

2110 Pediatric Newborn Care

Course: <u>Pediatric Newborn Care</u>	Course Number: <u>PED 2110</u>
Department:	Pediatrics
Faculty Coordinator:	Athra Kaviani, MD
Assistant Faculty Coordinators:	N/A
UTSW Education Coordinator Contact:	Margie Molina, Peds.Clerkship@utsouthwestern.edu
Hospital: (Location of rotation)	Parkland Memorial Hospital
Periods Offered:	2-12
Length:	2-4 weeks
Max # of Students:	1 (Post Clerkship Students)
First Day Contact:	TBD – Please email Dr. Kaviani (Athra.Kaviani@utsouthwestern.edu) to plan the schedule 1 month prior to the first day
First Contact Time:	9:00 a.m.
First Day Location:	Parkland Faculty Office 06-139 unless otherwise specified
Prerequisites:	PED 1801 Pediatric Core Clerkship

I. Course Description

Students will participate in patient care on the Newborn Service under the direct supervision of the faculty attending physician. Students will have the opportunity to gain experience with the neonatal resuscitation program and attend low-risk deliveries with a resident or nurse practitioner. Students will have the opportunity to observe and assist mother-infant dyads breastfeeding with both inpatient and outpatient experiences available. Students will be provided with all curriculum material (in paper or digital format). This elective experience can be highly customized to meet each student's individual goals.

<u>Goals</u>	<u>Objectives</u>	<u>Assessment Methods</u>
Patient Care: Students, together with supervising faculty, must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.	<ul style="list-style-type: none">Gather essential and accurate information about their patients. Examples: Obtaining a complete maternal/family history, performing a physical examination on near-term and term neonates, and assessing the pattern of fetal growth, nutritional status, and well-being of the near-term and term neonate after birth.Make informed recommendations about diagnostic and therapeutic	<ul style="list-style-type: none">Skills evaluation from direct observation.

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	<p>interventions based on physical examination, laboratory data, best medical evidence, and clinical judgment. Examples: Neonates with jaundice, sepsis.</p> <ul style="list-style-type: none"> • Together with the attending and residents, communicate a plan of care to parents. Examples: Preparing a term neonate and family for discharge and focusing on incorporating the family into the care of the neonate before and after discharge. • Work with health care professionals, including those from other disciplines, to provide patient-focused care, and develop and carry out patient management plans. Examples: Obstetrics team, child life specialists, nurse practitioners, nurses. • Together with the attending and residents, develop appropriate follow-up plans that optimize the transition to a medical home. Examples: The breastfed baby with excessive weight loss, and the teenage mother with social challenges. 	
<p>Medical Knowledge: Students must demonstrate knowledge about established biomedical and clinical sciences and the application of this knowledge to patient care.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the normal transitional processes occurring at birth • Understand the principles of neonatal resuscitation and stabilization. • Understand the physiology of the breastfeeding couplet and its impact on medical management and hospital policy. • Understand the physiology of neonatal jaundice and demonstrate the ability to recognize and appropriately evaluate pathologic jaundice. • Understand the components of and appropriate indications for the use of infant formulas. • Understand the significance of cardiac murmurs and appropriate evaluation. Recognize and appropriately 	<ul style="list-style-type: none"> • The student will be expected to prepare 1-2 short presentations during the month on topics related to the neonate and selected in conjunction with an attending physician.

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	<p>evaluate signs and symptoms of neonatal sepsis.</p> <ul style="list-style-type: none"> Understand the patterns of normal fetal growth and development, and understand problems associated with abnormal growth patterns. 	
<p>Interpersonal and Communication Skills: Students must be able to demonstrate interpersonal and communication skills that result in effective information exchange with Newborn team members and patient families.</p>	<ul style="list-style-type: none"> Give clear, concise, well-organized case presentations, exchange patient information effectively with members of the team (e.g., nurses, residents, and attending), work effectively with other members when indicated, and participate in rounds. 	<ul style="list-style-type: none"> Observations of faculty and staff.
<p>Practice-Based Learning and Improvement: Medical students must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. Medical students are expected to develop skills and habits to be able to meet the following goals</p>	<ul style="list-style-type: none"> Locate and assimilate evidence from scientific studies related to their patients' health problems. Example: randomized controlled trials of therapy for GBS prophylaxis. Use information technology to manage information, access online medical information; and support their education. 	<ul style="list-style-type: none"> Critical review of a relevant article, to be discussed with attending on service.
<p>Professionalism: Medical students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.</p>	<ul style="list-style-type: none"> Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and their families that supersedes self-interest; accountability to patients and the profession, and a commitment to excellence and ongoing professional development. Example: Willingness to seek additional patients for evaluation. Demonstrate a commitment to ethical principles pertaining to the provision or withholding of clinical care and confidentiality of patient information. Demonstrate sensitivity and responsiveness to patients or their family's culture, age, gender, and disabilities. 	<ul style="list-style-type: none"> Observations of faculty and staff.

II. Methods of Instruction

Didactic:

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- The student will be expected to prepare 1-2 short presentations during the month on topics related to the neonate and selected in conjunction with an attending physician.
- Students will attend the following scheduled conferences (a monthly schedule will be provided during orientation):
 - Resuscitation Conference – 1st and 3rd Monday at 12:00, Parkland
 - Pediatric Grand Rounds – Wednesday at 8:00, Children's Medical Center (Moore Auditorium)
 - Multidisciplinary Conference – Tuesday at 12:00, Children's Medical Center (Moore Auditorium)
 - Mortality-Morbidity Conference – 2nd and 4th Thursday at 12:00, Parkland
 - Resident noon conferences for Parkland NBN and NICU residents as scheduled, location varies

Clinical:

- Students will email Dr. Patterson 1 month prior to the start of their rotation to initiate a conversation about their individual goals and objectives. Their individualized schedule will be made after these discussions.
- The student will have the opportunity to participate in individualized opportunities based on their goals. Potential activities include participating in the care of well newborns with a resident and attending team, attending deliveries with nurse practitioners and residents, observing circumcisions, and spending time with ancillary staff in the newborn nursery including lactation consultants, child life specialists, and speech therapists.
- There are no weekend or evening responsibilities.

III. Overview of Student Responsibilities

Because there will be no opportunity to schedule compensatory days, excused absences are limited and must be discussed with the Course Director before starting the course. The student is expected to complete the course during the period selected.

Additional course details are sent to the students prior to beginning the rotation.

IV. Method of Evaluation of Students and Requirements

Pass-fail grades: there are no examinations. Evaluations of the student by the faculty will be based on the achievement of the stated objectives of the course. This will be assessed by the student's preparation, fund of knowledge, participation in rounds, direct observation by faculty, and participation on call.

It is mandatory that the student complete the online evaluation prior to the release of his/her grade and evaluation.