Course: Preparation for Pediatric Internship

Department: Pediatrics
Course: Preparation for Pediatric Internship
Date: Block 9
Site: UT Southwestern Medical Center and Children’s Medical Center Dallas
Duration: Four weeks
Course Director: Jennifer Buchanan Walsh, MD
Department of Pediatrics
Prerequisite: Fourth year student who has applied for pediatric or med/peds internship
Maximum number of students: 16 (first come, first served)

Course Description:
This course is designed to provide the essential knowledge and skills for entering pediatric residencies. The course will emphasize core pediatric knowledge and practical skills needed for internship, including response to urgent patient care scenarios, daily intern tasks, effective communication, basic procedures, and use of evidence-based medicine. It will include didactic, case-based, and small-group sessions, some outside reading assignments, as well as hands-on skills sessions and experience in the simulation center. Prospective students should carefully examine the attendance policy (below) before enrolling.

Objectives:
Medical Knowledge:
1. Enhance knowledge regarding diagnosis and management of common pediatric conditions encountered during pediatric internship. Topics will include:
   a. Respiratory conditions, such as bronchiolitis, asthma, and pneumonia
   b. Interpretation and management of arrhythmias and approach to the child with congenital heart disease.
   c. Dehydration and fluid management
   d. Case-based review of commonly encountered conditions in a variety of pediatric subspecialties such as orthopedics, infectious disease, nephrology, endocrinology, neurology, neonatology, gastroenterology, hematology, and oncology.
   e. Well child care in resident continuity clinic
   f. Review and approach to key elements of the pediatric physical exam, including the neurologic exam.
2. Enhance knowledge of multidisciplinary knowledge and skills required to effectively manage common pediatric conditions, including nutrition, respiratory support and care, radiologic studies, pharmacology, IV access, etc.

Patient Care:
1. Integrate and apply core pediatric knowledge in a patient care setting via simulation center experience, case-based scenarios, didactic and small-group sessions, role plays, and hands-on skill-building. Topics will include:
   a. Proper use of respiratory support equipment such as nasal cannula, bag valve mask, vapotherm, CPAP/BiPAP, tracheostomies
   b. Pediatric nutrition, including formula, TPN, nasogastric and gastrostomy tube management.
   c. Appropriate use and interpretation of radiographic tests in pediatrics.
   d. Practical approach to ordering and interpretation of common pediatric laboratory studies, including common lab errors and misinterpretation.
e. Medication ordering, dosing, interactions, monitoring, and tasting.
f. Management of urgent pediatric situations / resuscitation via simulation center scenarios.
g. Key intern skills, including EMR documentation, patient signout/handoffs, handling common pages/calls, when to call for help, requesting consults, and obtaining consent.
h. Basic procedural skills, including lumbar puncture, venipuncture, intubation, bladder catheterization, suturing, and splinting.

**Practice-based Learning and Improvement:**
1. Discuss the principles and tools of practicing evidence-based medicine, teaching students to apply this to studies and literature.
2. In faculty-led small groups, practice searching the literature to find answers to clinical questions.
3. Discuss strategies for organization, study, and continued self-directed learning in residency.

**Interpersonal and communication skills:**
1. Teach students to demonstrate improved communication skills through case-based scenarios and role playing involving situations involving interactions with parents, patients, nursing, colleagues, and other ancillary staff.
2. Teach students to identify and respond to various communication styles.
3. Introduce the concept of and enhance skills in motivational interviewing.

**Professionalism:**
1. Via case-based discussion and role plays, review professional management of common scenarios, including challenging patients and families, leaving against medical advice, working with difficult or struggling colleagues, etc.
2. Discuss strategies for management of stress, anxiety, and burnout.
**Systems-based Practice:**
1. Describe the principles of patient safety and patient safety practices.

**Methods of Instruction:**
1. Didactic sessions
2. Small group discussion led by faculty, ancillary staff, chief residents, and housestaff
3. Case-based scenario review
4. Scenario review and hands-on skill sessions in pediatric simulation center
5. Outside reading / study:
   a. Exercises searching the literature for answers to clinical questions
   b. Occasional review of key articles
   c. Familiarization with “take-home” resources on jump-drive provided to all students including important articles, concise reference guides, videos, links to useful online tools, etc.

**Student Responsibilities:**
1. Participate in all activities, class sessions, paging exercises, simulation center and skill-building sessions.
2. Complete assignments given such as reading and preparation for group activities
3. Be accountable to supervising faculty and residents

**Attendance Policy:**
Attendance at all sessions is required. Any student missing more than two days of activities without prior written permission from the Course Director will not receive credit for the course.

**Method of evaluation:**
Fourth year elective rotations are evaluated on a pass/fail system with additional comments made by supervising faculty. The grade is submitted within one month of the completion of the rotation. Grades are approved by the course director.
Sample course calendar
Please note this is a rough representation of the topics and structure of the elective, and not meant to be an exact schedule. The session titles and times will likely change significantly.

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<tr>
<th>WEEK</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>1</td>
<td>2/25- 3/1</td>
<td>Orientation</td>
<td>Case-based exercises Endocrine</td>
<td>Pediatric Life Support Skills</td>
<td>Intro to practical EBM Case-based exercises Ortho/Rheum ID</td>
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<td>Intern skills: Dos and Don’ts of cut/paste in Epic</td>
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<td>signout / handoffs</td>
<td>Respiratory knowledge &amp; skills</td>
<td>Common intern calls Mommy calls 101</td>
<td>Revisiting handoffs / signout</td>
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<td>Nursing communication</td>
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<td>GI knowledge and skills: Nutrition, Formula, TPN</td>
<td>Neonatology knowledge &amp; skills</td>
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<td>GI knowledge and skills: Gastrostomy care / procedures</td>
<td>Sim center – Neonatology Sim center Fellows Librarian search strategy review</td>
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<td>EBM small groups</td>
<td>MATCH DAY</td>
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<td>2</td>
<td>3/4 – 3/8</td>
<td>Case-based exercises Dehydration/ Fluids, Renal</td>
<td>Intern Skills Communication workshop: Navigating patient/family scenarios Communication styles</td>
<td>Sim center</td>
<td>Intern Skills Motivational interviewing When to call for help</td>
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<td>Intern skills Pearls from the chief residents Organizational/study strategies in residency Managing stress, anxiety, burnout depression</td>
<td>Physical Exam pearls Radiology pearls Ambulatory pediatrics Healthcare system issues</td>
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