

LEARNING OBJECTIVES: EL PEDIATRICS EMERGENCY MEDICINE ELECTIVE

Overarching Goals of Curriculum	Elective objectives: By the end of the rotation, students will be expected to:	Where/how taught	Taught by	How student's achievement of objective is assessed	How feedback is given	Quantity target
1, 2, 3, 4, 5, 6	1. History skills: Gather the important information that is needed for the Pediatric EM history and complete a history in the medical record for at least 50 patients: <ol style="list-style-type: none"> a. The student should name all the routine questions that are involved in taking a history of the acutely ill or injured child and why they are being asked. 	PED	PEM Attendings and fellows	Direct evaluation of presentation and review of medical record	Immediate verbal feedback; interval meetings with elective director	75 patients
1, 2, 3, 4, 5	2. Physical examination skills: Complete a pertinent physical examination for the evaluation of musculoskeletal injury on at least 5 patients. The student should demonstrate the ability to perform this pertinent physical examination while being observed by at least one attending or resident. <ol style="list-style-type: none"> a. The student should know how to differentiate fractures from soft tissue injury. b. The student should be able to explain each part of the targeted physical examination of the musculoskeletal system, why it is being performed and what abnormalities are being sought. 	PED	PEM Attendings, fellows; Pediatric senior resident	Direct observation of examination	Immediate verbal feedback; interval meetings with elective director	5 patients
1, 2, 3, 4, 5	3. Physical examination skills: Complete a pertinent physical examination for the evaluation of febrile illness on at least 8 patients. The student should demonstrate the ability to perform this pertinent physical examination while being observed by at least one attending or resident. <ol style="list-style-type: none"> a. The student should know how to differentiate bacterial illness requiring antibiotic treatment. b. The student should be able to explain each part of the targeted physical examination of the febrile child, why it is being performed and what abnormalities are being sought. 	PED	PEM Attendings, fellows; Pediatric senior resident	Direct observation of examination	Immediate verbal feedback; interval meetings with elective director	6 patients
1, 2, 3, 4, 5	4. Physical examination skills: Complete a pertinent physical examination for the evaluation of upper or lower respiratory illness on at least 8 patients. The student should demonstrate the ability to perform this	PED	PEM Attendings, fellows; Pediatric	Direct observation of examination	Immediate verbal feedback; interval meetings with elective director	6 patients

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	<p>pertinent physical examination while being observed by at least one attending or resident.</p> <ol style="list-style-type: none"> a. The student should know how to recognize respiratory distress. b. The student should be able to explain each part of the targeted physical examination of the respiratory system, why it is being performed and what abnormalities are being sought. 		senior resident			
1, 2, 3, 4, 5, 6, 7, 8	<p>5. Knowledge/diagnostic and treatment skills: Know about common acute pediatric conditions, for example</p> <ol style="list-style-type: none"> a. Know the most likely causes of fever in the following age groups: 0-60 days, 2 months – 2 years, older than 2 years. Explain the rationale behind the workup (or no workup) of fever in these age groups. b. Describe the first line therapy for asthma exacerbation, bronchiolitis, and croup. c. Provide the different diagnosis for both abdominal pain and vomiting in the pediatric emergency department in the infant, young child, and adolescent. d. Learn the pediatric low risk head trauma prediction rule and apply it to a patient in the pediatric emergency department. e. Describe the primary and secondary surveys in a pediatric trauma patient (through observation of at least one resuscitation of a critically ill patient). f. Begin to appreciate “sick” versus “not sick” children. 	PED	PEM Attendings, fellows; Pediatric senior resident	Direct observation	Immediate verbal feedback; interval meetings with elective director	15 patients
4	<p>6. Procedural skills: Perform wound repair on at least 1 patient.</p> <ol style="list-style-type: none"> a. The student should know the key indications for wound repair. b. The student should be observed and get feedback on the performance of the procedure 	PED	PEM Attendings, fellows; Pediatric PA and NPs; EM senior resident	Direct observation	Immediate verbal feedback; interval meetings with elective director	1 patient

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	on all occasions.					
4	<p>7. Procedural skills: Perform splinting on at least 1 patient.</p> <p>a. The student should know the key indications for extremity immobilization.</p> <p>b. The student should be observed and get feedback on the performance of the procedure on all occasions.</p>	PED	PEM Attendings, fellows; Pediatric PA and NPs; EM senior resident	Direct observation	Immediate verbal feedback; interval meetings with elective director	1 patient
4, 5, 6	<p>8. Attitude: Demonstrate professional responsibility in working as a team member with other members of the PEM care team, patients and families.</p> <p>a. The student should exhibit sensitivity to the psychosocial issues faced by PED patients and their families.</p> <p>b. The student should exhibit honesty, accuracy and integrity in all interactions with patients, families, colleagues and others.</p>	PED	PEM Attendings, fellows; Pediatric PA and NPs, residents and nursing staff	Direct observation	Immediate verbal feedback; interval meetings with elective director	N/A
5, 6, 8	<p>9. Career/context: Know the training/career pathways for pediatric emergency medicine:</p> <p>a. Know key roles that the specialty plays in the health care system.</p> <p>b. Learn about how pediatric emergency departments at other institutions function similarly and differently.</p>	PED	PEM Attendings, fellows	Small group discussions	N/A	N/A