

PED 600
CORE PEDIATRIC

CLERKSHIP CORE ROTATION SYLLABUS

DEPARTMENT OF PEDIATRICS
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At Michigan State University College of Osteopathic Medicine (MSUCOM), we are constantly working to improve our curriculum and to meet accreditation guidelines. We need to meet the challenges of modern medicine that force us to innovate. While changes will generally be instituted at the beginning of the school year, changes may also be implemented semester to semester.

Please be mindful of the need to read your syllabi before beginning your rotation.

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ROTATION REQUIREMENTS

REQUIREMENT	SUBMISSION METHOD (for submission due dates, refer to table at the end of the syllabus)
Mid Rotation Feedback Evaluation	Submitted into Dropbox in D2L
Pediatric Soap Notes	Submitted into Dropbox in D2L
Pediatric Pain and Opioid Course	Submitted into Dropbox in D2L
Smile for Life	Submitted into Dropbox in D2L
Skills Checklist	Submitted into Dropbox in D2L
TrueLearn Quiz	Completed in TrueLearn
Zoom Conference	Be present for one of the Zoom Conferences scheduled during the rotation
Pediatric COMAT Exam	Per Clerkship Protocol
Attending Evaluation of Clerkship Student	Students must select their attending physician as directed within the rotation description in Medtrics. At the start of the last week of the rotation, students will need to request an evaluation in Medtrics. By requesting an attending evaluation from their assigned attending physician, the attending physician will receive an automated email link connecting them to their assigned Attending Evaluation within Medtrics. Attendings will be able to electronically access and submit the forms on behalf of their students.
Student Evaluation of Clerkship Rotation	Students will submit their rotation evaluations electronically at the conclusion of every rotation by accessing the Medtrics system:

REQUIREMENT	SUBMISSION METHOD (for submission due dates, refer to table at the end of the syllabus)
	https://msucom.medtricslab.com/users/login/ . By the last week of each rotation, students will receive an automated email link connecting them to their assigned evaluation. Students can also access pending evaluations on the 'Home' or 'Evaluations' tabs within their Medtrics accounts.

INTRODUCTION AND OVERVIEW

Welcome to Pediatrics. This syllabus provides an overview of the rotation's requirements and expectations and a guide to help you understand the breadth of the field of pediatrics.

BACKGROUND

The practice of pediatrics involves out-patient and in-patient care, both general and specialized, and includes neonatal care. It has a strong component of infectious disease, which is often seasonal. The COMAT exam and COMLEX Level 2 CE include material pertinent to each of these areas and all the seasons. We hope you will have clinical exposure to each of these areas and learn to consider the seasonal component in your differential diagnosis. Regardless of your exposure, you are expected to read on topics spanning this spectrum of clinical practice.

ROTATION FORMAT

Currently, there are numerous base hospitals, each with diverse clinical and teaching opportunities. You will spend 40-60 hours per week for four weeks in clinical pediatrics, which may be out-patient and/or in-patient. The institution's nature will determine how this time will be spent: out-patient pediatric clinic, newborn nursery, in-patient pediatric, or overnight hospital on-call for pediatrics. For most of you, this will be primarily an out-patient experience, along with at least 8 hours of experience in a newborn nursery at those sites where this opportunity is available.

Your clinical experience will be supplemented with **required** online didactic material covering the primary areas of pediatrics and meeting the goals and objectives listed. You will need computer access and use Desire2Learn (D2L) through which the online didactic material has been divided into weekly blocks. You are strongly urged to work through these daily. While you are not required to go through the weekly blocks in the order listed in D2L, it is recommended you start with the material under Week 1, which contains information on how to perform the pediatric examination. At the end of the rotation, you will be required to register and sit for the Pediatric COMAT examination.

SUMMARY

The field of pediatrics will expose you to the most dramatic physical, cognitive, and behavioral changes in human development. Pediatricians focus on normal growth and development and diseases in infants, children, and adolescents. To provide comprehensive medical care, the triad of the pediatrician, patient and family are needed.

During your time on this rotation, take advantage of opportunities to see patients of all ages and utilize your interpersonal skills with families.

COURSE SCHEDULING

Course Enrollment

- The student must be an active student at MSUCOM.
- Core rotations are scheduled by MSUCOM. Changes in core rotation schedules are not permitted (exception-base hospital request due to preceptor scheduling issue).
- It is the responsibility of the student to ensure MSUCOM confirmation and enrollment prior to starting any course/rotation:
 - MSUCOM clerkship confirmation is complete when the rotation is visible on the students Medtrics schedule and 'yes' is visible in the enrollment column.

GOALS AND OBJECTIVES

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GOAL 1: Become proficient in working with pediatric patients and their families.

Learning Objectives:

- Demonstrate the ability to establish rapport with children of different ages and their families.
- Elicit the specific historical data to be obtained on children of different ages.
- Execute the physical exam appropriate for the child's age.
- Demonstrate the ability to approach the healthy term and "sick" newborn.

GOAL 2: Become familiar with growth and development milestones in the pediatric patient.

Learning Objectives:

- Recognize the normal growth and development milestones for each age group.
- Provide anticipatory guidance to the patient and their family that is age appropriate.
- Recognize common growth issues.

GOAL 3: Become knowledgeable of guidelines for preventive care in children.

Learning Objectives:

- List the AAP (American Academy of Pediatrics) immunization schedule for children.
- Conduct age-appropriate screening for children.

GOAL 4: Become knowledgeable about common pediatric health problems.

Learning Objective:

- Recognize the most common pediatric health problems and their treatment.

GOAL 5: Become knowledgeable about common pediatric mental health problems.

Learning Objective:

- Know how to distinguish between the following basic scenarios: autism, depression, anxiety, ADHD (Attention Deficit and Hyperactive Disorder), learning disability, abuse, speech delay, cognitive deficit, eating disorders.

COMPETENCIES

Osteopathic Principles and Practices

- Recognize and treat each patient as a whole person, integrating body, mind, and spirit. (I.1.a)
- Obtain consent for procedures, and effectively answer the patient's questions about potential risks, benefits, and complications. (I.1.c)
- Identify potential contraindications to treatment or assessment. (I.1.d)
- Obtain historical information to advance the care and treatment of the patient that integrates physical, psychosocial, and cultural factors. (I.3.a)
- Perform a physical exam incorporating visual inspection, auscultation, palpation, percussion, and range of motion testing. (I.3.b)
- Identify the patient's chief complaints and appropriately perform a logical physical examination in order to properly diagnose the condition. (I.4.a.)
- Formulate a differential diagnosis based on findings from the history and physical examination of the patient. (I.4.g)
- Recognize the role of and demonstrate a commitment to the utilization of other health care professionals in the diagnosis and treatment of the patient. (I.7.a)
- Understand and apply current OMT practice guidelines and evidence-based medicine to improve patient outcomes and conditions in the prevention and treatment of disease and pathology among patients. (I.8.a)

Medical Knowledge

- Appropriately use informatics to increase personal knowledge of medical science and skills, including osteopathic principles. (II.2.c)
- Use scientific concepts to evaluate, diagnose, and manage clinical patient presentations and population health. (II.3.a)
- Apply ethical and medical jurisprudence principles to patient care. (II.3.e)
- Outline preventive strategies across stages of the life cycle. (II.3.f)
- Describe and list risk factors for preventable diseases. (II.3.g)

Patient Care

- Take accurate history by communicating effectively – verbally and non-verbally – with patients and families in a variety of simulated and/or clinical settings. (III.1.b)

- Apply appropriate knowledge to the medical interview and demonstrate the ability to identify and/or address psychosocial, cultural, religious, health maintenance, and risk factor issues. (III.1.c)
- Maintain sensitivity to issues of patient perspective, privacy, comfort, and dignity during the examination. (III.1.f)
- Perform an effective patient encounter regardless of clinical setting or patient age, cultural background, disability, or language (use translator as needed). (III.1.i)
- Synthesize into an organized presentation all information gathered as part of the patient encounter, including history and physical findings, chart review, laboratory and diagnostic findings, epidemiological data, psychosocial, cultural, and religious factors, patient age, risk factors, and patient concerns. (III.2.a)
- Demonstrate information literacy and the ability to find and apply evidence-based literature as part of the management plan. (III.4.a)
- Include appropriate pharmacotherapy as part of the management plan. (III.4.e)
- Elicit the patient's perspective on the current situation and modify the diagnostic and treatment plan as appropriate in response to the patient's need and preference. (III.4.h)
- Recognize personal limitations in training and ability; seek consultation and specialty referral as appropriate. (III.4.i)
- Utilize best evidence in incorporating screening, health promotion, and disease prevention during and following the patient encounter. (III.5.b)
- Record patient information in an accurate, organized, and logical manner appropriate to the clinical situation. (III.6.a)
- Record information in a manner free of personal bias and/or inappropriate comments. (III.6.d)
- Communicate verbally and in writing with other members of the interprofessional collaborative team, including those from other health professions, in order to provide effective and comprehensive patient-centered care. (III.6.f)
- Recognize and respect the unique cultures, roles, training, and expertise of other health care professionals. (III.6.i)

Interprofessional and Communication Skills

- Allow the patient to complete his/her opening statement without interruption and to articulate the full set of patient concerns. (IV.1.a)
- Use silence and nonverbal communication to encourage the patient's expression of thought and feelings. (IV.1.e)
- Share information using language the patient can understand, and check for patient understanding and questions. (IV.1.g)
- Take responsibility when an error occurs, apologize promptly and fully explain what occurred as well as short – and long – term implications. (IV.1.n)
- Ensure that messages given are received and understood. (IV.2.j)
- Collaborate with other health professionals in the care of the patient demonstrating effective personal skills and interpersonal dynamics. (IV.4.a)
- Recognize one's own differences, misunderstandings, and limitations that may contribute to interprofessional tension. (IV.4.l)

Professionalism

- Recognize personal values, attitudes, and biases as they influence patient care. (V.1.b)

- Demonstrate respect for colleagues and other health care professionals and their practices (e.g., avoid making inappropriate remarks and taking inappropriate action). (V.2.f)
- Make patient care the primary concern. (V.3.a)
- Promote public confidence in the osteopathic medical profession. (V.4.i)
- Ensure that one's professional knowledge and skills remain current. (V.5.a)
- Comply with current regulations, laws, and statutes that govern medical practice. (V.6.c)
- Demonstrate how to cope with differences in people in a constructive way. (V.7.d)

Practice-Based Learning and Improvement

- Apply the five steps of the evidence-based medicine approach to a clinical question. (VI.1.d)
- Describe the relationship among incidence, duration, and prevalence of a disease in a population. (VI.3.b)
- Locate, appraise, and assimilate evidence derived from clinical guidelines. (VI.4.a)
- Apply decision-making tools. (VI.4.d)
- Identify opportunities for advocacy, health promotion, and disease prevention in communities served, and respond appropriately. (VI.5.e)

Systems-Based Practice

- Demonstrate knowledge and understanding of the role and interaction of the members of health care teams and their effect on outcomes for the patient and for the public. (VII.1.a)
- Demonstrate understanding of how current issues in the world are affecting the delivery of health care to patients and to the community. (VII.2.g)
- Use resources to develop patient care plans in such a way as to maximize health care outcomes. (VII.3.b)
- Demonstrate understanding of the health care system as it relates to Medicare, Medicaid, insurance, and community health centers. (VII.4.b)
- Demonstrate understanding of community resources, e.g., WIC, public health clinics, community health care centers, health fairs, public service communication, and other non-profit health care efforts. (VII.4.c)

COLLEGE PROGRAM OBJECTIVES

In addition to the above course-specific goals and learning objectives, this clerkship rotation also facilitates student progress in attaining the College Program Objectives. Please refer to the complete list provided on the MSUCOM website (<https://com.msu.edu/>) and in the Student Handbook.

REFERENCES

REQUIRED STUDY RESOURCES

Desire 2 Learn (D2L): Please find online content for this course in D2L (<https://d2l.msu.edu/>). Once logged in with your MSU Net ID, your course will appear on the D2L landing page. If you do not see your course on the landing page, search for the course with the following criteria, and pin it to your homepage: **PED 600 – Core Pediatrics**.

If you encounter any issues accessing this D2L course, please email the CA (on the title page of this syllabus). It is your responsibility to make sure you have access to the course D2L page on the first day of the course.

Student D2L email addresses must be forwarded to your MSU email account.

SUGGESTED STUDY RESOURCES

Recommended Texts (available from MSU Libraries)

The Johns Hopkins Hospital, Anderson, C. C., Kapoor, S., & Mark, T. E. (Eds.). (2024). *The Harriet Lane handbook* (23rd ed.). Elsevier.

<https://ezproxy.msu.edu/login?url=https://www.clinicalkey-com.proxy1.cl.msu.edu/#!/browse/book/3-s2.0-C20210008063>

This is the main resource for medication dosages. It also contains information on procedures and other diagnostic and therapeutic information.

Kliegman, R. M., & St. Geme, J. W., III (Eds.). (2024). *Nelson textbook of pediatrics* (22nd ed., Vols. 1–2). Elsevier.

<https://ezproxy.msu.edu/login?url=https://www.clinicalkey-com.proxy1.cl.msu.edu/#!/browse/book/3-s2.0-C2020103101X>

This is a valuable resource for looking up detailed descriptions of disease processes. This is THE pediatric textbook.

Marino, B.S., & Fine, K.S. (2019) (7th Edition). *Blueprints pediatrics*. Baltimore, MD: Lippincott Williams & Wilkins.

American Academy of Pediatrics. Committee on Infectious Diseases. (2024). *Red Book: 2024–2027 report of the Committee on Infectious Diseases* (33rd ed.; D. W. Kimberlin, Ed.). American Academy of Pediatrics.

<https://publications-aap-org.proxy1.cl.msu.edu/redbook/book/755/Red-Book-2024-2027-Report-of-the-Committee-on>

McIntire, S. C., Nowalk, A. J., Garrison, J., & Zitelli, B. J. (Eds.). (2023). *Zitelli and Davis' atlas of pediatric physical diagnosis* (8th ed.). Elsevier.

<https://ezproxy.msu.edu/login?url=https://www.clinicalkey-com.proxy1.cl.msu.edu/#!/browse/book/3-s2.0-C20190045529>

Other readings may be assigned by clerkship faculty.

Recommended Websites

Bright Futures Recommendations for Preventative Pediatric Health Care

https://downloads.aap.org/AAP/PDF/periodicity_schedule.pdf

Bright Futures Handbook

This is an excellent information resource for health promotion in pediatrics with a focus on the Physical Examination, Screening and Anticipatory Guidance.

<https://publications.aap.org/toolkits/pages/bright-futures-toolkit?autologincheck=redirected>

AAP (American Academy of Pediatrics) Vaccine Schedule

https://publications.aap.org/redbook/pages/Immunization-Schedules?_ga=2.103693888.1334224992.1652888359-199221026.1652888359

Vaccine Issues

<https://www.cdc.gov/vaccines/growing/images/global/CDC-Growing-Up-With-vaccines.pdf>

https://www.cdc.gov/vaccines-children/reasons/?CDC_AAref_Val=https://www.cdc.gov/vaccines/parents/why-vaccinate/vaccine-decision.html

<https://www.cdc.gov/vaccines-children/hcp/conversation-tips/questions-parents-may-ask.html>

WEEKLY READINGS/OBJECTIVES/ASSIGNMENTS

This is a suggested schedule for these topics. Since patients will not present themselves in a conveniently scheduled manner, it may be necessary to vary from the suggested schedule.

Week 1 – The Well-Child Exam and “Sick” Office Visit

Learning Objective: Manage a basic well-child checkup for all pediatric ages.

Activities/Resources:

- Read “Tips for Clinical Pediatrics” Day 1 of rotation (folder located in D2L):
 - The Approach to the Young Child
 - Pediatric History
 - Pediatric Physical Exam

- Pediatric Assessment
- Pediatric Plan
- Read *Bright Futures Recommendations for Preventative Pediatric Health Care*: <https://www.aap.org/en/practice-management/care-delivery-approaches/periodicity-schedule/>
- Complete a minimum of two well-child checkups per day that require a history and physical on a variety of pediatric patients.

Learning Objective: Understand growth and developmental assessment.

Activities/Resources:

- Review notes from pediatrics lectures from all systems courses.
- Bright Futures Handbook: Bright Futures: Guidelines for Health Supervision of Infants, Children and Adolescents, 2017 (4th Edition), American Academy of Pediatrics
 - Use this as your source for information on health maintenance in pediatrics. This is an excellent resource for information pertaining to health promotion in pediatrics.
- Notes for Clinical Pediatrics - Growth Issues (In *Week 1 – The Well-Child Exam and “Sick” Office* folder located in D2L)

Learning Objective: Know how to approach anticipatory guidance and what is pertinent for the patient's age.

Activities/Resources:

- Read “Tips for Clinical Pediatrics” (Anticipatory Guidance) (In *Week 1 – The Well-Child Exam and “Sick” Office* folder located in D2L)
- Read <https://publications.aap.org/toolkits/pages/bright-futures-toolkit>
- Provide anticipatory guidance to two families per day.

Learning Objective: Use the MICR to determine what vaccines are due.

Activities/Resources:

- Review AAP Vaccine schedule:
https://publications.aap.org/redbook/pages/Immunization-Schedules?_ga=2.103693888.1334224992.1652888359-199221026.1652888359
- Read about vaccine issues:
 - <https://www.cdc.gov/vaccines/growing/images/global/CDC-Growing-Up-With-vaccines.pdf>
 - https://www.cdc.gov/vaccines-children/?CDC_AAref_Val=https://www.cdc.gov/vaccines/parents/resources/childhood.html
 - <https://www.cdc.gov/iqip/hcp/talking-to-parents/>

Learning Objective: Know what is important to look at on the physical exam (PE) and know how to do a complete PE.

Activities/Resources:

- Read <https://www.aap.org/en/practice-management/bright-futures/bright-futures-materials-and-tools/bright-futures-tool-and-resource-kit/>

Learning Objective: Know how to do the two-minute orthopedic screen and crucial H&P.

Activities/Resources:

- Read *Developmental Dislocation (Dysplasia) of the Hip (DDH)*:
<http://orthoinfo.aaos.org/topic.cfm?topic=a00347>

Learning Objective: Become knowledgeable of pediatric nutritional issues.

Activities/Resources:

- Read “Notes for Clinical Pediatrics - Nutrition, Vitamin D Deficiency and Growth Issues” (In *Week 1 – The Well-Child Exam and “Sick” Office* folder located in D2L)
- Discuss with your clinical instructor strategies for working with families regarding weight issues.

Learning Objective: Know what screenings are important and when indicated.

- Read <https://www.aap.org/en/practice-management/bright-futures/bright-futures-materials-and-tools/bright-futures-nutrition-3rd-edition-and-pocket-guide/>
- Read AAP **Clinical Practice Guideline for the Evaluation and Treatment of Children and Adolescents with Obesity**
- <https://publications.aap.org/pediatrics/article/151/2/e2022060640/190443/Clinical-Practice-Guideline-for-the-Evaluation-and?autologincheck=redirected>
- Read MDHHS (Michigan Department of Health and Human Services) *Newborn Screening* http://www.michigan.gov/mdhhs/0,5885,7-339-73971_4911_4916-233939--,00.html (metabolic)

Read *Frequently Asked Questions: Newborn Screening, Dried Blood Spots, and the Michigan BioTrust for Health* <https://www.michigan.gov/mdhhs/adult-child-serv/childrenfamilies/hereditary/biotrust/michigan-biotrust-for-health-frequently-asked-questions> (metabolic)

Learning Objective: Know the approach to the typical “sick” office visit: what to do and how to do it.

Activities/Resources:

- Read “Tips for Clinical Pediatrics” (Anticipatory Guidance) (In *Week 1 – The Well-Child Exam and “Sick” Office* folder located in D2L)
- See two pediatric patients per day presenting for a basic “sick” office visit.

Learning Objective: Be able to recognize, list differential diagnosis, and manage the following respiratory symptoms:

- URI (upper respiratory infections), sinusitis, strep, viral pharyngitis, coxsackie infections, foreign body in nose, tonsillar abscess, thrush
- OM, OME, ETD, OE, teething, adenitis, abscess-retropharyngeal, mastoiditis

- Influenza, laryngitis, pertussis, mycoplasma infections, pulmonary foreign body
- Bacterial pinkeye, allergic conjunctivitis, corneal abrasion, blocked tear duct, hordeolum, chalazion, glaucoma, periorbital-orbital cellulitis

Activities/Resources:

- Read “When Doing Less is Best” Commentary (In *Week 1 – The Well-Child Exam and “Sick” Office* folder located in D2L)
- Read the related content from these sources found on the Reference List within this syllabus.
 - Blueprints Pediatrics
 - Red Book
 - **Clinical Practice Guideline: The Diagnosis, Management, and Prevention of Bronchiolitis**
<https://publications.aap.org/pediatrics/article/134/5/e1474/75848/Clinical-Practice-Guideline-The-Diagnosis>
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Week 2 – Common Pediatric Health Problems and Mental Health Issues

Learning Objective: Be able to recognize, do a differential diagnosis and manage (based on age when necessary):

- Roseola, enterovirus, strep, influenza, URI, pneumonia, Kawasaki’s, sepsis-meningitis
- Respiratory distress
- Neck masses – shotty, adenitis, TB, cat scratch, TGD-brachial cleft cyst, cystic hygroma, lymphoma
- Acute and chronic asthma and allergies

Activities/Resources:

- Read the related content from these sources found on the Reference List within this syllabus.
 - Blueprints Pediatrics
 - Red Book
- Read “Notes for Clinical Pediatrics -Asthma” (In *Week 2 – Common Pediatric Health Problems and Mental Health Issues* folder located in D2L)
- Review 2025 GINA Update. https://ginasthma.org/wp-content/uploads/2025/05/GINA-Strategy-Report_2025-WEB-WMS.pdf

Learning Objectives:

- Know the approach to, and be able to, counsel parents on these common behavioral issues:
 - Infant “colic”
 - Toddler picky eater
 - Toddler temper tantrums
 - Toddler toilet training
 - Child bedwetting
 - Teen excessive risk-taking (assess and inform)
- Describe and distinguish pediatric mental health disorders.

- Describe and distinguish:
 - Abuse
 - Autism
 - Cognitive deficit
 - Eating disorders

Activities/Resources:

- Study thoroughly “Pediatric Mental Health Disorders: Overlapping Co-Morbidities and Evidence-Based Management – A Systematic Process for Evaluation and Monitoring” (In *Week 2 – Common Pediatric Health Problems and Mental Health Issues* folder located in D2L)
- Read the related content from this source found on the Reference List within this syllabus.
 - Blueprint Pediatrics
- Read “Notes for Clinical Pediatrics – ADHD” (In *Week 2 – Common Pediatric Health Problems and Mental Health Issues* folder located in D2L)
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- Review AAP **Clinical Practice Guideline for the Diagnosis, Evaluation, and Treatment of Attention-Deficit/Hyperactivity Disorder in Children and Adolescents**
<https://publications.aap.org/pediatrics/article/144/4/e20192528/81590/Clinical-Practice-Guideline-for-the-Diagnosis>

Week 3 – The Healthy Term Newborn and Common Pediatric Health Problems

Learning Objectives:

- Know the approach to the healthy term neonate.
 - Relevance of prenatal-perinatal history, SGA/AGA/LGA and implications, APGAR interpretation
 - Normal newborn exam and common variant physical findings, maturity evaluation (Ballard, Dubowitz)
 - Hearing screens, Vitamin K, eye prophylaxis, Hep B vaccine, skin-to-skin time
- Identify newborn feeding problems.

Activities/Resources:

- Nursery experience: 4-hour focus on the normal newborn history and exam
- Read “Tips for Clinical Pediatrics” (In *Week 3 – The Healthy Term Newborn and Common Pediatric Health Problems* folder located in D2L)
 - Basic Neonatology
 - Breastfeeding Problem Management
 - Maternal Breastfeeding Issues

Learning Objective: Be able to recognize, do a differential diagnosis and manage common GI issues:

- Infant vomit: viral GE, GER, GERD (Gastroesophageal reflux disease), protein sensitivity-food allergy, pyloric stenosis, malrot-stenosis, IBEM
- Child vomit: GE, GERD, OM, pneumonia, UTI, DKA, appendicitis, pancreatitis, increased ICP

- Diarrhea: viral GE, bacterial GE, giardia, “Toddler,” lactose intolerance, celiac, IBS, IBD
- Constipation: stool-holding (encopresis), excess dairy/inadequate fiber, botulism, Hirschsprung’s
- Abdominal pain: constipation, GERD, lactose intolerance, RAP-IBS, strep, IBD, giardia, H pylori, pneumonia, UTI-pyelonephritis, kidney stone obstruction, intussusception, tumor

Activities/Resources:

- Read the related content from these sources found on the Reference List within this syllabus.
 - Blueprints Pediatrics
 - Red Book
 - Review Summary of the 2018 NASPGHAN-ESPGHAN Pediatric Gastroesophageal Reflux Clinical Practice Guideline
<https://naspghan.org/files/documents/pdfs/position-papers/PedGERD%20Summary%20FINAL.pdf>

Week 4 – The “Sick” Newborn and Common Pediatric Health Problems

Learning Objective: Know the approach to the “sick” newborn:

- Hypoglycemia, drug withdrawal, respiratory distress, cyanosis, murmur, sepsis, hypotonia, infant of diabetic mother, maternal STD, TORCH infections, bilious emesis, clavicle fracture

Activities/Resources:

- Nursery experience: four-hour focus on the “sick” newborn
- Read the related content from these sources found on the Reference List within this syllabus.
 - Blueprints Pediatrics
 - Red Book

Learning Objectives:

- Recognize, do a differential diagnosis, and manage the following cardiovascular problems:
 - Murmurs, hyperlipidemia, and elevated blood pressure
- Recognize, do a differential diagnosis, and manage the following rashes:
 - *Mac-pap spots*: enterovirus, roseola, 5th disease, strep, mono, scabies, drug, insect bites, swimmer’s itch, unilateral laterothoracic exanthema, folliculitis
 - *Mac-pap blotchy*: hives, food allergy (hives), yeasty, cellulitis, E multiforme, seborrhea dermatitis
 - *Eczematous*: eczema, contact dermatitis, impetigo
 - *Pink Patches*: tinea corpora, pityriasis rosea, eczema, psoriasis
 - *Vesicular-Pustular*: Hand-foot-mouth, chicken pox-zoster, HSV-whitlow, impetigo, folliculitis, MRSA, scabies, acne, neonatal acne
 - *Papular*: molluscum, warts
 - *Patchy hair loss with flaky scalp*: tinea capitis
 - *Alopecia*: alopecia areata
 - *Petechial*: ITP, HSP, ALL, HUS, meningococcal, hemophilia
 - *Itchy head*: lice, dandruff, tinea capitis

- Recognize, do a differential diagnosis, and manage tension and migraine headaches, and increased intracranial pressure and concussion from head trauma.
- Recognize, do a differential diagnosis, and manage the following genitourinary issues:
 - UTI, VUR, pollakiuria, hypercalciuria
 - Nocturnal enuresis
 - Vaginitis, STD, PID
 - Menstrual problems, amenorrhea, dysmenorrhea, irregular menses, DUB

Activities/Resources:

- Read the related content from these sources found on the Reference List within this syllabus.
 - Blueprints Pediatrics
 - Red Book
- Read “Notes for Clinical Pediatrics - headache, concussion, structural head injury, murmurs”) (In *Week 4 – The “Sick” Newborn and Common Pediatric Health Problems* folder located in D2L)

DO/PhD Students

DO/PhD student rotations that take place during G years span approximately 4 months. DO/PhD students taking this course during G years should contact the CA to discuss assignment due dates. Students are required to take the COMAT exam at the end of the rotation.

TRUELEARN QUIZ

Requirements of the Quiz are below, followed by the TrueLearn Grading Scale for this requirement.

Requirements of the TrueLearn Quiz

- You **MUST** make sure to change the Subscription at the top of your home screen to **COMAT PEDIATRIC (Institutional)**.
- You **must do** this in “Untimed” Mode
- The quiz **MUST NOT** be done in Tutor Mode.
- **This must be done by 11:59 pm the last day (4th Sunday) of the rotation.**

Grading Scale for the TrueLearn Quiz

Each student will need to create a 60-question quiz in TrueLearn. The first quiz you do will be recorded for the grade. Additional quizzes will not be counted for this requirement (unless failure of first attempt).

- Pass – 60 questions completed with a 40% or higher.
- High Pass – 60 questions completed with a 50% or higher.
- Honor – 60 questions completed with a 50% or higher.

If you do not receive a passing grade, please start another 60-question quiz. You will need to get a 40% or higher. This second quiz will only allow you to Pass the rotation regardless of the score you receive on it.

Submission Method for TrueLearn Quiz

- There is no submission needed for this requirement.
- The Course Assistant will review the information in TrueLearn and will update the grades in the Grade Book on D2L.

Steps for logging into TrueLearn:

- Access TrueLearn homepage by following the link:
https://www.truelearn.net/?_ga=2.117887311.751432720.1652188608-917063151.1651858724
- Enter your MSU email address and the password that was sent to you by TrueLearn (please keep in mind, you can change/update your password once you have logged in)
- **There is nothing you need to submit for this requirement. The course assistant will go in and review your score and your quiz. You can review the scores for them on D2L under grades for this course.**

If you do not meet the required score or you fail to complete the TrueLearn quiz, it will be your responsibility to reach out to the Course Assistant (Shannon Grochulski-Fries, grochuls@msu.edu) for the assigned Corrective Action, see page 23.

ONLINE MODULES OR CONFERENCES

MID ROTATION FEEDBACK FORM (FORM ON D2L)

Students are required to complete the MSUCOM Mid-Rotation Feedback Form. This form is on D2L.

To be considered Completed 100% and needing no revisions, your submission must include:

- To be completed **by Student:**
 - Rotation Section Complete
 - Student Name Complete
- To be completed **by the Attending or Resident:**
 - Evaluator Name
 - Evaluation Signature
 - Date Reviewed with Student (**between the 2nd Friday and 3rd Wednesday**)
 - Questions 1, 2, 3, and 4

Submission Method for Mid-Rotation Feedback Form

- Student must upload the form to the Mid-Rotation Feedback Dropbox
- Submission must be 100% Complete and needing no revisions.
- Must be submitted by 11:59 pm the Third Sunday of the Rotation
- Make sure the submission can be opened and viewed.

If a section is not complete, the form will be returned and will need revisions.

A grade cannot be entered for the course until all requirements are met.

If you cannot complete the Mid-Rotation Feedback, you will be responsible for contacting the Course Assistant for the assigned Corrective Action, see page 23.

PEDIATRIC PAIN AND OPIOID COURSE (LINK ON D2L)

You will need to complete **one** of the Pediatric Pain and Opioid Education Courses

1. <https://learn.openpediatrics.org/learn/signin>
2. <https://www.scopeofpain.org/supplemental-training/safer-opioid-prescribing-for-adolescents/>
3. Select “non-accredited” free version of course.
4. Submit certificate to D2L - Pediatric Pain and Opioid Certificate Dropbox
5. Students must upload the form to a D2L drop box by 11:59 pm by the third Sunday of the clerkship to be eligible to receive Honors or obtain a High Pass in the rotation, by 11:59 pm the last day of the rotation for a Pass. A grade cannot be entered for the course until all requirements are met.
6. If you are unable to complete this assignment and upload it to the “Pediatric Pain and Opioid Dropbox” by 11:59 pm the last day (Sunday) of your rotation, it will be your responsibility to reach out to the Course Coordinator for the assigned Corrective Action, see page 23.

SMILES FOR LIFE COURSE (LINK ON D2L)

You will need to Complete “Smiles for Life” course 2 (child oral health)

1. *Link to course in D2L*
2. <https://www.smilesforlifeoralhealth.org/>
3. *Complete quiz at the end and submit certificate to Drobox in D2L*
4. Students must upload the form to a D2L drop box by 11:59 pm by the third Sunday of the clerkship to be eligible to receive Honors or obtain a High Pass in the rotation, by 11:59 pm the last day of the rotation for a Pass. A grade cannot be entered for the course until all requirements are met.
5. If you are unable to complete this assignment and upload it to the “Smiles for Life Dropbox” by 11: 59 pm the last day (Sunday) of your rotation, it will be your responsibility to reach out to the Course Coordinator for the assigned Corrective Action, see page 23.

SKILLS CHECKLIST (FORM ON D2L)

Students are required to complete the MSU COM Skills Checklist form. Please be as accurate as possible, recording which of the experiences you have had during your pediatric rotation and to be signed after reviewed with your Attending Physician. We expect you to proactively pursue as many of these experiences as possible but realize that opportunities will vary.

Students must upload the form (100% complete without needing revisions) to the D2L dropbox entitled “Skills Checklist Dropbox” by 11:59 pm the last day (Sunday) of the

rotation to be eligible to receive Honors or obtain a High Pass in the rotation. A grade cannot be entered for the course until all requirements are met.

If you are unable to complete the Skills Checklist and upload it to the correct D2L dropbox "Skills Checklist Dropbox", it will be your responsibility to reach out to the Course Coordinator for the assigned Corrective Action, see page 23.

SOAP NOTES (FORM AND GRADING RUBRIC ON D2L)

Students are required to complete the MSU COM Health Maintenance and Sick Child Note form. Please choose notes on **two** patients that are meaningful learning opportunities for you.

There is a rubric grading form that needs to be printed before you review it with your attending. They are grading these submissions for you. Both should be focused visits (not completed history and physical visits) and to be signed after reviewed with your Attending Physician.

In place of one of the notes, you can choose to do a SOAP Note on the case you presented during your Zoom Case Presentation.

The SOAP Note represents an opportunity to demonstrate documentation skills, document clinical findings, exercise clinical problem-solving skills, formulate a differential diagnosis and a diagnostic and treatment plan. The SOAP note is a way for healthcare professionals to document an encounter in a structured and organized manner.

SOAP Notes are acceptable as a "bullet" or "laundry list" style for the note.

Make sure to include:

S = Subjective components
O = Objective findings
A = Assessment diagnosis
P = Plan

Students must upload the completed (100% complete without needing revisions) form **and** grading rubric form to the D2L dropbox entitled "Pediatric SOAP Note Dropbox" by 11:59 pm the last day (Sunday) of the rotation to be eligible to receive Honors or obtain a High Pass in the rotation. A grade cannot be entered for the course until all requirements are met.

If you are unable to complete the Health Maintenance and Sick Child Note and upload it to the correct D2L dropbox "Health Maintenance and Sick Child Note Dropbox", it will be your responsibility to reach out to the Course Coordinator for the assigned Corrective Action, see page 23.

ZOOM CONFERENCE

Once per rotation you must attend a Zoom Conference with a Clinical Provider in the MSU Department of Pediatrics. You will find the instructions and sign-up information on D2L.

These are **MANDATORY**. While we understand that emergencies have come up that are out of your control, you need to be in touch with the Course Assistant, Shannon Grochulski-Fries, grochuls@msu.edu, as soon as possible.

Professionalism on Zoom calls means maintaining the same level of decorum and respect as you would in a face-to-face meeting, including: having your video turned on when possible, dressing appropriately, minimizing background noise, actively listening, speaking clearly, being mindful of time, and avoiding distractions like multitasking or conversations with other students; essentially, treating the virtual space with the same seriousness as a physical meeting room. Each student will be given a warning when they are non-compliant, if the behavior continues, you will be removed from the Zoom. Once removed, you will not be able to join the zoom again and a Corrective Action assignment will be issued.

Case Review

Each student will need to register for the session you would like to present in.

- Each student will need to give an **oral** presentation (do not do a PowerPoint) on an interesting case they saw during their rotation. Presentations should:
 - Be approximately 5 minutes in length.
 - Should include the history of:
 - present illness,
 - physical exam,
 - any labs or imaging,
 - differential diagnosis,
 - final diagnosis and
 - any medication or therapy prescribed.

The sessions will take place the last week of the rotation on Monday, Tuesday, and Wednesday (if the number of students on rotation requires it).

If you miss your scheduled presentation or fail to register for a presentation, it will be your responsibility to reach out to the Course Assistant for the assigned Corrective Action, see page 23.

COMAT EXAM INFORMATION

Self-Directed Learning

For additional resources, practice examinations and the Blueprint of the COMAT Exams you will be taking in your Clerkship Career, you will want to go to: <https://www.nbome.org/assessments/comat/clinical-subjects/>

DUE DATE: THE LAST FRIDAY OF THE ROTATION

For information on exam registration and administration, please visit the COM Clerkship Student Portal: <https://michiganstate.sharepoint.com/sites/StudentClerkship>

If a student requires accommodation, a valid VISA from the Resource Center for Persons with Disabilities (RCPD) must be presented to the COM Clerkship Team at least seven days in advance of the COMAT examination date.

COMAT Grading

Honors

- You will need to score at or above **110** on **your first** attempt.
- In addition to meeting the other passing requirements listed in the “Honor Rotation Requirements” section of this syllabus.

High Pass

- You will need to score **104** to **109** on **your first** attempt.
- In addition to meeting the other passing requirements listed in the “High Pass Rotation Requirements” section of this syllabus.

Pass

- Score **at or above 83** on the exam.
- If you fail to take your exam when you are scheduled, you will receive a zero and have one chance to retake the exam.
- In addition to meeting the other passing requirements listed in the “Rotation Requirements” section of this syllabus.

NGR/No Grade Reported: Will be the conditional grade given until all the requirements of this rotation are completed.

N: Not taking or passing the COMAT Exam by the due date on the first or second attempt.

COMAT Corrective Action

- It is your responsibility to take the exam on the last Friday of the rotation. If this deadline is not met (with the exclusion of the following scenarios) you will receive an “0” for that attempt of the exam and will only be given one (1) time to re-take the exam (on the next immediate date the exam is available). You must receive a passing score on the retake exam, or you will receive an “N” grade for the rotation.
- If you miss the cut score for the COMAT on the day you attempt your first COMAT, you will need to meet with a Faculty Member within the Department of Pediatrics before you are allowed to schedule your retake.
- It is your responsibility to contact the Course Assistant (listed on the front of the syllabus) by the end of the first week of the rotation for consideration of delaying the exam if you have a conflict regarding the prescribed exam date.
- It is your responsibility to contact the Course Assistant (listed on the front of the syllabus) within 24 hours of an emergency that will keep you from taking the exam on the last Friday of the rotation, to be considered for delaying the exam.
- The Department will notify students of their failure.

For information on exam registration and administration, please visit the COM (College of Osteopathic Medicine) Clerkship Student Portal:
<https://michiganstate.sharepoint.com/sites/StudentClerkship>

The COMAT exam for the related subject/course will be taken by the student on the last Friday of the rotation.

- a. Absence due to emergent need
 - i. The student will need to communicate emergent need of absence to the Associate Dean for Clerkship Education for approval (enright4@msu.edu). Documentation may be requested.
 - 1. The clerkship team will schedule a make-up examination that may occur on an open Friday COMAT test date, or another date chosen by the Clerkship team following the missed exam.
- b. Personal need to delay examination.
 - i. On rare occasion, the student may request to delay the COMAT examination. The Associate Dean for Clerkship Education will review and approve/deny such requests. The student must request a delay to com.clerkship@msu.edu by the end of the first week of the rotation.
- c. Failure to show for the scheduled examination, or failure to show up on time as described in the COMAT Policy, will result in a '0' score for the scheduled examination attempt.

If a student requires accommodation, a valid Accommodation Letter from the Resource Center for Persons with Disabilities (RCPD) must be presented to the COM Clerkship Team at least seven days in advance of the COMAT examination date.

ROTATION EVALUATIONS

Attending Evaluation of Student

Attending Evaluation of the Student is completed electronically via Medtrics by the supervisor designated within the Medtrics rotation description. To initiate this evaluation, each student must select their attending physician as directed within the rotation description in Medtrics. Students will receive an email from Medtrics to select the attending 7 days prior to the end of the rotation. Should your rotation lack a rotation description or if you have any questions, please contact COM.Clerkship@msu.edu. Upon selecting the attending physician directed within the Medtrics rotation description, the attending physician will receive an automated email link connecting them to their assigned Attending Evaluation within Medtrics.

Attendings will be able to electronically access and submit the Attending Evaluation of the Student. Attendings will access the electronic form within Medtrics by selecting the email link on a smart device. No login (username/password) will be required for attendings to access their pending evaluation(s) assigned to them. After the electronic form has been submitted by their attending, students can review the Attending Evaluation of the Student that were completed by visiting the 'Evaluations' module (in the 'About Me' tab) of their Medtrics profiles.

Students are encouraged to seek formative/verbal feedback on their performance at least weekly. Students are also encouraged to discuss the Attending Evaluation of the Student with the supervisor completing the evaluation.

Any evidence of tampering or modification while in the possession of the student will be considered “unprofessional behavior” and will be referred to the Committee on Student Evaluation (COSE).

Student Evaluation of Clerkship Rotation

Students will submit their rotation evaluations electronically at the conclusion of every rotation by accessing the Medtrics system: <https://msucom.medtricslab.com/users/login/>. By the last week of each rotation, students will receive an automated email link connecting them to their assigned evaluation for the respective rotation. Students can also access their pending evaluations on the ‘Home’ or ‘Evaluations’ tabs within their Medtrics accounts.

Unsatisfactory Clinical Performance

The Instructor of Record (or designee) will review/investigate a student’s performance on a rotation when a concern is raised by the supervisor(s), and/or when the Attending Evaluation of Clerkship Student contains any below expectation marks within the professionalism area, any unsatisfactory written comments, or a total of two or more below average marks on the evaluation. After investigations, the Instructor of Record will determine a final grade for the student.

Professionalism concerns, as well as accolades, will also be referred to the MSUCOM Spartan Committee Clearinghouse per MSUCOM’s Common Ground Framework for Professional Conduct.

CORRECTIVE ACTION

The following assignments are eligible for corrective action. Students who were not successful on these assignments during the course will receive an NGR grade and permitted to go through a ‘corrective action’ process. Corrective Action will be due no later than 14 days after the last day of the rotation at 11:59pm:

The steps of the ‘Corrective Action’ process for PED 600 Core Pediatrics are as follows:

Students are responsible for completing all additional requirements set by the hospital/clinic site in which the student is completing the rotation. However, students are not responsible for reporting results of hospital/clinic site requirements to the college.

1. Zoom Conferences

- If you miss your scheduled presentation or fail to register for a presentation, you will be assigned a Case of the Departments choosing.
- Your report on this case will have to include at least two pages, outlining your differential diagnosis and why you arrived at that conclusion.
- Your report will have to have at least three cited references.

- This will be due to our department within one week of it being assigned.
- 2. Pediatric Pain and Opioid Course, Smiles for Life, Health Maintenance / Sick Child Note / Zoom Case Presentation SOAP Note, Skills Checklist, Mid-Rotation Feedback need to be done 100% and uploaded by the last day of the rotation.
 - If they are not submitted by 11:59 pm, on the last day of the, an NGR grade will be given. Students will then have until 11:59 pm 14 days (about 2 weeks) after the last day of the rotation to submit the missing assignments.
- 3. TrueLearn Quiz
 - Students that do not successfully complete this quiz by 11:59 pm the last day (Sunday) of the rotation will be required to complete the initial assignment and an additional 50 question quiz in TrueLearn.
 - This will follow the same rules as the initial 50-question quiz and will be due within 14 days of the assignment being assigned.
- 4. COMAT Corrective Action is outlined on page 15 of this Syllabus.

The student is responsible for contacting the Course Assistant (on the title page of this syllabus) if they believe missing assignments were reported in error, or if they are unclear about the corrective action process.

While it is the responsibility of the student to ensure that the Attending Evaluation of Clerkship Student is completed, this requirement may extend beyond the corrective action deadline. Additionally, in the event of a failing score earned on the student's first attempt of a COMAT subject exam, the corrective action for the COMAT retake may extend beyond 14 days.

If a student **successfully completes** the corrective action process, as determined by the IOR, the student will receive credit for the deficient academic grading requirement(s) and be eligible for a change in rotation grade (from NGR to Pass, pending the Attending Evaluation of Clerkship Student and, if applicable, score on his/her COMAT retake).

As determined by the IOR, the student will receive an N grade for the course if all assignments and the corrective action process are **not completed** successfully within 14 days after the last day of rotation at 11:59pm (except for the Attending Evaluation). Additionally, a letter of unprofessional behavior for late submission of assignments will be sent to the MSUCOM Spartan Community Clearinghouse.

BASE HOSPITAL REQUIREMENTS

Students are responsible for completing all additional requirements set by the hospital/clinical site at which they are completing a rotation. Students are not responsible for reporting to MSUCOM the results of any requirements that exist outside of those listed above.

COURSE GRADES

All rotation requirements must be completed to determine a final grade for the course. Students are required to ensure their rotation requirements are completed and submitted correctly.

H/Honors – A grade of honors will be designated to students demonstrating outstanding clinical, professional, and academic performance in certain core rotations. Criteria for achieving honors in a core rotation will be determined by the Instructor of Record and will be listed in the course syllabus. While Honors designation will be awarded to students meeting the criteria in the syllabi of the above courses, Honors is not an official MSU grade. The official MSUCOM transcript will reflect a grade as Pass with an additional notation that the student achieved Honors in the course. The students Medical Student Performance Evaluation will reflect each Honors grade.

HP/High Pass – The grade of High Pass will be designated to students who have above average clinical, professional, and academic performance in certain core rotations but do not meet the criteria for Honors. Criteria for High Pass in a core rotation will be determined by the Instructor of Record and will be listed in the course syllabus. While High Pass designation will be awarded to students meeting the criteria in the syllabi of the above courses, High Pass is not an official MSU grade. The official MSUCOM transcript will reflect a grade as Pass with an additional notation that the student achieved High Pass in the course. The student's Medical Student Performance Evaluation will reflect each High Pass grade.

P/Pass – means that credit is granted, and that the student achieved a level of performance judged to be satisfactory by the department according to the student's didactic and clinical performance.

NGR/No Grade Reported – means that a final grade ('Pass' or 'No Grade') cannot be determined due to one or more missing course requirements. The NGR grade will be changed to a final grade once all the completed course requirements have been submitted to and processed by MSUCOM (either to the department or Clerkship Team). An 'NGR' grade will NOT remain on a student's transcript.

N/No Grade – means that no credit is granted, and that the student did not achieve a level of performance judged to be satisfactory by the department according to the student's didactic and clinical performance.

N Grade Policy

Students who fail this rotation will have to repeat the entire rotation and fulfill all (clinical and academic) requirements.

STUDENT RESPONSIBILITIES AND EXPECTATIONS

During this rotation, the student is expected to take a proactive approach to learning about the discipline of Pediatrics. Students should make every effort to have an initial orientation session with their attending physician/resident to review goals, objectives, and expectations on both the part of the preceptor and student.

. Students should let the preceptor know they have required a mid-month evaluation during the rotation to gain formative feedback and adjust as needed based on commentary from the preceptor.

Doing so will encourage active participation and improve summative evaluations that occur at the end of the rotation.

It is expected that the student will meet the following **clinical responsibilities** during this rotation:

- Report on their rotation in a timely fashion, dressed appropriately for each day of work. Be cognizant of any scheduling changes that occur and provide timely communication to the preceptor about excused or unexpected absences.
- Demonstrate an enthusiastic and proactive attitude towards the learning process.
- Treat all staff members, other rotators and patients with respect and demonstrate professional behavior in all interactions.
- Not engage in behaviors that are either unprofessional/unethical, illegal or pose a risk to the patient or practice. If there is a question about something you are asked to do, speak with your precepting physician or (if the person your concern is about is the precepting physician) your Student Coordinator and/or Director of Medical Education for your base hospital.
- Complete any, and all, requested responsibilities in a timely fashion and as directed by your precepting physician excepting behaviors mentioned previously.
- The student will represent themselves, fellow students, and the College positively and professionally.
- The student is expected to function collaboratively on health care teams that include health professionals from other disciplines in the provision of quality, patient-centered care.

It is expected that the student will meet the following **academic responsibilities** during this rotation:

- Complete all College's curricular elements of the rotation as specified in this syllabus promptly.
- Regularly access and review content provided within Desire2Learn (D2L) during the rotation to support and supplement your active learning process.
- The student is expected to identify, access, interpret and apply medical evidence contained in the scientific literature related to a patient's health problems.
- The student is expected to: assess their personal learning needs specific to this clinical rotation, engage in deliberate, independent learning activities to address their gaps in knowledge, skills, or

attitudes; and solicit feedback and use it daily to continuously improve their clinical practice.

ATTIRE AND ETIQUETTE

During your clinical rotation, you will be a part of many different learning environments and will be given a great deal of responsibility. Medical students are to dress professionally and wear clean, white, short lab coats during the clerkship unless otherwise instructed. An identification tag, which is furnished by the base hospital or college, must always be worn. As a student, you will come in close contact with patients, physicians, peers, and other health care professionals each day; good personal hygiene must be practiced. It should also be noted that although the college does not have a “dress code,” tennis shoes, open-toed shoes, low-cut or midriff blouses, miniskirts and jeans are not considered appropriate attire for hospital/office/clinic settings including lectures.

Medical students should introduce themselves to patients and other health care professionals as medical students, not as physicians. This is important so that individuals do not assume that students have more responsibility or authority concerning patient care than that of a medical student. Patients should be addressed using their last names. Students should remember that, in the clinical setting, they reflect Michigan State University and the College.

At ALL times when patient contact is expected or anticipated, your waist-length WHITE COAT will be worn.

As this policy simply represents general guidelines, we encourage anyone with uncertainties or questions regarding the dress code to reach out to the student director for confirmation.

- Wear a waterproof gown when blood or body fluid may soak a cloth gown.
- ALL incidents of exposure to blood or body fluids such as parenteral (needle stick or cut); mucous membranes (splash to eyes, nose, or mouth); cutaneous (contact with blood or body fluids on ungloved hands or other skin surfaces that may be cut, chapped, abraded, or affected by active dermatitis should be reported immediately to attending physician, student director, and MSUCOM (see “Student Exposure” on page 29 of the syllabus)

MSU COLLEGE OF OSTEOPATHIC MEDICINE STANDARD POLICIES

The following are standard MSUCOM policies across all Clerkship rotations.

CLERKSHIP ATTENDANCE POLICY

MSUCOM requires student participation in clerkship rotations and clinical activities with consistent attendance to acquire the skills and knowledge necessary for successful program completion. This policy will define the policy and procedures regarding absences for clerkship activities. [Policy - Clerkship Absence 2025.pdf](#)

POLICY FOR MEDICAL STUDENT SUPERVISION

The MSUCOM curriculum includes required clinical experiences in a variety of clinical learning environments. The Medical Student Supervision Policy outlines all supervision agreements and expectations. [Clerkship Medical Student Supervision Policy.pdf](#)

MSUCOM STUDENT HANDBOOK

The Student Handbook is published electronically by MSUCOM for students in the Doctor of Osteopathic Medicine program. This handbook does not supersede other Michigan State University or College of Osteopathic Medicine policies, regulations, agreements, or guidelines. <https://osteopathicmedicine.msu.edu/current-students/student-handbook>.

COMMON GROUND FRAMEWORK FOR PROFESSIONAL CONDUCT

The Common Ground Framework provides the MSUCOM community with a reminder of the unity of mind, body, and spirit that underlines the field of osteopathic medicine. The framework is a set of guiding, foundational principles that underpin professional conduct and integrity and applies to all professionals at work within the shared college community, independent of their specific roles or responsibilities.

<https://osteopathicmedicine.msu.edu/about-us/common-ground-professionalism-initiative>

MEDICAL STUDENT RIGHTS AND RESPONSIBILITIES

The rights and responsibilities of students enrolled in MSUCOM are defined by the medical colleges of Michigan State University, including the College of Osteopathic Medicine, the College of Human Medicine, and the College of Veterinary Medicine. Students enrolled in the professional curricula of these colleges are identified as “medical students.” These colleges collectively define “Medical Student Rights and Responsibilities” (MSRR). This document addresses academic rights and responsibilities, governance, procedures for complaints, due process, and other topics. The current version is available on the MSU Spartan Life website at the address below: <http://splife.studentlife.msu.edu/medical-student-rights-and-responsibilities-mssr>

MSU EMAIL

MSU email is the official communication from faculty and staff to students and students are responsible for checking it daily and maintaining their MSU email accounts so that messages can be received. Students are responsible for responding to email in a timely manner or as otherwise outlined in course communication.

Forwarding MSU email to another email account or failure to check email are not valid excuses for missing a deadline or other requirements of the DO program.

Please Note: Student D2L email addresses must be forwarded to your MSU email account.

Further, students must use secure email when working in a hospital, clinic, or other health care setting if discussion of patient information is involved. MSUNet (msu.edu) email is secure; many web-based email systems including Hotmail, Gmail, and Yahoo are not. <https://osteopathicmedicine.msu.edu/current-students/student-handbook>.

DUTY HOURS AND FATIGUE MITIGATION

The accreditation standards for graduate medical education programs include restrictions on the duty hours of residents. Additionally, institutions are expected to promote a clinical learning environment in which duty hours are monitored and strategies exist to mitigate the effects of fatigue. [Clerkship Duty Hours and Fatigue Mitigation Policy.pdf](#)

STUDENT EXPOSURE PROCEDURE

A protocol has been developed by the University Physician to report incidents of exposure, e.g., needle sticks, mucous membrane exposure, tuberculosis exposure, etc., and it may be found here:

<https://osteopathicmedicine.msu.edu/current-students/clerkship-medical-education/injury-and-property-damage-reports>

Contact Associate Dean for Clerkship Education, Dr. Susan Enright (enright4@msu.edu), if exposure incident occurs.

STUDENT ACCOMMODATION LETTERS

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities (RCPD) at 517-884-RCPD, or on the web at www.rcpd.msu.edu. Once a student's eligibility for (clinical and/or testing) accommodation(s) are determined, the student may be issued an Accommodation Letter. Students must present their letter to the Clerkship Team (COM.Clerkship@msu.edu) at the start of the semester in which they intend to use their accommodations (for tests, projects, labs, etc.). Accommodation requests received after the semester onset will be honored whenever possible.

If modifications, updates, or extensions to an existing letter are made after the semester begins, it is the responsibility of the student to submit the newest version to the Clerkship Team if he/she intends to utilize the accommodation going forward.

SUMMARY OF GRADING REQUIREMENTS

*For any below information requiring an item be uploaded to D2L, students must ensure it is put into the correct folder within the correct section for their course.

Requirement	Submission Method	Honors Designation	High Pass	Pass	No Grade Reported	No Pass
Mid Rotation Feedback Form	Submit via D2L	<ul style="list-style-type: none"> Completed, scanned, and uploaded to D2L. Must be 100% and needing no revisions by 11:59 pm on the 3rd Sunday of the rotation. 	<ul style="list-style-type: none"> Completed, scanned, and uploaded to D2L. Must be 100% and needing no revisions by 11:59 pm on the 3rd Sunday of the rotation. 	<ul style="list-style-type: none"> Completed, scanned, and uploaded to D2L. Must be 100% and needing no revisions by 11:59 pm on the 3rd Sunday of the rotation. 	Will be the conditional grade until all requirements of this rotation are met.	<ul style="list-style-type: none"> Failure to complete and submit within 14 days from the end of the rotation
Health Maintenance /Sick Child / Zoom Conference SOAP Note	Certificate needs to be uploaded to D2L in the "Health Maintenance /Sick Child / Zoom Conference SOAP Note"	<ul style="list-style-type: none"> Complete, uploaded to D2L dropbox, and needing no revisions by 11:59 pm the last day of the rotation (Sunday). 	<ul style="list-style-type: none"> Complete, uploaded to D2L dropbox, and needing no revisions by 11:59 pm the last day of the rotation (Sunday). 	<ul style="list-style-type: none"> Complete, uploaded to D2L dropbox, and needing no revisions by 11:59 pm the last day of the rotation (Sunday). 	Will be the conditional grade until all requirements of this rotation are met	<ul style="list-style-type: none"> Failure to complete and submit within 14 days from the end of the rotation. AND/OR Failure to complete the Corrective Action assigned.
Pediatric Pain and Opioid Course	D2L – into the correct dropbox: "Pediatric Pain and Opioid Dropbox"	<ul style="list-style-type: none"> Must be completed and certificate uploaded to the D2L dropbox by 11:59 pm the third Sunday of the rotation. 	<ul style="list-style-type: none"> Must be completed and certificate uploaded to the D2L dropbox by 11:59 pm the third Sunday of the rotation. 	<ul style="list-style-type: none"> Must be completed and certificate uploaded to the D2L dropbox by 11:59 pm the last day of the rotation (Sunday). 	Will be the conditional grade until all requirements of this rotation are met.	<ul style="list-style-type: none"> Failure to complete and submit within 14 days from the end of the rotation AND/OR failure to complete the Corrective Action assigned.
Smiles for Life Course	D2L – into the correct dropbox: "Mid Rotation Feedback Form Dropbox"	<ul style="list-style-type: none"> Must be completed and certificate uploaded to the D2L dropbox by 11:59 pm the third 	<ul style="list-style-type: none"> Must be completed and certificate uploaded to the D2L dropbox by 11:59 pm the third Sunday of the rotation. 	<ul style="list-style-type: none"> Must be completed and certificate uploaded to the D2L dropbox by 11:59 pm the last day of the rotation (Sunday). 	Will be the conditional grade until all requirements of this rotation are met.	<ul style="list-style-type: none"> Failure to complete and submit within 14 days from the end of the rotation AND/OR failure to complete the Corrective Action assigned.

Requirement	Submission Method	Honors Designation	High Pass	Pass	No Grade Reported	No Pass
		Sunday of the rotation.				
Skills Checklist	Certificate needs to be uploaded to D2L in the "Skills Checklist Dropbox"	<ul style="list-style-type: none"> Complete and needing no revisions by 11:59 pm the last day of the rotation (Sunday). 	<ul style="list-style-type: none"> Complete and needing no revisions by 11:59 pm the last day of the rotation (Sunday). 	<ul style="list-style-type: none"> Complete and uploaded by 11:59 pm the last day of the rotation (Sunday). 	Will be the conditional grade until all requirements of this rotation are met	<ul style="list-style-type: none"> Failure to complete and submit within 14 days from the end of the rotation. AND/OR Failure to complete the Corrective Action assigned.
TrueLearn Quiz	There is no submission.	<ul style="list-style-type: none"> 60 Pediatric Questions Completed in TrueLearn scoring 50% or above by 11:59pm the last day of the rotation. 	<ul style="list-style-type: none"> 60 Pediatric Questions Completed in TrueLearn scoring 50% or above by 11:59pm the last day of the rotation. 	<ul style="list-style-type: none"> 60 Pediatric Questions Completed in TrueLearn scoring 40% or above by 11:59pm the last day of the rotation. 	Will be the conditional grade until all requirements of this rotation are met.	<ul style="list-style-type: none"> Failure to complete and submit within 14 days from the end of the rotation AND/OR failure to complete the Corrective Action assigned.
Zoom Conference	Completed via Zoom on your scheduled day and time.	<ul style="list-style-type: none"> Meet the Pass Requirement 	<ul style="list-style-type: none"> Meet the Pass Requirement 	<ul style="list-style-type: none"> You will need to present your case at your assigned date and time OR complete corrective action. 	Will be the conditional grade until all requirements of this rotation are met.	<ul style="list-style-type: none"> Failure to complete the Corrective Action assigned within the time frame assigned.
Pediatric COMAT Exam	Per Clerkship Protocol	<ul style="list-style-type: none"> Score at or above 110 on your first attempt of the COMAT. Must be your first attempt. 	<ul style="list-style-type: none"> Score between 104 and 109 on your first attempt at the COMAT. Must be your first attempt. 	<ul style="list-style-type: none"> Score at or above 83 on your first or second attempt of the COMAT. If you fail to take your exam on the date you are scheduled, you will receive a Zero and have one additional chance to pass this exam. 	Will be the conditional grade until all requirements of this rotation are met.	<ul style="list-style-type: none"> Failure to pass the exam with two attempts. Failure to take the retake in the time given. If you fail to take your exam on the date you are scheduled, and not pass the exam on your second attempt (due to the first attempt being a zero).

Requirement	Submission Method	Honors Designation	High Pass	Pass	No Grade Reported	No Pass
Attending Evaluation of Clerkship Student	Attendings receive an automated email link connecting them to their assigned evaluation(s) within Medtrics, where they may access and submit the electronic form(s) directly	<ul style="list-style-type: none"> • Receives no “Below Expectations.” • Receives no comments indicating below expectations of performance 	<ul style="list-style-type: none"> • Receives no “Below Expectations.” • Receives no comments indicating below expectations of performance 	<ul style="list-style-type: none"> • Student may receive “Below Expectations” in up to one (1) subcategory. • Overall categories must receive “Meets Expectations” or “Exceeds Expectations” 	Will be the conditional grade until all requirements of this rotation are met	<ul style="list-style-type: none"> • Receives two (2) or more “Below Expectations” within the subcategory sections. • Receives comments that indicate below expectations of performance. • See Unsatisfactory Clinical Performance above
Student Evaluation of Clerkship Rotation	Can be accessed and submitted electronically by students within the dashboard of their Medtrics profiles	Completed 100% by 11:59 pm the last day (Sunday) of the rotation	Completed 100% by 11:59 pm the last day (Sunday) of the rotation	Completed 100% by 11:59 pm the last day (Sunday) of the rotation	Will be the conditional grade until all requirements of this rotation are met.	Failure to complete and submit within 14 days from the end of the rotation



College of Osteopathic Medicine
MICHIGAN STATE UNIVERSITY

MID-ROTATION FEEDBACK FORM

Rotation Name: _____

Student Name: _____

Evaluator Name: _____

Evaluator Signature: _____

Date of review with Student: _____

1. This assessment is based on:

- ☐ My own observations and interactions with the student.
☐ Feedback received from other faculty and/or resident supervisors.

2. The student is progressing satisfactorily for their level of training:

☐ YES ☐ NO

If NO, please summarize areas needing improvement below:

3. Overall comments on student performance

Strengths:	Areas of Improvement:

4. Please check only areas of student **DIFFICULTY**:

<input type="checkbox"/>	On time for all activities of the rotation	<input type="checkbox"/>	Present/Prepared for all activities of rotation
<input type="checkbox"/>	Respectful/courteous to patients, staff, peers, attending's	<input type="checkbox"/>	Student is aware of limitations and appropriately seeks assistance when needed
<input type="checkbox"/>	A great team player (helpful, reliable, proactive)	<input type="checkbox"/>	Accepting of feedback and made necessary changes because of the feedback
<input type="checkbox"/>	Engaged in learning	<input type="checkbox"/>	Honest and trustworthy
<input type="checkbox"/>	A good patient advocate	<input type="checkbox"/>	Work ethic