

# PED 7320 Pediatric Emergency Medicine Syllabus

---

## Contact Information

Name	Position	Phone/Pager	email
Katharine Osborn, MD	Course Director	801-581-8030	Katharine.Osborn@hsc.utah.edu
Christie Davis	Course Coordinator	801-662-5710	Ped.Education@hsc.utah.edu

## 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 (i.e., 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 9-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, contact appropriate consultants, formulate discharge instructions and construct a clinical encounter note.

### 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.

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).