

# Pediatric Emergency Medicine Syllabus

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## Contact Information

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## Course Information

### Brief Description of Course

Students in Pediatric Emergency Medicine (PEM) will have the opportunity to evaluate multiple patients in a tertiary care Pediatric Emergency Department (ED) and Level 1 Pediatric Trauma Center. Students will evaluate pediatric patients with a variety of complaints (infectious problems, congenital disorders, traumatic injuries, etc.) and levels of medical acuity. Students will experience the busy nature of the ED setting and learn how to assess and manage patients efficiently and effectively. Finally, students will be exposed to different areas of the specialty of Pediatric Emergency Medicine including direct patient care, ED nursing and technician roles, patient triage and the academic endeavors and commitments of the PEM staff.

This experience is appropriate for students who have completed all third year clinical rotations and who are pursuing residency in either pediatrics or emergency medicine.

### Course Goals

As a result of successfully completing this course:

1. Students will be able to develop skills in differentiating between levels of medical acuity (ie. recognizing sick vs. not sick).
2. Students will be able to develop a thorough yet concise approach to seeing a pediatric patient in the ED.
3. Students will be able to understand the appropriate use of diagnostic studies and tests for patients in the ED.
4. Students will be able to understand the appropriate use of consultants in the ED.
5. Students will be able to gain competence in completing an entire patient ED workup from arrival to discharge.

## Course Format & Schedule

### Timeline

4 week rotation, students will work fourteen 8-hour shifts and have weekly 2 hour conference opportunities.

### Educational and Instructional Modalities

95% clinical time, 5% conference learning opportunities

### Role of the Student in this Course

*Emergency Department Shifts:* Students are expected to see patients both independently and as part of a care team while in the ED. For each patient visit the student should obtain a relevant history, perform a pertinent physical examination, retrieve clinical information from the electronic medical record and other sources, present the patient to the clinic preceptor, finalize the visit with the preceptor and patient, enter orders for additional diagnostic testing or therapies, write medication prescriptions, contact appropriate consultants, formulate discharge instructions and construct a clinical encounter note in the student section of the medical record.

### Required Textbook(s)/Readings

Book Title + ISBN	Author/Publisher/Edition	Appx Cost
N/A		

### Additional Resources

Materials relevant to learning about individual patient conditions.

## Assessment & Grading

### Preceptor Evaluations

All Clinical Courses employ a common preceptor evaluation form that instructs evaluators to select performance based behaviors along multiple dimensions that best represent the student's highest sustained performance during the preceptor's period of observation.

### Assessments

Assessment/Assignment	Due Date	Weight towards Final Grade
Preceptor Evaluations		100%

### Grading System

Students will receive a final letter grade of PASS (P) or FAIL (F) for this course.

You will receive a final letter grade of HONORS (H), HIGH PASS (HP), PASS (P), or FAIL (F).

HONORS: A final numerical score of greater than or equal to 3.5-4.0

HIGH PASS: A final numerical score of greater than or equal to 3.0-3.5

PASS: A final numerical score of greater than or equal to 2.0-3.0

FAIL: A final score of less than 2.0

## Student Feedback

Student feedback is important and helps identify opportunities to improve the course.

At the conclusion of each course, clerkship or rotation medical students are required to complete a summative evaluation. Evaluations are completed electronically and remain confidential.

## Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

- Accommodations**
- Addressing Sexual Misconduct**
- Attendance policy**
- Dress Code**
- Examination and Grading Policies**
- Grade or Score Appeal**
- Professionalism, Roles & Responsibilities**
- Mistreatment**

## **Center for Disability & Access Services**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability and Access, 162 Olpin Union Building, 581-5020 (V/TDD). Staff of the Center for Disability and Access will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability and Access.

The Senior Director of the Academic Success Program, Dr. Steven Baumann (1C047B SOM Dean's Office, 587-3671, or [steven.baumann@hsc.utah.edu](mailto:steven.baumann@hsc.utah.edu)), serves as the liaison between the School of Medicine and the Center for Disability and Access.