SYLLABUS

CORE - 7004: OMS III Pediatrics
11 CREDIT HOURS

Course Director
Harvey J. Simon, M.D., J.D., F.A.A.P.
Associate Professor of Pediatrics
hsimon@atsu.edu
480.265.8073
Course Description:
The Pediatrics OMS III clerkship is designed to provide the student with an overview of the clinical specialty of Pediatrics
with an emphasis on the integration of the basic and clinical sciences. The clerkship overall is based upon the clinical
presentation curriculum; and to achieve the rotation objectives, the student is encouraged to apply the concepts of
diagnosis and management to the pediatric patient. Following the American Osteopathic Association’s Core
Competencies* and the Council on Medical Student Education in Pediatrics/Association of Pediatric Program Directors
Core Curriculum in Pediatrics, while students will be provided with a multifaceted view of pediatrics through the
incorporation of epidemiology, psychosocial factors, cultural diversity, nutrition, and preventive medicine.

Our commitment is to place you in a learning environment in which you can be exposed to pediatric issues and problems.
Students will receive exposure to patients in both ambulatory and inpatient settings as appropriate during the course of the
third year pediatric clerkship. Wherever possible, learning will occur as part of an integrated set of experiences where
students will participate in the care of a panel of patients that may provide experience from several traditional disciplines.

The curriculum content will be provided to you through Blackboard 9.1.

The course goals are to:

Develop competence to do a newborn, infant, child and adolescent well-child complete evaluation, provide age
appropriate immunizations and screening evaluations, have an appropriate discussion with the parent (and child, if
appropriate) and provide information and recommendations.

Identify abnormalities in the well-child evaluation and develop an appropriate plan to diagnose and treat the problem(s)
causing the abnormalities.

Demonstrate knowledge of common acute and chronic conditions including their main signs and symptoms, diagnostic
tests, and treatment including medication appropriate to the level of training.
Identify common pediatric illnesses and develop an appropriate treatment plan for these illnesses.

Clinical Supplemental Reading Assignments:
Designed to supplement contextual learning (patient encounters), you will also find readings, case presentations and other
activities that support the management skills for the clinical presentations listed. The course director will provide didactic
material and specific learning objectives. The learning objectives are designed to guide the student’s independent study of
the assigned material. The preceptor may or may not wish to assign other readings and activities, but students will receive
4-8 hours of material to review each week through Blackboard 9.1 website. The Blackboard learning materials are in
addition to the materials required by the preceptor.

Textbooks:
Required

_Nelson Essentials of Pediatrics: With Student Consult Online Access, 7th Ed, 2015._
Authors: Maredante, et al.
Publisher: Saunders Elsevier
List Price: $59.01 on Amazon
Note: Available on-line and free through the A.T. Still Memorial Library (Arizona Catalog)

_The Pediatric Diagnostic Examination_
Authors: Donald Greydanus and Arthur Fineberg
ISBN-10: 0071471766
List Price: $ 81.00 on Amazon
Note: Available on-line and free through the A.T. Still Memorial Library (Arizona Catalog)
Curricular Domain Objectives:
The objectives are intended to be a guide for the student’s learning activities and serve as a baseline for assessment of the student’s enhanced knowledge, skills, and professional behavior. Not all of the objectives listed below will be encountered during any single rotation. While each student is expected to further expand his/her knowledge base and to care for all assigned patient cases, he/she is also expected to avail him/herself of the SOMA educational materials provided. Each Objectives category below, maps to the corresponding evaluation categories and competencies on the course Clinical Rotation Evaluation (CRE) and coursework assignments.

Students will refer to individual schemes and review the associated learning objectives and learning activities associated with each. These are found under separate tab on Blackboard9.1.

I. Osteopathic Principles and Practices (OPP)
Graduates must demonstrate knowledge of osteopathic principles and practice (OPP), and they must exhibit and apply knowledge of somatic dysfunction diagnosis and osteopathic manipulative treatment (OMT) in clinical settings.

1. Demonstrate and communicate knowledge of a.) OPP; b.) the basic science, mechanisms of action, and physical findings of somatic dysfunction; and c.) the mechanism of action, indications and contraindications, and basic application of OMT.

2. Perform and document a complete and appropriately focused structural examination in a respectful, logical and organized manner.

3. Apply osteopathic principles and OMT into an appropriate patient care plan.

4. Demonstrate sufficient depth of knowledge and skills to integrate osteopathic principles and practice into all aspects of whole person healthcare.

II. Clinical Skills & Osteopathic Patient Care (CS)
Graduates must demonstrate effective use of motor and cognitive skills in diagnosis, management and prevention of common health problems encountered in patient care within a variety of clinical settings and across the lifespan.

1. Elicit a comprehensive and appropriately focused history and generate a list of a patient’s concerns in a respectful, rationale and organize manner.

2. Perform a complete & appropriately focused physical examination in a respectful, rationale and organized manner; and correlate abnormal findings to clinical presentations and disease processes.

3. Perform basic clinical procedures essential for general osteopathic medical practice.

4. Utilize clinical reasoning strategies to accurately diagnose medical conditions originating from common clinical presentations.

5. Determine and implement evidence-based clinical intervention plans and management strategies, while monitoring their effectiveness and adjusting appropriately.

6. Incorporate health education counseling, preventive medicine approaches, and health promotion strategies during patient encounters.
III. Medical Knowledge (MK)
Graduates must demonstrate knowledge and application of osteopathic, biomedical, clinical, epidemiological, biomechanical, social and behavioral sciences in the context of patient-centered care.

1. Recognize and explain normal structure and function across the lifespan.
2. Identify and explain the molecular, biochemical and cellular mechanisms that support normal structure and function.
3. Distinguish between the mechanisms of disease pathogenesis, describe their impact on the body, and relate them to patient signs and symptoms.
4. Explain and apply principles of contemporary therapeutics, including osteopathic, surgical, pharmacologic, molecular, biologic, behavioral and contemporary/alternative.
5. Interpret diagnostic studies and correlate abnormal findings to disease states.
6. Describe the epidemiology of common disease states within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those disease states.

IV. Professionalism (P)
Graduates must demonstrate through knowledge, behavior and attitudes, a commitment to the highest standards of competence, ethics, integrity, and accountability to patients, society and the osteopathic profession.

1. Demonstrate respect, altruism, compassion, interest, integrity, honesty, accountability and trustworthiness in all interactions with patients, their families, faculty, staff, peers and colleagues.
2. Apply ethical decision making in all aspects of professional practice.
3. Demonstrate awareness, sensitivity and responsiveness to culture, socio-economic status, religion, age, gender, sexual orientation, and mental/physical disabilities of patients, their families, faculty, staff, peers and colleagues.
4. Demonstrate professional work behaviors such as punctuality, appropriate appearance, accepting responsibility for errors, and maintaining professional boundaries.
5. Demonstrate a commitment to continuous professional development, learning, and internal & external assessment.

V. Interpersonal and Communication Skills (ICS)
Graduates must demonstrate the knowledge, behaviors and attitudes that facilitate accurate and efficient information gathering, empathetic rapport building, and effective information giving in interactions with patients, their families and colleagues of the inter-professional health care team.

1. Document and record patient information in an accurate, organized, and confidential manner appropriate to the clinical situation and present relevant aspects of a patient’s case in a logical, articulate fashion both orally and in writing.
2. Work effectively and collaboratively with patients, their families and colleagues of the inter-professional healthcare team in providing whole person healthcare.
3. Demonstrate effective and appropriate active listening, verbal, non-verbal, and written and electronic communication skills when dealing with patients, their families, faculty, staff, peers and colleagues of the inter-professional health care team.
VI. **Practice-Based Learning and Improvement (PBL)**
Graduates must demonstrate the ability to apply scientific theory and methodology and exhibit the critical thinking skills essential for integrating evidence-based principles and practice into patient care.
   1. Apply fundamental biostatistical and epidemiologic concepts to practice-based learning and improvement.
   2. Conduct a systematic review of literature on basic and clinical science research and critically synthesize the results for relevance and validity.
   3. Describe the clinical significance of and apply strategies for integrating best medical evidence into clinical practice.
   4. Identify, describe and apply systematic methods relating to continuous evaluation of osteopathic clinical practice patterns, practice-base improvements, and the reduction of medical errors.
   5. Integrate technology into the practice of medicine and the delivery of healthcare services.

VII. **Systems-Based Practice (SBP)**
Graduates must demonstrate awareness of and responsiveness to the larger context and systems of health care, and effectively identify system resources to advocate for and maximize the health of the individual and the community or population at large.
   1. Demonstrate knowledge of health delivery systems that affect the practice of an osteopathic physician and how delivery systems influence the utilization of resources and access to health care.
   2. Demonstrate knowledge of how patient care and professional practices affect other health care professionals, health care organizations, and society.
   3. Demonstrate the ability to work effectively in a variety of health care systems (with an emphasis on community health care) and provide quality patient care while advocating for the best interests of patients.
   4. Demonstrate the ability to implement safe, effective, timely, patient-centered and equitable systems of care in a team-oriented environment.
Course Assignments:

Week One – 8 hours
- Review selected journal article* MK 2, 3, 4; PBL 2
- Answer 50 question quiz CS5, MK1, MK 3, MK 5
- Reading Assignments please see blackboard MK 2, 3, 4; PBL 2
- Log 100% of patient diagnoses and procedures – Pass/Fail

Week Two – 8 hours
- Review selected journal article* MK 2, 3, 4; PBL 2
- Answer 50 question quiz CS5, MK1, MK 3, MK 5
- Reading Assignments: please see blackboard MK 2, 3, 4; PBL 2
- Log 100% of patient diagnoses and procedures – Pass/Fail

Week Three – 8 hours
- Complete Interprofessional Education activity * P1
- Answer 50 question quiz CS5, MK1, MK 3, MK 5
- Reading Assignments please see blackboard
- Log 100% of patient diagnoses and procedures – Pass/Fail

Week Four
- Log 100% of patient diagnoses and procedures – Pass/Fail
- COMAT Examination

Due by end of course
- Complete COMAT exam
- Complete Student Evaluation of Rotation (SER)

*Weekly assignments are found on Blackboard under the Pediatrics Course

Optional Reference Materials:
(may include COMAT study resources, etc.)
Grading:

Grade Format
All of the courses in OMS III and OMS IV are “honors”, “high pass”, “pass”, “low pass”, and “fail” per the following point scale:

- >4.75 = Honors
- 4.0-4.75 = High Pass
- 3.0-3.9 = Pass
- 2.1-2.9 = Low Pass
- ≤ 2.0 = Fail

In order to pass this course, you will need to complete the following:

Clinical Rotation Evaluation (CRE) = 40% of overall Grade
Students will need to receive a passing score on the Clinical Rotation Evaluation (CRE) for each four week course section (rotation) of the course.

CRE = 0 - 5 points
- >4.75 = Honors
- 4.0-4.75 = High Pass
- 3.0-3.9 = Pass
- 2.1-2.9 = Low Pass
- ≤ 2.0 = Fail

Subject or Course Exam (COMAT) = 40% of overall grade
At or near the end of the rotation, you will be required to take and pass a subject or course exam (COMAT). The content of the exam is based on clinical presentations most frequently seen on rotation. Most, if not all of these presentations were addressed in the OMS I and OMS II courses. Many of the presentations are covered in the rotation syllabus. You must receive a passing score on the COMAT Exam linked to this course to pass the course; and the score is worth 40% of the overall grade.

There is a very strong probability that some clinical presentations covered in the COMAT may not be addressed directly in the syllabus. There is a possibility that some of the clinical presentations covered in the COMAT may not have been observed during the rotation.

COMAT = 0 – 5 points (to convert the standard score to a 5-point scale, use rubric)
- >1.0 SD above national mean = Honors: 111+
- 0.1-0.99 SD above national mean = High Pass: 103 – 110
- National mean to 0.99 SD below national mean = Pass: 94 – 102
- 1.0 below to 1.5 SD below national mean = Low Pass: 85 – 93
- more than 1.5 SD below national mean = Fail: 84 or lower

Course work / Weekly Assignments = 20% of overall grade
Course work / Weekly Assignments will make up 20% of the overall grade. Coursework will be graded as follows:

- >4.75 = Honors
- 4.0-4.75 = High Pass
- 3.0-3.9 = Pass
- 2.1-2.9 = Low Pass
- ≤ 2.0 = Fail

Weekly assignments are due by midnight on Sunday each week. Any assignment not submitted by this time will result in a zero for that assignment.
Failures and Remediation
Students are required to repeat failed clinical rotations with a preceptor other than the initial preceptor. If the student fails a subject exam, the student must retake the subject exam as specified in the SOMA Catalog and rotation manual. A failing grade on the CRE will result in a failure in the course.

Course Requirements and Expectations:

Student Evaluation of Rotation (SER)
Submission of the Student Evaluation of Rotation (SER) is REQUIRED for completion of the course. The grade for the clerkship course will not be submitted to the registrar until the evaluation is received.

Clinical Documentation (Case Log) Requirements (PxDx)
Logging of every clinical interaction via the E*Value electronic log system is a course requirement and a professional responsibility of every student on every rotation in OMS III and OMS IV. Log information will be used to evaluate the volume and variety of student experiences. 100% of encounters must be logged. Failure to log clinical interactions will result in lowering course grade one level, and may adversely affect the student's professionalism score for the rotation. Failure to log may also be commented upon in the Medical Student Performance Evaluation (MSPE) formerly known as the Dean’s Letter.

Course Director will review all logs, and determine if logging is 100% AND adequate in volume and variety. In the event the course director does not feel that the student has sufficient logs, the Course Director will note a failure for logs and the students overall grade will be lowered one level (i.e. the CRE, COMAT and Weekly Assignments averaged to be a “High Pass”, inadequate logs reduce the overall grade to a “Pass”). Periodic audits of clinical activity compared to logs could result in serious concerns about adherence to professional responsibilities. Completion of logging 100% of patient interactions is NOT optional. Concerns about professionalism will be considered for referral to the Student Performance Committee.

Professionalism and Academic Honesty:
An essential aspect of the SOMA curriculum is the development of professional behaviors among students. SOMA considers breeches in professional conduct and/or academic honesty as serious academic deficiencies. The ATSU University Handbook (http://www.atsu.edu/student_affairs/handbook/pdfs/UniversityHandbook-2.19.14.pdf) has important information with respect to professionalism including a Code of Academic Conduct and Code of Behavioral Standards. The course director expects professional behavior and academic honesty at all times during this course.

Academic Adjustments:
The University can make accommodations for students with documented disabilities who are otherwise qualified. Students with disabilities are encouraged to contact the Disability Resources Advisor. Requests for accommodations must be made in writing to the Disability Resources Advisor. The contact information for the Disability Resources Advisor is as follows:

Disability Resources Advisor
5850 E. Still Circle
Mesa, AZ 85206
480-245-6248
krjones@atsu.edu

The Disability Resources Advisor will confer with the student and may request documentation and may refer the student for individual assessment by qualified experts. The ATSU Technical Standards and Accommodations Committee shall review any requests for accommodations. The Committee determines whether there are disabilities as protected by the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act and then decides if reasonable accommodations can be made without fundamentally altering the essential nature of the school’s program or instruction being pursued.
The Committee makes recommendations for or against accommodations to the Director - Learning & Disability Resources who then will notify the student and the appropriate faculty and staff members who have an educational need to know. Within ten (10) days of receiving the Committee’s determination from the Director - Learning & Disability Resources a student can appeal the decision in writing to the dean of the appropriate school.

**Course Director Office Hours:**
The course director may be contacted by email or phone at any time. It is expected that the course director will answer a student within 24 hours during normal working days, and by Monday if contact is made over the weekend. Email addresses and phone numbers are listed on the first page of this syllabus.

As a supplement to the syllabus I have included a list of procedures, which should be mastered, and a list of diagnoses, which you may commonly encounter in pediatrics.

**Procedures**
Neonatal screening  
Developmental screening  
Hearing and vision screening  
Lead screening  
Anemia screening  
Tuberculosis testing

**Common and/or Important Diagnoses**

- Abdominal pain  
- Abdominal mass  
- Accident  
- Acetaminophen overdose  
- Acidosis  
- Acne  
- Acute life-threatening event  
- Acute lymphocytic leukemia  
- Acute otitis media  
- Adrenal insufficiency  
- Airway Obstruction  
- Alcohol ingestion  
- Alkalosis  
- Allergic colitis  
- Allergic rhinitis  
- Altered mental status  
- Anal fissure  
- Animal bite  
- Anaphylaxis  
- Anemia  
- Apnea  
- Appendicitis  
- Aspirin overdose  
- Asthma  
- Ataxia  
- Atopic dermatitis  
- Attention deficit hyperactivity disorder  
- Breath holding spells  
- Bronchiolitis  
- Bruising  
- Burn  
- Candida dermatitis  
- Cardiac dysrhythmias  
- Cataracts  
- Cellulitis  
- Cerebral palsy  
- Child abuse  
- Child neglect  
- Chronic otitis media  
- Colic  
- Congestive heart failure  
- Conjunctivitis  
- Constipation  
- Constitutional growth delay  
- Cough  
- Croup  
- Contact dermatitis  
- Croup  
- Cystic fibrosis  
- Dehydration  
- Depression  
- Developmental delay  
- Diabetic ketoacidosis  
- Diabetes mellitus  
- Diarrhea  
- Drug abuse  
- Drug withdrawal  
- Eating disorder  
- Electrolyte disturbances  
- Encephalitis  
- Encopresis  
- Enuresis  
- Epilepsy
Failure to thrive
Familial short stature
Febrile seizure
Feeding problem
Fever
Fever without a source
Foreign body aspiration
Gastroesophageal reflux disease
Gastrointestinal bleeding
Glomerulonephritis
Head banging
Head injury
Headache
Hearing loss
Heart murmur
Hematuria
Hemophilia
Henoch Schönlein Purpura
Hepatitis
Hepatomegaly
Hip dysplasia
HIV/AIDS
Hydronephrosis
Hyperkalemia
Hypernatremia
Hyperthyroidism
Hypoglycemia
Hypokalemia
Hypoponatemia
Hypothyroidism
Hypoxemia
Idiopathic thrombocytopenic purpura
Impetigo
Inappropriate ADH secretion
Increased Intracranial pressure
Infectious mononucleosis
Inflammatory bowel disease
Ingestion
Injury
Intussusception
Iron deficiency anemia
Iron overdose
Irritability
Jaundice
Kawasaki disease
Laceration
Large for gestation infant (LGA)
Legg-Calve-Perthes disease
Lethargy
Leukocoria
Lice
Limp
Lymphadenopathy
Macrocephaly
Malignancy
Meckel's diverticulum
Meningitis
Meningococcemia
Microcephaly
Monilial infection
Narcotic overdose
Near drowning
Nephrotic syndrome
Neurogenic shock
Nursemaids elbow
Obesity
Orbital cellulitis
Orthostatic proteinuria
Osgood Schlatter disease
Osteomyelitis
Otalgia
Otitis externa
Otitis media with effusion
Pelvic inflammatory disease
Peptic ulcer disease
Peritonsillar abscess
Pertussis
Petechiae
PKU deficiency
Pneumonia
Poor feeding
Positive Mantoux skin test (PPD)
Prematurity
Proptosis
Proteinuria
Pyelonephritis
Pyloric stenosis
Rash
Red eye
Renal failure
Respiratory distress
Retinoblastoma
Retropharyngeal abscess
Rhinorrhea
RSV
Scabies
School failure
Seasonal allergies
Seborrheic dermatitis
Seizures
Sensory impairment
Sepsis
Septic arthritis
Sexual abuse
Shock
Short stature
Sickle cell disease
Sinusitis
Sleep problems
Slipped capital femoral epiphysis
Small for gestational age
Sore throat
Splenomegaly
Sprain
Status epilepticus
Status epilepticus
Strabismus
Streptococcal pharyngitis
Substance abuse
Temper tantrums
Tension headache
Thalassemia
Transient synovitis
Trisomy 21
Tuberculosis
Turner syndrome
Upper respiratory tract infection
Urinary tract infection
Urticaria
Vasculitis
Viral exanthem
Vomiting
Wandering eye
Wheeze
Wilms tumor
Appendix:
AOA Core Competencies

<table>
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<tr>
<th>Domain</th>
<th>Competency</th>
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<tr>
<td>1. Osteopathic Philosophy and Osteopathic</td>
<td>Physicians are expected to demonstrate and apply knowledge of accepted</td>
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<td>Manipulative Medicine</td>
<td>standards in Osteopathic Manipulative Treatment (OMT) appropriate to</td>
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<td>their specialty, remain dedicated to life-long learning, and to practice</td>
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<td>habits in osteopathic philosophy and manipulative medicine.</td>
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<td>2. Medical Knowledge</td>
<td>Physicians are expected to demonstrate and apply knowledge of accepted</td>
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<td>clinical medicine in their respective specialty area, remain current with new developments</td>
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<td>in medicine, and participate in life-long learning activities, including research.</td>
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<td>3. Patient Care</td>
<td>Physicians must demonstrate the ability to effectively treat patients and</td>
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<td>provide medical care that incorporates the philosophy, patient empathy,</td>
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<td>awareness of behavioral issues, the incorporation of preventive medicine, and health</td>
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<td>promotion.</td>
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<td>4. Interpersonal and Communication Skills</td>
<td>Physicians are expected to demonstrate interpersonal and communication skills that enable</td>
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<td>them to establish and maintain professional relationships with patients, families, and other</td>
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<td>members of the health care team.</td>
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<td>5. Professionalism</td>
<td>Physicians are expected to uphold the Osteopathic Oath in the conduct of their</td>
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<td>professional activities that promote advocacy of patient welfare,</td>
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<td>adherence to ethical principles, collaboration with health professionals,</td>
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<td>life-long learning, and sensitivity to a diverse patient population.</td>
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<td>Physicians should be cognizant of their own physical and mental health in order to</td>
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<td>effectively care for patients.</td>
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<td>6. Practice-Based Learning and Improvement</td>
<td>Physicians must demonstrate the ability to critically evaluate their</td>
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<td>methods of clinical practice, integrate evidence-based medicine into</td>
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<td>patient care, show an understanding of research methods, and improve</td>
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<td>patient care practices.</td>
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<td>7. Systems-Based Practice</td>
<td>Physicians are expected to demonstrate an understanding of health care</td>
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<td>delivery systems, provide effective and qualitative patient care within the</td>
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<td>system, and practice cost-effective medicine.</td>
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Changes to the Syllabus:
The syllabus for this course may change at the discretion of the course directors. As a general policy, SOMA course directors alter syllabi only when absolutely necessary.

Students will be notified by the course directors or course facilitator in writing of any changes in course requirements or policies.