



THE UNIVERSITY OF TOLEDO COLLEGE OF MEDICINE



COLLEGE OF MEDICINE
AND LIFE SCIENCES

Course Syllabus
PEDS 701
Pediatric Clerkship
(UPDATED: APRIL 2022)

COLLEGE OF MEDICINE
AND LIFE SCIENCES

Location of Classroom; Meeting Days; Meeting Times: Toledo Children’s Hospital – Legacy Bldg. – 2nd Floor (Assigned Classrooms). Blackboard Course Room (virtual classroom). Refer to Conference & Exam Schedule & Blackboard under Schedules – Calendar of Events & Master Rotation Schedule (pdf’s).

<https://blackboard.utdl.edu/webapps/login/>

Scheduled Meeting Days/Time: This course meets according to the M3 Medical Student Academic Calendar. See <http://www.utoledo.edu/med/md/curriculum/curriculum3/> for key dates.

CONTACT INFORMATION

<p>Clerkship Director: Rajat Kaul M.D. TCH Jobst Tower, Floor E Telephone : 419-291-0377 E-mail: rajat.kaul@utoledo.edu (preferred method for contact) Office Hours: By appointment</p>	<p>Associate Director: Jeffrey Moore M.D. TCH McIntosh Tower, Suite 750 Telephone: 419-291-0377 E-Mail: Jeffrey.mooremd@promedica.org (preferred method for contact) Office Hours: By appointment</p>
<p>Clerkship Coordinator: Joseph Osinski TCH Jobst Tower, Floor E Telephone: (419) 291-0377 E-mail: joseph.osinski@utoledo.edu (preferred method for contact) Office Hours: 8:30am – 5:00pm M-F</p>	

COURSE DESCRIPTION

Students should acquire a basic fund of knowledge in Pediatrics and gain an understanding of the anatomic, developmental, physiologic, and psychological differences of children as they progress from the neonatal period through adolescence. Through our clerkship, these skills and experiences are learned through a mixture of inpatient and outpatient rotations to better enhance the level and acuity of care needed to handle the pediatric population.

ROTATION OVERVIEW

The Pediatric Clerkship is a 6-week program with students having 1-2 rotations. Students will spend all of their time at ProMedica sites and UT Peds Clinic in the city (AHEC students will be at surrounding outpatient pediatric offices). Students will get exposure to patient care in an inpatient and outpatient setting. The objective of the clinical rotation is to learn how to diagnose and manage children of different ages in various settings.

During the course of the clerkship students will be given an OSCE exam to evaluate their clinical skills and is modeled after the Clinical Skills CS.

See the General Overview

CORE COURSE OBJECTIVES AND RELATED COMPETENCIES

PEDIATRIC CLERKSHIP LEARNING OBJECTIVES 2022-2023

Alignment of Clerkship Learning Objectives with EPO's (Educational Program Objectives). Description of instructional methods and outcome measures.

EPO	Clerkship Learning Objectives	Instructional method	Outcome measure
MK 3 MK 4 MK 5 PBL 7	Describe the pathophysiology, causes, and manifestations of common pediatric diseases including the effect of genetic, developmental, metabolic and traumatic disorders.	<ul style="list-style-type: none">• Clinical experiences• Case Presentations• Aquifer Peds cases• Lectures (sepsis, asthma, fluid and electrolytes, etc.)• Suggested reading	<ul style="list-style-type: none">• TBL Session• NBME exam
IPC 1 PC 4 PC 11	Demonstrate the ability to communicate effectively both orally and in writing, with patients, patients' families, colleagues and others with whom physicians must exchange information.	<ul style="list-style-type: none">• Lectures (H&P)• Reading requirement (doctor-patient interaction)• Clinical experiences• Case Presentations	<ul style="list-style-type: none">• OSCE (standardized patient experience)• Formative feedback
MK 1 MK 15	Describe the components of preventive care and anticipatory guidance in the context of pediatric patients.	<ul style="list-style-type: none">• Lecture (health supervision)• Case presentations• Aquifer Peds cases – 1 to 6 & 9• Clinical experiences	<ul style="list-style-type: none">• OSCE• NBME exam

MK 9 MK 12 MK 13	Demonstrate consideration for and sensitivity to the patient family's age, gender, culture/ethnicity, special needs (disabilities), and sexual orientation. Special consideration should be given to adolescents need for autonomy and confidentiality.	<ul style="list-style-type: none"> • Aquifer Ped cases 5 & 6 • Clinical experiences • Suggested reading • Reading requirement (doctor-patient interaction) 	<ul style="list-style-type: none"> • OSCE • Feedback forms
PC 1 PC 3	Demonstrate the ability to obtain an accurate pediatric history including all essential elements— appropriate and age---specific nutrition, developmental and behavioral information.	<ul style="list-style-type: none"> • Lecture (H&P) • Small Group activity: Case presentations • Clinical experiences 	<ul style="list-style-type: none"> • OSCE • Direct observation with formative feedback • Summative feedback
PC 2 PC 3	Demonstrate the ability to perform an appropriate pediatric physical examination based on age and/or disease presentation.	<ul style="list-style-type: none"> • Lecture (H&P) • Clinical experiences <ul style="list-style-type: none"> • Newborn Exam 	<ul style="list-style-type: none"> • Direct observation with formative feedback • Summative feedback
PC 4	Produce a written report of a pediatric patient encounter that is legible, organized, concise and accurate.	<ul style="list-style-type: none"> • Clinical experiences • Case Presentation and write up 	<ul style="list-style-type: none"> • OSCE • Direct observation with formative feedback • Summative feedback

MK 6	Demonstrate the ability to write a complete and accurate pediatric prescription	<ul style="list-style-type: none"> • Lecture: (Pediatric Therapeutics) • Written assignments • Clinical experiences 	<ul style="list-style-type: none"> • Formative feedback • OSCE • Summative feedback
PC 7 PBL 7	Describe the most common diagnostic findings (clinical, laboratory, pathologic, and radiographic) in pediatric disorders and diseases.	<ul style="list-style-type: none"> • Lectures (various topics in classroom and in small groups) • Case Presentations • Aquifer Peds cases • Suggested reading 	<ul style="list-style-type: none"> • TBL session • NBME exam
PC 8 PBL 7	Demonstrate the ability to construct appropriate common diagnostic (clinical, laboratory and radiographic) and therapeutic strategies for patients with common conditions, both acute and chronic, including medical and behavioral issues	<ul style="list-style-type: none"> • Lectures (various topics) • Case Presentations • Aquifer Peds cases • Suggested reading 	<ul style="list-style-type: none"> • TBL sessions • OSCE • NBME exam
PC 10 PBL 3 PBL 5	Demonstrate self-learning skills by using evidence-based medicine regarding pediatric patients you encounter, seeking feedback from residents and attendings you work with.	<ul style="list-style-type: none"> • Aquifer Peds cases • Case Presentations 	<ul style="list-style-type: none"> • Formative feedback forms • Summative feedback
PB 1-8	All students participating on this clerkship will meet or exceed the institutional standards for professional behaviors	<ul style="list-style-type: none"> • Orientation 	<ul style="list-style-type: none"> • Formative-feedback • Summative feedback

MK – Medical Knowledge

PC – Patient Care

IPC – Interpersonal Communication Skills

PBL – Problem Based Learning and Improvement

PB – Professional Behavior

(Clerkship Learning Objectives Updated: April 2022)

PEDIATRIC CLERKSHIP EDUCATIONAL COURSE OBJECTIVES

AT THE END OF THE PEDIATRICS CLERKSHIP, MEDICAL STUDENTS WILL BE ABLE TO:

1. Describe the pathophysiology, causes, and manifestations of common pediatric diseases including the effect of genetic, developmental, metabolic and traumatic disorders.
2. Demonstrate the ability to communicate effectively both orally and in writing, with patients, patients' families, colleagues and others with whom physicians must exchange information.
3. Describe the components of preventive care and anticipatory guidance in the context of pediatric patients.
4. Demonstrate consideration for and sensitivity to the patient's /family's age, gender, culture/ethnicity, special needs (disabilities), and sexual orientation. Special consideration should be given to adolescents need for autonomy and confidentiality.
5. Demonstrate the ability to obtain an accurate pediatric history including all essential elements— appropriate and age-specific nutrition, developmental and behavioral information.
6. Demonstrate the ability to perform an appropriate pediatric physical examination.
7. Produce a written report of a patient encounter that is legible, organized, concise and accurate.
8. Demonstrate the ability to write a complete and accurate pediatric prescription.
9. Describe the most common diagnostic findings (clinical, laboratory, pathologic, and radiographic) in pediatric disorders and diseases.
10. Demonstrate the ability to construct appropriate common diagnostic (clinical, laboratory and radiographic) and therapeutic strategies for patients with common conditions, both acute and chronic, including medical and behavioral issues.
11. Demonstrate self-learning skills by using evidence-based medicine regarding pediatric patients you encounter, seeking feedback from residents and attendings you work with and using the pediatric case bank provided to you on the internet.
12. All students participating on this clerkship will meet or exceed the institutional standards for professional behaviors as evidenced by:
 - Adhering to the dress code consistent with clerkship standards.
 - Being punctual for all educational experiences (i.e. exams, clinics, rounds, small group sessions, appointments at the clinical skills center).
 - Fulfilling all educational assignments and responsibilities on time.
 - Displaying honesty in all interactions and situations.
 - Contributing to an atmosphere conducive to learning and is committed to advance scientific knowledge.
 - Establishing and maintaining appropriate boundaries in all learning situations.
 - Using professional language being mindful of the environment.
 - Establishing effective rapport.
 - Being respectful at all times of all parties involved.
 - Resolving conflict in a manner that respects the dignity of every person involved.
 - Respecting the diversity of race, gender, religion, sexual orientation, age, disability and socioeconomic status.
 - Exhibiting humanism in all interactions.
 - Protecting patient confidentiality.
 - Being aware of and adapting to differences in individual patients including those related to culture and medical literacy.
 - Recognizing personal limitations and seeking appropriate help.
 - Accepting constructive feedback and making changes accordingly.
 - Exhibiting independent and self-directed learning.

(Edu Course Objectives Updated: April 2022)

CLERKSHIP CLINICAL ACTIVITIES AND CONTENT

Student assignments include inpatient service at The Toledo Children’s Hospital, ProMedica outpatient clinics, UTMC Ruppert Clinic, and Rocket Peds. Refer to Calendar of Events (pdf) on Blackboard for specific daily schedule.

OUTPATIENT RESPONSIBILITIES

Please refer to the “Clinical Site Info” section on Blackboard to see responsibilities and expectations of your assigned site.

INPATIENT RESPONSIBILITIES

Please refer to the “M3 Inpatient Expectations” document on Blackboard under “Clinical Site Info” and then look under “TCH Inpatient”.

REQUIRED CLINICAL EXPERIENCES

Students are required to log **all** patient encounters and hours on this clerkship; however students are required to meet the following minimum number of cases per diagnostic category. Students will use the 5 Level of Involvement checklist in RocketMed to determine if a patient encounter meets the minimum level of involvement to count towards this requirement. If students are having difficulty meeting these minimum experiences, they **must** contact the Clerkship Director or Coordinator in advance of the end of the rotation. **(NOTE: Students may complete no more than 10% of their required cases using Aquifer)**

Diagnostic category	Number of Patients to be Seen	Explanation/Examples
Allergy/Immunology		Desirable but not essential
Developmental Delay	1	Learning Disorders, Developmental delay
Mood Disorder	1	Depression, Anxiety
Cardiology		Desirable but not essential
Rash	3	Eczema, Dermatitis, Ringworm, Viral Exanthem
Endocrinology including obesity		Desirable but not essential
Abdominal Pain	3	Constipation, Appendicitis, Functional Pain, IBD, IBS, Ileus
Newborn / Infant Well Care	3	Newborn / Infant Well Care
Adolescent Well Care	3	Adolescent Well Care
Hem / Onc		Desirable but not essential
Fever	5	Viral Illness, Kawasaki, Bacterial Illness (UTI, osteo)
Nephrology		Desirable but not essential
Upper Respiratory Infection / Pharyngitis	2	Strep Pharyngitis, Otitis Media, Croup, Sinusitis, Allergies, Influenza
Lower Respiratory Infection	2	Asthma, Pneumonia, Bronchiolitis

Total number of minimum required cases: 23

NEWBORN EXAM (OBSERVATIONAL)

All students are required to learn newborn exam techniques. Students will be assigned a time to complete an observed newborn exam (NOTE: If during the rotation a student has the opportunity to fulfill the newborn exam requirement, they can be excused from their scheduled time by notifying the clerkship coordinator). Those students on an AHEC assignments are required to review the newborn exam with their AHEC preceptor.

CLERKSHIP SCHEDULE, CONFERENCE SCHEDULE

Refer to “Schedules” and “Calendar of Events” tabs on Blackboard for required conferences and clerkship activities.

DUTY HOUR POLICY

UTMC follows the ACGME guidelines on duty hours, namely that (1) medical students are to have on average one day out of every seven free from clinical duties; (2) medical students are never to work more than 80 hours per week; (3) medical students are to have minimum of 10 hours off between duty periods and (4) duty periods for medical students cannot last for more than 24 hours although a student may need to stay for a few additional hours longer than the allowed 24hours in order to maintain continuity of patient care. If a rotation is not meeting these guidelines, the student should alert the clerkship Director.

MID-CLERKSHIP FEEDBACK

Students will receive feedback based on their performance midway through their rotation. During this session, students will have the opportunity to ask questions, address issues and receive feedback on their performance.

CLERKSHIP GRADING

YOUR CLERKSHIP GRADE WILL CONSIST OF 3 COMPONENTS:

OVERALL GRADE	1. CCE PROFILE	2. NBME (PERCENTILE based on National NBME average from the previous year)	3. DEPARTMENTAL EDUCATIONAL PROGRAM %
FAIL	Fail PC**	< 5%	< 60
DEFER	Pass/High Pass/Honors	≥5 th	<60
	Pass/High Pass/Honors	<5 th	≥ 60
	Pass/High Pass/Honors	<5 th	<60
	Fail (PROF*) OR (PBLI or IPCS)***	≥5 th	>60
PASS	Pass	≥5 th	≥ 60
HIGH PASS	Pass	≥ 55 th	≥ 75
	High Pass	≥5 th	≥ 60
	Honors****	≥5 th	≥ 60
HONORS	Honors	≥ 55 th	≥ 75

PROF = Professionalism; PC = Patient care; PBLI = Practice Based Learning and Improvement; IPCS = Interpersonal Communication Skills

* Remediation through OSA/conduct and ethics committee

** Repeat clerkship

*** Remediation determined by Clerkship Director

**** **High Pass (with Clinical Excellence)**– will be distinguished on the MSPE on the end of clerkship narrative

PLEASE READ FOLLOWING SECTIONS FOR ADDITIONAL INFORMATION!

1. CLINICAL COMPETENCY EVALUATION (CCE) PERFORMANCE

- a. *Weighting of preceptor evaluations* – the weight of each preceptor evaluation will be determined by the amount time (direct contact hours) a student has with each preceptor:

Direct Contact Hours	Weight
Extensive (>40 hours)	X16
Substantial (11 to 40)	X8
Moderate (5 to 10 hours)	X4
Limited (1 to 4 hours)	X2
No Contact (<1 hour)	0

- b. Your CCE grade will be based on your performance in each of the 5 competencies.
- i. To qualify for CCE honors a student must have **HONORS IN PROFESSIONALISM**.
 - ii. If the professionalism grade is HP or Pass, the highest CCE grade that can be assigned is HP.

Competency Grades for Patient Care, Interpersonal Communication Skills,	PROFESSIONALISM		
	HONORS	HIGH PASS	PASS
4H	H	HP	HP
3H+1HP+0P	H	HP	HP
3H+0HP+1P	H	HP	HP
2H+2HP+0P	H	HP	HP
2H+1HP+1P	H	HP	HP
2H+0HP+2P	HP	HP	HP
1H+3HP+0P	HP	HP	HP
1H+2HP+1P	HP	HP	HP
1H+1HP+2P	HP	HP	P
1H+0HP+3P	HP	HP	P
0H+4HP+0P	HP	HP	HP
0H+3HP+1P	HP	HP	HP
0H+2HP+2P	HP	HP	P
0H+1HP+3P	HP	HP	P
0H+0HP+4P	P	P	P

c. Example: if the following grades are assigned for each competency:

- i. **Professionalism = HONORS**
- ii. Interpersonal Communication Skills = HONORS
- iii. Patient care = PASS
- iv. Systems Based Practice = PASS
- v. Practice Based Learning & Improvement = PASS

CCE GRADE = HIGH PASS
Professionalism = HONORS
1H + 3P

CLINICAL COMPETENCY EVALUATION

Student Name

This report provides an overall assessment of the student performance during clerkship. The overall level of performance is indicated by the number of stars and is reflective of the specific combination of performance levels across 5 competencies. For each competency, strengths and areas needing attention are explained.

HIGH PASS

Total evaluations: 2

Evaluations based on the

Competency: Professionalism <ul style="list-style-type: none"> Exceptional performance being on-time, prepared for assigned responsibilities, receptive to feedback and displaying integrity, honesty and ethical values in all interactions Very good performance in the area of cultural competence 	
Competency: Interpersonal & Communication Skills <ul style="list-style-type: none"> Exceptional performance communicating information to patients Very good performance with your listening skills, including verbal and non-verbal facilitation and using open-ended questions 	
Competency: Patient Care <ul style="list-style-type: none"> Exceptional performance including pertinent positive and negatives in HPI and giving a comprehensive patient presentation Good performance in the area of differential diagnosis for clinical encounter and development of appropriate diagnostic plans Pay more attention to organizing patient presentation and providing comprehensive documentation 	
Competency: Practice-Based Learning & Improvements <ul style="list-style-type: none"> Very good performance in identifying clinical questions, taking initiative and applying information to patient care 	
Competency: Systems-Based Practice <ul style="list-style-type: none"> Good performance in suggesting ancillary resources and identification of errors 	

	Honors
	High Pass
	Pass
	Fail

d. **High Pass with Clinical Excellence** – Students who receive a CCE grade of HONORS but do not meet requirements for an overall clerkship grade of honors, a special designation will be noted in the final MSPE narrative that will highlight the student’s clinical performance:

“Student X’s overall grade for the XX clerkship is High Pass. Of note, this student performed at the honors level in his/her clinical performance .”

- e. Fail in one competency for assessment of clinical performance will result in the following
 - i. If a student fails Professionalism, Practice Based Learning and Improvement, or Interpersonal and Communication Skills, a grade of DEFER will be assigned and REMEDIATION will be required. Once the remediation is successfully completed, the student’s transcript grade will be changed to a PASS.
 - ii. If a student fails Patient Care, a grade of FAIL will be assigned, and the clerkship must be REPEATED in its entirety.
 - iii. The lowest grade possible for the systems-based practice competency is a pass.

2. NBME SUBJECT EXAM

- a. Honors: ≥ 55 %tile
- b. HP/P: 5-54 %tile
- c. Fail < 5 %tile*

* Students must achieve the 5th percentile on the NBME subject examination to successfully complete the clerkship. Failure to achieve the 5th percentile will require the student to retake the subject examination and a grade of DEFER will be assigned. A second attempt on the NBME subject examination must be completed within one year from the first attempt. If the student achieves the 5th percentile or higher on the second attempt a grade of PASS will be assigned. PASS is the highest grade that can be achieved after a DEFER grade. If a student fails the NBME exam on a second attempt, then the final grade is FAIL and the clerkship must be repeated.

CONTINUED: NBME SUBJECT EXAM

Students take the Subject Exam on the last day of the clerkship. Please refer to schedules for reporting time and location. According to NBME protocol, all students must start the exam at the same time; therefore, if you are late and the exam has started, you will be unable to sit for the exam at that time. Students will need to reschedule the exam through the Office of Student Affairs.

3. **DEPARTMENTAL EDUCATIONAL PROGRAM** (20 points total)— distribution unique to each clerkship
 - a. Honors: $\geq 75\%$ (≥ 15 points)
 - b. HP/P: 60-74% (12-14 points)
 - c. Fail $< 60\%$ (< 12 points)

A minimum of 60% (12 total points) must be achieved in the Departmental Education Program. If a student does **not** meet the minimum threshold a grade of DEFER will be assigned until remediation is completed. PASS is the highest grade that can be achieved after a DEFER grade.

DEPARTMENTAL GRADE

2022 - 2023 PEDS CLERKSHIP DEPARTMENTAL GRADE BREAK DOWN

Requirement	Max Points
OSCE	7
Case Presentations	5
TBL – Child Growth & Development	4
Online – Immunization Quiz	1
Online Cardiology Lecture	1
Culturally Sensitive Doctor Patient Interaction	1
Feedback Forms	1
Total	20

BLACKBOARD - <https://blackboard.utdl.edu>

Blackboard contains rotation-specific information and announcements. If you have trouble accessing your account, contact Chris Prevette 419-383-2917 or send requests to UTLV@utoledo.edu

EDUCATIONAL RESOURCES, TEXTBOOKS, AND OTHER MATERIALS

Required Readings: Culturally Sensitive pdf document (posted on Blackboard)

Supplemental Resources:

TEXTBOOK RESOURCES

- **Board Review Series (BRS) for Peds** – can be checked out from UT Pediatric Academic Office during the Peds Clerkship and must be returned on the last day of clerkship. No grade will be given until the textbook has been returned. If it is lost or damaged, a fee will be charged for replacement.

ELECTRONIC RESOURCES

- **Harriet Lane Handbook** – by: The John Hopkins Hospital. Available through [Clinical Key](#).
- **Nelson Essentials of Pediatrics** – primary textbook for medical students rotating through pediatrics. Available electronically through [Clinical Key](#).
- **Nelson Textbook of Pediatrics** – a source of general information and can be used to prepare assigned patient presentations. Available electronically through [Clinical Key](#).

Please refer to Blackboard for the list of supplemental online resources

NBME SUBJECT EXAMINATION

Students will take the NBME Subject Examination as a component of the overall grade in this course.

- Students must earn a minimum passing score of the 10th percentile based on the prior's year national performance date (<10th percentile is a failing score.)
- That percentile will be set based on the NBME entire academic year data.
- A score of less than the 10th percentile on the NBME Subject Exam will require remediation of the examination and the final grade will be a "DF" until it is completed.

The Subject Exam is on the last day of the clerkship. The exam is multiple choice and is created and administered electronically by the NBME.

*** **AY2022-2023 Minimum Passing score for the Pediatrics [Subject Exam](#) = 63**

ATTENDANCE

Students must submit an absence request form to the Clerkship Coordinator for all absences. Unexcused absences may result in a Professional Behavior Report.

LEARNING ENVIRONMENT

If there is a faculty or staff member who has demonstrated outstanding professionalism and contributed to your learning environment or has detracted from your experience, complete the Learning Environment Assessment and Event Report. This report is accessible from an icon in this course Black Board home page or you can go directly to the site at <http://utm.utoledo.edu/learningenvironment>

All responses are anonymous. If you indicate that the event is of a serious nature and warrants immediate follow up, you will receive a prompt to enter a contact name and phone number.

UTMC COM CLERKSHIP POLICIES

Students are responsible for following the UTMC COM policies pertaining to medical students.

<http://www.utoledo.edu/policies/> this link includes, but not limited to, issues of:

- Grading Policy
- Dress code
- Work Hours
- Leave of Absence
- Excused Absences
- Student Professionalism

If you are a current or former patient of any of our faculty, please contact the Clerkship Coordinator so assignments comply with The Separation of Roles to Assure Confidentiality policy

(https://www.utoledo.edu/policies/academic/college_of_medicine/pdfs/3364_81_04_016_05.pdf).

PROFESSIONALISM:

Students and physicians should maintain the highest standards of professional behavior as outlined in the College of Medicines' Educational Program Objectives and this clerkship's objectives. Breach of a professionalism standard will result in a professionalism behavior report based on the institutional policy.

ACADEMIC POLICIES – UT COMLS

Students are responsible for following the UT policies, which can be located here:

http://www.utoledo.edu/policies/academic/college_of_medicine/ this link includes, but is not limited to:

COMLS POLICY SUPERVISION OF MEDICAL STUDENTS

Excerpts from policy:

When performing any procedures or clinical activity which poses *any* risk to patient safety, students must be *directly* supervised by a faculty member or resident or fellow at the hospital or other clinical facility.

In certain clinical situations, Advanced Practice Providers (APP) such as Physician Assistants, Nurse Practitioners and Midwives may provide supervision, if noted to be within their scope of practice.

***Direct** Observation/Supervision: the observing/supervising physician is physically present with the student and patient.

****Indirect** Observation/Supervision: Once student assessed to be appropriate for indirect supervision, direct observation/supervision remains immediately available--the supervising physician is either physically within the hospital or other site of patient care or is immediately available by a reliable and rapid method of communication to provide direct observation.

CLERKSHIP EXCUSED ABSENCES

Students must submit an absence request form to the Clerkship Coordinator for all absences. Unexcused absences may result in a Professional Behavior Report.

Policy:

[Excused Absences from Required Academic Activities in the M.D. Program - 3364-81-17](#)

LEARNING ENVIRONMENT & FACULTY DEVELOPMENT

If there is a faculty or staff member who has demonstrated outstanding professionalism and contributed to your learning environment or has detracted from your experience, complete the Learning Environment Assessment and Event Report. This report is accessible from an icon in this course Black Board home page or you can go directly to the site at <http://utmc.utoledo.edu/learningenvironment> All responses are anonymous. If you indicate that the event is of a serious nature and warrants immediate follow up, you will receive a prompt to enter a contact name and phone number.

PROFESSIONALISM:

Students and physicians should maintain the highest standards of professional and have a number of professional responsibilities that they are obligated to uphold. Breach of a professionalism standard will result in a professionalism behavior report based on the institutional policy. Policy:

[3364-81-04-017-02 - Professionalism and Related Standards of Conduct for MD Students](#)

CONFLICT OF INTEREST-SEPARATION OF ROLES

The health professionals who provide sensitive medical and healthcare services to medical students will have no involvement in the academic, professionalism, or disciplinary evaluation, promotion, or dismissal of students receiving those services. If you are comfortable you may work with the provider, however they may not evaluate you. Inform the Coordinator of any such relationships with the department prior the start of the clerkship. Policy:

[3364-81-04-016-05 - Separation of Roles to Assure Confidentiality in the Provision of Health and Counseling Services to Medical Students and Absence](#)

ASSIGNED EDUCATION HOURS

To ensure that there is an appropriate balance of assigned educational activities and self-directed learning, students' scheduled activities should:

- o Not exceed 80 hours per week, with no more than 30 consecutive hours,
- o Have at least 24 consecutive hours (1 day) of non-scheduled time per week.
- o Notify the clerkship coordinator if they are approaching 70 hrs/week.

https://www.utoledo.edu/policies/academic/college_of_medicine/pdfs/3364-81-04-004-00%20%20Assined%20education%20hours%20for%20medical%20students%20during%20clinical%20clerkships.pdf

UNIVERSITY POLICIES

[Policy Statement on Non-Discrimination on the Basis of Disability \(ADA\)*](#) The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.](#) Students can find this policy along with other university policies listed by audience on The University Policy webpage (<http://www.utoledo.edu/policies/audience.html/#students>).

ACADEMIC ACCOMMODATIONS

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](#) (<http://www.utoledo.edu/offices/student-disability-services/>) by phone: 419.530.4981 or email at StudentDisability@utoledo.edu.

ACADEMIC AND SUPPORT SERVICES

Please follow this link to view a comprehensive list of [Student Academic and Support Services](http://www.utoledo.edu/studentaffairs/departments.html) (<http://www.utoledo.edu/studentaffairs/departments.html>) available to you as a student

SAFETY AND HEALTH SERVICES FOR UT STUDENTS

Please use the following link to view a comprehensive list [Campus Health and Safety Services](#) available to you as a student.

BLOOD BORNE PATHOGEN EXPOSURE PROTOCOLS

Follow this link: https://www.utoledo.edu/policies/academic/college_of_medicine/pdfs/3364-81-04-016-04.pdf

In the event of blood or body fluid exposure:

When at The University of Toledo Health Science Campus:

1. Flush area thoroughly for 15 minutes; wash with soap if applicable.
2. Notify supervising faculty member or preceptor.
3. Always report to UTMC Emergency Department for initial assessment of injury and exposure.
4. Immediately obtain and submit all lab results from both you and the primary source of contact to Ruppert Health Center, Family Medicine.
5. Complete a UTMC employee injury report at utoledo.edu/depts/safety/Forms.html and send to Safety and Health.
6. After hours/weekends, call UT Emergency Department at 419.383.3888 to address questions or concerns.
7. Notify clerkship director of incident.

Whenever exposure occurs at a non-UTMC site:

Contact the supervisor or preceptor at site to find out individual protocol. Follow up treatment after initial treatment may be obtained at occupational health which is located in the Emergency Department of University of Toledo. Exposed medical student needs to bring appropriate records from outside facility to avoid delays in treatment. Occupational health can be reached at 419-383-5598. Also inform the clerkship office.

INCLUSIVE CLASSROOM STATEMENT

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an Accommodations Memo from the Office of Accessibility and Disability Resources, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course.

For students who have not established accommodations with the Office of Accessibility and Disability Resources and are experiencing disability access barriers or are interested in a referral to health care resources for a potential disability, please connect with the office by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu