

INTMD 7450: Internal Medicine-Pediatrics Hospitalist Elective

Approved: 3/12/2025

Credit Hours: 2

Contact Information

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Course Information

Brief Description of Course

This is a two week course designed for medical students who are interested in or have recently matched into Internal Medicine-Pediatrics residency programs. Students will rotate through the University of Utah Hospital on the Internal Medicine Hospitalist service and Primary Children's Hospital for one week each. They will work together on a team and be directly supervised by a current Internal Medicine – Pediatric hospitalist, forming individualized learning plans to receive direct feedback. The students will act as a sub-intern with a commensurate level of responsibility that includes a patient load of at least 2/3 that of current residents and duty hour restrictions consistent with ACGME guidelines for residents.

Course Objectives

As a result of successfully completing INTMD 7450, students will be able to:

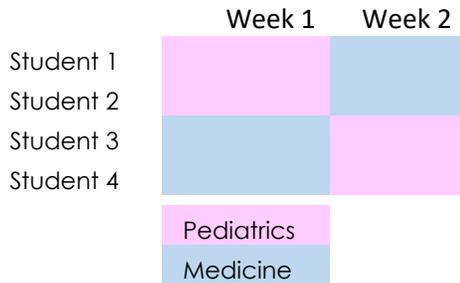
1. Navigate the differences between inpatient pediatric and internal medicine settings.
2. Describe the differences between inpatient pediatric and internal medicine settings.
3. Describe the role of a hospitalist in the medical system.
4. Develop advanced skills in at least 2 of the following domains: patient communication, inpatient team teaching, patient care coordination, and point of care ultrasound
5. Gain exposure to additional hospitalist procedures such as lumbar punctures and paracenteses
6. Demonstrate an improved preparedness for their first inpatient rotations as residents

Successful students will have also:

7. Professionalism: Demonstrated professional responsibility and commitment to ongoing improvements in medical student education through accurate and timely completion of Case and Work Hours Logs as well as the Clinical Activities Form (PCRS P 5.6; UUSOM P 5.4).
8. Practice-Based Learning and Improvement: Employed the Mid-Point Formative Feedback process to reconcile similarities and differences between their self-identified strengths and deficiencies in clinical skills and those identified by their preceptor (PCRS PBLI 3.1; UUSOM PBLI 3.1).
9. Practice-Based Learning and Improvement: Employed the Mid-Point Formative Feedback process to work collaboratively with their preceptor to set learning and improvement goals (PCRS PBLI 3.2; UUSOM PBLI 3.2).

Clinical Course Format & Schedule

Timeline



IM attending team will be at UofU hospital; both students will be on the same IM attending-only team. Pediatric resident team will be at Primary Children’s Hospital.

Students will be allowed one day off per week free from clinical and educational activities.

Conference Schedule

In addition, students are expected to attend conferences at their clinical site as well as Grand Rounds.

Educational and Instructional Modalities

Modality	Percentage
Clinical Time	90%
Clinical Didactic	5%
Student Presentation	5%

Role of the Student in this Clinical Course

Students on the Internal Medicine and Pediatrics services are expected to work up to a volume of 4 patients at a time (or 2/3 the number of patients followed by the intern). For each patient the student should perform all of the typical intern responsibilities including: obtaining an admission history and physical examination, performing daily rounds, retrieving clinical information from the electronic medical record and other sources, presenting the patient during team rounds, finalizing treatment plans with the supervising resident or preceptor and patient, entering all documentation in the medical record, writing all orders and prescriptions, communicating with consultants and health care team members, maintaining the physician patient relationship, and navigating the health care system. Students are expected to receive daily sign-out on their patients. Inpatient wards are busy, and the student should expect to work approximately 12 hour days, 6 days a week. Students should review their site-specific admitting schedule and arrange days off with their supervising resident on the first day of the rotation. Students will take an average of 1 day off per week and will not take an on-call day off. Students are expected to participate in transitions of care and should be supervised by the senior resident in the sign-out process in the afternoon/evening. Students will develop one 5-10 minute chalk talk to give their inpatient team. Students will attend noon conferences and weekly Grand Rounds.

Core Chief Complaints, Core Diagnoses & Clinical Encounter Criteria

During the Hospitalist Elective in Internal Medicine-Pediatrics, students are expected to experience and participate in a variety of clinical encounters with patients. The following table outlines the types of patient encounters expected for each student during the rotation. Note that one patient may be used for several chief complaints. Students are required to log all of their encounters in the Case Log Application available via Tools. Each student remains responsible for completion of the patient log; any student with concerns that he/she is in jeopardy of not fulfilling the requisite number of encounters or specified level of responsibility for a particular core chief complaint, core diagnosis, or setting should notify the Course Director prior to the end of the both the internal medicine and pediatric blocks to ensure that these experiences can be arranged. Students are expected to seek out and document these foundational diagnoses during their clinical experiences. Where noted, alternatives to authentic clinical encounters may be allowed.

Core Chief Complaint, Diagnosis, Visit Type, Procedure	Allowed Clinical Settings	Level of Student Responsibility*	Number Required	Alt**
Minimum Number of Patients	Inpatient	DPC	15	
Acute Kidney Injury	Inpatient	DPC	1	
Anemia	Inpatient	DPC	1	
Acute OR Chronic Pain (1 IM /1 Ped)	Inpatient	DPC	2	
Cognitive Impairment	Inpatient	DPC	1	
Dyspnea (1 IM /1 Ped)	Inpatient	DPC	2	
EKG Interpretation	Inpatient	DPC	1	
Electrolyte Disturbance	Inpatient	DPC	1	
Sepsis (1 IM / 1 Ped)	Inpatient	DPC	2	
Edema	Inpatient	DPC	1	
Chronic Renal Disease (IM)	Inpatient	DPC	1	
Diabetes (IM)	Inpatient	DPC	1	
Chest Pain (cardiac or non-cardiac) (IM)	Inpatient	DPC	1	
Hypertension (IM)	Inpatient	DPC	1	
Liver disease (IM)	Inpatient	DPC	1	
Substance Use Disorder (IM)	Inpatient	DPC	1	
Developmental Disability (Peds)	Inpatient	DPC	1	
Infant Patient (<6m) (Peds)	Inpatient	DPC	1	

*Levels of Student Responsibility: Provide Direct Patient Care (DPC),

**Alternative Experiences: Where indicated with a ✓ online cases, textbook reading, and or didactic experiences are allowed as alternatives to clinical experiences.

Recommended Resources

- Nelson Textbook of Pediatrics (Kliegman et al)
- Atlas of Pediatric Physical Diagnosis (Zitelli)
- Pediatrics in Review
- Harrison's Principles of Internal Medicine (Kasper et al)
- Pocket Medicine: The Massachusetts General Hospital Handbook of Internal Medicine
- Primer to the Internal Medicine Sub-internship
- Uptodate, dynamed, and other clinical resources
- Primary literature as indicated based off patient disease presentation

Assessment & Grading

	Weight	Must Pass/ Must Complete	EPA/Program Objective(s) measured	Due Date
Course Assessments				
Preceptor Evaluations	100%	Must Pass	EPA 1a, 1b, 2, 3, 5, 6, 9	
Assignments and Must Complete Elements				
Mid-Course Formative Feedback		complete	UPBLI 1-3; EPA 1a, 1b, 2, 3, 5, 6, 9	Monday of your second week by 11:59 pm
Case log		complete	UPC 1, UPC 3	Thursday of 2 nd week by 11:59 pm
Work Hours log		complete	UP 3	Thursday of 2 nd week by 11:59 pm
Observed Clinical Encounter		complete	EPA 1a, 1b, 2, 3, 4, 5, 6	Thursday of 2 nd week by 11:59 pm

Grading System

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

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

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

This course is pass/fail. A pass will be achieved by handing in all required assignments and receiving passing evaluations from your preceptors.

All Phase 4 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. The preceptor evaluations are must-pass elements of the course. The passing student must achieve an overall score of 2.0 for the preceptor evaluations. A student who does not achieve a passing score for the preceptor evaluation component will receive a grade of FAIL for the course.

Specifically for this course, all preceptors will meet after conclusion of the course to discuss scoring and feedback to provide a group evaluation for each student.

Mid-Course Formative Feedback

All Phase 4 Courses employ a common mid-course formative feedback form that includes both a student self-assessment and faculty/resident assessment of student section. This self-assessment and feedback is intended to be formative in nature and will not be used in the calculation of preceptor evaluation data for final grade determination. Students will be instructed on the process of self-assessment and formative feedback and will be responsible for timely completion and submission of the data to the Course Director according to individual course specified process for selection of preceptors and occurrence frequency. Students with formative feedback suggesting need for remediation should contact the Course Director to develop a learning plan.

Student Feedback

Providing feedback is an important aspect of your professionalism expectation, and helps with our curriculum quality improvement process. Your elective course director or coordinator will inform of you of any course feedback surveys. Surveys must be completed by the due date to demonstrate reliability for the professionalism competency.

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

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:

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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.