**Pediatrics Rotation Learning Outcomes:**

Upon completion of the Pediatrics Rotation, the clinical year PA student will possess **the knowledge, clinical and technical skills, interpersonal skills, professional behaviors, clinical reasoning and problem-solving abilities** necessary to demonstrate entry-level proficiency through demonstration of the following:

To obtain the following RLO’s, students will participate in clinical care of infant, child, and adolescent patients requiring assessment and management of acute and preventive health encounter types in an outpatient setting.

1. Obtain an appropriate history and perform a focused physical exam in infant, child, and adolescent patients during acute encounters in an outpatient pediatrics setting. (C2, 3)
2. Complete a preventive well-child visit in a pediatric patient noting appropriate developmental milestones. (C3)
3. Accurately communicate relevant findings of the history and physical exam to the preceptor in a logical, concise manner. (C7)
4. Using an evidence-based approach, formulate a definitive diagnosis based on pertinent history and physical examination findings in an outpatient pediatric setting for infant, child, and adolescent patients. (C6)
5. Based on the clinical presentation, recommend and interpret laboratory and diagnostic studies for acute and preventive pediatric health encounters. (C4)
6. Develop treatment plans utilizing pharmacologic and non-pharmacologic approaches for common acute problems seen in infants, children, and adolescents in an outpatient pediatric setting. (C1)
7. Accurately determine the correct pediatric dose of a medication based on the child’s age and weight. (C1)
8. Provide age-appropriate patient education for preventive care and health maintenance to the pediatric patient and caregiver. (C1, 2)
9. Perform common procedures used in the pediatric setting, including administration of IM injections/immunizations. (C5)
10. Effectively document a patient encounter in an outpatient pediatric setting. (C8)
11. Utilize effective communication skills reflective of patient-centered care that displays awareness and sensitivity to diverse patient populations. (C2, 9)
12. Display a professional, respectful and courteous manner in all encounters consistent with the role and responsibility of a Physician Assistant. (C9)

**Instructional Objectives for Pediatrics**

**Under appropriate preceptor supervision, by the end of this rotation, the clinical PA student will be able to demonstrate knowledge and competence pertaining to each of the Instructional Objectives (IOs are observable actions or behaviors) listed below in a pediatric population of infants, children, and adolescents with acute and preventive presentations:**

**History Taking and Physical Exam Skills: The student should be able to demonstrate competency in the following:**

1. Conducting focused and comprehensive interviews of pediatric patients based on presenting complaints
2. Identifying pertinent historical information, including history pertaining to prenatal and perinatal, feeding, growth and developmental milestones, past illness, immunization status, diet, sleep habits, safety issues, and substance use/exposures
3. Correlating current complaint with presented history and review of systems
4. Performing problem-focused and comprehensive age-appropriate physical examinations
5. Performing physical exam techniques pertinent to the patient’s chief complaint
6. Identifying normal and abnormal physical examination findings, with attention to growth charts
7. Identifying developmental milestones, with understanding of normal and abnormal variations
8. Applying APGAR scores, Dubowitz gestational age evaluations, Denver developmental screenings, and Tanner sexual maturity ratings

**Developing a differential diagnosis: The student should be able to demonstrate competency in the following:**

1. Presenting to the preceptor the significant history as it relates to possible differential diagnosis
2. Presenting to the preceptor the significant physical exam findings as they relate to possible differential diagnosis
3. Formulating a differential diagnosis with consideration to the most likely diagnosis, the most common diagnosis, as well as the most severe and/or life threatening diagnosis in a pediatric patient

**Selecting and Interpreting Laboratory and Diagnostic Studies: The student should be able to demonstrate competency in the following:**

1. Identifying indication for initial and subsequent diagnostic or laboratory studies
2. Selecting appropriate common screening tests, including vision and audiometry screens, for medical conditions encountered
3. Identifying cost effectiveness, benefits, contraindications, sensitivity and specificity, and informed consent for diagnostic studies or procedures.
4. Explaining risks associated with diagnostic studies or procedures to the patient/caregiver
5. Identifying normal and abnormal laboratory/diagnostic ranges and results for studies
6. Performing the lab and diagnostic studies safely and with appropriate technique
7. Interpreting results of lab and diagnostic studies correctly

**Developing, Documenting, and Executing an Assessment and Plan: Student should be able to demonstrate competency in the following:**

1. Correlating lab and diagnostic data to the differential diagnosis to help select the most likely diagnosis
2. Demonstrating safe and accurate skill while performing procedures
3. Developing pertinent non-pharmacologic management plan including referrals to specialists, community resources, behavioral and/or psychological interventions
4. Documenting the patient encounter using SOAP note or site-specific template including patient education and follow-up recommendations
5. Providing and documenting patient/caregiver counseling and anticipatory guidance education that is patient-centered, culturally sensitive and inclusive to ensure patient/caregiver’s understanding of the plan, including:
6. Health prevention such as nutrition, safety: car seats/seatbelts/helmets, domestic violence screen, and substance use/exposure screen
7. Physical activity and exercise modifications
8. Plan for age-appropriate screenings and periodic health assessments, including adolescent screening for sexual development, pregnancy, birth control, substance use, suicide, eating disorders, and depression
9. Adjustments to lifestyle changes related to: ADLs, physical/mental impairment, sexuality and relationships, culture and diverse backgrounds, socioeconomics and health literacy, violence/assault/safety.
10. Attention to body, soul, and spirit with consideration of and sensitivity to patient/caregiver’s religious/spiritual beliefs, health practices, and lifestyle choices
11. Recognize and report signs of possible child abuse.

**Developing and Documenting Pharmaceutical Therapeutics and Treatment Modalities: The student should be able to demonstrate competency in the following:**

1. Discussing rationale for utilization of medications prescribed in a pediatric setting including understanding of:
2. Mechanism of action
3. Indications for use
4. Contraindications
5. Side effects
6. Adverse reactions
7. Potential for drug-drug interactions
8. Therapeutic effects
9. Dosing
10. Cost-effectiveness
11. Drug toxicity
12. Identify risks for, and signs and symptoms of drug interactions from polypharmacy
13. Methods to reduce medication errors
14. Cross-reactivity of similar medications
15. Selecting appropriate pharmacologic therapy for common pediatric medical conditions encountered, with attention to mg/kg/day dosing and route
16. Identifying indications and contraindications for routine immunizations
17. Reviewing patient’s current pharmacologic regimens and adjusting as appropriate
18. Managing adverse drug reactions
19. Determining appropriate medications and utilizing appropriate resources
20. Documenting orders and prescriptions for treatment medications

**Applying Basic Science Concepts: The student should be able to demonstrate competency in the following:**

1. Identifying normal and abnormal human anatomy and physiology to correlate how it applies to conditions encountered, with understanding of genetic anomalies
2. Correlating pathophysiologic principles to specific disease processes, with attention to common pediatric illnesses including (but not limited to) streptococcal pharyngitis, RSV, epiglottitis, bronchiolitis, pneumonia, asthma, laryngotracheobronchitis, mono, otitis media, diarrhea, vomiting, and fever
3. Correlating abnormal physical exam findings to a given disease process
4. Applying abnormal results of diagnostic tests to a given disease process

**Professionalism: The student should be able to demonstrate competency in the following:**

1. Demonstrating sensitivity to the emotional, social, and ethnic background of patients and caregivers
2. Demonstrating respect for the privacy and confidentiality of each patient
3. Communicating and interacting professionally with other members of the healthcare team.
4. Identifying limitations and willingness to seek help from supervising preceptors, and referencing appropriate resources.
5. Demonstrating an openness to receiving constructive criticism
6. Initiating independent outside research concerning clinical cases encountered
7. Performing duties with a professional attitude in such areas as attendance, dress code, and demeanor