

## **PED1-4040/F & PED1-4040/H COMMUNITY PEDIATRICS**

### **Course Policies and Procedures**

**Co-Course Director Name: Gail Beeman, M.D.**

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**[This is your initial point of contact](#)**

### **Location**

Dr. Beeman's office at 50 North Dunlap Street, 451R (Research Tower)

### **Faculty**

The faculty and community ambassadors assigned to the Community Pediatrics Service for the month will supervise students in the experiences that fulfill the objectives.

### **Introduction**

The community rotation is focused on familiarizing the student with community organizations and efforts that contribute to the health and wellbeing of our children. The organizations include Le Bonheur community outreach - West Tennessee Mobile Van (MV, visits schools with children who need routine care), Nurse Family Partnership (HF, home visits for needy families), Tipton County and Charter Schools (school nursing), LEAD (physical, speech and occupational therapy for disabled children from all socio-economic strata), LCAP (child abuse assessment), and SafeKids. Other organizations include – The Urban Child Institute (TUCI) and the Shelby County Health Department. Understanding advocacy for children is also part of the goal of the rotation and various activities are available including trips to Nashville when the state legislature is in session.

Because of the scheduling of activities with schools and other agencies that decrease or change activities in the summer/holiday months, the rotation is only offered during eight months – August through November and January through April. The student who signs up for this rotation must have a highway safe vehicle and gas money for travelling to the various West Tennessee outreach locations. Trips to Nashville when scheduled are provided.

The student will participate in several activities each week. A written journal of these activities is required as well as periodic group discussions. Reading material is provided for each activity to augment the experience.

### **Elective Goals**

The student will experience activities outside the medical center at an individual patient and community level. Reflection upon these experiences will increase the student's awareness of community resources and build empathy for the diversity of our patients so that the student will have improved insights into child advocacy and the intricate web of the healthcare system.

## Elective Objectives

**Patient care:** none

**Practice-based Learning and Improvement:** none

**Medical knowledge:** After a tour of the Shelby County Health Department, identify effects on child health of common environmental toxins, such as lead, and also of potential agents used in bioterrorism.

After spending time with the child abuse assessment team, improve skills for identifying and reporting child abuse.

**System-based learning:** After spending time in the community with outreach services for the underserved such as Le Bonheur Nurse family Partnership home-visits and mobile van school-visits, describe community-oriented care with focus on the health needs of all children within a community, particularly underserved populations.

After spending time with a school nurse at a local public school, understand the role of the pediatrician as a consultant to schools and in early childhood education.

After visiting The Urban Child Institute, a non-profit organization dedicated to the well-being and health of children from conception to three years old in Memphis and Shelby County, be aware that a data-driven, result-oriented coalition of community researchers, strategists, and practitioners who share a common vision are turning research into actionable knowledge.

After reviewing the scope of the SafeKids program, identify how this program promotes safety and improved well-being of the children in Shelby County.

**Interpersonal and Communication:** After spending time with a lobbyist and interacting with the legislative process, recognize elements of communication that are persuasive in efforts to advocate for children.

After interacting with people in the community who also work for children, correlate how certain communications styles work better than others.

After visiting homes of patients who are at different socio-economic levels, predict how this experience will help you gain empathy with patients seen at the healthcare center.

**Professionalism:** Experience how it feels to be recognized as a professional in a community setting.

## Attendance and Required Experiences

The student is expected to attend and participate in all assigned activities. The student is required to read the assigned materials for each activity and create and reflective journal for each experience. The student is also required to act in a professional manner at all times while participating in the assigned activities.

## **Duty Hours**

Students should expect to spend 40 hours

Rotation Monthly Schedule (example)

◀ March		~ April 2014 ~					May ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
JD- John Doe:		1 JD: Orientation	2 JD: Mobile Van	3 JD: Parenting class	4 JD: Mobile Van	5	
6	7 JD: LCAP	8 JD: school	9 JD: Meet Lobbyist	10 JD: Parenting class	11 JD: LEAD	12	
13	14 JD: LCAP	15 JD: TUCI	16 JD: HV	17 JD: school	18 <b>GOOD FRIDAY</b>	19	
20	21 JD: LCAP	22 JD: LEAD	23 JD: WIC	24 JD: school	25 JD: Health Depart.	26 <b>TNAAP BOARD MEETING</b>	
27	28 JD: LCAP	29 JD: Health Depart.	30 JD: Wellness Center				

**Student Evaluation**

PROFESSIONAL CONDUCT

In 1986, the College of Medicine established its Code of Professional Conduct. The document, available in *The Centerscope*, addresses those responsibilities to patients, colleagues, family, and community as well as to the individuals themselves. Following discussion with incoming students, it is assumed that all will subscribe to this code as part of their commitment to the profession of medicine. An egregious professionalism violation may be considered grounds for course failure.

DECLARATION OF DISABILITY

Any student who would like to self-disclose as a student with a disability in the College of Medicine at UTHSC must register and officially request accommodations through the Disability Coordinator in Student Academic Support Services (SASS). Regardless of a student's geographic location for experiential education, all requests for accommodations must be submitted with supporting documentation and reviewed for reasonableness by the Disability Consultant. Students should contact Laurie Brooks to set up an appointment to discuss specific needs at [lbrook15@uthsc.edu](mailto:lbrook15@uthsc.edu) or (901) 448-1452. All conversations regarding requests for accommodations are confidential.

## DUTY HOURS

1. Duty hours will be limited to 80 hours per week averaged over a four-week period, inclusive of all in-house call and patient care activities.
2. Continuous on-site duty, including in-house call, will not exceed 30 consecutive hours. Students may remain on duty additional hours to participate in transferring care of patients, conducting outpatient clinics, maintaining continuity of medical and surgical care, and attending required didactic activities.
3. Students will be provided with one day in seven free from all educational and clinical responsibilities, averaged over a rotation, inclusive of call. One day is defined as one continuous 24-hour period free from all clinical, didactic, and administrative activities.
4. Students should be provided with a 10-hour period after in-house call during which they are free from all patient care activities.

## STUDENT ASSESSMENT

Students have a formative assessment at the half-way mark of the preceptorship and a summative clinical assessment at the end of the rotation based on clinical performance as defined in the objectives.

GRADING SCALE (this is the College of Medicine grading scale adopted for the entire curriculum by the CUME, beginning May 2014.)

<u>Letter Grade</u>	<u>Final Percentage</u>
A	89.5-100
B	79-89
C	67.5-78
F	< 67.49

## Academic Difficulty

Students having difficulty in the course are strongly encouraged to seek help as soon as possible by seeking advice from the resident, fellow, and attending on the service. Students are also encouraged to check with the SASS and the Kaplan Clinical Skills Center to see if academic support is available.

## Course Evaluation

Students are strongly encouraged to participate in the Hall Tackett evaluation survey on New Innovations at the conclusion of the course.

## Textbooks and Literature

No reading required prior to arrival for elective. Reading materials for each activity will be assigned when the student arrives.