AY 2026-2027 Pediatrics Clerkship

Clerkship Co-Directors

Dr. Natalia Sidhu
Natalia.Sidhu@ttuhsc.edu

Dr. Hugo Kato
hkatoben@ttuhsc.edu

Program Coordinator

Veronica Payan
Veronica.Payan@ttuhsc.edu

Clerkship Description

Objectives for the Pediatrics clerkship follow the current COMSEP (Council on Medical Student Education in Pediatrics) General Clerkship Curriculum (2019 COMSEP Curriculum Revision) organized around 3 key themes – care of the well child, care of the acutely ill child, and care of the chronically ill child. The objectives also reflect the integrated nature of the OPSEF block. Some topics covered during the block have been identified as "shared topics" between OB-GYN and Pediatrics and will be addressed with students through integrative lectures, activities, simulations, case conferences, shared rounds, and/or the end-of-block OSCE. Examples of shared topics include adolescent gynecology/contraception, adolescent STIs, pregnancy/birth, neonatology, intrauterine/fetal/congenital infections of the newborn (Vertical Integration in Clinical Education session, VICE), Emergency Delivery simulation (EDS), Poor Outcome of birth/Root-Cause Analysis (RCA), Discharge Planning activity, , Interprofessional Education (IPE) activity, and an Ethics activity.

Clerkship Locations

Various, including outpatient and subspeciality experiences at Texas Tech general pediatrics clinic, community sites, EPCH Multispecialty Center and inpatient experiences at UMC Well Baby Nursery and EPCH Wards. Please see Elentra for location details or ask the Coordinator prior to the scheduled rotation.

Clerkship Objectives

Medical Knowledge

Goal: You must acquire knowledge about established and evolving biomedical, epidemiological, clinical, and psychosocial sciences and apply this knowledge to patient care. You will develop an understanding in the assessment and management of common

clinical conditions in pediatrics in the inpatient and the outpatient setting. You will demonstrate the ability to acquire, critically interpret, and apply this knowledge.

Objectives: Recognize the signs and symptoms of common pediatric problems including the following (1.1-1.8, 2.1 – 2.6, 3.1, 3.3):

- Health supervision/Preventative care from birth through adolescence
- Growth
- Development
- Behavior
- Nutrition
- Issues unique to the newborn Issues unique to the adolescent
- Common acute pediatric illness/common pediatric complaints
- Common chronic illness and disability
- Therapeutics with specific pediatric dosing of medications
- Fluid and electrolyte management appropriate for age and clinical situations
- Pediatric emergencies
- Child abuse and mistreatment/Non-accidental trauma

Patient Care

Goal: You must be able to provide patient-centered care that is age-appropriate, compassionate, and effective for the treatment of health problems and the promotion of health.

Objectives: By the completion of this clerkship, you will be able to:

- Determine which patients can be managed in an outpatient setting and/or general inpatient setting, and which require higher levels of care and expertise in a critical care unit (1.5, 1.6, 7.2, 7.3, 8.1).
- Demonstrate skills at the MS III level in evaluating, diagnosing, managing, and determining the appropriate disposition of pediatric patients (1.1–1.8, 2.1–2.3, 3.4-3.5, 6.2-6.4,7.2)
- Develop differential diagnoses, planning diagnostic staaaudies, formulate and implement therapeutic options and plans for discharge of patients under the student's care (1.2–1.4, 1.6, 1.8, 2.2-2.3, 2.6).
- Utilize appropriate consultants/subspecialists (1.5-1.6, 4.2, 6.2, 7.2).
- Utilize diagnostic testing and imaging resources effectively and efficiently (1.1, 1.3, 6.2, 6.3).

Interpersonal and Communication Skills

Goal: You must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their families, and professional associates. You will develop knowledge of specific techniques and methods that facilitate effective, empathic communication and cultural sensitivity.

Objectives: You will demonstrate the ability to:

- Communicate effectively with families and patients (considering patients age/ developmental levels) (4.1–4.4).
- Interview adolescent patients in an effective manner (4.1–4.4).
- Appropriately utilize interpreters, if necessary, to communicate with non-English speaking patients (4.1, 4.3, 6.2, 7.2, 8.1).
- Communicate effectively and respectfully with physicians and other health professionals in order to share knowledge and discuss management of patients (4.2, 4.4).
- Maintain professional and appropriate interactions with patients and their caregivers (4.1, 4.3, 5.1, 5.6).
- Effectively listen and utilize verbal and writing skills to communicate with patients, families, and members of the health care team (4.1–4.4, 7.2, 7.3).

Professionalism & Ethics

Goal: You must demonstrate a commitment to carrying out professional responsibilities (both clinically and academically), adherence to ethical principles, and sensitivity to a diverse patient population.

Objectives: During this clerkship, you will demonstrate:

- Sensitivity to patient and family concerns (5.1, 5.6, 5.7).
- Acceptance of parent and patient differences in culture, beliefs, attitudes, and lifestyle (5.1).
- The ability to manage personal biases in caring for patients of diverse populations and different backgrounds, and to recognize how these biases may affect care and decision-making (5.1, 5.4, 8.3, 8.4, 8.5).
- Respect for patient privacy and confidentiality (5.2, 5.5, 5.7).
- Commitment to following through with professional obligations (clinical and academic) and to the timely completion of assigned tasks and duties (4.4, 5.3, 5.7, 7.3, 8.1, 8.4).
- Commitment to treat faculty, residents, staff, patients, and fellow students with respect and courtesy (5.1, 5.3, 5.7, 7.3, 7.4).
- Advocate for patient needs (5.7, 6.2-6.4).

Practice Base Learning and Improvement

Goal: You must understand the application of scientific evidence and seek and accept feedback for continuous self-improvement in patient care and educational practices. You will develop that ability to identify your own deficiencies and remediate them.

Objectives: During this clerkship, you will:

- Demonstrate the use electronic technology (e.g., PDA, PC, internet) for accessing

and evaluating evidenced-based medical information (e-medicine, journals, textbooks, etc.) (1.2, 2.2-2.4, 3.1, 3.3, 3.4, 8.4).

- Accept feedback from the faculty, residents, and other team members, and incorporate this to improve your clinical practice (3.3, 5.3).
- Demonstrate a basic understanding of quality improvement principles and their application to analyzing and solving problems in patient care (3.2).
- Participate fully in educational activities. (3.2)

Systems-Based Practice

Goal: You must demonstrate an awareness of medical systems, responsiveness to the larger context and system of health care, and the ability to effectively utilize system resources to provide optimal care. You will develop an appreciation of supportive health care resources and understand their utilization as part of patient advocacy.

Objectives: During this clerkship, you will demonstrate the ability to:

- Understand the health system and utilize ancillary health services and specialty consultants properly (1.1-1.2, 1.5-1.6, 6.1-6.2, 6.4, 7.2, 8.1, 8.3, 8.4).
- Utilize the integrated systems available to help the mother and infant with unexpected complications or problems during the perinatal period (i.e. neonatal resuscitation teams in delivery room, lactation consultants, etc.) (1.1-1.2, 1.5-1.6, 6.1-6.2, 6.4, 7.2, 8.1, 8.3, 8.4).

Interprofessional Collaboration

Goal: You must demonstrate the ability to engage in an inter-professional team in manner that optimizes safe, effective patient and population-centered care.

Objectives: During this clerkship, you will demonstrate the ability to:

- Use knowledge of one's own role and the roles of other health care professionals to work together in providing safe and effective care. (7.1-7.2)
- Function effectively as a team member. (7.3)

Personal and Professional Development

Goal: You must demonstrate the qualities required to sustain lifelong personal and professional growth.

Objectives: During this clerkship, you will demonstrate the ability to:

- Recognize when to take responsibility and when to seek assistance. (8.1)
- Demonstrate flexibility in adjusting to change and/or difficult situations. (8.3)
- Demonstrate the ability to employ self-initiated learning strategies (problem definition, identification of appropriate learning resources, and critical appraisal of information) when approaching new challenges, problems, or unfamiliar situations. (3.1)
- Reflect on clinical experiences with goal of finding meaning in your work and

strengthening resiliency. (8.2)

Integration Threads

_Geriatrics	X Patient Safety	X Communication Skills	X Professionalism	X Palliative Care
X Basic Science	X Pain Management	X Diagnostic Imaging	X EBM	_Clinical & Translation Research
X Ethics	X Chronic Illness Care	X Clinical Pathology	X Quality Improvement	X Preventive Care

Pediatric Threads

In addition to these components being encountered or modeled during inpatient and outpatient clinical activities, activities that specifically address these are:

- Ethics & Professionalism:
  - Defined and explained during clerkship orientation and modeled during clinical encounters
  - Combined Ethics Activity - involving didactics, role playing
  - Morning or noon report
  - Peer Teaching Session (VICE activity)
  - Emergency Delivery Simulation
  - Interprofessional Education activity
- Patient safety & Quality Improvement:
  - Mock root cause analysis
  - Morning or noon report
  - Discharge Planning Activity
- Communication Skills:
  - OSCE
  - Emergency Delivery Simulation
  - Peer Teaching Session (VICE activity)
  - Ethics Activity – Mock Ethics Committee Meeting
- Basic Science:
  - Didactic lectures
  - Morning or noon report
  - ILP
  - VICE (vertical integration in clinical education) sessions
  - Clinical encounters including Newborn Nursery (Texas Newborn Screening:biochemistry, genetics), Wards (pathophysiology, pharmacology)
- EBM:
  - Morning or noon report

    - Clinical encounters
    - OSCE
    - Didactics
- Pain management, Diagnostic imaging, Palliative care, & Chronic illness care
    - Morning or noon report
    - Clinical Encounters
- Clinical Pathology
    - Morning or noon report
    - Clinical Encounters
    - VICE (vertical integration in clinical education) sessions
    -
- Preventative Care
  - Morning or noon report
  - Clinical encounters
  - Didactics
- Underserved Population
    - SNAP Challenge
    - Discharge Planning activity
    - Interprofessional Education activity
    - Clinical encounters, utilizing resources via Case Management and Social Work

OpLog Requirements:

Please see Appendix C for a complete list of required patient encounters for the Pediatric Clerkship. Please monitor your OpLog Dashboard to ensure that you are on track to complete his requirement. If you do not log a required encounter, you will need to complete an alternate assignment. Your progress will be reviewed at your mid-clerkship meeting.

You are responsible for informing the Clerkship Director or Coordinator if you have not completed a required patient encounter in time for an alternative experience to be arranged (typically consisting of an Online Med Ed or Aquifer module). A check-in of your OpLog occurs during the mid-clerkship evaluation. It is then your responsibility to inform the Coordinator when and how (clinical encounter or alternate experience) you satisfied the requirements.

Calendar of Required* Clerkship Events:

Morning Report - every Friday@ 8:00 A.M. in various locations (see Elentra schedule): Senior resident discusses admissions from the night before and an interesting case is presented.

Noon Report – every Monday @ 12:30pm in various locations (see ELentra schedule): Senior resident discusses interesting case and provides clinical pearls for diagnosis and management.

Pediatric Grand Rounds - 1st and 3rd Wednesday of the month from 8:00 A.M. – 9:00 A.M. in various locations (see Elentra schedule). This activity contributes to students' CME

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credit requirements.

*Attendance at above activities are required for students on a Pediatric rotation that week.

Rotations

The Pediatrics component of the OPSEF block occurs in the following settings:

- Inpatient Newborn/Well Baby Nursery
- Wards
- Outpatient
- General Pediatrics
- Subspecialty Pediatrics

Inpatient Services

Newborn/Well Baby Nursery

You are supervised by the attending faculty and residents in the Well Baby Nursery. During this time, you will:

- Learn the normal newborn exam, identify physical findings that are normal variants and those that represent pathology, and communicate this information to faculty, residents, and others.
- Learn about jaundice in the newborn and determine how to differentiate pathologic etiologies from physiologic ones.
- Learn about the Texas Newborn Screening.
- Learn what circumstances require NICU consultation and/or transfer

Pediatric Wards

You are integrated into the Pediatric Ward team which include interns (from Pediatrics, Family Medicine, and Psychiatry), senior residents (from Pediatrics and Family Medicine), attending hospitalists, , nurses, pharmacists, respiratory therapists, social workers, case managers, PT/OT/SLT, nutritionists, families, and the patients. You are expected to complete documentation on your own patients. You are supervised by pediatric house staff and pediatric hospitalists. You will:

- Learn about pathophysiology and management of acute and inpatient illnesses that affect healthy children and children with chronic diseases.
- Learn about pathophysiology and management of post-operative conditions, including pain control.
- Learn to triage patients and escalate care as needed.
- Learn to take a full, detailed history and perform a thorough pediatirc physical exam.
- Learn the mechanics of hospital care, including documentation, consultation of other specialties, identifying discharge needs and resources, and safe hand-offs of patient care.

Outpatient Services

General Pediatric Clinic
You will experience all aspects of outpatient pediatric care, including taking vital signs, administering hearing and sight exams, giving immunizations, and patient management. You are involved in the care of children from post-nursery discharge through adolescence. You may experience delivering care at the urgent care center. Outpatient experience will occur at TTUHSC EP Clinic a and in community faculty offices. You will learn:

- To complete an age-appropriate H&P on children of all ages.
- To anticipate common developmental milestones, nutritional requirements, and safety needs to provide appropriate anticipatory guidance to caretakers.
- To screen for developmental problems and learn when to refer children for an in-depth evaluation by a specialist.
- To recognize illnesses/conditions commonly treated by a general pediatrician and learn when to refer to a subspecialist.

About nutrition by participating in the team activity SNAP (Supplemental Nutrition Assistance Program [food stamps]) Challenge. You will generate a meal plan for a hypothetical child simulating utilization of funds from a weekly average SNAP benefit.

Other Rotations

Subspecialty Rotations: at least one ambulatory session required
You will interact with patients and subspecialty physicians and teams on multiple subspecialty services. You will:

- Learn how children who require subspecialty care are referred to pediatric subspecialists.
- Learn how to diagnose and manage common subspecialty illnesses and conditions.
- Learn the challenges of managing chronic illnesses for physicians and families.

Possible Subspecialty rotations
Anesthesiology:

- You will learn the scope of Pediatric Anesthesiology practice in the OR, including evaluation of an infant or child for surgery, management of infant or child throughout surgery and recovery from anesthetics, as well as assessment of the neurologic and cardiorespiratory stability of a child while under care of a Pediatric Anesthesiologist.
- You will learn the scope of Pediatric Anesthesiology practice outside the OR, possible including consultation for pain management and provision of sedation/anesthesia for procedures done in areas other than the OR.
- You will demonstrate basic skills to manage a pediatric airway.
- You will appreciate the teamwork involved in safely taking a child from their pre-surgical state to their postsurgical state.

Cardiology:

- You will learn the spectrum of diseases and conditions in Pediatric Cardiology,

including how they present in the pediatric population, how they are diagnosed, and the treatment and sequelae.

- You will be able to articulate the criteria for referring patients to a Pediatric Cardiologist.
- You will learn to manage patients with pediatric cardiac diseases in inpatient and outpatient settings.
- You will recognize and understand the impact of acute and/or chronic cardiac disorders in the life of the developing child and family.

Developmental and Behavioral Pediatrics

- You will be able to articulate the criteria for referring patients to a Developmental Pediatric specialist.
- You will learn to diagnoses, manage, and follow patients with developmental disabilities in the outpatient settings.

Emergency Medicine

- You will learn the spectrum of diseases and conditions presenting to a Pediatric Emergency
- Department, how they are diagnosed, and the treatment and sequelae.
- You will be able to articulate the criteria for triage in the Pediatric ED. You will be able to articulate hospital admission criteria and criteria for discharge from the Pediatric ED.

Gastroenterology

- You will learn the spectrum of diseases and conditions in Pediatric Gastroenterology, including how they present in the pediatric population, how they are diagnosed, and the treatment and sequelae.
- You will be able to articulate the criteria for referring patients to a Pediatric Gastroenterologist.
- You will learn to manage patients with pediatric GI diseases/disorders in inpatient and outpatient settings.
- You will recognize and understand the impact of acute and/or chronic GI disorders in the life of the developing child and family.

Hematology/Oncology

- You will learn the spectrum of diseases and conditions in Pediatric Hematology/Oncology, including how they present in the pediatric population, how they are diagnosed, and the treatment and sequelae.
- You will be able to articulate the criteria for referring patients to a Pediatric Hematologist/Oncologist.
- You will learn to manage patients with pediatric hematologic and oncologic diseases/disorders in inpatient and outpatient settings.
- You will recognize and understand the impact of acute and/or chronic hematologic and oncologic disorders in the life of the developing child and family.

Infectious Diseases

- You will learn the spectrum of diseases and conditions in Pediatric Infectious Disease, including how they present in the pediatric population, how they are diagnosed, and the treatment and sequelae.
- You will be able to articulate the criteria for referring patients to a Pediatric Infectious Disease Specialist.
- You will learn to manage patients with pediatric ID diseases/disorders in inpatient and outpatient settings.
- You will recognize and understand the impact of acute and/or chronic ID disorders in the life of the developing child and family.

Neonatology/NICU Follow-up Clinic

- You will articulate reasons that patients are admitted to a NICU.
- You will understand how neonates present with common critical illnesses/conditions, how they are diagnosed, and the treatment and sequelae.
- You will understand and appreciate the importance of the multidisciplinary team in the care of the critically ill neonate.
- You will recognize the importance of technology and pharmacology in the care of the critically ill neonate.
- You will understand the impact of acute and/or chronic critical illness has on the developing neonate and family.
- You will understand the importance of following patients after discharge from the NICU.
- You will screen for developmental milestones and provide anticipatory guidance.

Neurology

- You will learn the spectrum of diseases and conditions in Pediatric Neurology, including how typical neurological diagnoses (stroke, seizures, neuroinflammatory diagnoses) present in children, what are the tools for diagnosis, what are basic treatment strategies.
- You will know what patients are appropriate for evaluation with pediatric neurology and with what urgency (e.g., outpatient referral – urgent or non-urgent – versus referral to emergency room for immediate evaluation).
- You will be able to articulate a differential diagnosis for common conditions such as seizures, developmental problems, or neuromuscular concerns
- You will be able to explain the role of and limitations of common tests used (EEG, imaging, genetic testing, biochemical testing).
- You will be able to articulate situations in which shared decision making is appropriate (e.g., medication effects, seizure burden).

Nephrology

- You will learn the spectrum of diseases and conditions in Pediatric Nephrology, including how they present in the pediatric population, how they are diagnosed,

and the treatment and sequelae.

- You will be able to articulate the criteria for referring patients to a Pediatric Nephrologist.
- You will learn to manage patients with pediatric kidney diseases/disorders in inpatient and outpatient settings.
- You will recognize and understand the impact of acute and/or chronic kidney disorders in the life of the developing child and family.
- You will articulate the types of dialysis available to infants and children, as well as the indication for each type of dialysis.

Orthopedics

- You will learn the spectrum of diseases and conditions in Pediatric Orthopedics, including how they present in the pediatric population, how they are diagnosed, and the treatment and sequelae.
- You will be able to articulate indicate indications for and timing of surgery for common pediatric orthopedic conditions.
- You will be able to articulate the criteria for referring patients to a Pediatric Orthopedic Surgeon.
- You will learn to manage patients with pediatric orthopedic diseases/disorders in inpatient, outpatient, and OR settings.
- You will recognize and understand the impact of acute and/or chronic orthopedic disorders in the life of the developing child and family.

Pathology

- You will understand the scope of services that a Pediatric Pathologist performs.
- You will learn how Pathology is integral to and is integrated with the multiple services offered by a Pediatric Hospital.

Not all experiences may be available each week. Availability of experiences may vary throughout the academic year. Student preferences may not be accommodated.

Clinical Components and Assessments

Procedures

During this clerkship, you will not be directly responsible for any procedures while on a Pediatric rotation; however, you may be asked to assist and will be expected to keep a log of the procedures in which you have participated.

Assessment

Assessment forms used throughout the block are located in Appendix D.

There are 2 assessment forms used in the Pediatric Clerkship – Pediatric Clinical Assessment form (Long form) and the Assessment card (Short form). You are expected to get one evaluation (long form or short form) per week. Honors for professionalism must be accompanied by comments describing

the exceptional behavior or the grade will revert to a Pass.

- The Pediatric Clinical Assessment form (Long form) is for use on Wards (minimum of 2 from two different evaluators required) and Nursery (minimum of 1 required). You may obtain a Long form evaluation from outpatient general pediatric or subspecialty clinic rotations if you have had ≥ 3 encounters with the same evaluator (cumulative over Clerkship). An encounter is considered 1 day in the inpatient setting and ½ day in the outpatient setting.
- Pediatric Clinical Assessment Card (Short form) is used for < 3 encounters (cumulative over Clerkship) with evaluator in the outpatient setting. Note that due to time restrictions in the outpatient setting, the Short form is unable to evaluate on 4 of the 8 competencies that require a longitudinal experience between the preceptor and the trainee. The Short form will evaluate on Knowledge for Practice, Patient Care & Procedural Skills, Interpersonal & Communication Skills, and Professionalism only.
- A long form is not required to be obtained in the outpatient setting, as continuity with any given preceptor varies from student-to-student.

Clinical assessments will be completed by faculty and resident preceptors based on the following expectations:

Competency	Exceeds Expectations	Meets Expectations	Needs Improvement
Knowledge for Practice	MS exceeds in the ability to: • Describe main medical disorders in detail • Apply this knowledge in detail to patient care	MS has the ability to: • Describe main medical disorders • Apply this knowledge to patient care	MS has deficiencies in: • Knowledge of main medical disorders • Applying knowledge to patient care
Patient Care & Procedural Skills	MS exceeds in the ability to: • Collect a detailed history from a patient or caregiver • Collect additional patient information from the medical record • Obtain relevant ancillary history including social history to identify barriers to care • Narrow the DDx to 2-3 most likely • Formulate a detailed treatment plan • Take ownership of patients and address their problems	MS has the ability to: • Collect a history from a patient or caregiver • Collect additional patient information from the medical record • Narrow the DDx to 2-3 most likely • Formulate a basic treatment plan	MS has deficiencies in: • Collecting an accurate, appropriate history from a patient or caregiver • Reviewing the medical record to collect additional history • Formulating a basic treatment plan
Interpersonal Skills & Communication	MS exceeds in the ability to:	MS has the ability to:	MS has deficiencies in:

	• Easily develop rapport with the team, patients • Easily and effectively communicate to relay information on rounds, during case presentations, and in documentation	• Develop rapport with the team, patients, and caregivers Relay information on rounds, during case presentations, and in documentation	• Communicating with the team, patients, and caregivers • Relaying information on rounds, during case presentations, and in documentation
Professionalism	MS exceeds in the ability to: • Demonstrate effective collaboration with team members and peers • Utilize appropriate body language and communication at all times • Take ownership of patients • Consistently remain punctual and prepared • Demonstrate excellent behavior during clinical and academic encounters	MS has the ability to: • Avoid conflicts with team members and peers • Utilize appropriate body language and communication • Remain punctual and reliable • Dress and groom appropriately • Appropriately utilize technology during clinical and academic encounters	MS has deficiencies in: • Avoiding conflicts with team members and peers • Appropriate use of body language and communication • Ensuring punctuality and reliability • Ensuring dressing and grooming are appropriate • Ensuring appropriate and professional use of technology during clinical encounters and academic settings
Practice Based Learning and Improvement	MS exceeds in the ability to: • Consistently take initiative in increasing medical knowledge and skills • Demonstrate reading and critical interpretation of guidelines and latest evidence • Asking for, accepting, and incorporating feedback positively	MS has the ability to: • Take initiative in increasing medical knowledge and skills Accept and incorporate feedback	MS has deficiencies in: • Demonstrating initiative and interest in learning Accepting and incorporating feedback
Systems-Based Practice	MS exceeds in the ability to: • Effectively utilize healthcare resources • Advocate for patients and their needs to ensure safe and appropriate	MS has the ability to: • Understand healthcare resources • Understand and advocate for patient needs	MS has deficiencies in: • Appropriately utilizing healthcare resources • Advocating for patients Understanding benefits, risk, and cost of care

	discharge • Appropriately consider benefits, risks, and costs of care for all groups • Appropriately propose referrals and processes to maintain continuity of care and successful transitions of care	Understand benefits, risk, and cost of care for certain groups	
Interprofessional Collaboration	MS exceeds in the ability to: • Consistently avoid conflicts • Collaborate with the team including multidisciplinary healthcare professionals • Consistently contribute positively and meaningfully to the team	MS has the ability to: • Avoid conflicts with team • Collaborate with the team Acceptably contribute to the team	MS has deficiencies in: • Collaborating with the team Contributing to the team
Personal & Professional Development	MS exceeds in the ability to: • Consistently demonstrate qualities needed to sustain professional growth • Recognize when to take responsibility and when to ask for assistance • Demonstrate healthy coping in response to stress • Demonstrate flexibility in adjusting to change and difficult situations • Appropriately utilize resources to ensure effective personal and professional growth	MS has the ability to: • Demonstrate qualities needed to sustain professional growth • Takes responsibility when asked • Demonstrates healthy coping • Utilizes resources for personal and professional growth	MS has deficiencies in: • Demonstrating qualities needed to sustain professional growth • Taking responsibility • Demonstrating healthy coping Adjusting to change

Table 1. Competency Expectations. MS = medical student

Mid-Clerkship Review

Approved by CEPC April 2026, updated June 2026

You will meet with one Clerkship Co-Director on your 5th week of a Pediatric rotation (unless on Wards rotation or other arrangements are made) to review progress, status of requirement completion, identification of red flags, etc.

An email will be sent to you by the Coordinator regarding the scheduling of your mid-clerkship meeting, which will take place via WebEx. This will also be listed on you Elentra schedule. Attendance at the mid-clerkship review is mandatory.

Pediatric Final Clerkship Assessment

- See Common Clerkship Policy for detailed requirements, including grades for clinical competencies, OSCE, and NBME
- All clinical competencies are graded as: Needs Improvement, Meets Expectations, or Exceeds Expectations. See Table 1 for detailed expectations.

The final clerkship competency grades are based on a weighted combination of graded activities and assignments with averaged competency grades from clinical evaluations (including comments, intended to justify competency scores).

Competency	Components	Source
Knowledge for Practice	• Identifies biopsychosocial issues relevant to patient treatment. • Can compare and contrast normal variation and pathological states commonly encountered in Pediatrics. • Can independently apply knowledge to identify problem.	Faculty & Resident evaluations, Observed H&Ps, Prescription writing, Handoff evaluations, Delivery Room Simulation, Continuity Patient, SNAP Challenge,
Patient Care & Procedural Skills	• Completes an appropriate history. • Exam is appropriate in scope and liked to history. • Generates a comprehensive list of diagnostic considerations based on the integration of historical, physical, and laboratory findings. • Provides preventive healthcare services and promotes health in patients • Appropriately documents findings.	Faculty & Resident evaluations, Observed H&Ps, Prescription writing, Handoff tool evaluation, Delivery Room Simulation, Continuity Patient

Interpersonal & Communication Skills	• Communicates effectively with patients and families across a broad range of socio-economic and cultural backgrounds. • Presentations to faculty or resident are organized.	Faculty & Resident evaluations Observed H&Ps, Prescription writing, Handoff evaluations, Continuity patient, Ethics activity, Communication w/ Director & Coordinator, EDS, VICE presentation
Practice-Based Learning & Improvement	• Takes the initiative in increasing clinical knowledge and skills. • Accepts and incorporates feedback into practice	Faculty & Resident evaluations, Aquifer Pediatric cases, EDS ILP Ethics activity, VICE presentations
System-Based Practice	• Effectively utilizes medical care systems and resources to benefit patient health. • Demonstrates understanding of processes for maintaining continuity of care throughout transitions (change in team of providers or transfer in level of care).	Faculty & Resident evaluations, Discharge Planning activity, Mock RCA, Ethics activity
Professionalism	• Is reliable and dependable • Acknowledges mistakes • Displays compassion and respect for all people. • Demonstrates honesty in all professional matters • Protects patient confidentiality • Dress and grooming appropriate for the setting	Faculty & Resident evaluations (to receive Honors, must have comments documenting exceptional professional, otherwise reverts to Pass) Timely completion of course requirements, Clinical and academic professionalism (outlined below) Ethics case, Timely OpLog Entry with completion of required patient

		encounters, VICE session
Interprofessional Collaboration	• Works professionally with other health care personnel including nurses, technicians, and ancillary service personnel • Is an important, contributing member of the assigned team.	Faculty & Resident evaluations, Ethics activity , Discharge Planning activity, SNAP challenge, Mock RCA, IPE activity with UTEP students
Personal and Professional Development	• Recognizes when to take responsibility and when to seek assistance • Practice flexibility in adjusting to change and difficult situations	Faculty & Resident evaluations, ILP, Reflective writings,

Table 2. Components of Final Clerkship Grade

Boxes at the bottom of Final Assessment include:

- NBME score
- OSCE result
- Overview of assignments
- MSPE Comments
- General Comments (Optional and not for MSPE)
- Final grade for Clerkship – Honors, Pass, Fail

Assignments

In addition to Clinical Evaluations, the following assignments will be used in determining the final grade. They are expected to be turned in by deadline noted on Quick Guide. Failure to turn them in by deadline noted on Quick Guide may mean you will receive a "Needs improvement" in Professionalism and are ineligible for Honors as final grade. If assignments are not handed in by Week 22, your final grade will be "In progress" until assignments are completed at an acceptable level of performance. Please keep copies or photos of all assignments (and evaluations)

you hand in. Alternative assignments will be provided for any absences for mandatory activities or assignments that are deemed insufficient. Failure of assignments or activities (or their alternatives) may result in ineligibility for Exceeding Expectations on the final clerkship grade.

Wards

- Observed H&P – scored by Ward resident or faculty. Scored as Superior/Pass/Fail
    - Superior ≥ 90% of scored items
    - Pass = 70 - 89% of scored items
    - Fail < 70% of scored items
        - Given 2 attempts to pass. If do not pass, may affect ability to receive Honors in appropriate competencies, and as final grade.
- Handoff Tool evaluation – reviewed by Ward resident or faculty

Nursery

- Observed newborn H&P – scored by Nursery resident or faculty
    - Superior ≥ 90% of scored items
    - Pass = 70 - 89% of scored items
    - Fail < 70% of scored items
        - Given 2 attempts to pass. If do not pass, may affect ability to receive Honors in appropriate competencies, and as final grade.

General Pediatric Clinic

- 2 Observed Clinic H&Ps – scored by Clinic faculty or resident
    - Superior ≥ 90% of scored items
    - Pass = 70 - 89% of scored items
    - Fail < 70% of scored items
        - Given 2 attempts to pass. If do not pass, may affect ability to receive Honors in appropriate competencies, and as final grade.
- 4 Mock Prescriptions - reviewed and signed off by Clinic faculty or resident. Must write at least 4 prescriptions on real or mock patients and receive feedback from faculty or resident on format of prescription and accuracy/appropriateness of dosing. The prescription writing may be completed in the outpatient or inpatient setting (or a combination of the two).

SNAP Challenge

- Receipts and meal plan – must complete to fulfill Clerkship requirements.
- Reflective writing- - must complete minimum 1-pagereflection and submit for review by the director

Newborn H&P (Continuity patient)

- Done on your Continuity Patient assigned by OBGYN Coordinator- UMC Nursery

Admission H&P form with Ballard and growth chart, must be signed by Pediatric resident or attending.

- Must complete to satisfaction of Clerkship Director to complete Clerkship requirements.
- Follow-up infant visit notes, if patient is at TTUHSC Clinics

All assignments to be turned in to Clerkship Coordinator and/or Clerkship Director by the end of Clerkship

Aquifer Pediatrics Cases

- 15 Cases must be completed by end of week 22
    - Must complete at least 5 by Mid-Clerkship meeting with Clerkship Director

Discharge Planning Activity

- Honors/High Pass/Pass/Low Pass/Fail
- Evaluated by OB-Gyn and/or Pediatric Clerkship Directors and/or Assistant Clerkship Directors

Ethics Project

- Honors/High Pass/Pass/Low Pass/Fail. Based on preparation, participation, and performance for assigned role.
- Evaluated by OB-Gyn and/or Pediatric Clerkship Directors and/or Assistant Clerkship Directors

Emergency Delivery Simulation (EDS)

- Honors/High Pass/Pass/Low Pass/Fail. Based on preparation, participation, and performance.
- Evaluated by OB-Gyn and/or Pediatric Clerkship Directors and/or Assistant Clerkship Directors

VICE

- Pass/Fail. Based on preparation, participation, and ability to meet required objectives.
- Evaluated by OB-Gyn and Pediatric Clerkship Directors and/or Assistant Clerkship Directors as well as other faculty.

Mock RCA (via OB-Gyn)

- Pass/Fail
- Must complete activity worksheet(s) and participate in didactic activity.

Professionalism Expectations

Expected throughout the Clerkship. Failure to meet standards may result in “Needs improvement” as Professionalism competency grade and result in being ineligible for Honors as final grade. Repeated lapses may result in failure of Clerkship.

Educational Professionalism – including but not limited to:

- Preparation for and attendance at all required educational activities, including clinical experiences, mandatory didactics, and simulations..
- Ensuring instructions are followed for clinical encounters, didactics, simulations per Elentra including communication with preceptors beforehand, as applicable
- Completion of all assignments in a timely manner, including Aquifer cases, asynchronous didactic activities, and alternative assignments a
- Attentiveness and respect to faculty, resident, and other presenters during conferences and didactics. This includes, but is not limited to:
- Appropriate cell phone, laptop, tablet, or other device use. No texting, emailing, social media, or clinical activity.
- Sitting in the first three rows during resident conferences and Grand Rounds.
- Participation when called upon.
- Updating Op-Log on at least a weekly basis
- Entering duty hours daily
- Dressing and grooming appropriately
- Being respectful to all thoseinvolved in your education, including other students.
- Other, as per the Common Clerkship Policy

Clinical Professionalism - including but not limited to:

- Professional interactions and communication with patients, families, and team members
- Respect for personal and professional boundaries
- Punctuality and preparation for clinical experiences Appropriate cell phone and laptop/tablet use
- Dressing and grooming appropriately
- Other, as per the Common Clerkship Policy

Miscellaneous

- Deaths during medical encounters are infrequent but can happen. The death of a child is a tragic event. In the event of a death during your Clerkship, please notify the Clerkship Director and Coordinator. The Clerkship Director should debrief you about the experience and will monitor you going forward.

AI Statement

TTUHSC EP may utilize institution-approved artificial intelligence (AI)-assisted tools to support teaching, learning, and grading processes. AI tools are used to enhance efficiency and consistency; however, they do not replace faculty expertise, professional judgment, or final decision-making authority. Examples of permitted AI-supported functions may include, but are not limited to: assignment completion support where explicitly allowed, verification of submission completeness, preliminary rubric-aligned feedback, similarity checks, scoring assistance, and workflow efficiency improvements. Faculty are responsible for reviewing and verifying AI-generated outputs prior to assigning grades or providing final feedback.

Student use of AI tools (including generative AI platforms) is governed by course-

specific guidelines. In some assignments, AI use may be permitted; in others, it may be limited or prohibited. Students are responsible for understanding and adhering to these expectations. Any AI-generated or AI-assisted content must be appropriately disclosed and cited in accordance with course instructions to maintain academic integrity. Failure to follow course AI guidelines may constitute academic misconduct.

Students should be aware that AI-generated content may contain inaccuracies, incomplete information, or embedded bias. Students remain responsible for the accuracy, originality, and integrity of all submitted work.

Faculty retain full responsibility for final evaluation of student performance. Students may request clarification regarding grading processes or feedback and may appeal decisions through established institutional procedures.

Student Resources

Office of Accessibility Services

TTUHSC EP is committed to providing access to learning opportunities for all students with documented learning disabilities. To ensure access to this course and your program, please contact the Office of Accessibility Services (OAS) by calling 915-215-4398 to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical setting. Accommodations are not provided retroactively, so students are encouraged to register with OAS as soon as possible. More information can be found on the OAS website: https://elpaso.ttuhsc.edu/studentservices/accessibility/default.aspx

Counseling Assistance

TTUHSC EP is committed to the well-being of our students. Students may experience a range of academic, social, and personal stressors, which can be overwhelming. If you or someone you know needs comprehensive or crisis mental health support assistance, on-campus mental health services are available Monday- Friday, 9 a.m. – 4 p.m., without an appointment. Appointments may be scheduled by calling 915-215-TALK (8255) or emailing support.elp@ttuhsc.edu. The offices are located in MSBII, Suite 2C201. Related information can be found at https://elpaso.ttuhsc.edu/studentservices/student-support-center/get-connected/ Additionally, the National Suicide Prevention Lifeline can be reached by calling or texting 988.

Reporting Student Conduct Issues

Campus community members who observe or become aware of potential student misconduct can use the Student Incident Report Form to file a report with the Office of Student Services and Student Engagement. Student behaviors that may violate the student code of conduct, student handbook, or other TTUHSCEP policies, regulations, or rules are considered to be student misconduct. This includes, but is not limited to, plagiarism, academic dishonesty, harassment, drug use, or theft.

TTUHSC El Paso Campus CARE Team

The university CARE Team is here to support students who may be feeling overwhelmed, experiencing significant stress, or facing challenges that could impact their well-being or safety. If your professor notices any signs that you or someone else might need help, they may check in with you personally and will often connect you with the CARE Team. This is not about being "in trouble"—it's about ensuring you have access to trained professionals who can offer support and connect you to helpful resources. Additionally, if you have any concerns about your own well-being or that of a fellow student, please don't hesitate to reach out to let your professor know.
You can also make a referral to the CARE Team using CARE Report Form. Your health, safety, and success are our top priorities, and we're here to help.

Suggested Readings

- Caring for the Hospitalized Child: A Handbook of Inpatient Pediatrics, 3rd Edition. American Academy of Pediatrics Section on Hospital Medicine. Editors: Jeffrey C. Gershel, MD, FAAP and Daniel A. Rauch, MD, FAAP, SFHM, 2023
- El Paso Children's Antimicrobial Stewardship Handbook
- Bright Futures: Guidelines for Health Supervision of Infants, Children and Adolescents, 4th Edition; Editors: Joseph F. Hagan, Jr, MD, FAAP, Judith S. Shaw, EdD, MPH, RN, FAAP; and Paula M Duncan, MD, FAAP, 2017Pediatrics PreTest Self-Assessment And Review, Fifteenth Edition; By Robert J. Yetman, Mark D. Hormann© 2020 | Published: October 18, 2019
- The Philadelphia Guide: Inpatient Pediatrics, 3rd Edition. Samir S. Shah, Jeanine C. Ronan, Marina Catallozzi, Gary Frank
- Clinical Practice Guidelines (various) through the American Academy of Pediatrics (AAP); National Heart, Lung, and Blood Institute (NHLBI), and Infectious Diseases Society of America (IDSA)