

# 2112 Pediatric Allergy and Immunology

Course: Pediatric Allergy and Immunology Course Number: PED 2112

**Department:** Pediatrics

**Faculty Coordinator:** Jeffrey Chambliss, MD

**Assistant Faculty Coordinators:** N/A

**UTSW Education Coordinator Contact:** Kari Bell (Peds.Clerkship@UTSouthwestern.edu)

**Hospital: (Location of rotation)** Children’s Medical Center

**Periods Offered:** Periods 1-12

**Length:** 4 weeks

**Max # of Students:** 1 (Post Clerkship Students)

**First Day Contact:** Jeffrey Chambliss, MD

**First Contact Time:** 7:50 AM

**First Day Location:** Children’s Medical Center – Pavilion F5600, 5<sup>th</sup> Floor Clinic - Physician’s Touchdown  
Contact Sabrina Tristan, SABRINA.TRISTAN@childrens.com, 214-456-5161 for directions

**Prerequisites:** None

## I. Course Description

This course will provide an in-depth exposure to pediatric Allergy and Immunology via clinical experiences, participation in one-on-one discussions between student and faculty, attending structured didactic sessions/conferences, and self-study with prepared curriculum material.

| <u>Goals</u>   | <u>Objectives</u>  | <u>Assessment Methods</u>   |
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| <p><b>Patient Care:</b><br/>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.</p> | <ul style="list-style-type: none"> <li>Gather essential and accurate information about their patients.<br/><i>Examples: history, intercurrent problems, physical examination, results of pertinent laboratory tests and data from physiologic monitors.</i></li> <li>Perform a focused physical exam relevant for an allergic patient (<i>i.e. allergic shiners, Dennie-Morgan lines, pale-boggy nasal mucosa, and eczematous lesions</i>).</li> <li>Recognize pertinent features of immune deficiency found on</li> </ul> | <ul style="list-style-type: none"> <li>Quality of Medical Records entries</li> <li>Skills evaluation from direct observation and presentation of patients.</li> </ul> |

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|   | <p>physical exam (<i>i.e. lymphadenopathy, hepatosplenomegaly, absence of tonsils, and dysmorphic facial features associated with DiGeorge Syndrome</i>).</p> <ul style="list-style-type: none"> <li>• Interpret pulmonary function tests.</li> <li>• Interpret skin prick tests.</li> <li>• Determine appropriate indications for ordering specific IgE testing and correctly interpret testing results.</li> <li>• Interpret basic laboratory immunology studies available to the clinician.</li> <li>• Integrate clinical history, physical exam findings and spirometry results in order to appropriately manage asthma in an outpatient setting.</li> <li>• Integrate clinical history and physical exam findings in order to develop an appropriate work-up for a patient with a possible immune deficiency.</li> </ul> |  |
| <p><b>Medical Knowledge:</b><br/>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"> <li>• Demonstrate an understanding of the basic principles of allergic inflammation and how they apply to the pathophysiology of various atopic diseases.</li> <li>• Demonstrate an analytic approach to clinical situations paying particular attention to the history and physical examination findings in order to direct an appropriate work-up and treatment plan.</li> <li>• Demonstrate an understanding of the basic principles of clinical immunology and how they relate clinically when evaluating a patient's immune function.</li> </ul>  | <ul style="list-style-type: none"> <li>• Each student is recommended to review articles provided for the rotation and discuss with faculty during the course of the rotation. In addition, students can create a case presentation to present to the faculty and fellows during the rotation. If pursued, it is recommended that students present an interesting case they encountered during their rotation.</li> </ul> |
| <p><b>Interpersonal and Communication Skills:</b><br/>Students must be able to demonstrate interpersonal and communication skills that result in effective information exchange with clinic, patients and their families.</p> | <ul style="list-style-type: none"> <li>• Use effective questioning and listening skills to develop an understanding of the patient's coping abilities in regards to the medical situation.</li> <li>• Work effectively with other members of the healthcare team.</li> </ul>  | <ul style="list-style-type: none"> <li>• Observations of faculty and staff.</li> </ul>   |
| <p><b>Practice-Based Learning and Improvement:</b></p>  | <ul style="list-style-type: none"> <li>• Locate and assimilate evidence from scientific studies related to patients' health problem (<i>i.e. use of immune modulators in</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Each student is required to create a case presentation and to present it to the faculty and fellows during the rotation. It is</li> </ul>   |

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| <p>Students must be able to assimilate scientific evidence and improve their patient care practices.</p>   | <p><i>eczema or use of IVIG in immunodeficiency).</i></p> <ul style="list-style-type: none"> <li>• Use information technology to manage information, access on-line medical information, and support personal education.</li> </ul>  | <p>recommended that students present an interesting case they encountered during their rotation. However, they are also permitted to present on a topic of interest that relates to pediatric course topic.</p> <ul style="list-style-type: none"> <li>• Critical review of a relevant article.</li> </ul> |
| <p><b>Professionalism:</b><br/>Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</p> | <ul style="list-style-type: none"> <li>• Demonstrate compassion and responsiveness to the needs of patients.</li> <li>• Demonstrate sensitivity to the patient’s culture, age and disability.</li> <li>• Demonstrate a commitment to ethical principles pertaining to confidentiality of patient information.</li> <li>• Be on time to clinics and didactic sessions.</li> </ul> | <ul style="list-style-type: none"> <li>• Observations of faculty and staff.</li> </ul>   |

## II. Methods of Instruction

### Didactic: (*Schedule, Topic and Faculty*)

- Allergy Journal Club (4th Thursday of the Month 12:00 – 1:00 PM.)
- Immunology Clinic Conference (Thursday 7:30 – 9:30 AM).
- Allergy Noon Conference (Thursday 12:00 – 1:00 PM).
- Allergy Teaching Rounds or Research Conference (Thursday 9:30 – 10:30 AM).

### Clinical: (*Schedule, Faculty Teaching and House-Staff Teaching*)

- During clinics the student will see patients, take their history, and perform physical examinations. Afterwards, patient is presented to the attending. Students are expected to prepare for clinical sessions by “precharting” patients on the faculty schedule with which they will work.

### Summary of Schedule:

**Schedule will be provided prior to start of rotation**

## III. Overview of Student Responsibilities

- Attend clinics and inpatient consults as outlined.
- Attend conferences as outlined.
- Read literature from prepared curriculum. Selected articles will be shared at the start of rotation.
- Be on time to clinics and didactic sessions.

## IV. Method of Evaluation of Students and Requirements

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Pass-fail grades; there are no examinations. Evaluations of the student by the faculty will be based on achievement of the stated objectives of the course. This will be assessed by the student's preparation, fund of knowledge, participation in clinic, and participation in didactic sessions.