

PED1-4011/F NEURODEVELOPMENTAL DISABILITIES

Course Policies and Procedures

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Location

Boling Center for Developmental Disabilities, 711 Jefferson Ave, 1st floor receptionist.

Faculty

The faculty assigned to the Neurodevelopmental rotation for the month will supervise students in the evaluation and management of patients.

Introduction

This elective in neurodevelopmental disabilities provides an intensive one-month interdisciplinary clinical exposure to the detection, diagnosis, evaluation, support and community integration of children with neurodevelopmental disabilities. These disabilities include autism spectrum disorders, intellectual disability (mental retardation), developmental language disorders, school learning and behavioral problems, cerebral palsy, and other disabilities. Under faculty supervision, students will evaluate new patients, serve as members of the interdisciplinary team and participate in team conferences. They will be actively involved in discussing with families the diagnoses, recommendations and management issues. The student will present a short seminar to pediatric faculty and residents. Opportunities to adapt the rotation to meet the student's particular goals are available and should be discussed with faculty. Specific focused projects will be considered.

Elective Goals

Learn how to assess children with suspected neurodevelopmental disabilities in a clinical setting with interdisciplinary input from psychology, social work, speech therapy, and other services.

Learn to develop management plans for children with neurodevelopmental disabilities in an interdisciplinary setting.

Convey new diagnoses of neurodevelopmental disabilities and management plans to patients and families.

Elective Objectives

Patient Care: evaluate children with possible neurodevelopmental disabilities in a number of clinical settings.

Medical Knowledge: attend lectures and clinics and utilize assigned readings to develop a better understanding of the evaluation and management of children with neurodevelopmental disabilities.

Practice-Based Learning and Improvement: utilize information provided during the month to improve care for children with neurodevelopmental disabilities at home, at school, and in the community

Interpersonal and Communication Skills: learn to work with disciplines in other fields (speech, social work, etc.) in a team setting and to communicate findings of the assessments and management plans to the families of children with neurodevelopmental disabilities

Professionalism: the student on the rotation will be expected to dress appropriately, attend all clinics assigned to them, interact appropriately with families and staff, and complete all records in a timely manner.

Attendance and Required Experiences

Students will participate in all clinics assigned to them at the Boling Center and related outpatient sites. They will attend all seminars during the rotation and perform histories and physical examinations on selected patients seen in the various clinics. Students will be directed to pertinent literature regarding patients being evaluated at the Boling Center. Students will be responsible for the initial evaluation of patients and participation in the interdisciplinary case conferences. They will also be responsible for completion of the final reports for the family, the referring agency, and other outside agencies.

Duty Hours

Students should expect to spend 40-45 hours per week at the Boling Center, usually from 8:00 AM to 5:00 PM every weekday. There is a daily Noon conference. There is no after-hours call and there are no weekend obligations.

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 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

Students will be provided a portable jump drive with the pertinent articles, handouts, and links to Internet sites that they will need to review as part of the rotation. The content is linked to the daily noon conferences. Capute and Accardo's "Neurodevelopmental Disabilities in Infancy and Childhood" will also be available for additional information.