

2005 Exploration of Pediatric Endocrinology

Course: Exploration of Pediatric Endocrinology Course Number PED 2005

Department: Pediatrics

Faculty Coordinator: Soumya Adhikari, MD

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Hospital: (Location of rotation) Children's Medical Center-Dallas

Periods Offered: Periods 1-24

Length: 2 weeks

Max # of Students per 2week period: 1 (Pre Clerkship Student)

First Day Contact: Attending on duty

First Contact Time: 8:00am

First Day Location: Children's Medical Center – Pavilion 4th Floor Endocrine Clinic – Physician's Touchdown

I. Course Description

This is a 2 week introductory course enabling the student to explore the medical specialty/discipline. The student will learn about the scope of practice, frequently encountered pathology/diagnoses, and specialty specific diagnostic procedures. The purpose of the course is to allow the student the opportunity to explore a career in the specialty, and/or to acquire knowledge in the specialty regarding appropriate referrals, consults, etc. relevant to future career plans.

Goals	Objectives	Assessment Methods
Patient Care: Students will learn the specialty focused history, physical	<ul style="list-style-type: none"> The student will be able to list appropriate indications to consult the specialty and will be able to develop a well-constructed consult to this service. The student will be able to perform the appropriate evaluation of a patient prior to referral to this specialty. The student will be able to take a specialty specific medical history, perform a physical exam and be aware of the approach to the patient in this specialty. 	<ul style="list-style-type: none"> The student will be evaluated based on oral presentation on rounds and chart documentation for one assigned patient daily. Skills evaluation from direct observation.
Medical knowledge: Students will learn the pathophysiology and management of the most common diagnoses encountered.	<ul style="list-style-type: none"> The student will be able to discuss the pathology/presentation/evaluation and management of assigned number of common diagnoses The student will learn the indications and complications for assigned procedures performed on this service. 	<ul style="list-style-type: none"> The student will complete a brief quiz at the end of the rotation At the end of the rotation the student will list in writing the 3 most common reasons for referral to the service, and the criteria for a well- constructed referral.

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<p>Interpersonal and Communication skills: The student will effectively communicate with colleagues and patients.</p>	<ul style="list-style-type: none"> • The student will take the medical history of assigned patients and be able to effectively present to the faculty/team. • The student will document a write up... 	<ul style="list-style-type: none"> • The student will be evaluated based on oral presentation on rounds and chart documentation for one assigned patient daily. • Observations of faculty and staff.
<p>Professionalism: The student will demonstrate respect for patients and colleagues.</p>	<ul style="list-style-type: none"> • The student will be punctual and complete all required work. • The student will demonstrate respect and compassion for others. • The student will demonstrate respect for patient privacy and autonomy. 	<ul style="list-style-type: none"> • Based on observation of attendance at and participation in rounds. • Observations of faculty and staff.
<p>Practice Based Learning and Improvement: Students must be able to assimilate scientific evidence and improve their patient care practices.</p>	<ul style="list-style-type: none"> • Locate and assimilate evidence from scientific studies related to their patients' health problems, including literature searches. • Use information technology to manage information, access on-line medical information; and support one's education. 	<ul style="list-style-type: none"> • Each student is required to create a case presentation and to present it to the faculty and fellows during the rotation. It is recommended that students present an interesting case they encountered during their rotation. However, they are also permitted to present on a topic of interest that relates to pediatric course topic. • Critical review of a relevant article.
<p>System based practice: Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p>	<ul style="list-style-type: none"> • Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and their families; accountability to patients and their families and the profession; and a commitment to excellence and on-going professional development. • Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, and confidentiality of patient information. • Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities. 	<ul style="list-style-type: none"> • Observations of faculty and staff.

II. Methods of Instruction

Didactic: (Schedule, Topic and Faculty)

- Teaching will be primarily through outpatient clinical experience. The student will attend approximately 8-9 half-day clinics each week. Students will work with the Attendings, Endocrinology Fellows and Pediatric House Staff who take the Pediatric Endocrine Elective. The student will be given an electronic syllabus for their use on the rotation to read relevant articles on patients seen in clinic.

Clinical: (Schedule, Faculty Teaching and House-Staff Teaching)

- See description above.

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III. Overview of Student Responsibilities

Student will see patients in the Diabetes and Endocrine Clinics. Each patient will be reviewed by the Attending physician. The student will present patients to the Attending and each work-up will be evaluated and approved by the attending physician. Students will also be expected to attend conferences scheduled during the rotation.

IV. Method of Evaluation of Students and Requirements

Students will be evaluated on the achievement of the objectives of the course. The attending physician will evaluate the student's performance and submit both a grade and a written evaluation. Similarly, evaluation of the elective by the student will include achievement of the stated objectives of the course.