquired from the biomedical, clinical, social, and behavioral sciences to provide patient care in a supervised setting.
2. Demonstrate competence in the skills of osteopathic manipulative treatment and the application of osteopathic philosophy in patient care.
3. Demonstrate professionalism, characterized by honesty, integrity, ethical behavior, empathy, and responsibility.
4. Communicate effectively with patients, families, faculty, peers, and other members of the healthcare team.
5. Critically appraise, evaluate, and apply scientific evidence to inform patient care and research.
6. Demonstrate awareness of the roles and interactions of professionals within the healthcare system and identify resources to optimize patient care at the individual and community levels.
7. Identify the specific healthcare needs of diverse populations and the ways in which the medical community responds.

B. AOA Osteopathic Core Competencies

1. Osteopathic Philosophy and Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-Based Learning and Improvement
7. Systems-Based Practice