

IM 664

Pediatric Emergency Medicine Clerkship Elective Clerkship Rotation Syllabus

Osteopathic Medical Specialties

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At MSUCOM, we are constantly working to improve our curriculum and to meet new AOA accreditation guidelines. While major changes will generally be instituted at the beginning of the school year, most minor changes may be implemented semester to semester.

Please be mindful of the need to read your syllabus BEFORE beginning your rotations.

This syllabus is active for any rotation August 1, 2020 to July 30, 2021

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Pre-Approval and Pre-Requisites

- Approvals from the facility where the rotation will occur and Clerkship Team (COM.Clerkship@msu.edu) is required for every selective/elective rotation.

General Description

This course is designed to provide the student with an opportunity to actively engage in patient-based, learning experiences under the guidance of a faculty member (preceptor) in collaboration, as appropriate, with residents and/or fellows.

Rotations are typically two weeks, 3 credit hours or four weeks, 6 credit hours in duration. Timeframes for each rotation are decided at least 30 days prior to the beginning of the rotation.

Rotation schedules **are not** to be submitted until the last Friday-Sunday of the rotation. You must document your actual schedule worked. You are required to document any time off for illness, boards, etc. that caused a deviation from the schedule you were provided. **All rotation days must be accounted for.**

The overall performance of course participants will be evaluated through customary assessment instruments normally employed by the department for core rotations, at the discretion of the instructor of record.

This rotation may count for Pediatrics elective or Emergency Medicine elective credit.

Educational / Instructional Goals & Objectives

Course participants will:

- A. Develop an appreciation of the practice of medicine as related to the specialty of the preceptor.
- B. Assimilate what they learn and demonstrate their understanding of patient-care through ongoing interaction and dialogue with, as well as formative feedback from, the preceptor.
- C. Demonstrate an understanding of the (seven) osteopathic core competencies (as applicable).

Educational Goals:

The pediatric emergency medicine rotation is intended to provide the student with hands on experience in the evaluation and treatment of various conditions related to pediatric emergencies.

1. The clinical experience will emphasize the diagnosis and management of acute pediatric emergent disease.
2. The clinical experience will emphasize evaluation of risk factors, and management of risk factors to prevent disease advancement if possible.
3. The clinical experience will include learning to perform a complete and accurate patient history and physical exam.
4. The clinical experience will include identification and indications for appropriate diagnostic studies.
5. The clinical experience will help the student identify the first line therapy for common pediatric emergencies.
6. The clinical experience will help the student identify when a patient may need transfer to a higher level of care, and allow participation in that process when appropriate.

Pediatrics: Emergency Medicine Approach to the Febrile Child

Note: For all chapters that have a comprehensive quiz, you must take the quiz, save as a pdf and upload into the drop box for quizzes for this rotation:

Objectives:

By the end of this module, a 4th year medical student will be able to:

1. Define the neonatal period.
2. Define a fever in terms of temperature and method of obtaining.
3. Recognize hypothermia as a sign of sepsis in the neonatal period.
4. State the appropriate evaluation for a febrile neonate.
5. Identify characteristics that characterize febrile children >3mo old to have low risk for SBI.
6. Explain the mechanisms humans use to maintain thermoregulation
7. Identify signs and symptoms that indicate toxicity in children
8. State the appropriate emergent management for children who are exhibiting signs or symptoms of toxicity
9. Identify risk factors in otherwise well appearing children that place them at risk for serious bacterial infection

Reading list

- Access Emergency Medicine: Pediatric Emergency Medicine 4e. Section 1: Cardinal Presentations. Ch. 2: The Febrile- or Septic-Appearing Neonate.
<http://accessemergencymedicine.mhmedical.com.proxy2.cl.msu.edu/content.aspx?bookid=1345§ionid=72120941>
- Access Emergency Medicine in Book Section: Strange and Schafermeyer's Pediatric Emergency Medicine, 5e Section 1 Cardinal Presentations Chapter 2 The Febrile or septic appearing neonate
<https://accessemergencymedicine.mhmedical.com/content.aspx?bookid=2464§ionid=194747528>
- Access Emergency Medicine: Pediatric Emergency Medicine 4e.
<http://accessemergencymedicine.mhmedical.com.proxy2.cl.msu.edu/book.aspx?bookid=1345>
- Access Emergency Medicine: Strange and Schafermeyer's Pediatric Emergency Medicine, 5e Section 1 Cardinal Presentations Chapter 3 The Febrile or septic appearing infant or child
<https://accessemergencymedicine.mhmedical.com/content.aspx?bookid=2464§ionid=194747553>
- Access Emergency Medicine Cases #34 Febrile Seizure
<https://accessemergencymedicine.mhmedical.com/CaseContent.aspx?gbosID=380857&gbosContainerID=154&viewByNumber=false&groupid=0#168614015>

Questions of ponder

- Access Emergency Medicine: Case Files: Emergency Medicine, 3e. Fever without a source in a 1-3 month old infant.
<https://accessemergencymedicine.mhmedical.com/CaseContent.aspx?gbosID=380855&gbosContainerID=154&viewByNumber=false&groupid=388#168613791>

Pediatrics: Emergency Medicine Pediatric Rehydration and Calculation of Fluids and Electrolytes

Objectives

1. define mild, moderate and severe dehydration
2. define components of rehydration
3. define common additives to rehydration fluids
4. discuss weight based calculations of potassium, sodium, and fluids

Reading list

- **Strange and Schafermeyer's Pediatric Emergency Medicine, 5e.** Section 14: Pediatric Fluid, Electrolyte and Acid Base Disturbances: Chapters 81-85
<https://accessemergencymedicine.mhmedical.com/book.aspx?bookid=2464#194745788>

Trauma: Emergency Medicine Mild Traumatic Brain Injury and Management: Concussion Management and PECARN head CT rules**Objectives**

1. Be able to apply the PECARN head CT rules in children
2. Define concussion
3. List common sequelae of concussion
4. Apply return to activity guidelines for patients recovering from a concussion
5. Discuss the process of reading a head CT for trauma
6. Know the components and classifications of the Glasgow Coma Scale
7. Discuss the classification of head injury into mild, moderate, severe, primary and secondary
8. Know the relationship between mean arterial pressure, systolic and diastolic blood pressure, intracranial pressure and cerebral perfusion pressure
9. Identify patterns of head injury based on clinical examination

Reading list

- Wright D.W., Merck L.H. (2011). **Head Injury in Adults.** In Tintinalli J.E., Stapczynski J, Ma O, Cline D.M., Cydulka R.K., Meckler G.D., T (Eds), *Tintinalli's Emergency Medicine: A Comprehensive Study Guide.* Retrieved October 04, 2014 from
<http://accessemergencymedicine.mhmedical.com/content.aspx?bookid=693&Sectionid=54783805>
- **Strange and Schafermeyer's Pediatric Emergency Medicine, 5e**
PECARN guidelines for Pediatric Head Trauma : original research article:
https://www.pecarn.org/documents/Kuppermann_2009_The-Lancet.pdf
- **Strange and Schafermeyer's Pediatric Emergency Medicine, 5e.** Section 5: Trauma: Chapter 25
Head Trauma
<https://accessemergencymedicine.mhmedical.com/content.aspx?bookid=2464§ionid=194748742>
- Tataris KL. **Head Injuries.** In: Sherman SC, Weber JM, Schindlbeck MA, Rahul G. P. eds.
Clinical Emergency Medicine, 1e. New York, NY: McGraw-Hill; 2014. Chapter 85
<http://accessemergencymedicine.mhmedical.com/content.aspx?bookid=991&Sectionid=55139205>
Accessed September 8, 2016.
- Schwartz DT. Chapter VI-3. **How to Read a Head CT in a Patient with Head Trauma.** In: Schwartz DT. eds. *Emergency Radiology: Case Studies.* New York, NY: McGraw-Hill; 2008.
<http://accessemergencymedicine.mhmedical.com/content.aspx?bookid=434&Sectionid=41825465>
Accessed September 9, 2106.
- [JAMA.](#) 2011 Jul 6;306(1):79-86. doi: 10.1001/jama.2011.819. Epub 2011 May 31.
- [Harmon KG, Drezner JA, Gammons M, Guskiewicz KM, Halstead M, Herring SA, Kutcher JS, Pana A, Putukian M, Roberts WO. Br J Sports Med. 2013 Jan; 47\(1\):15-26. Diagnosis and management of sports-related concussion: a 15-year-old athlete with a concussion.](#)
<https://www.ncbi.nlm.nih.gov/pubmed/21632470> American Medical Society for Sports Medicine position statement: concussion in sport.

Questions to ponder

1. Why does elevation of the head of the bed decrease ICP
2. What is the effect of maintaining the head in the midline versus turned to one side on ICP
3. Regarding clinical decision rules, understand that they never supersede the clinician at the bedside's exam and/or gestalt and are only guidelines.

Pediatrics: Emergency Medicine and Pediatric Poisoning

Objectives

1. Develop a list of common medications in which one pill could kill an inquisitive 2-year-old.
2. Develop a poison control sheet to hand out to parents/grandparents discussing the risks of certain medications that fit into the one-pill can kill category.
3. Be able to state the initial approach to the pediatric poisoning patient
4. Be able to list the toxic dose and treatment regimen for acetaminophen overdose
5. Be able to know the general treatment plan for any pediatric patient that ingests any cardiovascular drug, or any oral anti-diabetic medications

Reading list

- **Strange and Schafermeyer's Pediatric Emergency Medicine, 5e. Section 22; Toxicology**
- <https://accessemergencymedicine.mhmedical.com/book.aspx?bookid=2464#194745828>
- Do Chapters 1: General Approach
- Chapter 2: acetaminophen
- Chapter 119: Cardiovascular Drugs
- Chapter: 122: Oral anti-diabetic agents

Pediatrics: Radiology Case Study

Objectives

1. How to read a head CT in a patient with head trauma
2. Be able to identify the various types of intracranial bleeding that you might see

Reading list

- <https://accessemergencymedicine.mhmedical.com/book.aspx?bookid=434>
- Radiology Case Studies: Section VI: VI-3: How to read a head CT in a patient with head trauma
- Section VI: <https://accessemergencymedicine.mhmedical.com/book.aspx?bookid=434#41825461>
- You should review this whole section to be able to identify the various types of intracranial bleeding that you might see
- Section VI-3:
<https://accessemergencymedicine.mhmedical.com/content.aspx?bookid=434§ionid=41825465>

Requirements:

- In Access Emergency Medicine create a 50 item quiz under Clerkship Tab; Pretest
30 Questions from the Pediatrics Section
20 Questions from the Toxicology Section – these might not be all peds, but remember children can get into adult medications – Diseases
 - **Must achieve a 75% to pass**

- In Access Emergency Medicine Case #32; Fever without a source in 1-3 month old
 - **Must achieve a 75% to pass**
<https://accessemergencymedicine.mhmedical.com/CaseContent.aspx?gbosID=380855&gbosContainerID=154&viewByNumber=false&groupid=388#168613791>
- In Access Emergency Medicine Case #34; Febrile Seizure
 - **Must achieve a 100% to pass**
<https://accessemergencymedicine.mhmedical.com/CaseContent.aspx?gbosID=380857&gbosContainerID=154&viewByNumber=false&groupid=0#168614015>

Reference Materials

There is no assigned textbook. See above suggested readings for each of the modules listed. Reading assignments are also under the purview of the preceptor.

- Textbook Access Emergency Medicine in Book section” **Strange and Schafermeyer's Pediatric Emergency Medicine, 5e** <https://accessemergencymedicine.mhmedical.com/book.aspx?bookid=2464>

Student Responsibilities

Course participants will meet the preceptor on the first day of the rotation at a predetermined location to be oriented to rotation hours, location(s), and expected duties and responsibilities while on-service.

- *The student **will** meet the following **clinical responsibilities** during this rotation:*
 - Students are expected to function collaboratively on health care teams that include health professionals from other disciplines in the provision of quality, patient-centered care.
- *The student **will** meet the following **academic responsibilities** during this rotation:*
 - Students are expected to identify, access, interpret and apply medical evidence contained in the scientific literature related to patients health problems.
 - Students are 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 on a daily basis to continuously improve their clinical practice.

Rotation Clinical Requirements

Requirements	Submission Method	Due Date
Attending Evaluation of your Performance on Rotation	Submit completed form to your hospitals per the instruction on the evaluation form.	Final Day of Rotation
Student Evaluation of the Rotation	Submit electronically by 11:59 pm the last Sunday of the rotation online through your clerkship schedule.	By 11:59 pm last Sunday of course. Must submit to receive a passing grade, student will have an "ET" grade until the evaluation is completed.
Patient Types and Procedure Log	See page at the end of syllabus and upload into D2L Drop Box for the course	11:59 pm Last Sunday of Rotation
Clinical Shift Schedule	Online D2L Drop Box	Not to be submitted until the last Friday-Sunday of the rotation, and must be the schedule you worked, not what you were scheduled to work.
Create an Access Emergency Medicine Pretest with a score of 75% or higher 30 questions from Pediatrics section and 20 questions from the toxicology questions https://accessemergencymedicine.mhmedical.com/CaseContent.aspx?gbosID=380855&gbosContainerID=154&viewByNumber=false&groupid=388#168613791	Submitted first page with name and score submitted electronically in D2L	11:59 pm First Friday of the Rotation
Access Emergency Medicine Case 32 Fever without a source in a 1-3 month old with a score of 75% https://accessemergencymedicine.mhmedical.com/CaseContent.aspx?gbosID=380855&gbosContainerID=154&viewByNumber=false&groupid=388#168613791	Submitted first page with name and score submitted electronically in D2L	11:59 pm Last Sunday of Rotation
Access Medicine Cases #34 Febrile Seizure with a score of 100% https://accessemergencymedicine.mhmedical.com/CaseContent.aspx?gbosID=380857&gbosContainerID=154&viewByNumber=false&groupid=0#168614015	Submitted first page with name and score submitted electronically in D2L	11:59 pm Last Sunday of Rotation

The student who fails to turn in required paperwork, who has a verifiable reason why they failed to do so, will be allowed a 2-week grace period or more depending on the circumstances, Failure to meet this two week deadline will result in an N grade.

IM 664 Pediatric Emergency Medicine Corrective Action Policy

There is no Corrective Active Policy or Plan as there are no graded components to the IM 664 rotation. All items with the exception of the attending evaluation are under the direct control of the student and there is no reason that they cannot be completed in a timely fashion. If the student has an extension in the rotation due to some verifiable reason, then they will receive this same extension for submitting the required end of rotation paperwork.

Unsatisfactory Clinical Performance

A student's clinical performance will be assessed through the Attending Clinical Clerkship Rotation Evaluation. Unsatisfactory Attending Evaluations are governed by the Policy for Retention, Promotion and Graduation (4.e).

- A designation given to any student who:
- Receives on (1) and/or two (2) N grades in any Clerkship course; and/or
- Receives two (2) or more overall "Below Expectations" ratings on any Clerkship rotation evaluation: and/or
- Displays indicators of marginal performance on any clerkship rotation.
- The student will be required to appear before the COSE Clerkship Performance Subcommittee.
- Any student failing to appear, when directed, without due cause, or fails to meet any Subcommittee requirement, will be suspended from the College.

MSU College of Osteopathic Medicine Standard Policies

Clerkship Attendance Policy

Policy:

In order to gain the knowledge and skills to successfully complete the MSUCOM clerkship program, consistent participation/attendance in program activities is essential. Any time off must not interfere with the quality of the rotation.

1. In the event a student needs to be absent from any rotation for the reasons listed below and permissible by the rotation syllabus, students may request time off.
2. Any absence (unless emergent) must be approved in advance (at least 30 days) of absence by the medical education department (student coordinator/director or DME), utilizing the Clerkship Program Excused Absence Request Form. Students must notify rotation team and medical education of emergent/illness absences on day of absence.
3. A student may not be absent more than 2 days on any one 4 week rotation (no time off allowed for rotations of 2 weeks or less) for the reasons below (exception Interview absences or Conference absences as below).
4. Any additional time off any one rotation must be approved by the MSUCOM Instructor of Record for the course the absence will occur.

Absence due to interviews:

For the purpose of interviewing only, a student may be absent 4 days on a 4 week rotation (2 days on a 2 week rotation) during the months of September to January in the OMS year 4. Interview invitations must accompany the Clerkship Program Excused Absence Request Form.

Absence due to examinations:

Examination	Maximum Time Off (includes travel time)
COMLEX USA Level 2 CE/USMLE Step 2 CK/Canadian MCCEE	1 day
MSUCOM COMLEX PE Simulation at MSU	1 day for each scheduled simulation
COMLEX USA Level 2 PE/USMLE Step 2 CS(Canadian Students Only)	2 days
COMAT/SHELF examinations	Travel time and time for exam

Personal Day Absence:

Students are allowed 5 personal days per academic year in OMS 3 and OMS 4. These days are not carried over from third year to fourth year. These are to be used for illness, physician appointments, and special events (weddings, graduations, special anniversary events) and must not exceed 2 days on any 4 week rotation (#3 above). Prolonged illness and bereavement will be handled on a case by case basis between MSUCOM Director of Clerkship and the base hospital/medical education department. Students must notify rotation team and medical education of emergent/illness absences on day of absence.

Hospital organized community events that might lead to periodic absence from rotations – student participation is encouraged and if base hospital approved, would be considered part of the rotation and not a personal day absence.

Jury duty – when obligated, student participation is not considered a personal day. Court excuses must accompany any absence. If absence is prolonged, this will be handled on a case-by-case basis between the base hospital/medical education and MSUCOM.

Conference Absence:

While on required/core rotations, no excused absences for any professional meeting will be allowed unless the student is presenting research in which they have participated.

- a. Appropriate paperwork with proof of presentation and copy of conference agenda must accompany the form.
- b. Time off in this situation will be for travel and presentation only.

While on elective rotations: A student may submit a request for an excused absence to attend one (1) professional meeting, time not to exceed 3 days off rotation. The meeting agenda must accompany the Clerkship Program Excused Absence Request Form.

Personal vacations/family reunions, etc are not part of this policy. Vacations can be scheduled periodically, provided all curriculum requirements will be met, with the assistance of your Student Support Advocate. Vacations will not be permitted on any core rotation or elective rotation.

Policy for Medical Student Supervision

Supervisors of the Medical Students in the Clinical Setting

The MSUCOM curriculum includes required clinical experiences in a variety of clinical learning environments. The role of the student is to participate in patient care in ways that are appropriate for the student's level of training and experience and to the clinical situation. The student's clinical activities will be under the supervision of licensed physicians. This supervising physician may delegate the supervision of the medical student to a resident, fellow, or other qualified healthcare provider, however, the supervising physician retains full responsibility for the supervision of the medical students assigned to the clinical rotation and must ensure his/her designee(s) are prepared for their roles for supervision of medical students.

The physician supervisor and his/her designee(s) must be members in good standing in their facilities and must have a license appropriate to his/her specialty of practice and be supervising the medical student within that scope of practice as delineated by the credentialing body of the facility.

Level of Supervision/Responsibilities

Clinical supervision is designed to foster progressive responsibility as a student progresses through the curriculum, with the supervising physicians providing the medical student the opportunity to demonstrate progressive involvement in patient care. MSUCOM students will be expected to follow clinical policies of the facility regarding medical records and clinical care. Medical student participation in patient history/physical exam, critical data analysis, management, and procedures will include factors, but not limited to:

- The students demonstrated ability
- The students level of education and experience
- The learning objectives of the clinical experience

First and second year medical students will be directly supervised at all times (supervising physician or designee present or immediately available).

Third and fourth year medical students will be supervised at a level appropriate to the clinical situation and student's level of experience. For some tasks, indirect supervision may be appropriate for some students. Direct supervision would be appropriate for advanced procedures.

Supervising physicians will provide medical students with timely and specific feedback on performance. The supervising physician will complete a mid-rotation evaluative discussion with the medical student. Supervising physicians will complete a summative evaluation and are encouraged to contact the course/clerkship director with any gaps in student performance.

Medical students with any concern regarding clinical, administrative, and educational or safety issues during his/her rotation will be encouraged to contact the supervising physician or clerkship/course director.

Statement of Professionalism

Principles of professionalism are not rules that specify behaviors, but guidelines that provide direction in identifying appropriate conduct. These principles include the safety and welfare of patients, competence in knowledge and skills, responsibility for consequences of actions, professional communication, confidentiality, and lifelong learning for maintenance of professional skills and judgments. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity and morals displayed by the student to faculty, peers, patients and colleagues in other health care professions. Students are expected to conduct themselves at all times in a professional manner and to exhibit characteristics of a professional student.

Students Rights and Responsibilities

Each individual student is responsible for their behavior and is expected to maintain standards of academic honesty. Students share the responsibility with faculty for creating an environment that supports academic honesty and principles of professionalism. Proper relationship between faculty and student are fundamental to the college's function and this should be built on mutual respect and understanding together with shared dedication to the education process. It is a fundamental belief that each student is worthy of trust and that each student has the right to live in an academic environment that is free of injustice caused by dishonesty. While students have an obligation to assist their fellow students in meeting the common goals of their education, students have an equal obligation to maintain the highest standards of personal integrity.

MSU Email

To facilitate communication from faculty and staff to students, students are required to have a functioning MSU email address. Students are responsible for checking their MSU email accounts daily and maintaining their MSU mailboxes so that messages can be received.

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 clinical education program.

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.

Use of Electronic Devices

Students are expected to be fully engaged in the clinical education experience. Using electronic devices while on clerkships or during other required activities can be distracting and disrespectful to patients, preceptors, lecturers, and fellow students. Electronic devices are not to be used during rounds, meetings, small groups or lectures, or when in the room with patients: the only exception would be if instructed to do so by an attending or resident faculty member. Students wishing to retrieve information that may be relevant to the patient or small group discussion should get permission to do so from the faculty member. It is never appropriate for students to use electronic devices for reading e-mail, texting, surfing the web or other personal activities while on any clerkship required activity. Students may receive unprofessional behavior notation(s) for failure to use electronic devices appropriately.

Faculty Responsibilities

It is the responsibility of the college faculty to specify the limits of authorized aid (including but not limited to exams, study aids, internet resources and materials from senior students) in their syllabi, and it is the responsibility of students to honor and adhere to those limits. Course instructors shall inform students at the beginning of the semester of any special criteria of academic honesty pertinent to the class or course.

It is the responsibility of the clinical faculty to provide students with ongoing feedback during rotation upon request. Clinical faculty are generally recommended (though not required) to limit student assigned duty hours from 40 to 60 hours weekly (and not exceeding 60 hours). Both faculty and students are to be treated fairly and professionally in order to maintain a proper working relationship between trainer and trainee.

Course Grades

- **P-Pass** – means that credit is granted and that the student achieved a level of performance judged to be satisfactory according to didactic and clinical performance by the department.
- **N-No Grade** – means that no credit is granted and that the student did not achieve a level of performance judged to be satisfactory according to didactic and clinical performance by the department.
- **ET-Extended Grade** – means that a final grade (“Pass” or “No Grade”) cannot be determined due to one or more missing course requirements. Once all course requirements have been completed, received, and processed, the ET grade will be changed to a final grade. An “ET” will NOT remain on a student’s transcript.

N-GRADE POLICY

- Remediation is not offered for Clerkship courses. Any student who receives an N grade in the Clerkship Program will be required to appear before the COSE Clerkship Performance Subcommittee (COSE).

Student Visas

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 has been determined, the student may be issued a Verified Individualized Services and Accommodation (VISA) form. Students must present this VISA form to the Clerkship Team (COM.Clerkship@msu.edu), A-332 East Fee Hall, at the start of the semester in which they intend to use their accommodations (for tests, projects, labs, etc.). Accommodation requests received after this date will be honored whenever possible.

If updates or modifications to an existing VISA form are made after the semester begins, it is the responsibility of the student to submit an updated version to the Clerkship Team (COM.Clerkship@msu.edu) if he or she intends to use the new accommodation going forward.

MSUCOM Standard Policies

Rotation Evaluations

***Attending/Faculty/
Resident
Evaluation of
Student***

Students are responsible for assuring that his/her clinical supervisor receives the appropriate evaluation form. Forms can be accessed via the "Attending Evaluation" link in the student's Kobiljak online Clerkship schedule.

Students should assertively seek feedback on his/her performance throughout the course of the clinical rotation. Students should also sit down and discuss the formal evaluation with the clinical supervisor.

Students should keep a copy of the evaluation and leave the original with the Medical Education Office at the clinical training site where that office will review, sign, and forward the completed form to the COM Clerkship Office. It is important to know that evaluations will not be accepted by the COM Clerkship Office if submitted by the student. Any evidence of tampering or modification while in the possession of the student will be considered "unprofessional behavior" resulting in an "N" grade and review by the Committee on Student Evaluation (COSE) and/or the College Hearing Committee.

Grades are held until all rotation requirements, including evaluation forms, are received. Be sure you are using the correct form.

***Student Evaluation
of Rotation***

Students will submit their rotation evaluations electronically at the conclusion of every rotation through the clerkship schedule.

Exposure Incidents Protocol

You must also notify your attending and the DME Office of your base institution of the incident. A form has been developed by the University to report exposure incidents. These forms should be on file in your DME's office. While on rotations that occur outside of the base hospital system notify your attending immediately of any exposure, and follow the MSU procedure for evaluation and treatment. The form can be accessed at (<https://com.msu.edu/current-students/clerkship-medical-education/injury-and-property-damage-reports>).

Please make yourself familiar with the procedure and the form.

Student Name _____ Student ID# _____

Patient Types and Procedure Log

Procedure	#Required	Date	Supervisor Initials
Evaluate 2 patients with Musculoskeletal trauma	1. 2.		
Evaluate 2 patients with Fluid/electrolyte disturbances	1. 2.		
Perform five toddler (ages 2-4) evaluations for any complaint	1. 2. 3. 4. 5.		
Participate in two splint applications	1. 2.		
Evaluate five patients with a fever	1. 2. 3. 4. 5.		
Participate in two laceration repairs	1. 2.		
Evaluate two patients with a head injury	1. 2.		
Evaluate 1 patient with a toxic exposure	1.		