

YEARS 1 & 2 ELECTIVE COURSE

TITLE: Pediatric Longitudinal Experience, “The Tadpole Project”

COURSE NO.: SOMN 722

DEPARTMENT: Pediatrics

DURATION: 1 academic year

DIRECTOR: Mary Beth Wroblewski, MD
Pediatric Residency Program Director
Associate Professor, Department of Pediatrics

NUMBER OF STUDENTS: 10-20 second year medical students

LOCATION: Health Science Campus classrooms
Toledo Hospital Legacy classrooms
Rocket Pediatrics Waterville
Rocket Pediatrics Ruppert at UTM

COORDINATOR: Tyrone Layson
Pediatric Clerkship Coordinator

FACULTY: Mary Beth Wroblewski, MD; Valarie Stricklen, MD; Cathi Badik, MD; Joyce Bevington, MD, PhD; Sophia McCullough, MD

GENERAL DESCRIPTION: The purpose of this elective is to increase patient exposure in the preclinical years via a longitudinal pediatric experience for second year medical students. The program will pair a second year medical student with a newborn patient who begins seeing a pediatric physician. The student is paired with the same patient and family for the duration of the academic year.

During the first year of life, newborns have 6 regularly scheduled well-care visits that would be planned with the students’ schedules considered. The 6 appointments occur at 1, 2, 4, 6, and 9 months. During the visits, the students will interact with the newborn, the family, and the attending pediatric physician. The students’ responsibilities, which will be guided by the pediatric physician, will include taking patient histories and helping assist in the exam during appointments. Students will receive graded responsibility throughout the year.

The elective is multifaceted in increasing patient exposure in the preclinical years as well as gaining a better understanding of primary care. The elective will provide an opportunity for students to translate developmental milestones learned in behavioral science, embryology and anatomy, and vaccination and infectious disease timelines learned in the preclinical years to a patient experience. The elective will also be geared toward strengthening the students’ comfort level with both physical exam skills and patient interactions. Small group sessions throughout the year will cover topics related to the developing infant as well as offer a space to share what each student has learned.

GOALS:

1. Provide a one-year, continuity experience between a preclinical medical student and a newborn and family.
2. Help students gain a better understanding of the role of the primary care physician (PCP).

EDUCATIONAL OBJECTIVES:

1. Integrate the interviewing skills and patient interaction skills taught in the pre-clinical curriculum into real-time experiences with the pediatric patients and families. (PC-1, IPC-1, PBL-6)
2. Integrate the physical exam skills taught in the pre-clinical curriculum into real-time experiences with the pediatric patients and families. (MK-1, PC-2)
3. Relate the anatomical, behavioral, and developmental milestones from the preclinical curriculum to pediatric medicine. (MK-1, MK-10)
4. Develop research skills while preparing for the small group sessions. For the small group sessions, students can fine-tune their research skills when investigating the developmental milestones associated with each respective patient visit. (MK-7, PC-10, PBL-1, PBL-5)
5. Engage the infant's family to better understand the common concerns and stressors of parents during their child's first year of life. (PB-5, IPC-3)
6. Describe how primary care physicians, particularly pediatricians, practice medicine within a multidisciplinary team. (MK-15, PC-11, PB-6, SBP-1)

METHODS OF TEACHING:

Orientation: The final group of students that are selected after the application process will attend a formal introductory meeting hosted by the course director. The course director will introduce students to the pediatric appointment and how to approach the patient interactions and will outline what is expected of the students as they progress through the elective.

Small group meetings: Before each of the regularly scheduled well-care visits, the students will attend a small group session to both review what is expected in the upcoming appointment and to discuss that session's learning issues with a pediatric physician. Each group session will have learning issues that are geared towards developmental milestones, the necessary vaccines, as well as anticipatory guidance for the parents. For the anticipatory guidance, the students will discuss what the parents should be expecting at each stage of life for their infant and then be prepared to present that material to the family during the appointment.

Patient Appointment: The students will be paired with the same newborn throughout the program and will attend their 6 regularly scheduled well care visits. The student will help with history taking, recording vitals, and anything else required during the visit. During the appointment, the student will interact with the parent and gain a better understanding of the stresses associated with a newborn as well as any concerns they have had throughout the process. While students will not be required to attend sick or follow-up appointments, they will be notified of each appointment and should attend if able.

METHODS OF EVALUATION AND STUDENT FEEDBACK:

Students will be directly observed and evaluated by the attending physician during the appointment.

Student interaction during the small group sessions will provide a forum for feedback and constructive criticism.

LINKAGE TO CORE COMPETENCIES:

Medial Knowledge:

- MK-10
- MK-12
- MK-15

Skills:

- S1 The ability to communicate effectively, both orally and in writing, with patients, patients' families, colleagues, and others with whom physicians must exchange information in carrying out their responsibilities.
- S2 The ability to demonstrate sensitivity and responsiveness to patients' culture, age, gender and disabilities.
- S3 The ability to obtain an accurate medical history that covers all essential aspects of the history.
- S4 The ability to perform a physical examination that is both complete and accurate.
- S5 The ability to produce a written report of a patient encounter that is legible, organized, concise and accurate.

Professional:

- P1 Ethical, responsible, reliable and dependable behavior in all aspects of their professional lives and a commitment to patients, society and the profession.
- P2 Honesty and integrity in all interactions with patients, patients' families, colleagues and others with whom students interact in their professional lives.
- P4 Professionalism in dress, grooming, manner of speech and personal interactions with colleagues, faculty, staff, patients, patients' families.
- P5 Compassionate treatment of patients, and respect for their privacy and dignity.
- P7 Knowledge of, and respect for, the roles of other health care professionals, and of the need to collaborate with others in caring for individual patients and in promoting the health of defined populations.

QUALITY ASSURANCE:

Time commitment will be mentioned in the application to ensure students are aware of what is required.

Attendance will be taken at both the small group sessions and for the appointment.

PREREQUISITES: (if any):

Must be a second-year medical student at the UTCOMLS.

Attending orientation and group sessions as outlined above.

Maintaining up to date health records and proof of vaccinations.