2004 Exploration of Pediatric Nephrology

Course: Exploration of Pediatric Nephrology  Course Number PED 2004

Department: Pediatrics

Faculty Coordinator: Michel Baum, MD

Assistant Faculty Coordinators: Raymond Quigley, MD

UTSW Education Coordinator Contact: Anthony Lee (Anthony.Lee@UTSouthwestern.edu)

Hospital: (Location of rotation) Children’s Medical Center-Dallas

Periods Offered: Periods 1-24

Length: 2 weeks

Max # of Students per 2week period: 1 (Pre Clerkship Student)

First Day Contact: Attending on duty or Martha Stegner, MD

First Contact Time: 8:00am

First Day Location: Children’s Medical Center – 5th Floor Tower B Renal Clinic – Physician’s Touchdown

I. Course Description

This is a 2 week introductory course enabling the student to explore the medical specialty/discipline. The student will learn about the scope of practice, frequently encountered pathology/diagnoses, and specialty specific diagnostic procedures. The purpose of the course is to allow the student the opportunity to explore a career in the specialty, and/or to acquire knowledge in the specialty regarding appropriate referrals, consults, etc. relevant to future career plans.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Care: Students will learn the specialty focused history, physical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The student will be able to list appropriate indications to consult the specialty and will be able to develop a well-constructed consult to this service.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The student will be able to perform the appropriate evaluation of a patient prior to referral to this specialty.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The student will be able to take a specialty specific medical history, perform a physical exam and be aware of the approach to the patient in this specialty.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The student will be evaluated based on oral presentation on rounds and chart documentation for one assigned patient daily.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Skills evaluation from direct observation.</td>
<td></td>
</tr>
<tr>
<td>Medical knowledge: Students will learn the pathophysiology and management of the most common diagnoses encountered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The student will be able to discuss the pathology/presentation/evaluation and management of assigned number of common diagnoses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The student will learn the indications and complications for assigned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The student will complete a brief quiz at the end of the rotation</td>
<td></td>
</tr>
</tbody>
</table>
|                           | At the end of the rotation the student will list in writing the 3 most common reasons for referral to the service, and the criteria for a well-constructed
## 2004 Exploration of Pediatric Nephrology

| Interpersonal and Communication skills: The student will effectively communicate with colleagues and patients. | • The student will take the medical history of assigned patients and be able to effectively present to the faculty/team.  
• The student will document a write up... | • The student will be evaluated based on oral presentation on rounds and chart documentation for one assigned patient daily.  
• Observations of faculty and staff. |
|---|---|---|
| Professionalism: The student will demonstrate respect for patients and colleagues. | • The student will be punctual and complete all required work.  
• The student will demonstrate respect and compassion for others.  
• The student will demonstrate respect for patient privacy and autonomy. | • Based on observation of attendance at and participation in rounds.  
• Observations of faculty and staff. |
| Practice Based Learning and Improvement: Students must be able to assimilate scientific evidence and improve their patient care practices. | • Locate and assimilate evidence from scientific studies related to their patients’ health problems, including literature searches.  
• Use information technology to manage information, access on-line medical information; and support one’s education. | • Each student is required to create a case presentation and to present it to the faculty and fellows during the rotation. It is recommended that students present an interesting case they encountered during their rotation. However, they are also permitted to present on a topic of interest that relates to pediatric course topic.  
• Critical review of a relevant article. |
| System based practice: Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population. | • Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and their families; accountability to patients and their families and the profession; and a commitment to excellence and ongoing professional development.  
• Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, and confidentiality of patient information.  
• Demonstrate sensitivity and responsiveness to patients’ culture, age, gender, and disabilities. | • Observations of faculty and staff. |

### II. Methods of Instruction

**Didactic: (Schedule, Topic and Faculty)**

- Monday – 12:00 noon – Renal Grand Rounds, Int Med Conf Rm, G5.202
- Tuesday – 5:00 pm – Research Conference, Int Med Conf Rm, G5.202
- Wednesday – 4:00 pm – University Lecture Series, Room NB2.102
- Thursday – 11:00 am – Medical Grand Rounds, Lower Level Classroom D1.502
- Thursday – 12:00 noon – Renal Basic Science Lecture Int Med Conf Rm, G5.202
- Friday – 4:00 pm – Clinical conference, Int Med Conf Rm, G5.202
2004 Exploration of Pediatric Nephrology

Clinical: (Schedule, Faculty Teaching and House-Staff Teaching)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>See patients in preparation for consult rounds</td>
<td>See patients in preparation for consult rounds</td>
<td>See patients in preparation for consult rounds</td>
<td>See patients in preparation for consult rounds</td>
<td>See patients in preparation for consult rounds</td>
</tr>
<tr>
<td>10 am - noon</td>
<td>Rounds with Attending</td>
<td>Rounds with Attending</td>
<td>Rounds with Attending</td>
<td>Rounds with Attending</td>
<td>Rounds with Attending</td>
</tr>
<tr>
<td>1 pm - 5 pm</td>
<td>Clinic</td>
<td>Clinic</td>
<td>Clinic</td>
<td>Clinic</td>
<td>Clinic</td>
</tr>
</tbody>
</table>

III. Overview of Student Responsibilities

- Evaluate new inpatients, present to attending and follow until discharge.
- In clinics, see new patients and present patient information to attending.

IV. Method of Evaluation of Students and Requirements

Pass-fail grades; there are no examinations. Evaluations of the student by the faculty will be based on achievement of the stated objectives of the course. This will be assessed by the student’s preparation, fund of knowledge, participation in clinic, and participation in didactic sessions.