



## EPAC FOCUS Syllabus

Academic Year 2021-2022

### CONTACT INFORMATION

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#### Course Director

Name	Field	Phone/Pager	Email
Meghan O'Connor, MD	Pediatrics	Office: 801-581-2205 Cell: 801-888-3379	<a href="mailto:Meghan.OConnor@hsc.utah.edu">Meghan.OConnor@hsc.utah.edu</a>

#### Coordinator

Talena Baker                      801-662-5702

*Please see the Appendix for all faculty involved in the unit*

### COURSE INFORMATION

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#### Brief Description of Course

Education in Pediatrics Across the Continuum (EPAC) FOCUS, the second component of an elective curriculum that supplies additional exposure to pediatrics, provides students with information regarding the specialty of pediatrics through seminars, task trainer simulations, group discussions and clinical experiences in pediatrics. The latter consists of one, four to five-hour shadowing experience with a pediatric resident in training. During this experience, students will be paired with a senior resident and will have the opportunity to see patients and work with a multidisciplinary team providing health care.

The ultimate goal of EPAC is to identify a cohort of students who are 1) committed to pediatrics as careers; 2) willing to stay at the University of Utah for residency training; and 3) willing to be assessed using competency- based mechanisms, including entrustable professional activities (EPAs).

## Course Goals- As a result of completing EPAC FOCUS:

1. Students will be able to make informed career choice regarding pediatrics.
2. Students will be able to perform a pediatric focused history.
3. Students will be able to perform an adolescent focused social history.
4. Students will be able to describe the role of a pediatrician in the prevention of pediatric and adolescent health problems.
5. Students will be able to acquire basic procedural skills essential to the practice of pediatrics.
6. Students will be able to develop basic communication skills that can be applied to the medical setting.
7. Students will be able to develop basic teaching skills to be used in the clinical setting.
8. Students will be able to acquire an understanding of issues facing parents, patients and providers in caring for children or adolescents with chronic medical conditions.

## Course Format/Schedule

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### Timeline

EPAC FOCUS occurs for 2 hours on two Thursday afternoons per month from August to November with one Wednesday evening session. There is an additional, four to five-hour shadowing experience between Aug-Nov with a pediatric resident.

### List of educational/instructional modalities

Modality	% of Unit Time
Seminar-lecture based	42%
Pediatric Inpatient Experience	17%
Simulation	17%
Role Play and Group Discussion	9%
Required Readings	15%

### Event Schedule and Objectives

The complete calendar and list of objectives for each event/activity can be found on the course's Canvas site under EPAC FOCUS (<https://learn-uu.uen.org/>). Canvas is linked to Equella, which is a searchable site (<https://eq.utah.edu>).

**Required Textbook(s)/Readings**

<b>Book Title + ISBN</b>	<b>Author/Publisher/Edition</b>	<b>Appx Cost</b>
Adolescent Development (ABC)	Christie, D; Viner, R.	Free
Pediatrics 101	American Academy of Pediatrics	Free
Impact of Communication in Healthcare	Institute for Healthcare Communication	Free

**Additional resources**

<b>Book Title + ISBN</b>	<b>Author/Publisher/Edition</b>	<b>Appx Cost</b>
Zero Harm	Healthcare Performance Improvement, LLC	Free download

## Assessment and Grading

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### Course Assessments

EPAC FOCUS is an elective, credit/no-credit course. Students who 1) attend one shadowing experience; 2) attend a minimum of 80% of the Thursday seminars; 3) satisfactorily complete a lumbar puncture using a task trainer; 4) satisfactorily complete a bag mask ventilation using a task trainer; 5) successfully complete all required readings, and 6) satisfactorily complete the essay questions associated with each seminar will receive credit for EPAC FOCUS. Students who receive credit for EPAC FOCUS remain eligible for EPAC MATCH and selection to the cohort who joins the University of Utah categorical pediatrics residency program.

### Course Assignments

Assignments for EPAC FOCUS consist of five reading assignments, 8 essay questions, two task trainer simulations (lumbar puncture & bag mask ventilation), and one shadowing experience in pediatrics with a pediatric resident.

### List of Assignments

### Due Date

1. What role does communication play in the care of patients?
2. Task Trainer:
  - Lumbar Puncture – Indications for performing & complications
3. How does pediatric history-taking differ from adult? How will you Apply the skills you learned today as you enter your clinical rotations?
4. Task Trainer:
  - a. Bag Mask Ventilation – Indications for using & complications
5. Reflect on today. Do you still have questions about Pediatrics?
6. Describe the teaching methods that you learned and plan to use during clerkship? Why do you think it is important for medical professionals to learn about effective teaching?
7. Describe 2 skills that you learned and plan to implement in your future medical practice
8. Completion of the course evaluation

All assignments must be submitted and passing scores must be received to achieve a pass (receive credit) for participation in EPAC Focus. All assignments must be completed even when a student misses the seminar addressing the topic. Please see the appendix for the scoring rubric used to grade written assignments. Writings must be scored as thoughtful, reflective or critically reflective to receive a pass for the assignment.

### Final exam times and format

No examinations are given during EPAC FOCUS.

### Grading System

You will receive a unit grade of credit (c) or no-credit.

## What to do if you are not performing well

Contact your course director(s) as soon as possible. They cannot help you if you wait until the course is over. Tutors are available for those students who are having difficulty. This is a service of the Dean's Office — contact Mr. Rob Rainey ([Robert.Rainey@hsc.utah.edu](mailto:Robert.Rainey@hsc.utah.edu)) for details.

## Student Feedback

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

Summative Feedback: All students will evaluate the overall effectiveness of the course with an end-of-course survey.

On-the-Fly Feedback: Students may provide feedback at any time for particular lecturers or activities by completing an on-the-fly evaluation.

## Standard Policies

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See the Student Handbook

<http://medicine.utah.edu/studentaffairs/studenthandbooknew.pdf>

**Accommodations:** p. 22

**Attendance policy:** p.13

**Dress Code:** p. 80

**Examination and Grading Policies:** p. 10

**Grade or Score Appeal:** p. 11

**Professionalism, Roles & Responsibilities:** p. 13, 17, 18

**Mistreatment:** p.18

## Disability services

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The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability Services (CDS) provides accommodations and support for the educational development of medical students with disabilities.

Medical students with a documented disability are required to meet with the CDS Director for recommended accommodations. The CDS will work closely with eligible students and the Associate Dean of Professionalism, Accountability and Assessment to make arrangements for approved accommodations. The School of Medicine and CDS maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Contact Carol Stevens ([carol.stevens@hsc.utah.edu](mailto:carol.stevens@hsc.utah.edu)) for details

**Or:**

University of Utah Center for Disability Services

Olpin Student Union Building, Room 162

Phone (Voice/TDD): (801) 581-5020 Email: [info@disability.utah.edu](mailto:info@disability.utah.edu)

<http://disability.utah.edu>

## Appendix 1

### Faculty Involved in EPAC Focus

Academic Year 2020-2021

#### Facilitators

Name	Field	Email
Meghan O'Connor, MD	Pediatrics-General Pediatrics	<a href="mailto:Meghan.oconnor@hsc.utah.edu">Meghan.oconnor@hsc.utah.edu</a>

#### Teaching Faculty

Name	Field	Email
Meghan O'Connor, MD	Pediatrics-General Pediatrics	<a href="mailto:Meghan.oconnor@hsc.utah.edu">Meghan.oconnor@hsc.utah.edu</a>
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Victoria Wilkins	Pediatrics- Hospitalist Medicine	<a href="mailto:Victoria.Wilkins@hsc.utah.edu">Victoria.Wilkins@hsc.utah.edu</a>
Bruce Herman, MD	Pediatrics- Emergency Med	<a href="mailto:Bruce.herman@hsc.utah.edu">Bruce.herman@hsc.utah.edu</a>
Boyd Richards, PhD	School of Medicine - Administration	<a href="mailto:Boyd.richards@hsc.utah.edu">Boyd.richards@hsc.utah.edu</a>

## Appendix 2

### Rubric used to grade EPAC Focus Writing Assignments

	<b>WRITING LEVEL</b>			
<b>Criterion</b>	<b>Non-reflective</b>	<b>Thoughtful/introspective</b>	<b>Reflective</b>	<b>Critically Reflective</b>
Writing spectrum	Reporting of facts; vague or no impressions; lacks reflection or introspection	Descriptive writing with impressions/introspection; lacks reflection	Writing that attempts to understand, question, or analyze topic.	Writing that explores and critiques values, beliefs, or biases. Addresses consequences.
Description of conflicts, challenges or dilemmas	Lacks description	Weak or vague description	Sufficient description	Elaborate description that includes multiple perspectives or alternative explanations
Emotions	Little or no recognition or attention to emotions	Recognition of emotions; lacks exploration or attention	Recognition, attention and exploration of emotions	Recognition, attention and exploration of emotions; demonstrates insight to emotions
Analysis/meaning	No analysis or meaning	Vague analysis or meaning	Beginning analysis and meaning	Well-expressed analysis and meaning
Additional/optional factors pertaining to the specific assignment (when relevant or appropriate)	Does not address the assignment or provide rationales	Vaguely or incompletely addresses the assignment; lacks discussion of alternatives	Clearly addresses the assignment; answers the assignment question; provides rationale for alternatives	Clearly addresses and answers the assignment question; provides compelling rationale for alternatives