



BCC 7140 Pediatrics Clerkship 2025-2026

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Contents

Overview	3
Course Description	3
Orientation and Syllabus Review	3
Longitudinal Integrated Curriculum (LIC).....	3
Scheduled Hours/On-Call	3
Required Assignments	3
Required Assignment 1: Pediatrics Presentation	3
Required Assignment 2: Aquifer Pediatrics 31 Cases	4
Required Assignment 3: AAP Breastfeeding Curriculum.....	4
Required Assignment 4: Formative Weekly Pediatrics Quizzes on Canvas.....	4
Patient Care.....	5
Ambulatory Care.....	5
Inpatient Care	5
Patient Log Requirements using the Encounter Tracking System (ETS).....	5
Alternate Educational Experiences.....	6
Online Curriculum	6
Clerkship Director Meeting.....	6
Clerkship Examinations	7
Summative Examination.....	7
Optional Formative Self-Assessment	7
Learning Resources	7
Institutional Resources	7
Recommended Reading.....	7
Evaluation	8
Formative Evaluation.....	8
Summative Evaluation.....	8
Grading.....	8
Year 3 and 4 Grading Policy	8
Clerkship-Specific Grading Criteria	8
Course Objectives	9
Professionalism and Professional Identity Formation	11
College of Medicine Policies	12
Absence and Attendance Policy	12
Clinical Experience and Education Policy	12
Office of Student Counseling Services.....	13
Patient Log (ETS) Monitoring Policy	13
Student Mistreatment Policy.....	13
University Policies	13
University Attendance Policy.....	13
Academic Honor Policy.....	13
Americans With Disabilities Act.....	13
Academic Success	14
Syllabus Change Policy.....	15
Appendix: Pediatric History and Physical Guideline	16
Appendix: Weekly Schedule for Online Cases	19

Overview

Course Description

Students will participate in this clerkship as either a 6-week block or through the Longitudinal Integrated Curriculum (LIC). The Pediatrics Clerkship includes both outpatient and inpatient responsibilities. Each student will work with a general pediatrician in their office, learning one-on-one how to obtain pediatric histories and perform physical examinations on children of various ages. The student will become proficient in assessing childhood development and in giving anticipatory guidance to children and their families. Each pediatrician will orient the student to their office, and students must understand the expectations of the clerkship faculty. Students will also spend time in the hospital setting, learning about the pediatric inpatient service where they will work with pediatric hospitalists or their attending during their inpatient rotation, or when available, pediatric residency programs as part of the “pediatric inpatient team.”

Pediatrics is the medical discipline that deals with biological, social, and environmental influences on the developing child and with the impact of disease and dysfunction on development. Children differ from adults anatomically, physiologically, immunologically, psychologically, developmentally, and metabolically. Pediatrics involves the recognition of normal and abnormal mental and physical development as well as the diagnosis and management of acute and chronic problems.

The **pediatrician** is the medical specialist who deals with the prevention and treatment of childhood illnesses as well as the promotion of health in infants, children (hereafter used to include infants, children, and adolescents), and adolescents. A pediatrician can define accurately the child’s health status, collaborate with other professionals and with parents to formulate management plans as needed and act as a consultant to others in the problems and diseases of children. In turn, they know when and how to use pediatric sub-specialists and other consultants. In so doing, they know what to anticipate and are prepared personally to guide further management in concert with the consultant. The pediatrician has the knowledge and skills to recognize and react appropriately to life-threatening situations in children. The pediatrician understands this constantly changing functional status of their patient’s incident to growth and development, and the consequent changing standards of “normal” for age.

Orientation and Syllabus Review

Students are required to view the Pediatrics orientation video and read the syllabus located on the [Office of Medical Education](#) site to become familiar with expectations before beginning the clerkship. Students will also use the [Canvas M.D. Clerkships AY2025-2026](#) site Pediatrics homepage to access course material. A site-specific orientation will occur at the assigned clinical site before the initiation of clinical activities. Students are responsible for communicating with Clerkship Faculty before the start date of the clerkship to coordinate meetings

Longitudinal Integrated Curriculum (LIC)

General information and policy regarding the Longitudinal Integrated Curriculum (LIC) in Marianna can be found on the syllabi page of the [Office of Medical Education](#) website.

Scheduled Hours/On-Call

Students on the Pediatrics Clerkship will participate in both ambulatory and inpatient care. Students enrolled in the Block Clerkship will work typically 4 full days per week with assigned Clerkship faculty, as one day per week is allotted for participation in Doctoring 3 and Longitudinal Clerkship. During off-cycle rotations during which Doctoring 3 is not scheduled, students will work 5 days per week with Clerkship faculty. Students enrolled in the LIC will participate on the schedule provided by the Clerkship Administrator at the Marianna rural training site. Students will have on-call responsibilities while on the inpatient service but are not required to stay in the hospital overnight. The inpatient call schedule will be determined by the Clerkship Director and inpatient attending physician. The student is responsible for initial contact to gather details regarding when and to whom they report, as well as sharing contact information so as not to miss important learning opportunities. While students may not leave the hospital without permission from their attending physician, they are usually excused by 10 or 11 pm. **Work hours must be documented in the [Encounter Tracking System \(ETS\)](#) daily.**

Required Assignments

Completion of all assignments with a satisfactory and timely submission is a clerkship requirement. If Student Academics is unavailable students will email their documents to their Clerkship and Education Director.

Required Assignment 1: Pediatrics Presentation

Students must formally present a topic of their choosing during the Pediatrics clerkship. This can be presented to their Clinical Faculty or the Clerkship Director (during one of the weekly Clerkship meetings). Presentations should be approximately 15 minutes, with an additional 5-10 minutes for questions. Students will collaborate with Clinical Faculty or the Clerkship Director to find an appropriate topic. Most student presentations are given in PowerPoint format.

Submission

- Document as an **Educational Activity in ETS** by selecting “[PEDS] Pediatrics Presentation” in the drop-down menu.

Evaluation

- Evaluation will be completed by the Clerkship Director or clerkship faculty.

Required Assignment 2: Aquifer Pediatrics 31 Cases

[Aquifer Pediatrics](#) is a national curriculum sponsored by the Committee on Medical Student Education in Pediatrics. There are 32 pediatric cases available, and **31 are assigned** during this clerkship which represents the curriculum most medical schools believe should be taught in a third-year pediatric clerkship. Students are encouraged to carefully study the embedded links in each case and to read the review articles that are in the cases. Students who diligently study these cases and take advantage of the linked resources tend to perform well on the NBME Clinical Subject Examination in Pediatrics. The cases vary in length, but most will require **between 60-90 minutes for completion** if done conscientiously. Students are assigned 6-7 cases per week, so it is suggested that one case be completed per day.

- Students will use the [Appendix: Weekly Schedule for Online Cases](#) to view the weekly schedule for Aquifer and AAP Breastfeeding Curriculum.
- “Aquifer First-Time User Guide” document is located on the [Canvas M.D. Clerkships AY2025-2026](#) homepage.

Submission

- Document as an **Educational Activity in ETS** by selecting “[PEDS] Aquifer Pediatrics 31 cases” in the drop-down menu.

Evaluation

- Evaluation will be completed by the Clerkship Director or Clerkship faculty.

Required Assignment 3: AAP Breastfeeding Curriculum

The [American Academy of Pediatrics](#) has produced a series of video presentations on breastfeeding (linked below, no login required). Students are expected to review the AAP Breastfeeding Curriculum and be ready to discuss them during the clerkship at a date determined by their Clerkship Director. This is a valuable resource to use in preparing to answer questions from breastfeeding mothers.

- Students will use the [Appendix: Weekly Schedule for Online Cases](#) to view the weekly schedule for Aquifer and AAP Breastfeeding Curriculum.
- Students will review the Medical Knowledge Goals A, B, and C to understand the anatomy of the breast, the physiology of lactogenesis, and the challenges of breastfeeding:

1. GOAL A: Learners will understand the anatomy of the breast, the physiology of lactogenesis, and the normal breastfeeding patterns. (4:16)	https://www.aap.org/en/pedialink/breastfeeding-curriculum/medical-knowledge-goal-a/
2. GOAL B: Learners will understand the current recommendations, benefits, and impact of breastfeeding, and special considerations. (4:38)	https://www.aap.org/en/pedialink/breastfeeding-curriculum/medical-knowledge-goal-b/
3. GOAL C: Learners will understand the normal growth patterns of breastfed infants, the contraindications to breastfeeding, and the importance of breastfeeding care. (5:47)	https://www.aap.org/en/pedialink/breastfeeding-curriculum/medical-knowledge-goal-c/

Submission

- Document as an **Educational Activity in ETS** by selecting “[PEDS] AAP Breastfeeding Curriculum” in the drop-down menu.

Evaluation

- Evaluation will be completed by the Clerkship Director or Clerkship faculty.

Required Assignment 4: Formative Weekly Pediatrics Quizzes on Canvas

Students will take five (5) quizzes during the clerkship to track progress on learning objectives. Quiz instructions are located on the [Canvas M.D. Clerkships AY2025-2026](#) Pediatrics page.

Submission

- Students will complete the 5 Canvas quizzes at or during their scheduled weekly Clerkship Director meeting.

Evaluation

- Feedback discussion will be completed by the Clerkship Director.

Patient Care

Ambulatory Care

Students will see a variety of patients in the office each day. Some students will care for infants in the normal newborn nursery or round with the faculty pediatrician if the opportunity is available. Students are expected to complete at least one workup per day on a patient that is new to the student, including the write-up of the full history and physical examination or oral presentation. Students are expected to participate in the care of five or six patients per day for which they have been given a previous history and known medical problems. Students will gather history, examine the patient, and report findings to their attending physician. Students are expected to regularly discuss all patients seen with their attending pediatrician, whether at the end of each day or at some other designated time.

Inpatient Care

Students will care for hospitalized children and will learn how to manage the child and deal with the family stresses of having a child in the hospital environment. Students are expected to attend morning reports, round on patients early in the day (before the attending or resident), present patients to the attending physician during rounds and attend any educational conferences that may be scheduled. Students are expected to **perform a comprehensive workup** (detailed history and physical exam) on any new patient assigned and **follow at least 2 or 3 patients each day**. Students will follow patients daily until they are discharged or until the student rotates off service. Students are expected to do an **independent patient assessment**, (gather history and perform the physical examination) before discussing the patient with others that have already seen the child. This assessment must be complete and will require extensive time to perform and record.

Students may also work with sub-specialists who are consulting on the care of hospitalized patients. In certain hospital environments, students may care for infants in the newborn nursery as well as children on the pediatric floor, which offers the unique opportunity to learn how to teach baby care to the mother while she is hospitalized. Students are encouraged to spend extra time getting to know the children and their families; playing games with the children can help to establish comfortable relationships. **Before** composing the pediatric history and physical write-up, students will refer to the **Pediatric History and Physical Guideline** and use the **Pediatric History and Physical Template** Word document to create a comprehensive pediatric history and physical. Both templates are located on the [Canvas M.D. Clerkships AY2025-2026](#) Pediatrics page, the [guideline is also in the appendix](#).

Patient Log Requirements using the Encounter Tracking System (ETS)

Students should enter patient encounter data into the Encounters Tracking System (ETS) daily. Students are required to see a **minimum of 50 patient encounters** during the Pediatrics clerkship. The table below lists the **required** visit types, procedures, and problems/conditions with the appropriate level of participation for the Pediatrics clerkship.

- Students who have difficulty seeing a patient within a problem or procedure category should notify their Clerkship Director with sufficient time to **enable remedial action**.
- The problems and/or procedures marked with an asterisk* must be completed in the clinical setting and require direct patient contact. The remaining conditions should be seen in the clinical setting but may be fulfilled by alternate educational activities as determined by the Education Director.

Min. Req.	Visit Type	Location of Service
1	Newborn	Inpatient or Outpatient
1	Well Child Visit	Inpatient or Outpatient

Min. Req.	Procedures/Screenings	Location of Service	Min. Level of Participation
1	Developmental Assessment*	Inpatient or Outpatient	Assist

Category	Min. Req.	Problems/Conditions	Location of Service	Min. Level of Participation
Abdominal pain	1	Abdominal pain	Inpatient or Outpatient	Assist
Allergic rhinitis	1	Allergic rhinitis	Inpatient or Outpatient	Assist
Asthma	1	Asthma	Inpatient or Outpatient	Assist
Breastfeeding problem	1	Breastfeeding problem	Inpatient or Outpatient	Assist
Conjunctivitis	1	Conjunctivitis	Inpatient or Outpatient	Assist
Cough	1	Cough, acute	Inpatient or Outpatient	Assist

Diaper rash	1	Rash, diaper	Inpatient or Outpatient	Assist
Diarrhea	1	Diarrhea	Inpatient or Outpatient	Assist
Eczema or atopic dermatitis	1	Eczema or atopic dermatitis	Inpatient or Outpatient	Assist
Fever	1	Fever	Inpatient or Outpatient	Assist
Heart murmur	1	Heart murmur	Inpatient or Outpatient	Assist
Nausea or vomiting	1	Nausea or vomiting	Inpatient or Outpatient	Assist
Overweight or obesity	1	Overweight or obesity	Inpatient or Outpatient	Assist
Otitis media*	1	Otitis media*	Inpatient or Outpatient	Assist
Pharyngitis* (strep or viral)	1	Strep pharyngitis*	Inpatient or Outpatient	Assist
		Viral pharyngitis*	Inpatient or Outpatient	Assist
Pneumonia* (any pulmonary infection)	1	Pneumonia, community-acquired*	Inpatient or Outpatient	Assist
		Pneumonia, other*	Inpatient or Outpatient	Assist
		Pneumonia, pneumococcal*	Inpatient or Outpatient	Assist
		Pneumonia, viral*	Inpatient or Outpatient	Assist
Rash* (any type)	1	Rash*	Inpatient or Outpatient	Assist
		Rash, vesicular*	Inpatient or Outpatient	Assist
		Rash, viral exanthem*	Inpatient or Outpatient	Assist
Viral or upper respiratory infection*	1	Viral or upper respiratory infection*	Inpatient or Outpatient	Assist

Optional Encounters

There are several conditions and procedures (not required) that provide an excellent learning experience but are not always possible to see and document in a 6-week clerkship. Whenever possible, students should participate in the care of patients with the following conditions and procedures.

Optional ETS Procedure List
Injection

Optional ETS Problem List	
ADHD	Neonatal Asphyxia
Cough, Chronic	Neonatal Jaundice
Croup/Stridor	Neonatal Problem, Other
Diabetes Mellitus Type 1	Neonatal Asphyxia
Diabetes Mellitus Type 2	Newborn Transient Tachypnea
Electrolyte disorder (fluid management)	Otitis Externa
Infectious diseases	Pediatric Failure to Thrive
Intrauterine Growth Restriction	Seizure management
Minor trauma	Sepsis/meningitis/cellulitis
Neonatal Abstinence Syndrome	Urinary tract infection
Neonatal Apnea	

Alternate Educational Experiences

For students unable to complete and record a required clinical encounter or other clerkship requirements due to circumstances beyond their control, the Education Director will determine an appropriate alternative educational experience. Additional clinical encounters are the preferred method to complete the requirements of this clerkship. Students may be exposed to the conditions or diseases secondarily through reading assignments, completion of Aquifer cases, or discussions with the Clerkship Director, and will record as instructed in the ETS. The utilization of alternative educational activities is monitored by the FSU COM Curriculum Committee regularly.

Online Curriculum

The required didactic content for the clerkship is available through Aquifer Pediatrics as referenced in the assignments section of this syllabus.

Clerkship Director Meeting

Clerkship Directors meet with clerkship students weekly, at a time and place determined by the Clerkship Director. For students in Immokalee, you must contact the appropriate Clerkship Director (your home campus Clerkship Director) to schedule the weekly meetings via teleconference or videoconference. In addition to the scheduled content, the weekly meetings are a time for students to discuss any concerns they have about how the Clerkship is going, as the Clerkship Director will advocate for you and help problem-solve if needed. Students are expected to come prepared for these educational meetings. Several items will be discussed at the weekly meetings, including:

- Aquifer Pediatrics cases
- AAP Breastfeeding Curriculum
- Case presentations
- Case-related ethical issues
- Patient encounters
- Pediatrics weekly quizzes

The Pediatric Clerkship Director or designee will observe each student in at least one patient encounter and provide feedback on strengths and areas for improvement. At the end of the rotation, students will be asked by the Clerkship Director or Clerkship Administrator to evaluate their experience in the Pediatrics Clerkship; this feedback from students is very important in helping to improve the clerkship.

Clerkship Examinations

Summative Examination

At the end of the clerkship, students will take the 110-question NBME Clinical Subject Examination in Pediatrics. LIC students will sit for the exam according to the LIC Student Guide and are encouraged to delay until near the end of the academic year.

Optional Formative Self-Assessment

The [NBME's Self-Assessment Services \(NSAS\)](#) Clinical Science Mastery Series offers a \$20 clerkship-specific exam preparation that includes in-depth answer explanations. Students may purchase an NSAS examination for any clerkship.

Learning Resources

Institutional Resources

The [Maguire Medical Library](#) offers 24/7 remote access to online resources such as [Mobile Resources](#), [Point of Care](#), and [Subject Guides](#) to support the **core clerkships**.

Recommended Reading

Every Pediatric resource is found in the [Pediatrics Subject Guide](#), which contains five general categories of information.

1. [Books and Case Files](#)

- No required textbooks. The most commonly used pediatric textbooks are in this section.
- Includes *Case Files Pediatrics* and additional Pediatric Study Guides along with *Radiology Cases in Emergency Pediatric Medicine*

2. [Journals and Databases](#)

- Frequently used journals are found here, and interesting cases are in:
 - *Archives of Diseases of Pediatrics*- a section titled "Review" for cases on the subjects
 - *Contemporary Pediatrics*- "Pediatric Puzzler, Pediatrics"; a case study
 - *Pediatrics in Review* - challenging cases under "Index of Suspicion"
 - Directly search for articles or use the "Fetch Full Text" feature to locate them if you have a DOI or PMID number
- Best Bet Databases:
 - Pediatric Care Online with the Red Book (premier AAP pediatric infectious disease manual), Access Medicine, Clinical Key
 - LWW Health Library Clerkship/Clinical Rotations- a collection of review books
 - Resources for Rare and Genetic Diseases/Syndromes/Disorders

3. [Clinical Tools](#)

- All the Mobile Apps (descriptions for each app are located on the library webpage):
 - Pediatric content only:
 - Pediatric Care Online/Red Book (description above)
 - Micromedex Neofax and Pediatric Drug Resources
 - Pediatric and Adult content:
 - DynaMedex – Evidence-Based Medicine Resource
 - Five Minute Clinical Consult
 - Pepid – Emergency Medicine and Primary Care topics and more

- Sanford Guide – Infectious disease and anti-infective drug information
- uCentral – contains one of the main Pediatric References
Harriet Lane Handbook + Calculators, DSM V Handbook of Differential Diagnosis, Coronavirus resource, and much more.
- Up to Date – Evidence-based medicine resource
- VisualDx – great differential diagnosis generator tool & dermatology tool (huge photo library that includes lesions, and skin of color)

4. [Guidelines and Standards of Care](#)

- Contains Clinical Guideline Resources & Texts
- Social Determinants: Pediatrics
- COVID-19 – Pediatric Specific
- Professional Associations

5. [Videos, Podcasts, and Tutorials](#)

- Procedures and Pathology:
 - Common Pediatric Medical Procedures (videos)
 - Congenital Heart disease- rollover animation: normal & pathological findings
- History and Physical
 - Neonatal (Four excellent resources)- videos, photos, and/or monographs
 - General Pediatrics (Five detailed resources)- videos and demonstrations
- Mental Health Video Resources
- Blood Type Tutorial and a Video
- Pediatric Podcasts: (recommend limiting to topics from the past three years)
 - Charting Pediatrics
 - The Cribsiders: Pediatric Podcast (one of our graduates is a podcaster)
 - Pediatric Emergency PlayBook
 - Pediatrics on Call (from the American Academy of Pediatrics)
 - Peds Soup, A Pediatric Podcast
 - ReachMD Clinical Practice Pediatrics

Evaluation

Formative Evaluation

A mid-clerkship evaluation is completed by the Clerkship Director to provide feedback to students on their progress in the clerkship. This will include progress toward the achievement of clerkship objectives, competencies, assignments, and required encounters. A student workflow guide is available on the [Canvas M.D. Clerkships AY2025-2026](#).

Summative Evaluation

An evaluation of student clinical performance will be completed by the assigned clerkship faculty at the end of the clerkship, as well as by the resident the student worked with during the clerkship. A final summative report will be completed by the Clerkship Director at the end of the clerkship. The Education Director will review all components of the clerkship and include an assessment of each in the final grade summary.

Grading

Year 3 and 4 Grading Policy

The standardized Years 3 and 4 Grading Policy for clerkships and courses is located on the [Office of Medical Education](#) site. The final grade is assigned by the Education Director and is based on all aspects of the clerkship, including clinical performance, attitude, performance during weekly Clerkship Director meetings, and the results of the NBME Clinical Subject Exam. There are no grade quotas, and any student can earn a grade of honors.

Clerkship-Specific Grading Criteria

1. Any breach in professionalism renders a student ineligible for honors
2. Any assignment submitted late (without permission) or which requires remediation renders the student ineligible for honors and will result in the assignment of an initial grade of IR (Incomplete Remediation) until remediation has been completed
3. Failure to document timely and accurate work hours renders a student ineligible for honors

4. Clinical performance and content knowledge must be exemplary to be considered for honors or high pass
5. End of clerkship NBME examination must be at the
 - a. 75th percentile or higher to be eligible for Honors consideration
 - b. 60th percentile or higher to be eligible for High Pass consideration
 - c. 10th percentile or higher to Pass
6. Active participation in weekly Clerkship Director meetings (pass/fail)
7. Satisfactory Clerkship Faculty and Clerkship Director evaluations documenting competency in all required domains

1. Satisfactory documentation of **at least 50** patient encounters in ETS (pass/fail)
2. Satisfactory documentation of **at least one (1) Newborn AND at least one (1) Well child visit** as the specified **Visit Type** in the ETS (pass/fail)
3. Satisfactory documentation of all required **problems** at the indicated level of participation and location of service in ETS (pass/fail)
4. Satisfactory documentation of all required **procedures** at the indicated level of participation and location of service in ETS (pass/fail)
5. Satisfactory completion of required assignment #1 **pediatrics presentation to clinical faculty** or during one of the weekly clerkship rounds **AND** record as an Educational Activity in ETS (pass/fail)
6. Satisfactory completion of required assignment #2 **Aquifer Pediatrics 31 Cases AND** record as an Educational Activity in ETS (pass/fail)
7. Satisfactory completion of required assignment #3 **AAP Breastfeeding Curriculum AND** record as an Educational Activity in ETS (pass/fail)
8. Satisfactory completion and timely submission of required assignment #4 **five (5) formative quizzes in Canvas** (pass/fail)

Course Objectives

The following tables outline clerkship objectives and assessment methods for each and are intended to be used as a guide for student learning. Each clerkship objective is mapped to the [FSU COM Educational Program Objectives \(EPOs\)](#) and the [ACGME Core Entrustable Professional Activities \(EPAs\)](#).

PEDIATRICS COURSE OBJECTIVES		EPO
PEDS-1	Demonstrate proficiency in information gathering and documentation through age-appropriate history taking and physical examination of pediatric patients across the age spectrum from newborn through adolescence in both inpatient and outpatient settings.	1
PEDS-2	Demonstrate proficiency in procedural skills common to the pediatric setting, including taking accurate vital signs, calculation of pediatric medication dosages, and writing prescriptions.	1
PEDS-3	Interpret growth parameters including height, weight, head circumference, and BMI.	1
PEDS-4	Recognize a child who is critically ill and requires immediate stabilization and hospitalization.	1, 2
PEDS-5	Develop diagnostic, treatment, and management plans appropriate to pediatric presentations and that incorporate the preferences of patients and their caregivers.	1, 4, 5
PEDS-6	Provide evidence-based anticipatory guidance appropriate to patient age and clinical situation in both inpatient and outpatient settings.	1, 2, 4
PEDS-7	Demonstrate effective interactions and proficient use of communication skills appropriate to the pediatric setting, including dyad interviews with patient and caregiver and use of the HEEADSS instrument when interviewing adolescents.	4
PEDS-8	Identify the unique knowledge, skills, and abilities of other professionals on the health care team and work collaboratively with them to improve team performance and maximize the quality of pediatric patient care.	1, 4, 6
PEDS-9	Demonstrate research and presentation skills on pediatric topics, including oral patient presentations and the ability to identify and address learning needs.	3, 4

COMPONENT	Learning Objectives	Assessment
Inpatient care MAPS TO: PEDS-1, PEDS-2, PEDS-4, PEDS-5, PEDS-6	<ol style="list-style-type: none"> 1. Recognize a child who is critically ill and understand the need for immediate stabilization and hospitalization 2. Participate in performance of a complete pediatric admission 3. Provide inpatient anticipatory guidance for expected course of illness, discussion of supportive measures at home, along with reasons to return for medical care 4. Follow at least 2-3 patients each day 	<ul style="list-style-type: none"> • Performance rating/checklists • Clerkship faculty observation
Outpatient care MAPS TO	<ol style="list-style-type: none"> 1. Demonstrate proficiency in the examination of children of varying ages, from newborn through the adolescent-aged patient 2. Interpret growth parameters to include height, weight, head circumference, and BMI 	<ul style="list-style-type: none"> • Performance rating/checklists

PEDS-1, PEDS-2, PEDS-3, PEDS-4, PEDS-5, PEDS-6, PEDS-7	<ol style="list-style-type: none"> 3. Provide outpatient age-appropriate anticipatory guidance such as general discussions of nutritional, immunization, breastfeeding, and safety advice 4. Demonstrate the ability to utilize the HEEADSSS instrument when giving anticipatory guidance to the adolescent 5. Demonstrate proficiency in the dyad interview and interact effectively with the patient and caregiver 6. Demonstrate the ability to perform accurate calculations of pediatric drug dosages 7. Demonstrate the ability to write 3-5 accurate prescriptions 8. Participate in the care of five or six patients per day for which the student has been given a previous history and known medical problems (Students will gather history, examine the patient, and report findings to their attending physician. Students are expected to regularly discuss all patients seen with their attending pediatrician, whether at the end of each day or at some other designated time) 9. Complete patient H&P OR present orally on a minimum of one patient per day, having reviewed previous history and known medical problem list 	<ul style="list-style-type: none"> • Clerkship faculty observation • Clinical Staff evaluation of clerkship student form • Patient Perception Questionnaire
<p>Required Patient encounters and procedures</p> <p>MAPS TO: PEDS-1, PEDS-2</p>	<ol style="list-style-type: none"> 1. Document a minimum of 50 patient encounters (inpatient or outpatient) 2. Document the following Visit Type at the specified minimum number: Newborn, Well Child Visit 3. Document one (1) "Newborn" and one (1) "Well Child Visit" as Visit Type for the encounters 4. Document the following Procedure at the specified minimum number, location of service and level of participation: Developmental Assessment 5. Document the following Problem categories at the specified minimum number, location of service and level of participation: abdominal pain, allergic rhinitis, asthma, breastfeeding problem, conjunctivitis, cough (acute), diaper rash, diarrhea, eczema/atopic dermatitis, fever, heart murmur, nausea/vomiting, obesity, otitis media, pharyngitis (strep or viral), pneumonia (community-acquired, pneumococcal, viral, or other), rash (vesicular, viral exanthem or other), and viral URI 	<ul style="list-style-type: none"> • Weekly review of patients logs in ETS
<p>H&P write ups and SOAP note</p> <p>MAPS TO: PEDS-1, PEDS-3, PEDS-5</p>	<ol style="list-style-type: none"> 1. Complete a written History and Physical to include all pertinent information and appropriate organization, assessment and plan 2. Complete a written SOAP note to include all pertinent information and appropriate organization, assessment and plan 	<ul style="list-style-type: none"> • Faculty review of H&P • Faculty review of SOAP note
<p>Interprofessional collaborative skills</p> <p>MAPS TO: PEDS-8</p>	<ol style="list-style-type: none"> 1. Demonstrate the ability to work with nursing staff to perform a complete "check-in" of the child, including vital signs 2. Demonstrate the ability to work with nursing staff to observe or administer at least one immunization to a child 3. Demonstrate the ability to work with nursing staff, and/or with residents to perform a complete pediatric admission, including vital signs 	<ul style="list-style-type: none"> • Performance rating/checklists of ICS competencies • Clerkship faculty observation • Clinical Staff evaluation of clerkship student form
<p>Aquifer Pediatrics modules</p> <p>MAPS TO: PEDS-1, PEDS-3, PEDS-4, PEDS-5, PEDS-6</p>	<ol style="list-style-type: none"> 1. Apply knowledge and reasoning to interactive virtual patient cases to demonstrate clinical reasoning skills involving a core of pediatric presentations 	<ul style="list-style-type: none"> • Clerkship Director weekly meetings, evaluation and review of ETS •
<p>AAP Breastfeeding modules</p> <p>MAPS TO: PEDS-5, PEDS-6, PEDS-8</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of the anatomy of the breast, the physiology of lactogenesis and the normal breastfeeding patterns 2. Demonstrate an understanding of the current recommendations, benefits, and impact of breastfeeding, and special considerations. 3. Demonstrate an understanding of the normal growth patterns of breastfed infants, <i>contraindications</i> to breastfeeding and importance of breastfeeding care 	<ul style="list-style-type: none"> • Clerkship Director weekly meetings, review of ETS, and evaluation
<p>Weekly meeting with Clerkship Director</p> <p>MAPS TO: PEDS-5, PEDS-9</p>	<ol style="list-style-type: none"> 1. Participate in analysis of performance on assignments and incorporation of feedback 2. Discuss case-related ethical issues 3. Demonstrate oral presentation skills 4. Review patient encounter progress and identify learning needs 	<ul style="list-style-type: none"> • Mid-rotation feedback summary • Weekly quizzes • Clerkship director evaluation

Presentation: Pediatric topic MAPS TO: PEDS-9	<ol style="list-style-type: none"> 1. Define and research a pediatric topic 2. Prepare a PowerPoint (or alternate format) presentation 3. Demonstrate knowledge by answering related questions from clerkship faculty and audience 	<ul style="list-style-type: none"> • Faculty assessment of appropriate topic, adequate research, organized, clear and properly cited presentation • Performance rating in answering questions • Clerkship Director and/or Education Director review of ETS
NBME clinical subject exam MAPS TO: PEDS-5, PEDS-6	<ol style="list-style-type: none"> 1. Demonstrate knowledge and clinical reasoning to analyze clinical scenarios and answer basic, clinical, behavioral and social science questions related to Pediatrics 	<ul style="list-style-type: none"> • Minimum score of 10th percentile

Professionalism and Professional Identity Formation

Medical professionalism is a cornerstone of the practice of medicine, embodying the values, behaviors, and responsibilities that are essential to building and maintaining trust between physicians, patients, and society. As a medical student and future physician, understanding and demonstrating professionalism is vital to your personal development.

The expectation is for all students to demonstrate a commitment to personal and professional growth and to carry out professional responsibilities with integrity, adhere to ethical principles and codes of conduct, and respect differences in values, beliefs, and experiences in all interactions.

Professional identity formation involves integrating one's personal identity with the professional standards and expectations of the medical field. This ongoing process enables medical professionals to remain true to themselves while providing exceptional care to patients and becoming well-rounded physicians.

Across the 4-year curriculum you will be continuously evaluated according to these core attributes of Medical Professionalism:

- **Commitment to Professional Behavior and Ethical Practice**
Adherence to ethical principles, such as beneficence, nonmaleficence, justice, and respect for autonomy.
Examples: Maintaining confidentiality by avoiding discussing patient cases in public areas, even in CLC. Taking responsibility for personal lapses in Professionalism, and taking steps to address them, incorporating feedback.
- **Accountability**
Medical professionals are accountable to their patients, peers, society, and the profession itself.
Examples: Engaging responsibly with the FSUCOM curriculum, including demonstrating effort when preparing for required learning sessions or completing assignments. Arriving on time to required sessions, completing assignments by deadlines, and seeking feedback to improve your performance.
- **Honesty and Integrity**
Acting with honesty, transparency, and moral courage, even in challenging situations.
Examples: Acknowledging when you do not understand instead of pretending you do, seeking help when needed, crediting the contributions of others, and reporting lapses when appropriate.
- **Compassion and Respect for Others**
Treating patients, colleagues, and team members with dignity, empathy, and cultural sensitivity.
Examples: Actively listening during team discussions, valuing diverse perspectives, values and beliefs, being

aware of bias in self and others, and avoiding disruptive behaviors like silencing your phone during classes and meetings.

- **Excellence, Self-discovery, and Personal Well-Being**

A commitment to lifelong learning and the pursuit of the highest standards in medical knowledge, clinical skills, and patient care.

Examples: Taking the initiative to go beyond required readings by exploring additional resources to deepen your understanding of challenging topics, applying metacognitive approaches to self-evaluate learning.

Why Professionalism Matters

Professionalism fosters trust, ensures accountability, and enhances the quality of care delivered to patients. It also strengthens the medical profession's role in society.

Violations of professionalism may result in a report of concern for unprofessional behavior and could lead to referral to the Student Evaluation and Promotion Committee (SEPC). Serious breaches of professionalism may result in suspension, a failing grade for the clerkship/course, and/or referral to SEPC.

College of Medicine Policies

Absence and Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See the [FSU COM Student Handbook](#) for details of the attendance policy, a notice of absences, and remediation. Students must use the [student absence request form located on Student Academics](#).

Extended absences from the clerkships are not permitted. Any absence from the clerkships must be **pre-approved by the Regional Campus Dean** before the beginning of the clerkship, using the student absence request form. The clerkship faculty, Clerkship Director, and Education Director must be notified of any absence in advance by the student, once approved by the campus dean. Under no circumstances should a student arrange with the clerkship faculty or elective faculty to be away from the rotation without first getting the campus dean's approval. Any approved absence from a required clerkship may result in the student receiving a grade of "incomplete" and the student is expected to make up missed time and/or complete alternative/additional assignments before a final grade will be assigned. **Unapproved absences during the clerkship are considered unprofessional behavior, will result in a grade of "incomplete" until remediated, and may result in a grade of "fail" for the clerkship.** In the case of illness or other unavoidable absence, follow the same procedure outlined above, and notify everyone as soon as possible.

Clinical Experience and Education Policy

The FSU COM uses the ACGME requirements regarding clinical experience and education as a guideline for our policy. Our goal is to provide a structure that supports patient safety and student education and facilitates personal-professional balance and well-being.

- Clinical experience and scheduled educational activities must be limited to no more than 80 hours per week when averaged over the number of weeks of the clerkship.
- Students must have at least one day out of every 7 completely free from clinical duties and required educational activities when averaged over the number of weeks of the clerkship.
- Clinical experience must not exceed 24 hours of continuously scheduled assignments, except up to 4 hours of additional time for effective transitions of care or student education. No additional patient care responsibilities may be undertaken during these 4 hours. After 24 hours continuously on call, students must have at least 14 hours free of clinical work and scheduled educational activities.
- Students should have 8 hours off between scheduled clinical experience and education periods.

Documentation of time spent on clinical experience and education:

Students will use ETS to document by self-report their daily work hours on required clerkships and courses. Students must enter daily hours to include both clinical experience and required educational activities. Failure to report work hours is considered a breach of professionalism.

Students will report the following:

- Clinical experience, including documentation in the medical record
- Required educational meetings (i.e., Doctoring 3, clerkship meetings, meetings with clerkship faculty,

educational meetings at residency programs)

- **Hours that should not be included** in self-reported "work" hours include reading about patient conditions and procedures, self-directed study for clerkships/courses, work completed for assignments, learning modules, and assigned reading.

Office of Student Counseling Services

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's Director of the Office of Student Counseling Services and the FSU Office of Accessibility Services (OAS) to determine whether they might be eligible to receive the accommodations needed to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to a medical degree.

Patient Log (ETS) Monitoring Policy

Encounter data are monitored by the Clerkship Directors to ensure that students are meeting clerkship requirements. If it becomes apparent that students are not encountering the required patient conditions, efforts will be made to specifically select the patients with the required conditions. The level of participation in the care of patients is determined by the student's involvement during the history, physical exam, assessment, and treatment plan. The complexity of these components will vary, but to choose a level of participation, three categories have been created, all of which include supervision of the medical student. The student will select the level of participation that most closely describes their involvement in the patient encounter and will receive credit for documented participation at the required level or higher.

- **Observe** should be selected when the student observes a clinician conducting a patient encounter.
- **Assist** should be selected when the student assists a clinician in conducting the patient encounter.
- **Perform** should be selected when the student leads or conducts the patient encounter.

Student Mistreatment Policy

"Mistreatment" arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment, sexual harassment, psychological cruelty, and discrimination based on race, religion, ethnicity, sex, age, or sexual orientation. If a student feels they are being mistreated, the student should report this concern to the Division of Student Affairs (Student Support Coordinator, Assistant or Associate Dean for Student Affairs, or the Regional Campus Dean). We treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind. Please refer to the Student mistreatment policy section in the [FSU COM Student Handbook](#) and [report incidents of mistreatment](#) as soon as possible.

University Policies

University Attendance Policy

Excused absences include documented illness, deaths in the family, and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid written excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of student's academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

Americans With Disabilities Act

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodation for all persons with disabilities in a manner that is consistent with the academic standards of the course while empowering the student to meet the integral requirements of the course.

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Accessibility Services; and (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations. Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in an alternative format upon request. For the latest version of this statement and more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

Confidential campus resources:

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program

University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services (CAPS)

Florida State University's Counseling and Psychological Services (CAPS) primary mission is to address psychological needs and personal concerns, which may interfere with students' academic progress, social development, and emotional well-being. The following in-person and virtual (tele-mental health) services are available to all enrolled students residing in the state of Florida:

1. Individual therapy
 2. Group therapy
 3. Crisis Intervention
 4. Psychoeducational and outreach programming
 5. After hours crisis-hotline
 6. Access to community providers for specialized treatment
- Call 850-644-TALK (8255) for more information on how to initiate services.

Counseling and Psychological Services

250 Askew Student Life Center
942 Learning Way
(850) 644-TALK (8255)
Walk-in and Appointment Hours:

M-F 8 am – 4 pm
<https://counseling.fsu.edu/>

Services at UHS are available to all enrolled students residing in Florida:

The mission of University Health Services (UHS) is to promote and improve the overall health and well-being of FSU students. UHS provides a coordinated continuum of care through prevention, intervention, and treatment. Services include general medical care, priority care, gynecological services, physicals, allergy injection clinic, immunizations, diagnostic imaging, physical therapy, and a medical response unit. The Center for Health Advocacy and Wellness (CHAW) assists students in their academic success through individual, group, and population-based health and wellness initiatives. Topics include wellness, alcohol and other drugs, hazing prevention, nutrition and body image, sexual health, and power based personal violence prevention. For more information, go to uhs.fsu.edu.

University Health Services
Health and Wellness Center
960 Learning Way
Tallahassee, FL 32306
Hours: M-F, 8 am – 4 pm
(850) 644-6230
<https://uhs.fsu.edu/>

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Appendix: Pediatric History and Physical Guideline

Example only, students may need to modify for the age and condition of child.

IDENTIFYING DATA
Patient's, Parent's or Guardian's Initials: (do NOT use patient's name - this is potentially a HIPAA violation)
Informant: (Generic – patient, mother, father, etc.)
Primary Care Physician:
Referring Physician (if not Primary Care Physician):
Reliability of Historian – (Examiner's opinion of reliability of informant)
CLINICAL HISTORY
Chief Complaint: Include the patient's age, ethnic origin, sex, and brief reason for admission in patient's/parent's words.
Present Illness: Elicit the facts of the illness, particularly the time and nature of the onset. Arrange these facts in a chronological order and relate them in a narrative fashion, tracing the course of events up to the time of the visit. What was done for the child; what drugs were given and what were the results of such treatment? Record "pertinent negative" data as well as positive information. This includes physical exams, laboratory evaluations and treatments which occurred before the present admission. How has the illness effected the patient's lifestyle/play/school? The HPI should conclude with a description of the visit to clinic or emergency department which resulted in the present admission.
Review of Systems: - (note some individuals prefer to list Review of Systems after all the history components) Include all systems and should be age appropriate. The following are examples.
• General: weight gain/loss, fever, activity level (if not inquired about in HPI)
• HEENT: headache, change in vision, eye drainage or redness, hearing, photo/phonophobia, runny nose, ear pain, sore throat, neck pain, epistaxis
• Respiratory: cough, wheezing, shortness of breath, tachypnea, snoring
• Cardiovascular: cyanosis, dyspnea, excessive sweating in infancy, fatigability, syncope
• Gastrointestinal: History of early feeding difficulties/reflux, diarrhea, constipation, stool abnormalities, encopresis vomiting in relation to infections and emotional difficulties, abdominal pain
• Genitourinary: hematuria, dysuria, frequency, urgency, dribbling, enuresis, edema oliguria, menses/LMP
• Endocrine: polyuria, polydipsia, heat/cold intolerance
• Neurological: Inquire about convulsions (get details if they have occurred), tics, habit spasms, emotional lability, tremors and incoordination
• Musculoskeletal: muscle pain, weakness, limp, arthralgias
• Dermatologic: rashes, bruising, petechiae, changes in hair/nails, pruritis, color changes
• Psychological: issues with school/learning, mood
PAST HISTORY
Pregnancy: Maternal Age, Gravida? Para? When did prenatal care begin & did Mother follow recommended visit schedule? Health of mother during pregnancy and pregnancy related complications. Screening tests (HIV, STDs, Hepatitis B, Group B Strep, etc.). Medications.
Perinatal: Gestational age, birth weight, type of labor/delivery. Condition of infant at birth, APGAR scores (if available). If resuscitation required – type? Intra-partum antibiotics given and type?
Neonatal Period (0-28 days): Length of hospital stay after birth, problems such as hypoglycemia, jaundice/phototherapy, convulsions, skin eruptions, feeding difficulties, etc. Infant metabolic screening/cardiac screening/hearing screening results. 1st stool passed, when?
Feeding History: Breast or Formula? Frequency of feeds, type (if formula), volume/duration of feeds. Age baby foods/solid foods introduced. Age breast/bottle discontinued. Any issues with eating/preferences/picky eating habits/attitudes. Current diet.
Growth and Development: History of overweight or underweight, other growth issues/concerns. Developmental milestones: caregiver recollection of major milestones examples include gross motor, fine motor, speech, and social (see Bright Futures Handbook). Ages of bowel and bladder training. Sexual Development-for females include menarche.
PAST MEDICAL HISTORY
Illnesses/Problems: onset, nature of chronic health conditions or repeated conditions and any serious non-chronic conditions.
Accidents/Injuries: Date, nature/complications
Hospitalizations: Date, nature/complications
(Mention complications only if relevant to present illness or serious in nature)
SURGICAL HISTORY
Dates, nature of and complications from any operations.
FAMILY HISTORY
Include pertinent negatives to questions that were asked
Father- Age, condition of health, previous illnesses, surgeries, and occupation. (anything related to patient's history even if only present during childhood)
Mother - Age, condition of health, previous illnesses, surgeries, and occupation. (anything related to patient's history even if only present during childhood)
Siblings - Age, condition of health, previous illnesses, and surgeries. (anything related to patient's history or that the siblings have outgrown)
Grandparents – any pertinent health issues
Relatives- any pertinent health issues
Any history of consanguinity?

SOCIAL HISTORY
May be identified also as Psychosocial History
Ask related to age:
Relationships with others
<ul style="list-style-type: none"> • School Progress and Cognitive Assessment • Home Environment • Leisure activities/sports of child and family:
Habits
<ul style="list-style-type: none"> • Sleeping • Exercise and play • Urinary, bowel • Behavior
For Adolescent – HEEADSSS interview questions should be included
IMMUNIZATIONS
Parent recall of child status “up to date”. A detailed list of immunizations is preferred if available (see Florida SHOTS record, parent may have record also). List type and number of each immunization. Note if patient is on an alternative (non - AAP approved) schedule or if there is vaccine refusal/hesitancy & “rationale” (if possible).
CURRENT MEDICATIONS
Name, dosage form, dose, frequency, reason. Include alternative/complimentary/over the counter medications. For PRN meds include under what circumstances & frequency with which they can be used.
ALLERGIES AND REACTIONS
To medications, foods, environmental. List reactions.
PHYSICAL EXAM
Note you will need to adjust to age of patient, include pertinent negatives, remember order of exam is observation, auscultation, percussion – when indicated, and palpation
Vital signs:
<ul style="list-style-type: none"> • Weight and Height: Record for this patient and give percentiles from comparison against normal range for age. Weight and Length is used for child less than 2 years old as length is measured supine. • Head Circumference: Record for this patient and give percentiles from comparison against normal range for age. Mention in any child less than 2-3 years old. • BMI – record if patient 2 years of age or greater along with percentiles for age and sex • Temperature (when taken) -method (tympanic, temporal, oral, axillary, rectal) • Pulse rate • Respiratory Rate • Blood Pressure (what extremity and in what position: sitting, supine, etc.) Refer to tables for interpretation of Blood Pressure based on sex, age, and height percentile. • SpO₂ (when applicable)
General: (Should give a description of patient so the reader can visualize the patient)
Skin: Include color (fair skinned, olive colored, brown, etc.), findings, etc. (Can include capillary refill here or under Musculoskeletal; skin turgor can be included here or under Abdomen)
Lymph Nodes: location, size (measure), consistency, mobility, painful to touch, overlying skin changes
Head: Shape, size, hair, fontanels & sutures (where indicated), any findings
Eyes: Symmetry, shape, color, pupils (size, shape, reactivity to light, accommodation), sclera, conjunctiva (including tarsal conjunctiva), red reflexes in young; fundoscopic exam, any additional findings
Ears: External configuration, canals, tympanic membranes (translucency, color, position, landmarks, cone of light, mobility)
Nose: deformities, septum, mucosa, turbinates, discharge, nasal flaring, etc.
Mouth: appearance of lips, teeth appearance/visible caries (number if infant), gums, palates, mucous membranes, tonsils (grade 1-4), uvula, pharynx, abnormal findings
Neck: symmetry, suppleteness, range of motion, thyroid gland, position of trachea, masses, swellings
Chest: symmetry, deformities, excursion, retractions (subcostal, intercostal, suprasternal) breasts (Tanner Stage, size, abnormalities)
Lungs: quality of sounds, equality of sounds & aeration, adventitious breath sounds (crackles, wheezes, rubs); transmitted upper airway sounds.
Heart: regular/irregular rate & rhythm, murmurs & characteristics (intensity, quality, transmission), clicks, rubs, S1 & S2 characteristics, PMI location & quality
Pulses: comment on upper and lower peripheral pulses, symmetry, quality
Abdomen: shape (status of umbilicus -age appropriate), bowel sounds (present/quality/where heard), percussion – tympani etc.; palpation- superficial & deep, quality, pain, spleen/liver (give measurements or not palpated), kidneys, any abnormalities
Rectal: <u>visual description is the main examination in pediatrics</u> , digital exam only when indicated by the history & at no other time.
Genitourinary: Tanner Staging, obvious abnormalities
<ul style="list-style-type: none"> • Male: (+/- circumcision), testes (location – in inguinal canal or in scrotum, size, consistency, pain), etc., penis, meatus • Female: hymen etc., meatus
Musculoskeletal: Include <u>all</u> extremities, hands, feet, & back/spine. Symmetry, deformities, range of motion, etc.

Neurological: general, oriented or not, cranial nerves II-XII (I when indicated), motor, sensory, DTRs (symmetry, quality), muscle tone & strength. Gait, speech, cerebellar, etc.
For neonates and very young infants check primitive reflexes (moro, suck, root, etc.) Note: much of the neurological examination in children can be done through observation as a child moves around the room and plays.
LABS/IMAGING/STUDIES
List those obtained prior to admission/visit (labs ordered at the time of admission or during the office visit would be indicated and explained as part of your plan and are not incorporated into the discussion of the differential diagnosis).
PROBLEM LIST
Identify all the patient's problems. The following are examples of what comprise a problem list:
<ul style="list-style-type: none"> • Patient's clinical signs & symptoms • Abnormal Physical exam findings, • Abnormal laboratory/imaging studies • Psychosocial Issues • Past and/or ongoing diagnoses that are relevant • Other important issues (example a parent with similar problem)
ASSESSMENT
Based on the Problem List identified above, for the main condition(s) create a differential diagnosis of the top 3-4 possible conditions that can offer a rational explanation for the patient's clinical manifestations in a rank order list from most likely to least likely. Contrast and compare the patient's clinical presentation with the typical presentations of the diagnoses you have chosen to include (i.e.: Tell the reader what you are thinking and why based on evidence). When applicable, consider including a diagnosis that if missed could have dire consequences. Don't forget to interpret laboratory and imaging studies (if performed) and how they relate to the main condition(s).
Next, go back to the Problem List and address any additional and/or ongoing conditions that existed prior to the current illness (if any). Example: ADHD, eczema, diabetes, social issues. Include a brief assessment of the status of each of these; a differential diagnosis is not needed.
Example:
1. Wheezing Differential diagnoses: asthma, bronchiolitis, cystic fibrosis, or gastroesophageal reflux disease. Then include your discussion and tell reader what you are thinking and why based on evidence.
2. Allergic rhinitis Follow above instructions
OR
1. Status asthmaticus Follow above instructions
2. Acute respiratory failure ... Follow above instructions
3. Influenza virus infections ... Follow above instructions
Additional/Ongoing Problem List: (follow above instructions)
1. ADHD – Example: Patient has been maintained on Ritalin for 5 years and is followed by a psychologist and his pediatrician. It is felt that his behavior deteriorates if his medications are held, so he will need to continue Ritalin during hospitalization.
2. Social issues- example: Parents are divorced and have amicable shared custody of the patient. They are asking to both be educated on recognizing the signs and symptoms of respiratory distress and how to respond.
PLAN
List your treatment plan for each number above as you would if you were writing orders to admit this patient.
List plan for each problem separately.
Explain your/the choice of this particular treatment (example: antibiotic choice & formulation, - you need to include mg/kg dosing, amount and dosing frequency along with duration of treatment & which organisms you are covering).
<ul style="list-style-type: none"> • If you order labs/imaging studies- why this choice of labs/imaging studies; what are you looking for or expecting to rule out or in with your labs?
Include initiation of discharge planning.
Include treatment plan for ongoing problems listed above (ex, a child with ADHD with a history of ADHD meds will need to either continue meds in hospital or hold meds), etc.
<ul style="list-style-type: none"> • *If you have more than one diagnosis, then you need to include a plan for each diagnosis.
What about the PRN follow-up & parameters that need to be followed?
REFERENCES
Include your references for the information you include in your discussions of Assessment/Differential and/or Plan – properly cited.

Appendix: Weekly Schedule for Online Cases

The table below outlines the weekly schedule for Aquifer Pediatrics and the AAP Breastfeeding Curriculum.

Week 1	Pediatrics 01: Newborn male infant evaluation and care
	Pediatrics 02: Infant female well-child visits (2, 6, and 9 months)
	Pediatrics 03: 3-year-old male well-child visit
	Pediatrics 04: 8-year-old male well-child check
	Pediatrics 05: 16-year-old female health maintenance visit
	Pediatrics 06: 16-year-old male preparticipation evaluation
Week 2	Pediatrics 07: 2-hour-old male newborn with respiratory distress
	Pediatrics 08: 6-day-old female with jaundice
	Pediatrics 09: 2-week-old female with lethargy
	Pediatrics 10: 6-month-old female infant with a fever
	Pediatrics 11: 4-year-old male with fever and adenopathy
	Pediatrics 12: 10-month-old female with a cough
	Completion of AAP Breastfeeding Curriculum
Week 3	Pediatrics 13: 6-year-old female with chronic cough
	Pediatrics 14: 18-month-old female with congestion
	Pediatrics 15: Two siblings: 4-year-old male and 8-week-old male with vomiting
	Pediatrics 16: 7-year-old female with abdominal pain and vomiting
	Pediatrics 17: 4-year-old female refusing to walk
	Pediatrics 18: 6-week-old male with poor feeding
Week 4	Pediatrics 19: 16-month-old male with first seizure
	Pediatrics 20: 7-year-old male with a headache
	Pediatrics 21: 6-year-old male with bruising
	Pediatrics 22: 16-year-old female with abdominal pain
	Pediatrics 23: 15-year-old female with lethargy and fever
	Pediatrics 24: 2-year-old female with altered mental status
Week 5	Pediatrics 25: 2-month-old male with apnea
	Pediatrics 26: 9-week-old male not gaining weight
	Pediatrics 27: 8-year-old female with abdominal pain
	Pediatrics 28: 18-month-old male with developmental delay
	Pediatrics 29: Infant male with hypotonia
	Pediatrics 30: 2-year-old male with sickle cell disease
	Pediatrics 31: 5-year-old female with puffy eyes