

# NEURO 7930 Pediatric Neurology Elective Syllabus

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**Credit Hours: 2 or 4**

## Contact Information

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## Course Information

### Brief Description of Course

The Pediatric Neurology Clinical Elective is a 2- or 4-week course which gives clinical exposure to the pediatric neurological patient. It is a platform to gain clinical experience and achieve core competencies. The schedule is highly customized and flexible, enabling students to tailor their learning experience to their specific career goals and interests. It is recommended that students meet with the course director before their rotation to design a schedule that will provide the best educational experience possible. Students should submit a written statement about their interests in Child Neurology and their goals and objectives for the rotation to the coordinator prior to the start of the rotation and should be signed off by the course director.

### Course Goals

As a result of successfully completing the Pediatric Neurology Elective Course, students will:

1. Move from the role of reporter into the role of interpreter of data
2. Acquire greater knowledge of common pediatric neurological conditions including their clinical features and management.
3. Master the ability to localize the site of a lesion as the first step in the evaluation.
4. Elicit a complete neurological history from a patient when applicable or parent and perform a thorough, accurate neurological examination
5. Formulate a thorough differential diagnosis
6. Select appropriate initial diagnostic testing to further define a differential diagnosis

## Course Format & Schedule

### Timeline

2 or 4 week course

5 days per week, depending on clinic location

8-10 hours per day

### Educational and Instructional Modalities

Modality	Percentage
Didactic	10%
Clinic Time	90%

### Role of the Student in this Course

Outpatient Clinics: Students on the outpatient services are expected to see clinic patients with the preceptor, either together or independently prior to the preceptor. For each patient visit the student should, as instructed by the preceptor, 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, and discuss the diagnosis or differential diagnosis, further work-up plans, treatment and long-term management. The student may generate a clinical encounter note in the EMR for review by the preceptor.

Inpatient Service: Students on the inpatient services are expected to follow a maximum of 2-3 patients at a time. For each new patient the student should obtain an admission history and physical examination, retrieve clinical information from the EMR and other sources, present the patient to the supervising resident and preceptor, finalize the admission plans with the supervising resident or preceptor and patient, enter admission orders for additional diagnostic testing or therapies, and enter the admission History and Physical in the student section of the EMR. Each day, the student should pre-round on his/her panel of patients (i.e. gather interval history and data, perform a focused physical examination, present the patient during rounds, enter new orders, and construct a daily progress note).

### Suggested Textbook(s)/Readings

Book Title + ISBN	Author/Publisher/Edition	Approximate Cost
Pediatric Neurology: A Case Based Review	Tena Rosser	\$80

For each patient seen, students are expected look up the diagnosis in a textbook or other source (UpToDate®, as the name implies, is a current and easy-to-consult source of medical information; access is available without charge when logged onto the University Computer) and consult PubMed for literature on the specific clinical aspects of patient care.

### Additional Resources

Resources are available on-line (PubMed, genetests.org, SimulConsult.com, childneurologysociety.org) and textbooks are available in the Pediatric Neurology team room.

## Assessment & Grading

### Preceptor Evaluations

This Clinical Course employs a preceptor evaluation which contributes to the student's overall course grade.

### Assessments

Assessment Name	Weight toward Final Grade	Course Goal Assessed	Due Date
Preceptor Evaluations	75%	1, 2, 3, 4, 5, 6	NA
Case Write-up	20%	1, 2,5,6	End of Rotation
Assessment of Student Goals and Objectives	5		End of Rotation

### Grading Criteria

#### Clinical Management Case Write-up

Students are to identify a clinical case encountered on their rotation, such as a patient encounter with a rare diagnosis or challenging treatment or management question. The student should write up a case report including a description of the case, discussion of management and review of the literature. The write-up should be submitted to the clerkship director by the end of the rotation and will be graded using the following criteria:

	Superior/ Exceptional (4.0)	Exceeds Expectations/ Very Good (3.0)	Meets Expectations/ Competent (3.0)	Below Expectations/ Marginal (1.0)
Formulation of the clinical issue				
Depth and breadth of the literature review				
Clarity & thoughtfulness with respect to evidence-based analysis				

### Assessment of Student Goals and Objectives

Throughout the rotation, students should consider and discuss the written goals and objectives that they established at the beginning of the rotation with their attending(s) to ensure progression and completion. At the conclusion of the rotation, the student should meet with the course director to review their progress. The student should write a brief summary of their rotation noting whether their goals and objectives were met and what aided in or hindered their completion. This assessment should be submitted to the clerkship coordinator at the end of the rotation.

### Grading System

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

**PASS:** A student who achieves all the criteria with a final numerical score of greater than or equal to 2.0, will be assigned a grade of PASS for the course.

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

### Student Feedback

Student feedback is an important aspect of curriculum quality improvement. Thus, students are expected to complete all assigned feedback surveys specific to a course by the due date.

### 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

### 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 and to request accommodation are required to meet with the CDA Director for recommended 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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<http://disability.utah.edu>