

# PED 7050 Pediatric Clinical Preceptorship Syllabus

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## Contact Information

Name	Position	Phone/Pager	email
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## Course Information

### Brief Description of Course

The Pediatric Clinical Preceptorship is a 2 to 4-week rotation in the clinical practice of pediatrics. It is designed to be flexible in order to meet the needs of a fourth-year medical student preparing for entrance into a Pediatric Residency. The rotation will center on the clinical practice of pediatric medicine in either an outpatient or inpatient setting. Students pre-arranged clinical time will be spent learning alongside self-selected individual preceptors. Historically these preceptors have typically been ambulatory general pediatricians but could also come from a wide range of pediatric practices, including but not limited to inpatient pediatrics, international medicine, sedation, procedures, radiology, dermatology, and other subspecialties.

### Course Goals

As a result of successfully completing this course, students will be able to:

1. Professional Qualities – Through creating their own rotation, establishing learning objectives and organizing preceptor time, the student will practice and improve their skills in professional qualities including communication, work habits, time management, self-directed learning, and organization.
2. Knowledge – The student will improve their knowledge in the selected area in which they have chosen to complete the preceptorship.
3. Skills – The student will practice and improve the clinical skills dictated by the specific area of the clinical preceptorship they arrange.

## Course Format & Schedule

### Timeline

2-week or 4-week rotation.

### Educational and Instructional Modalities

Depending on experience chosen.

### Role of the Student in this Course

1. The student will be expected to arrange for their own clinical preceptor as well as discussing specific schedule, goals, and objectives with the preceptor.
2. The student will be expected to produce written objectives and goals for their individual preceptorship. These must be approved by the course director and the preceptor prior to starting the preceptorship.
3. The student will be expected to discuss with the preceptor the curriculum necessary to complete the goals and objectives.
4. The student will be expected to provide or arrange for their own transportation and housing, if needed.

### Required Textbook(s)/Readings

No additional readings.

### Additional Resources

The curriculum will be individualized for each specific preceptorship that is arranged. The curriculum will be designed in advance of the start of the preceptorship and approved by both the course director and preceptor.

## Assessment & Grading

### Preceptor Evaluations

The standard 4<sup>th</sup>-year medical student evaluation form provided by the Dean's Office will be used to evaluate the student's performance. This will be completed by the preceptor. There will be no formal standardized testing.

### 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.

PASS: A student who achieves the criteria will be assigned a grade of PASS for the course.

FAIL: A student who fails to achieve the criteria for PASS will be assigned a grade of FAIL for the course.

## Student Feedback

Providing feedback is an important aspect of our professionalism expectations and helps with curriculum quality improvement. For each clinical course in Phases 3-4 you must complete an end-of-course survey and individual surveys of clinical faculty and residents by the due date to demonstrate reliability for the professionalism competency. Required surveys are administered online through Qualtrics and student responses are anonymous. Please refer to the resource section of the course canvas page for student feedback survey due dates.

## Standard Practices

Please refer to the Clinical Curriculum Procedures and Practices for the following:

- Phase 4 Developmental Benchmarks for Priority EPAs**
- Phase 4 Formative Feedback Form**
- Phase 4 Global Rating Form (Preceptor Evaluation)**
- Phase 4 Attendance Expectations**
- Medical Student Clinical and Educational Work (formerly Duty Hours)**
- Medical Student Clinical Documentation**
- Medical Student Call Rooms**
- Medical Student Mobile Communication**
- Students as Interpreters**

## Standard Policies

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

- Accommodations**
- Addressing Sexual Misconduct**
- Dress Code**
- Examination and Grading Policies**
- Grade or Score Appeal**
- Professionalism, Roles & Responsibilities**
- Mistreatment**
- Infectious, Environmental and Bloodborne Pathogen Exposures Policy**

## Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

## Center for Disability & Access Services

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability, and students seeking to establish the existence of a disability, that would like to request accommodations are required to meet with the CDA to establish accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

Contact Information:

Dr. Steven Baumann, Senior Director of Academic Success Program

## Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu).