

# PEDIATRIC CLERKSHIP ORIENTATION 2024-2025



# WELCOME

HELLO

My name is



- Tell us a little bit about yourself?
- What made you interested in medicine? Any areas you are interested in?
- Tell us something that you are better at than anyone you know or something about you most people do not know.





# ORIENTATION AGENDA



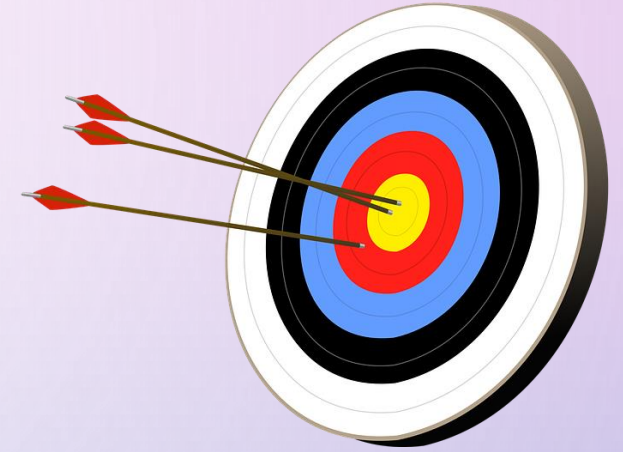
- Welcome to Peds - Dr. Carlson, Chair of Pediatrics
- Introduction to Population Science and Policy in Peds - Dr. Volle, Education Director of PSP and Pediatrician
- Clerkship Essentials - Kelly Pickrell, Nurse Educator/Keela Gibbs, Coordinator
- How to Succeed - Dr. Unal, Clerkship Director
- Tour of Clinical Areas



# YEAR 3 CURRICULUM GOALS

- Clinical Immersion
  - Clinical Skills Development
    - H&P Skills
    - DDX & Diagnostic Justification
    - Diagnostic & Therapeutic Plans
  - Communication & Interpersonal Skills Development
    - OCP's
    - Documentation
    - Patients, Families, Caregivers
    - Healthcare Teams
- Coaching
  - Direct Observation
  - Targeted Feedback
- Professional Development

## GOAL SETTING



# GOAL



## PEDIATRIC GOAL & OBJECTIVES

**Goal:** Students will have the basic skills, attitudes, and knowledge to safely and compassionately care for children.

**Objectives:**

- ✓ Gain basic knowledge of growth and development (physical, physiologic and psychosocial) and of its clinical application from birth through adolescence.
- ✓ Demonstrate the knowledge necessary for the diagnosis and initial management of common pediatric acute and chronic illnesses.
- ✓ Analyze the approach of pediatricians to the health care of children and adolescents.
- ✓ Evaluate the influence of family, community and society on the child in health and disease.
- ✓ Develop communication skills that will facilitate the clinical interaction with children, adolescents and their families and thus ensure that complete, accurate data are obtained.
- ✓ Demonstrate competency in the physical examination of infants, children and adolescents.
- ✓ Demonstrate clinical problem-solving skills.
- ✓ Develop strategies for health promotion as well as disease and injury prevention.
- ✓ Develop the attitudes and professional behaviors appropriate for clinical practice.

\*The Goal and Objectives are based on the current COMSEP (The Council on Medical Student Education In Pediatrics) Curriculum outline\*

When it's your first day  
at the Pediatric department







# PEDIATRIC GOAL SETTING EXAMPLES

- Be able to perform PE based on ages (newborn, toddler, school aged, and adolescence)
- Be able to perform pediatric history based on service (inpatient vs outpatient)
- Come up with 3 DDX for acute visits
- Recognize developmental milestones
- Familiarize yourself with immunization schedule
- Practice writing progress notes
- Practice OCP during family centered rounds
- Familiarize yourself with normal pediatric lab values and vitals
- Learn medication dosing, nutrition needs, and fluids for peds



# STUDENT DROPBOX

[HTTPS://WWW.DROPBOX.COM/HOME](https://www.dropbox.com/home)

- Orientation Material:

PDF	22-23 Resident Composite.pdf
PDF	Dr. Chaudhary Award Criteria 2024.pdf
PDF	Epic Setup Instructions.pdf
PDF	Faculty E-mail List FY 23-24.pdf
PDF	H+P rubric.pdf
PDF	New Pediatric Residents Class of 2026.pdf
PDF	On the Fly-Instructions for how to assign to a mentor.pdf

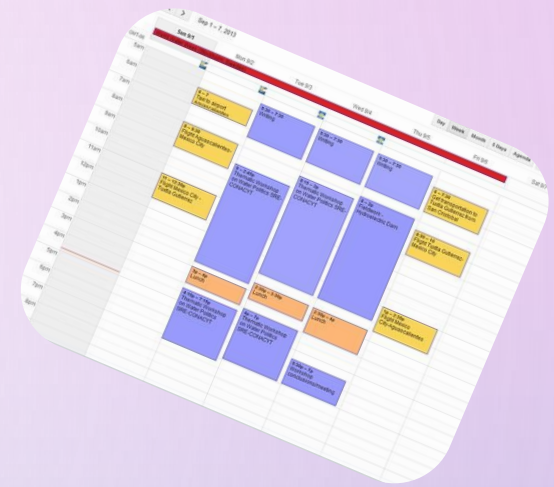
PDF	Pediatric Clerkship Syllabus - 2023-24.pdf
MP4	Peds Clerkship Orientation-20230130 1500-1.mp4
PDF	PSP in Practice - Pediatrics Clerkship-Dr. Volle.pdf
PDF	SOAP note example.pdf
PDF	The Pediatric Nerd.pdf
PDF	Y3 Peds Orientation Powerpoint 23-24.pdf

- *Student User Guides* for each specialty area in which you are assigned that may also include additional PowerPoint Presentations and articles that faculty would like you to use to prepare.





# SCHEDULES



- Your own personalized schedule has been placed on Google calendar.
- In addition to your own schedule, you will also pull up the Pediatric Clerkship calendar which houses educational opportunities for all to see.
- Everyone is paired with a small team of physicians and senior residents in some cases.
  - Each student will have both inpatient and outpatient experiences.
  - All schedules are a little different. They are based on physician schedules.
  - No weekends are scheduled, and will be reserved for make-up time.

[www.google.com](http://www.google.com)

EXPLAIN ABBREVIATIONS FOR CJV/MOB/ ST. JOHN'S CHILDREN'S HOSPITAL/WCC  
REMIND STUDENTS ABOUT SICK CLINIC (DR. BATTERMAN)





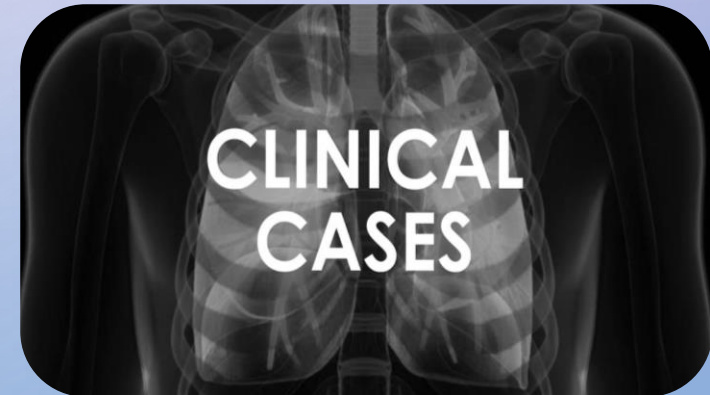
# SCHEDULES

- Be there on the first day and time as schedule states/talk to physician to see preferences on subsequent days.
- Even if a patient is not scheduled until later in the day, or if there are no patients scheduled at all, you are still **REQUIRED** to attend clinic when you are scheduled. Your preceptor will have other education opportunities available for you (i.e. case discussions, journal articles, reviewing imaging, etc.).
- If for some reason a clinic is cancelled and your preceptor is unavailable, please notify Keela as soon as possible, she will try to find another clinic for you to attend.

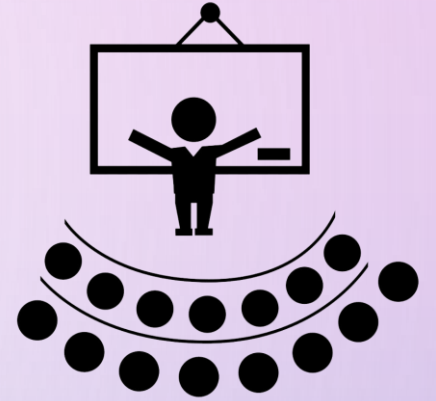


## Brown Bag Lunch Talks

- Scheduled 1 hour in-person sessions posted to your Google Calendar each week of the clerkship just for the medical students.
  - Attendance is highly encouraged.
  - Feel free to bring your lunch.
- You will have an opportunity to share your feedback about the clerkship as well as discuss any questions you have about your experience that week.
- Dr. Unal/Dr. Miller will lead some potential discussion topics:
  - The Game of Jeopardy!
  - Case Discussions
  - Debriefing
  - Population Science & Policy



# EDUCATIONAL SESSIONS



## ❑ Grand Rounds – Thursday 8:00a-9:00a

- Encouraged to attend
- Posted on your Google calendar
- Topic will be emailed to you prior

## ❑ Resident Rounds – Mon., Wed., & Fri. 8:00a-8:30a

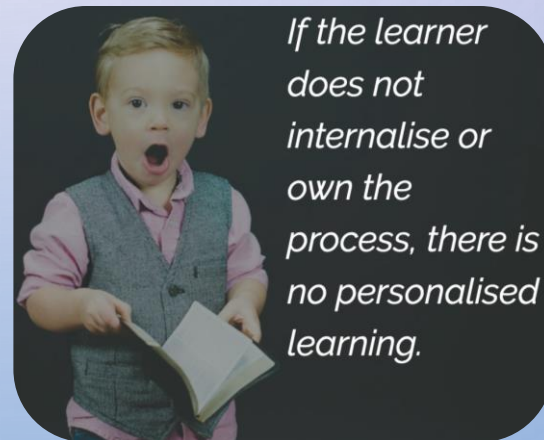
- Encouraged to attend should your schedule allow
- Posted on your Google calendar
- Residents present on varying topics





# EDUCATIONAL SESSIONS

- ❑ Morbidity & Mortality Conferences (aka M&M)- on the last Monday of the month from 8:00a-9:00a
  - Posted to your Google calendar
  - Services within the Department of Peds present
- ❑ Pediatric Journal Club- on the 3<sup>rd</sup> Tuesday of the month from 8:00a-9:00a
  - Article will be e-mailed prior
  - Posted to your Google calendar
  - Faculty and Residents are in attendance



*If the learner does not internalise or own the process, there is no personalised learning.*



DEMAND  
EVIDENCE  
AND  
THINK  
CRITICALLY

# SIU'S CPR (CLINICAL PRACTICE RESOURCE) SITE

[HTTPS://WWW.SIUMED.EDU/OEC/CPR-PEDIATRICS](https://www.siumed.edu/oec/cpr-pediatrics)

- Great resource to utilize during your pediatric clerkship with information on a variety of topics!!!

- Important Clerkship Links

- External Professional Organizations Links

- Pediatrics in Review Reading List

- Online MedEd Peds Topics

- Podcasts





# ‘MUST-SEE’ PATIENTS

- ☐ Respiratory complaint/distress (participate)
- ☐ GI complaint e.g. constipation (participate)
- ☐ Skin complaint e.g. rashes/jaundice (participate)
- ☐ Well-child exam (participate)
- ☐ Development screening assessment (perform)
- ☐ Review immunization schedule (perform)
- ☐ Pediatric ENT exam (perform)
- ☐ Reflex testing (perform)

\*Students to record ‘Must-See’ Patients/Experiences on E-pad\*

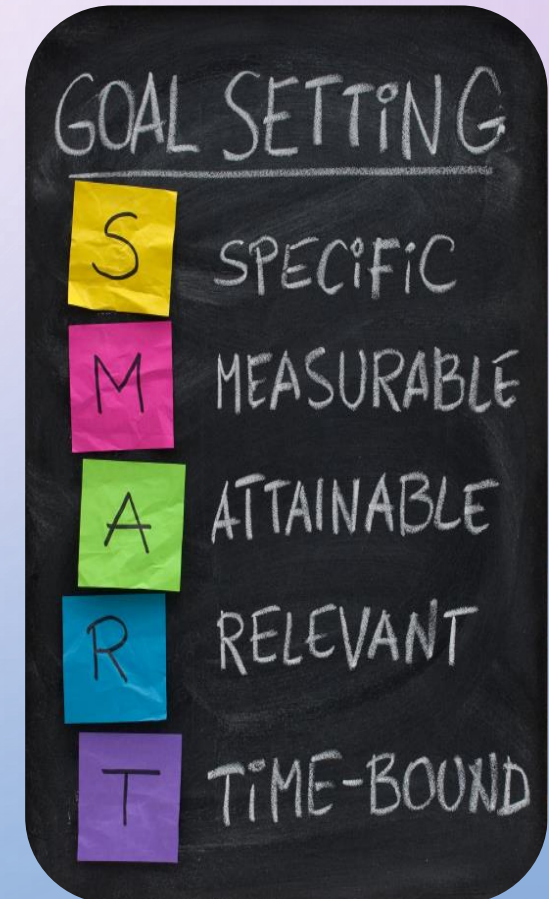




# MID-CLERKSHIP MEETING



- Areas of Strengths/Areas of Improvements?
- Areas of Interest
- You will be asked if you have observed any of the Pediatric '**Must-See**' Patients thus far?
- Able to turn in any written H&P's/Progress notes you have completed (max 2). (due by the last day of clerkship)
- Any questions, comments, concerns to better your clerkship experience.





# DOCUMENTATION OPPORTUNITIES



- Writing H&P's and Progress Notes on your patient is good 'medicine'!
- Discuss documentation opportunities with your preceptors. This will mainly occur on your inpatient rotations using EPIC, although can be done in Touchworks or even a word document for you to receive feedback.
- We ask that you provide a copy to Kelly (either a hard copy or e-mail a copy using the words encrypt in the subject line) of 2 written H&P's/Soaps written by YOU for your clerkship file. (2 max in any combo.)
- Growth charts are unique to pediatric patients. It would be beneficial to practice this skill.
- Link for Documentation Support: <http://www.siumed.edu/oec/ehr-resources-years-3-4.html>
- Any issues with EHR should be directed to:
  - SIU Touchworks – Matt Collins at [mcollins86@siumed.edu](mailto:mcollins86@siumed.edu) / 545-6963 or [techsupport@siumed.edu](mailto:techsupport@siumed.edu)/545-HELP
  - St. John's EPIC- [SJS-PIL@hshs.org](mailto:SJS-PIL@hshs.org) or 544-6464 ext. 67455



# SIU E-PAD MYPROGRESS

[HTTPS://SIUMED.EPADS.MKMAPPS.COM/#/](https://siumed.epads.mkmapps.com/#/)



Welcome to Myprogress™

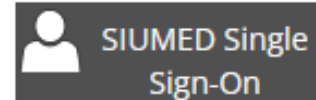
Sign In

If you require account activation [click here](#)

If you require assistance, please email your system administrator  
at [mbuchanan@siumed.edu](mailto:mbuchanan@siumed.edu).



Click here for single sign on with your university



OR

Sign in with your username and password

Sign in name

Password [Forgot your password?](#)

Sign in





# SIU E-PAD MYPROGRESS



- **SIU E-pad MyProgress** is the platform implemented to attain “**On The Fly**” feedback in the third year as well as many of the forms you utilize (i.e. Must See and Summative Evaluations).
- Please use the following link to access helpful documentation to assist in preparing the app: <http://www.siumed.edu/oec/myprogress-help-documents.html>
- Once the forms have deployed should you have any problems, please take a screenshot and send it to [myprogresshelp@siumed.edu](mailto:myprogresshelp@siumed.edu) for evaluation.



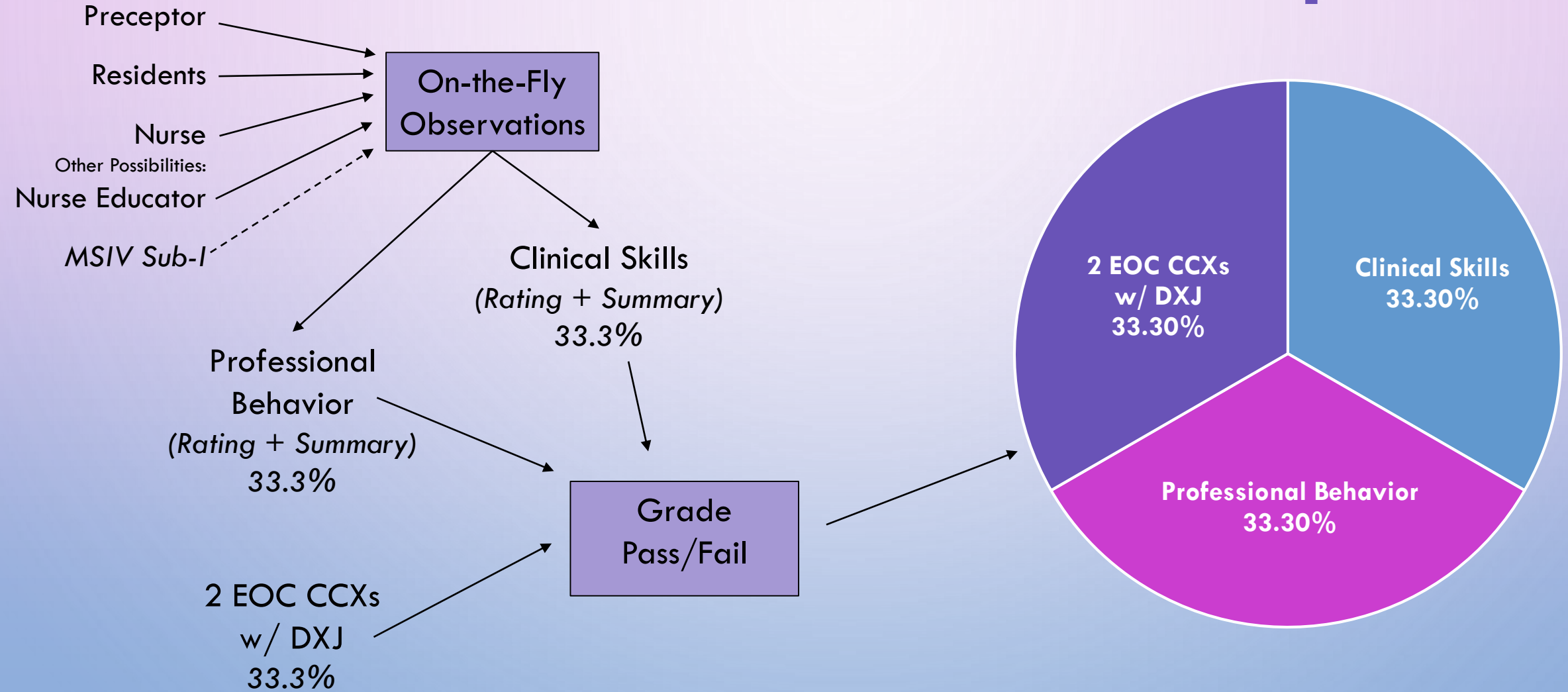


# EVALUATION



- Be proactive about obtaining feedback from ALL of your preceptors using the 'On-The-Fly Observation Form'.
- **\*\*We highly encourage you to assign the OTF Evaluation to ALL of your preceptors. (Faculty e-mail list on Dropbox)\*\***
- Preceptors are asked to complete an 'OTF' at least once a week.
- Your summative evaluation will be written by the Clerkship Director based on your 'OTF's' and submitted in MyProgress within 6 weeks of completing the clerkship. We will send you an e-mail when it will be available for you to review.
- Student performance is evaluated as meets expectations or does not meet and the clerkship team will determine your final assessment based on, clinical skills, professionalism, CCX scores and the feedback you have received.

# Pediatrics Evaluation Map





# EVALUATION FORM

[HTTPS://SIUMED.EPADS.MKMAPPS.COM/#/](https://SIUMED.EPADS.MKMAPPS.COM/#/)

## On-the-Fly Coaching Notes

Select Clerkship Below

Select option 

*\* Mandatory*

**STUDENTS** : If you are going to email this form to an observer, you may use this space to make a few notes on your experience today to aid the observer when he/she completes the form at a later time.

## Observer Coaching Notes

Please tell the story of something you've observed about your student's performance...

In telling your story, consider what your clinical interactions with the student have been like. What verbal feedback did you give them as you worked together or at the end of the day? What else have you noticed about the student's behavior, strengths, and areas for improvement as a junior member of the care team?

# TYPES OF FEEDBACK TO CONSIDER

[HTTPS://SIUMED.EPADS.MKMAPPS.COM/#/](https://SIUMED.EPADS.MKMAPPS.COM/#/)

**Oral case presentations** – Were they succinct and focused on relevant details? Was your student confident and in command of the data, with minimum notes and good eye contact?

**Hx Taking** – Was it accurate? Organized and efficient? Appropriately focused and symptom driven? Inclusive, without being overly general? Did the student establish rapport, use open-ended questions, listen actively, pick up non-verbal cues, and demonstrate cultural sensitivity? Did the student collect data that defined the clinical problem?

**Physical examination** – Was it accurate and complete? Organized and efficient? Appropriately focused and symptom driven? Inclusive and thorough, without being overly general? Did the student use correct technique? Did the student perform the mental status exam appropriately skillfully? Did the student collect sufficient data to minimize further diagnostic testing?

**Clinical reasoning** – Was the differential appropriately broad for H&P, avoiding premature closure and pursuit of “zebras?” Was the student able to interpret data findings independently? Did the student demonstrate clinical reasoning to support the DDX? Were his/her recommendations appropriate and plans complete and prioritized correctly?

**Procedures/Skills** – Were procedures/skills conducted confidently, with forward progression and anticipation of next steps? Were movements with instruments fluid and efficient? Was the student careful in tissue handling? Did the student participate effectively in informed consent?

**Patient notes** – Are the student’s notes clearly written, complete and accurate, organized and efficient? Were notes timely. Helpful, and did they student notify you of records needing attention? Were recommendations in the notes evidence based and considerate of High Value Care?

**Communication w/ patients, families, caregivers** – Did the student conduct him/herself with empathy, compassion, and respect, focusing on the patient’s agenda and including him/her in shared decision making? Did he/she show patience with questions and provide clear information? Did he/she introduce him/herself appropriately as a student and defer to you and/or residents as necessary?

**Identification of clinical questions and investigation of knowledge gaps** – Did the student independently recognize and address the need to read up on patient cases to fill personal knowledge gaps? Did he/she follow through on learning issues and bring useful knowledge back to the team? Did he/she ask clinical questions and treat patient cases as opportunities for problem-based learning?

**Coachability** – Give an example to show how he/she effectively (or not) recognized his/her personal limitations, participated actively in setting goals and learning, sought feedback, and/or responded to feedback to make performance improvements.

**Teamwork** – Give an example to show how he/she effectively (or not) communicated and collaborated with ALL members of your team, demonstrating a respectful attitude, recognized team members’ information needs and worked to fill gaps, and augmented the team’s daily activities and longer-term effectiveness.



# ‘OTF’ STUDENT COMMENTS

\*Helpful for students to provide a summary/note to preceptor in the first column.\*  
Faculty appreciate it!



## Examples from students:

- “Hey Dr. Dela Cruz, Kelly Pickrell (nurse educator) suggested for us to send out these already started feedback prompts to hopefully make it easier on the preceptors. That being said, if you could fill out a couple blocks of this form based on week 1 performance I would really appreciate it. From my understanding there is no expectation to fill out the whole form, just hit on some points that were either good or bad this week. For example from Friday I know we talked about that vaccine dose that was missed and needed to be administered but also that I can work on being more linear/streamlined with my HPI presentations. Thank you and I will see you later this week!”
- “First clinical day of wellness child visits and learning the developmental milestones of pediatrics. Dictated a total of 5 notes within the first week of clerkships. Gave concise presentation of each pediatric patient encountered.”
- “NICU participation, note writing, patient presentations and physical exams. I participated in daily rounds. Written progress notes and presented them in rounds.”
- “Just a reminder of the day, for the morning clinic, you allowed me to see two patients on my own and practice my OCPs. This is an assignment you have for me next time we meet. For the afternoon clinic, I was paired with Dr. Fatima Tariq. I did not see a patient on my own but saw two with her. Thank you.”





# RIME

<https://www.coursera.org/learn/clinical-skills/lecture/gtgza/03-01-what-is-rime>

## Reporter:

Nearly all 3<sup>rd</sup> year students should be solid reporters

Accurately gather and clearly communicate the clinical facts

Requires basic skills needed to perform a H&P & the basic knowledge to know what to look for

## Interpreter:

Helping students transition from Reporter to Interpreter is a goal of the 3<sup>rd</sup> year

Prioritize among problems identified and offer a differential dx

Can give 3 reasonable diagnostic possibilities for new problems

Follow-up tests provide opportunity to interpret data, requires a higher level of knowledge

## Managers

Not all students will make this transition during 3<sup>rd</sup> year

Demonstrates knowledge, confidence and judgement in deciding when to take action and propose options.

Tailor plan to particular patient's circumstances/preferences and explain rationale for management options.

## Educator





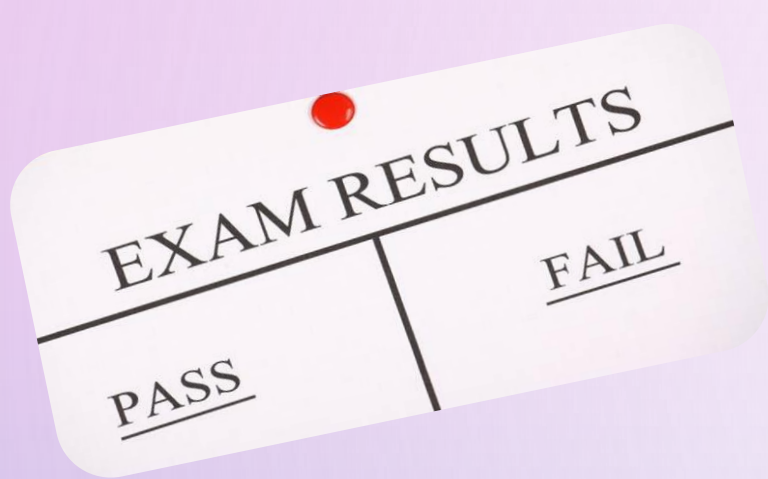
# CCX EXAMS



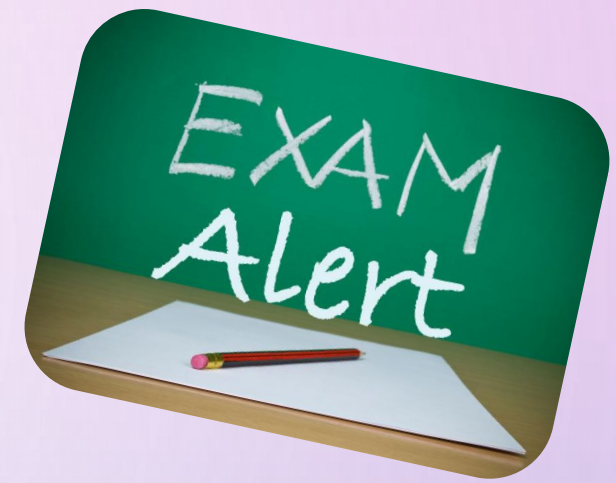
- 2 CCX cases will both include a Diagnosis Justification will occur either on the Thursday or Friday of Week 4. An exam schedule will be sent to you via e-mail and the event will be placed on your Google calendar.
- There will be a **REQUIRED** 1-hour long orientation provided the day before the exam. It will be put on your Google calendar as well.
- For each case, you will have 20 minutes in the room with the standardized patient and 45 minutes to complete the computerized exam.
- You must wear your Doctoring Attire and bring your stethoscope.







# CCX EXAMS



- For Peds CCX Exams, we are unable to use standardized patients under the age of 16 and mannequins are not used. In cases where the child is under 16, you would obtain a history from a mother and receive a physical exam card for the young child. It is the assumption that the child is with the nurse.
- Other cases could include a teenager accompanied with a parent.
- CCX Exams will be primarily for formative feedback. Your scores will be converted to a pass/fail. (A combined average of 60% and above is considered passing.)
- The SP comments and scores will be emailed to you after exams have been scored.



# GENERAL INFORMATION



- ☐ Texting patient information via personal cell phones is a violation of HIPPA. Be sure to follow the standards of conduct/honor code available at <https://www.siumed.edu/oec/policies/student-handbook#code>
- ☐ Use Halo App (also known as Symplr) for secure messaging and also a good way to communicate with your preceptors. Information is available on SIU's HIVE Intranet and a tutorial is available at <https://dochalo.wistia.com/medias/uyr264qy8h>.
- ☐ Check e-mail and Google calendar everyday for any cancellations, schedule changes, updates, and more.
- ☐ Complete the **required** final evaluations at the end of the clerkship.
- ☐ Go directly to <http://www.siumed.edu/oec/y3/year-three-general-information.html> for a list of Year 3 Information, policies/procedures, Student Handbook, forms, and more.
- ☐ The Peds Clerkship follows SIU Absence, Blood Or Body Fluid Exposure, Professional Behavior, Dress Code and Weather Emergency Policies.



# ABSENCE INFORMATION



- Call/Text Dr. Unal prior to 7am if you are ill or need to be absent. You will be required to report if you are Covid positive to Employee Health (but they do not need to be your first phone call). Let the clerkship know of your illness first, and they will make the determination if employee health needs to be notified.
- If you need to be dismissed from clerkship activities, you are **REQUIRED** to contact either Keela or Kelly.
- All absences are reported to the office of student affairs Report all absences / time off request via the link on the Y3 webpage/forms here:

<https://www.siumed.edu/oec/webform/time-request-form.html>



# STUDENT ABUSE

- If you have a concern for student abuse or an incident to report, use the **ALERT** system.

\*This is the centralized reporting system for reporting student abuse.

- If you experience student abuse (no matter how great or small) please contact the clerkship office as soon as possible. You may also contact Student Affairs.

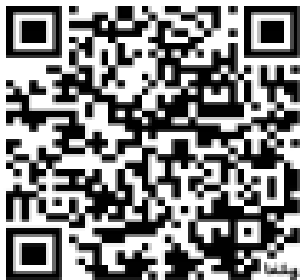


- QR Code located on your badges
- Link located on the HIVE
- Or Scan & Save this QR code



# TIMELY CARE

- Timely Care is a 24/7 virtual health, self care, and well-being service provided by SIU to our students for free.



**It's for Students.**  
**FOR FREE.**

©TimelyCare 2023

 @timelycare

 @timely\_care

# PEDS CLERKSHIP MEDICAL STUDENT ROOM

- Located in the St. John's Children's Hospital, Main Level, Suite 2W94, within the residency office. (We will show you on the tour.)
- Equipped with a table, desk, chairs, a few computers, printer for you!
- Hooks to hang belongings and a refrigerator in the suite to store food/drinks.
- \*\*\*Code to unlock door is 20177



# ALWAYS REMEMBER...

If you find yourself in trouble...

Ask for  
help!!!

## Clerkship Contacts Info:

Keela Gibbs, Clerkship Coordinator

Office: 217-545-8980

Cell: 217-652-9640

[kgibbs86@siumed.edu](mailto:kgibbs86@siumed.edu)

Kelly Pickrell, MSN, RN Nurse Educator

Cell: 217-741-6253

[kpickrell@siumed.edu](mailto:kpickrell@siumed.edu)

Dr. Sheref Unal, Clerkship Director

Office: 217-545-1020

[sunal@siumed.edu](mailto:sunal@siumed.edu)

Cell: 843-329-3800





# ALSO... HAVE FUN WHILE LEARNING







**BREAK**

