Foundations in Care Clerkship (FCC)  
MED, FCC: Pediatrics

1. Course Administration

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   Master Clinical Teachers:
   • Maya Neeley, MD
   • Aida Yared, MD
   • Travis Crook, MD

2. Course Objectives

   Course Description/Mission Statement:

   During this foundational clinical experience, students will evaluate patients with a broad range of medical diseases across both general and sub-specialty services at Vanderbilt Children’s Hospital and in the Nashville community.

   Students will participate as part of the inpatient general and subspecialty service teams at Vanderbilt Children’s Hospital and in community pediatrics clinics across Nashville for the 6 week rotation. They should gain competence in diagnostic skills and in the management of medical inpatients.

   The Pediatrics Clerkship serves as a focal point of the clerkship year. It serves as a foundation in your training in the medical care of pediatric patients and their families. During this rotation, students will experience the breadth and diversity of disease in the pediatric population. Students will learn both the science and the art of medicine and how the two complement each other.

   In order to meet these goals, students will be active participants in the initial evaluation, management, and follow-up of patients on the general inpatient service and subspecialty services. Students will attend regularly scheduled rounds and conferences of the Department of Pediatrics. At the conclusion of this portion of the clerkship, students should be able to: obtain and present a complete history and physical examination related to the general outpatient pediatric, inpatient pediatric, and sub-specialty pediatric patient; identify and demonstrate key physical exam findings; obtain, recognize, and identify key laboratory, imaging, and diagnostic studies; develop the ability to prioritize patient problems and generate a differential diagnosis, and implement patient
management strategies and observe their effects. It is also an opportunity to view the patient as a whole, to understand how a disease impacts not only on the patient's health, but also on his or her emotional and social well-being, as well as the role of the family and community in caring for pediatric patients.

Learning opportunities in the course will include: Medical Student morning report, core content lectures, Grand rounds, and Chief rounds.

Common FCC Learning Objectives
By the conclusion of this course, students should be able to:
1. Perform situation-appropriate (problem-focused or complete) history and physical examinations, and interpret clinical information to formulate a prioritized differential diagnosis that guides the creation of a patient-specific management plan (PC2b, PC2c, PC7a, PC7b, MK2b)
2. Demonstrate knowledge and understanding of the science for the foundational clinical clerkship experience (MK2b)
3. Exhibit clinical judgment that is safe and commensurate for the level of training (PC7a)
4. Model a commitment to continuous self-regulated learning as evidenced by the collection, analysis, interpretation, and implementation of newly acquired information (PBLI3a, IPCS7b.1)
5. Display professional demeanor and duty while demonstrating compassion and respect for all persons, utilizing effective communication strategies (honesty and transparency) with patients, families, and healthcare colleagues, regardless of their cultural background (PR1a, PR5a, IPCS7a.1)
6. Function as an effective member of the patient care team (SBP2a, SBP2b)

Course-Specific Learning Objectives
By the conclusion of this course, students should be able to:

Competency: Medical Knowledge
1. Acquisition of basic knowledge on growth and development and its clinical application from birth through adolescence
2. An understanding of the influence of family, community, and society on the health and well-being of a child
3. An understanding of the clinical presentation, evaluation, management and complications of both common acute pediatric illnesses (otitis media, strep pharyngitis, cough, cellulitis, jaundice) and common chronic pediatric illnesses (asthma, IBD, cystic fibrosis, sickle cell anemia)

Competency: Patient Care
1. Development of competency in both history and physical examination skills to facilitate a thorough clinical interaction with infants, children, and adolescents
2. Interpretation of common diagnostic procedures, including laboratory testing (including CBC, BMP, inflammatory markers, urinalysis, CSF analysis) and imaging (x-rays)
3. Demonstration of an ability to access medical literature and other information sources to provide evidence-based medicine

Competency: Interpersonal and Communication Skills
1. Development of effective communication skills with both patients, families, and the medical team during family-centered rounds
2. Development of age-appropriate language and interactions with patients of varying ages
3. Demonstration of organized, complete documentation of at least 2 separate H&Ps in the medical record during an inpatient or subspecialty week

Competency: Professionalism
1. Demonstration of timeliness, readiness, honesty, and integrity in all interactions

Competency: Practice Based Learning and Improvement
1. Actively seeks opportunities to guide continuous learning
2. Demonstration of receptivity to feedback and ongoing growth as a clinician

Competency: Systems Based Practice
1. Presentation of a clinical case scenario during morning report demonstrating teaching skills and sharing of knowledge within the clerkship team
   a. Demonstration of knowledge
      i. Bedside rounds and presentations
      ii. Small group discussions (e.g., morning report, team teaching sessions)
      iii. Assigned talks (by team Attendings)
      iv. Write-ups
      v. Final exam
   b. Support tools
      i. Weekly core lectures
      ii. Lecture handouts
      iii. Books and library resources:
         1. See VSTAR for Book / Web / App resources
      iv. Conferences
         1. Student Morning reports (weekly)
         2. Grand rounds (weekly)
         3. Chief rounds (weekly)

3. Educational Activities
   1. Clinical care, including patient care, attending rounds, oral presentations, and consultation notes.
   2. Didactic lectures, including but not limited to:
      a. Cord Didactic Curriculum
      b. Student Morning Report
      c. Chief Resident lectures – Core Medical Topics
      d. Direct Observations (MCT sessions)
      e. Medical Grand Rounds
   3. VSTAR Foundations in Clinical Care in Pediatrics, including but not limited to:
      a. Online lecture materials
      b. Links to online and offline resources
      c. Core readings from textbook and journal sources

4. Assessments, Expectations, and Policies:
Student Assessment:
The final grade will be assigned on a pass and fail basis. The grade will be comprised of performance in six separate, but equally important competency domains: Medical Knowledge, Patient Care, Interpersonal and Communication Skills, Practice-Based Learning and Improvement, Systems-Based Practice, and Professionalism.

Competency-based Assessment (Milestones)
• Competency milestone data about each student will be collected from multiple evaluators (attendings, residents, others) who are able to assess student performance in key competencies during the activities of the course.
• By the end of the course, students should have assessments of each the 12 milestones; at least one of the assessors must be a faculty member.
• Course directors will synthesize input from others and make one final assessment for each competency.

Milestones Assessed by Attending Faculty and Resident Physicians:

<table>
<thead>
<tr>
<th>PATIENT CARE</th>
<th>MEDICAL KNOWLEDGE</th>
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<tbody>
<tr>
<td>Differential dx</td>
<td>Depth</td>
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<tr>
<td>Diagnostic workup</td>
<td>MK2b</td>
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<tr>
<td>Self-knowledge of limits</td>
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<tr>
<td>Assessment and Plan</td>
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<table>
<thead>
<tr>
<th>INTERPERSONAL COMMUNICATION</th>
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<tbody>
<tr>
<td>Rapport with patients and families</td>
<td>IPCS7a.1</td>
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<tr>
<td>Content of presentations to colleagues</td>
<td>IPCS7b.1</td>
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<tr>
<th>PRACTICE-BASED LEARNING &amp; IMPROVEMENT</th>
<th>PROFESSIONALISM</th>
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<tbody>
<tr>
<td>Receptivity to feedback</td>
<td>PR1a</td>
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<tr>
<td></td>
<td>PR5a</td>
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<tr>
<th>SYSTEMS-BASED PRACTICE</th>
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<tr>
<td>Initiative and contribution</td>
<td>SBP2a</td>
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<tr>
<td>(Conscientiousness)</td>
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<tr>
<td>Prioritization</td>
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Clinical Reasoning Assessment
Students will receive formalized interactions to assess clinical reasoning skills. Master Clinical Teachers may use one of the following methods: One-Minute Preceptor, SNAPPs, Mini-Clinical Evaluation Exercise. This exercise will be assessed using milestones PC2b, PC2c, PC7b and MK2b.

Other assignments/quizzes/activities/projects
1. 2 completed history and physical exams
2. Participation/Attendance in Medical Student Morning Report sessions
3. Pediatrics Clerkship Reflection
4. Master Clinical Teacher sessions
5. Written/Computerized Examination (Shelf Exam)
**Assigning a final grade**

Students’ final grades are determined in light of performance on competency domains:

<table>
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<tr>
<th>Summative Competency Ratings (6 domains assessed)</th>
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<tr>
<td><strong>Risk of Fail (course director discretion)</strong></td>
<td>Any Sub-Threshold OR &gt;2 Thresholds OR Shelf score &lt; 65 (&lt; 5% National Percentile)</td>
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<td><strong>Pass</strong></td>
<td>No more than 2 Thresholds All others at Target or above Shelf score ≥ 65</td>
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