



COMSEP

Better Health for All Patients  
Through Pediatric Education

## Pre Clerkship Activities

**Pediatric History**

**Pediatric Physical Exam**

**Communication with caregivers/families**

**Integrating pediatrics into basic science**

**Pediatric Preventive Medicine**

**Pediatric Community Health**

## Pediatric History

Topic	<ul style="list-style-type: none"><li>x <b>Pediatric History</b></li><li>x <b>Pediatric Physical Exam</b></li><li><input type="checkbox"/> <b>Communication with caregivers/families</b></li><li><input type="checkbox"/> <b>Integrating pediatrics into basic science</b></li><li><input type="checkbox"/> <b>Pediatric Preventive Medicine</b></li><li><input type="checkbox"/> <b>Pediatric Community Health</b></li></ul>
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<b>Description of learning activity</b>	<p><b>Peds Physical Diagnosis-Clinical Exam Evening</b></p> <p>-Faculty come in the evening with their children and medical students interested in practice pediatric physical exams. Each faculty leads one station (part of exam) on their own child(ren). (HEENT, CV/Resp, Abd/Vitals, Neuro). Event is planned by the peds interest group, with the help of the peds interest group advisor. Peds interest group obtains funding to provide food for the children. On surveys in past year, all students who participated in this event gave it a 5 (out of 5 on Likert scale) in terms of whether this was useful for their education and whether they enjoyed it. Additionally, when asked to write a reflection describing what was their most meaningful experience in medical school thus far, at least 3 students described this experience. We plan to expand next year to be able to include more students.</p>
<b>Required or elective activity</b>	<input type="checkbox"/> <b>Required</b> <input checked="" type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M2
<b>Number of students (per session and total)</b>	32 students, 8 groups of 4 students/group
<b>Duration of activity (for a single learner)</b>	2 hrs
<b>Time course (e.g., how many sessions over what time period)</b>	1 session in December or January
<b>Location</b>	Simulation Center at Case Western Reserve University
<b>Resources required</b>	Faculty, kids of faculty, simulation center, money for food

(e.g., faculty, pediatric patients, volunteer children, facilities)	
Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Peds Interest Group secures funds for food for the children</p>
Barriers to implementation	-securing space at the simulation center—requires long lead time.
Faculty contact	<a href="mailto:Jill.azok@uhhospitals.org">Jill.azok@uhhospitals.org</a>

Topic	<p><input checked="" type="checkbox"/> <b>Pediatric History</b></p> <p><input checked="" type="checkbox"/> <b>Pediatric Physical Exam</b></p> <p><input type="checkbox"/> <b>Communication with caregivers/families</b></p> <p><input type="checkbox"/> <b>Integrating pediatrics into basic science</b></p> <p><input type="checkbox"/> <b>Pediatric Preventive Medicine</b></p> <p><input type="checkbox"/> <b>Pediatric Community Health</b></p>
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<b>Description of learning activity</b>	<p><b>Peds Physical Diagnosis-Development.</b></p> <p>The director of pediatric physical diagnosis trains 4<sup>th</sup> year preceptors (selected by director and Vice Chair of Education) who have completed a peds AI. Sessions involve 15-20 minute didactic overview of development, mainly focused on CDC videos showing different developmental milestones. Students then go with their 4<sup>th</sup> year preceptor into the hospital to do developmental surveillance on patients or healthy siblings, with a goal of seeing 4-5 patients/session. Session is set up as an overview of development that will give a framework to build on during clerkships.</p>
<b>Required or elective activity</b>	<input checked="" type="checkbox"/> <b>Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M2
<b>Number of students (per session and total)</b>	3-4 students/session, 200 total students
<b>Duration of activity (for a single learner)</b>	1.5 hrs
<b>Time course (e.g., how many sessions over what time period)</b>	1 session/learner. Sessions held in January/February of M2 year
<b>Location</b>	Hospital (Rainbow Babies and Children's)
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	4 <sup>th</sup> year preceptors, pediatric patients (volunteer), location for didactic component that would hold 5 students.

<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Barriers to implementation</b>	-Buy in from Vice Chair of Education and peds clerkship directors of necessity to teach development to pre-clerkship students.
<b>Faculty contact</b>	<b>Jill.azok@uhhospitals.org</b>

<b>Topic</b>	<b>X Pediatric History</b> <b>X Pediatric Physical Exam</b> <b>X Communication with caregivers/families</b> <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input type="checkbox"/> Pediatric Community Health
<b>Description of learning activity</b>	<p><b>1st year students in simulation center working with pediatric patients.</b></p> <p>Children volunteers (plus parents) come in with one of three chief complaints (constipation--infant/toddler; ADHD/well-visit -- school age; headache--teenager). Student takes the appropriate history (more comprehensive for school age; focused for other two) and performs the relevant, but non-invasive physical exam (no otoscopes on infants; no abdominal exam on teenagers).</p> <p>Students then give oral presentation to an assigned preceptor. And they also write a clinical note documenting the visit--the data, the assessment, and plan.</p> <p>In the process, students will be gathering data from parents and children and then also sharing some recommendations/plans and counselling.</p>
<b>Required or elective activity</b>	<b>X Required</b> <input type="checkbox"/> Elective

<b>Level of learner (e.g., M1, M2)</b>	M1
<b>Number of students (per session and total)</b>	We do this for all students (92 per class), but in stages. We have 3 clinic rooms for 2 hours. 2 students/patient (they take turns during the 2 hours).
<b>Duration of activity (for a single learner)</b>	2 hours
<b>Time course (e.g, how many sessions over what time period)</b>	2 sessions total. This is built in to a longitudinal simulated clinic experience our year-1 students get over the first 6 months of medical school. But they do these sessions towards the end of that 6 months, and these are both within the same month.
<b>Location</b>	Simulation Center
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Faculty, pediatric patients/volunteer children and parents, and simulation center. Many of our preceptors are 4th year students.
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<b>X Yes    <input type="checkbox"/> No</b>  Describe: Yes, preceptors/faculty are currently paid as they do this precepting every 2 weeks over a 6 month timeframe. Child volunteers get an amazon gift card
<b>Barriers to implementation</b>	Finding enough children volunteers, sim center willing to have children in their facility
<b>Faculty contact</b>	<b>Adam.R.Weinstein@hitchcock.org</b>

<b>Topic</b>	<b>X Pediatric History</b> <b>X Pediatric Physical Exam</b> <b>X Communication with caregivers/families</b> <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine
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	<input type="checkbox"/> <b>Pediatric Community Health</b>
<b>Description of learning activity</b>	<b>Students cover three workshops on problems in pediatrics</b> Such as: acute respiratory distress, school failure, and injury prevention/anticipatory guidance. When not in the workshops, students rotate through our clinical skills lab and do a practice case of a child with abdominal pain with SPs
<b>Required or elective activity</b>	<input checked="" type="checkbox"/> <b>Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M2
<b>Number of students (per session and total)</b>	100 total students
<b>Duration of activity (for a single learner)</b>	3 hours
<b>Time course (e.g, how many sessions over what time period)</b>	One session (3 hours total)
<b>Location</b>	Medical School, Clinical Skills lab
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Faculty to lead workshop small groups, 3 SP pairs (parent and child) SP lab, classrooms
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>  Describe: SPs are paid
<b>Barriers to implementation</b>	Time limits
<b>Faculty contact</b>	<b>Anton Alerte</b>

<b>Topic</b>	<b>X Pediatric History</b> <b>X Pediatric Physical Exam</b> <input type="checkbox"/> Communication with caregivers/families <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input type="checkbox"/> Pediatric Community Health
<b>Description of learning activity</b>	<p><b>As a component of the course, Introduction to the Medical Profession</b></p> <p>M2 students have a 1-hour didactic lecture on the pediatric history and physical exam, highlighting strategies to successfully perform these skills and emphasizing differences in pediatric and adult histories/exams. Following the didactic lectures, students participate in a bedside teaching session, in which history and exam skills are demonstrated by a pediatric faculty member or resident.</p>
<b>Required or elective activity</b>	<b>X Required</b> <input type="checkbox"/> Elective
<b>Level of learner (e.g., M1, M2)</b>	M2 students
<b>Number of students (per session and total)</b>	M2 class – 165 students The didactic lecture is presented to the students as a class in a lecture hall. Then, students are divided into small groups to participate in the bedside teaching sessions.
<b>Duration of activity (for a single learner)</b>	Didactic lecture: 1 hour Bedside teach session: 30-60 minutes
<b>Time course (e.g., how many sessions over what time period)</b>	Didactic lecture is presented. During the following 2 weeks, bedside teaching sessions take place.



<b>Location</b>	Lecture is held in the School of Medicine Bedside teaching sessions are held in patients' hospital rooms in Batson Children's Hospital
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	One pediatric faculty member presents the didactic lecture. Multiple pediatric faculty members and residents volunteer to lead the bedside teaching sessions.
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Describe: Volunteer
<b>Barriers to implementation</b>	The didactic lecture is very easy to incorporate into any pre-clinical Introduction to Medicine course. The difficult aspect is demonstrating these skills for the students. It may be easier to have a family come to the lecture and demonstrate these skills immediately following the lecture in front of the entire class. Currently, barriers include obtaining faculty and resident volunteers and finding suitable patients who are willing to participate.
<b>Faculty contact</b>	<b>Austin Harrison</b> <b>VHarrison@umc.edu</b>

<b>Topic</b>	<b>X Pediatric History</b> <b>X Pediatric Physical Exam</b> <b>X Communication with caregivers/families</b> <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input type="checkbox"/> Pediatric Community Health
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<b>Description of learning activity</b>	<p><b>Whole class sessions on the pediatric history and pediatric physical exam are integrated into the Clinical Medicine curriculum on history-taking, clinical reasoning, written and oral presentations, and introduction to the physical exam during the first few months of the M1 year. In addition, during organ system modules, pediatric cases and considerations are integrated.</b></p> <p>Some of these sessions involve pediatric patients. Examples include:</p> <ul style="list-style-type: none"> <li>· A pediatric patient with Gaucher's disease and his father interviewed in front of class to demonstrate clinical skills of "setting the stage" and history-taking, as well as elucidate a disease students are learning about in genetics</li> <li>· A pediatric patient with hypertrophic cardiomyopathy interviewed in front of the class to demonstrate taking a cardiac history and discuss the clinical presentation of hypertrophic cardiomyopathy, as well as the patient and family response to the disease</li> </ul>	
<b>Required or elective activity</b>	<b>x Required</b>	<input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M1	
<b>Number of students (per session and total)</b>	160 total in 1 large group session for each topic	
<b>Duration of activity (for a single learner)</b>	30-80 min per session, depending on topic	
<b>Time course (e.g. how many sessions over what time period)</b>	Once for each topic	
<b>Location</b>	Large lecture hall	
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	<p>Pediatric faculty member with content expertise.</p> <p>Pediatric patients and their families may be integrated as appropriate, depending on the topic.</p>	

<b>Reimbursement provided</b> (e.g, FTE for faculty, reimbursement for volunteers)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Describe:
<b>Barriers to implementation</b>	Lack of pediatric expert input may make it difficult to identify areas where pediatric content may be integrated. Curricular leaders need to identify and support the integration of pediatric considerations in teaching the foundational clinical skills of history-taking and physical examination. Pediatric experts need to be willing to give their time or be funded by the medical school to provide integration throughout the pre-clinical curriculum.
<b>Faculty contact</b>	<b>Suzy Schmidt: <a href="mailto:smschmidt@luriechildrens.org">smschmidt@luriechildrens.org</a></b>

<b>Topic</b>	<input checked="" type="checkbox"/> <b>Pediatric History</b> <input checked="" type="checkbox"/> <b>Pediatric Physical Exam</b> <input checked="" type="checkbox"/> <b>Communication with caregivers/families</b> <input type="checkbox"/> <b>Integrating pediatrics into basic science</b> <input type="checkbox"/> <b>Pediatric Preventive Medicine</b> <input type="checkbox"/> <b>Pediatric Community Health</b>
<b>Description of learning activity</b>	<p><b>Longitudinal clinical preceptorship</b></p> <p>Students have a longitudinal outpatient clinic experience beginning in early M1 year that occurs every 2 weeks throughout the 4 years of medical school. Students may choose to be assigned to a pediatric clinic for this experience. Students assigned to Family Medicine clinics have exposure to pediatric patients as well.</p> <p>In their clinics, students see patients with senior students and faculty, putting into practice skills in communication, history-taking and physical exam in the M1 and M2 years. Biweekly student goals are linked to curricular content in science and other clinical medicine sessions.</p>
<b>Required or elective activity</b>	<input checked="" type="checkbox"/> <b>Required</b> <input type="checkbox"/> <b>Elective</b>

	Experience is required, only some clinics are pediatric or family medicine clinics where students are able to interview and examine pediatric patients. Students self-select to these.
<b>Level of learner (e.g., M1, M2)</b>	M1, M2
<b>Number of students (per session and total)</b>	Variable based on availability of pediatric preceptors
<b>Duration of activity (for a single learner)</b>	4hr clinic every other week
<b>Time course (e.g. how many sessions over what time period)</b>	Longitudinal over 4 years
<b>Location</b>	Outpatient clinic
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Pediatricians in affiliated clinics willing to precept students.
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<p><input checked="" type="checkbox"/> Yes   <input type="checkbox"/> No</p> <p>Describe: For faculty willing to commit to being an Education-Centered Medical Home, some funding from medical school is offered. For general preceptorship which has fewer requirements, no reimbursement was offered.</p>
<b>Barriers to implementation</b>	Availability of pediatric clinics and faculty willing to set aside clinic time for teaching and associated changes in scheduling and productivity. With a switch to the Education-Centered Medical Home model, requirements for faculty and clinics are greater and reimbursement is offered, though some pediatricians may be less likely to alter their teaching and clinic schedules to meet these requirements.
<b>Faculty contact</b>	<b>Suzy Schmidt: <a href="mailto:smschmidt@luriechildrens.org">smschmidt@luriechildrens.org</a></b>

## Physical Exam Skills

<b>Topic</b>	<b>x Pediatric History</b> <b>x Pediatric Physical Exam</b> <input type="checkbox"/> Communication with caregivers/families <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input type="checkbox"/> Pediatric Community Health
<b>Description of learning activity</b>	<b>Well Child night:</b> Staff bring in their children for practice of physical exam maneuvers and some history taking from parents if applicable findings. Coordinated through Pediatric Interest Group
<b>Required or elective activity</b>	<input type="checkbox"/> Required <b>x Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M1 and M2
<b>Number of students (per session and total)</b>	Approximately 50
<b>Duration of activity (for a single learner)</b>	2 hours
<b>Time course (e.g., how many sessions over what time period)</b>	1 night
<b>Location</b>	Gen Peds Clinic associated with our university
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Shown COMSEP video ahead of time Faculty children Faculty and residents (especially if faculty member has multiple kids, residents or M4 students facilitate) Food for families
<b>Reimbursement provided (e.g., FTE for faculty, reimbursement for volunteers)</b>	<input type="checkbox"/> Yes <b>x No</b>  Describe:
<b>Barriers to implementation</b>	Faculty are tired of bringing their kids over and over
<b>Faculty contact</b>	<b>Elizabeth_R_VanOpstal@rush.edu</b>

<b>Topic</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pediatric History</li> <li><b>x Pediatric Physical Exam</b></li> <li><input type="checkbox"/> Communication with caregivers/families</li> <li><input type="checkbox"/> Integrating pediatrics into basic science</li> <li><input type="checkbox"/> Pediatric Preventive Medicine</li> <li><input type="checkbox"/> Pediatric Community Health</li> </ul>
<b>Description of learning activity</b>	<p><b>All second year students attend a teaching session at a daycare affiliated with our hospital, where they practice non-invasive physical exam skills and developmental assessments.</b></p> <p>The students have a small amount of pre-work to prepare. Then they arrive and M4 and faculty pediatricians assist them in rotating through different aged classrooms, starting with infant room, then toddler rooms, and finally 3-5 year old rooms. They check vitals, do over the clothes exams, and guess children's ages based on developmental milestones.</p>
<b>Required or elective activity</b>	<b>x Required</b> <input type="checkbox"/> Elective
<b>Level of learner (e.g., M1, M2)</b>	M2
<b>Number of students (per session and total)</b>	Approx 15- 20 students per session. Our total class size in approx 140.
<b>Duration of activity (for a single learner)</b>	2 hours
<b>Time course (e.g., how many sessions over what time period)</b>	We try to have all sessions over a "block" in M2 curriculum, which is approximately 2 months
<b>Location</b>	Daycare/preschool center located close to hospital
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Peds faculty time (we have some protected time), M4 students.

<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<b>x Yes    <input type="checkbox"/> No</b>  Describe: A few of our faculty have FTE as Pediatric Discipline directors for the pre-clinical Pediatric curriculum.
<b>Barriers to implementation</b>	We had to pilot first. Surveyed our students in the pilot and asked if they thought should be mandatory the following year for all students. 100% said yes. This helped when the following year our admin didn't want to make mandatory. Also faculty to staff. We had easy affiliation so less need for parental permission (is in daycare agreement).
<b>Faculty contact</b>	<b>Elizabeth_R_VanOpstal@rush.edu</b>

<b>Topic</b>	<b>x Pediatric History</b> <b>x Pediatric Physical Exam</b> <input type="checkbox"/> Communication with caregivers/families <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input type="checkbox"/> Pediatric Community Health
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<b>Description of learning activity</b>	<p><b>Peds Physical Diagnosis-Clinical Exam Evening</b></p> <p>-Faculty come in the evening with their children and medical students interested in pediatrics practice physical exams. Each faculty leads one station (part of exam) on their own child(ren). (HEENT, CV/Resp, Abd/Vitals, Neuro). Event is planned by the peds interest group, with the help of the peds interest group advisor. Peds interest group obtains funding to provide food for the children. On surveys in past year, all students who participated in this event gave it a 5 (out of 5 on Likert scale) in terms of whether this was useful for their education and whether they enjoyed it. Additionally, when asked to write a reflection describing what was their most meaningful experience in medical school thus far, at least 3 students described this experience. We plan to expand next year to be able to include more students.</p>
<b>Required or elective activity</b>	<input type="checkbox"/> <b>Required</b> <input checked="" type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M2
<b>Number of students (per session and total)</b>	32 students, 8 groups of 4 students/group
<b>Duration of activity (for a single learner)</b>	2 hrs
<b>Time course (e.g., how many sessions over what time period)</b>	1 session in December or January
<b>Location</b>	Simulation Center at Case Western Reserve University
<b>Resources required</b>	Faculty, kids of faculty, simulation center, money for food



(e.g., faculty, pediatric patients, volunteer children, facilities)	
Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)	<p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>Peds Interest Group secures funds for food for the children</p>
Barriers to implementation	-securing space at the simulation center—requires long lead time.
Faculty contact	<a href="mailto:Jill.azok@uhhospitals.org">Jill.azok@uhhospitals.org</a>

Topic	<p><input checked="" type="checkbox"/> <b>Pediatric History</b></p> <p><input checked="" type="checkbox"/> <b>Pediatric Physical Exam</b></p> <p><input type="checkbox"/> <b>Communication with caregivers/families</b></p> <p><input type="checkbox"/> <b>Integrating pediatrics into basic science</b></p> <p><input type="checkbox"/> <b>Pediatric Preventive Medicine</b></p> <p><input type="checkbox"/> <b>Pediatric Community Health</b></p>
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<b>Description of learning activity</b>	<p><b>Peds Physical Diagnosis-Development.</b></p> <p>The director of pediatric physical diagnosis trains 4<sup>th</sup> year preceptors (selected by director and Vice Chair of Education) who have completed a peds AI. Sessions involve 15-20 minute didactic overview of development, mainly focused on CDC videos showing different developmental milestones. Students then go with 4<sup>th</sup> year preceptor into hospital to do developmental surveillance on patients or healthy siblings, with goal of seeing 4-5 patients/session. Session is set up as an overview of development that will give a framework to build on during clerkships.</p>
<b>Required or elective activity</b>	<input checked="" type="checkbox"/> <b>Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M2
<b>Number of students (per session and total)</b>	3-4 students/session, 200 total students
<b>Duration of activity (for a single learner)</b>	1.5 hrs
<b>Time course (e.g., how many sessions over what time period)</b>	1 session/learner. Sessions held in January/February of M2 year
<b>Location</b>	Hospital (Rainbow Babies and Children's)
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	4 <sup>th</sup> year preceptors, pediatric patients (volunteer), needed to find location for didactic component that would hold 5 students.

<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Barriers to implementation</b>	-Buy in from Vice Chair of Education and peds clerkship directors of necessity to teach development to pre-clerkship students.
<b>Faculty contact</b>	<b>Jill.azok@uhhospitals.org</b>

<b>Topic</b>	<b>X Pediatric History</b> <b>X Pediatric Physical Exam</b> <b>X Communication with caregivers/families</b> <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input type="checkbox"/> Pediatric Community Health
<b>Description of learning activity</b>	<p><b>1st year students in simulation center working with pediatric patients.</b></p> <p>Children volunteers (plus parents) come in with one of three chief complaints (constipation--infant/toddler; ADHD/well-visit -- school age; headache--teenager). Student takes the appropriate history (more comprehensive for school age; focused for other two) and performs the relevant, but non-invasive physical exam (no otoscopes on infants; no abdominal exam on teenagers).</p> <p>Students then give oral presentation to an assigned preceptor. And they also write a clinical note documenting the visit--the data, the assessment, and plan.</p> <p>In the process, students will be gathering data from parents and children and then also sharing some recommendations/plans and counselling.</p>
<b>Required or elective activity</b>	<b>X Required</b> <input type="checkbox"/> Elective

<b>Level of learner (e.g., M1, M2)</b>	M1
<b>Number of students (per session and total)</b>	We do this for all students (92 per class), but in stages. We have 3 clinic rooms for 2 hours. 2 students/patient (they take turns during the 2 hours).
<b>Duration of activity (for a single learner)</b>	2 hours
<b>Time course (e.g., how many sessions over what time period)</b>	2 sessions total. This is built in to a longitudinal simulated clinic experience our year-1 students get over the first 6 months of medical school. But they do these sessions towards the end of that 6 months, and these are both within the same month.
<b>Location</b>	Simulation Center
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Faculty, pediatric patients/volunteer children and parents, and simulation center. Many of our preceptors are 4th year students.
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<b>X Yes    <input type="checkbox"/> No</b>  Describe: Yes, preceptors/faculty are currently paid as they do this precepting every 2 weeks over a 6 month timeframe. Child volunteers get an amazon gift card
<b>Barriers to implementation</b>	Finding enough children volunteers, sim center willing to have children in their facility
<b>Faculty contact</b>	<b>Adam.R.Weinstein@hitchcock.org</b>

<b>Topic</b>	<input type="checkbox"/> <b>Pediatric History</b> <b>X</b> <b>Pediatric Physical Exam</b> <input type="checkbox"/> <b>Communication with caregivers/families</b> <input type="checkbox"/> <b>Integrating pediatrics into basic science</b> <input type="checkbox"/> <b>Pediatric Preventive Medicine</b> <b>X</b> <b>Pediatric Community Health</b>
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<b>Description of learning activity</b>	<b>Year-2 students go to local Elementary school.</b> They are paired with a Kindergartener/1st grader and a 5th/6th grader. They get practice doing physical exam skills on each age group and they are also teaching the child they are paired with about the purpose of the physical exam and how the body works (vital signs, CV, Resp, Neuro, MSK, and non-invasive HEENT)	
<b>Required or elective activity</b>	<input checked="" type="checkbox"/> <b>Required</b>	<input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M2	
<b>Number of students (per session and total)</b>	92--the entire class, divided among the classrooms of the elementary school	
<b>Duration of activity (for a single learner)</b>	2 hours	
<b>Time course (e.g, how many sessions over what time period)</b>	1 session	
<b>Location</b>	Local Elementary School	
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Faculty (to supervise interactions and exams), equipment to bring to school (scales, measuring tape for height measurement, growth charts, basic exam supplies like stethoscopes and reflex hammers, etc)...	
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<input type="checkbox"/> <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b> Describe:	
<b>Barriers to implementation</b>	Finding a school willing to participate; permission slips at school	
<b>Faculty contact</b>	<b>Adam.R.Weinstein@hitchcock.org</b>	

<b>Topic</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Pediatric History</b></li> <li><b>X</b> <b>Pediatric Physical Exam</b></li> <li><input type="checkbox"/> <b>Communication with caregivers/families</b></li> <li><input type="checkbox"/> <b>Integrating pediatrics into basic science</b></li> <li><input type="checkbox"/> <b>Pediatric Preventive Medicine</b></li> <li><b>X</b> <b>Pediatric Community Health</b></li> </ul>
<b>Description of learning activity</b>	<p><b>As a component of the course, Introduction to the Medical Profession</b></p> <p>M2 students rotate with Mercy Delta, a school-based clinic system created to serve elementary, middle, and high school students in the MS Delta. Through this experience, M2 students have the opportunity to interact with pediatric patients and practice their pediatric exam skills. Additionally, M2 students are exposed to preventative pediatrics as well as common pediatric conditions.</p>
<b>Required or elective activity</b>	<p><b>X Required</b>      <input type="checkbox"/> <b>Elective</b></p>
<b>Level of learner (e.g., M1, M2)</b>	M2 students
<b>Number of students (per session and total)</b>	The entire M2 class (165 students) rotates through Mercy Delta. Each M2 student spends 1 day in the clinics. No more than 3 students per day.
<b>Duration of activity (for a single learner)</b>	<p>7:30am – 3:30pm</p> <p>The M2 student travels with the medical team (MDs, NPs, RNs, possibly an M3 student) via van to the school-based clinics. The clinics are open 9:00am – 2:00pm.</p>
<b>Time course (e.g., how many sessions over what time period)</b>	Each M2 student spends 1 day with Mercy Delta.
<b>Location</b>	Mercy Delta – 3 school-based clinics throughout the MS Delta.

<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	School-based clinic setting (1-2 rooms within the school to serve as clinic space) Equipment (BP cuff, scale, stethoscopes, ophthalmoscopes/otoscopes) Medical Records (paper charts) Faculty Patients are students within the school system
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<b>X Yes    <input type="checkbox"/> No</b>  Describe: Mercy Delta is affiliated with the University of MS Medical Center (UMMC). The providers who staff the school-based clinics are employees of UMMC. For the majority of the providers, Mercy Delta is their sole clinical responsibility.
<b>Barriers to implementation</b>	Requires institutional support Difficult to establish an affiliation and clinic system with-in a school.
<b>Faculty contact</b>	<b>Austin Harrison</b> <b>VHarrison@umc.edu</b>

<b>Topic</b>	<b>X Pediatric History</b> <b>X Pediatric Physical Exam</b> <b>X Communication with caregivers/families</b> <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input type="checkbox"/> Pediatric Community Health
<b>Description of learning activity</b>	<b>Students cover three workshops on problems in pediatrics</b> such as : acute respiratory distress, school failure, and injury prevention/anticipatory guidance. When not in the workshops, students rotate through our clinical skills lab and do a practice case of a child with abdominal pain with SPs

<b>Required or elective activity</b>	<b>x Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner</b> (e.g., M1, M2)	M2
<b>Number of students</b> (per session and total)	100 total students
<b>Duration of activity</b> (for a single learner)	3 hours
<b>Time course</b> (e.g, how many sessions over what time period)	One session (3 hours total)
<b>Location</b>	Medical School, Clinical Skills lab
<b>Resources required</b> (e.g., faculty, pediatric patients, volunteer children, facilities)	Faculty to lead workshop small groups, 3 SP pairs (parent and child) SP lab, classrooms
<b>Reimbursement provided</b> (e.g, FTE for faculty, reimbursement for volunteers)	<b>X Yes</b> <input type="checkbox"/> <b>No</b>  Describe: SPs are paid
Barriers to implementation	Time limits
<b>Faculty contact</b>	<b>Anton Alerte</b>



## Caregiver Communication

<b>Topic</b>	<b>X Pediatric History</b> <b>X Pediatric Physical Exam</b> <b>X Communication with caregivers/families</b> <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input type="checkbox"/> Pediatric Community Health
<b>Description of learning activity</b>	<p><b>1st year students in simulation center working with pediatric patients.</b></p> <p>Children volunteers (plus parents) come in with one of three chief complaints (constipation--infant/toddler; ADHD/well-visit -- school age; headache--teenager). Student takes the appropriate history (more comprehensive for school age; focused for other two) and performs the relevant, but non-invasive physical exam (no otoscopes on infants; no abdominal exam on teenagers).</p> <p>Students then give oral presentation to an assigned preceptor. And they also write a clinical note documenting the visit--the data, the assessment, and plan.</p> <p>In the process, students will be gathering data from parents and children and then also sharing some recommendations/plans and counselling.</p>
<b>Required or elective activity</b>	<b>X Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M1
<b>Number of students (per session and total)</b>	We do this for all students (92 per class), but in stages. We have 3 clinic rooms for 2 hours. 2 students/patient (they take turns during the 2 hours).
<b>Duration of activity (for a single learner)</b>	2 hours
<b>Time course (e.g, how many sessions over what time period)</b>	2 sessions total. This is built in to a longitudinal simulated clinic experience our year 1 students get over the first 6 months of medical school. But they do these sessions

	towards the end of that 6 months, and these are both within the same month.
<b>Location</b>	Simulation Center
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Faculty, pediatric patients/volunteer children and parents, and simulation center. Many of our preceptors are 4th year students.
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<b>X Yes    <input type="checkbox"/> No</b>  Describe: Yes, preceptors/faculty are currently paid as they do this precepting every 2 weeks over a 6 month timeframe. Child volunteers get an amazon gift card
<b>Barriers to implementation</b>	Finding enough children volunteers, sim center willing to have children in their facility
<b>Faculty contact</b>	<b>Adam.R.Weinstein@hitchcock.org</b>

<b>Topic</b>	<b>X Pediatric History</b> <input type="checkbox"/> Pediatric Physical Exam <b>X Communication with caregivers/families</b> <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input type="checkbox"/> Pediatric Community Health
<b>Description of learning activity</b>	<b>Students interview the faculty who act as standardized patients.</b> The focus of the activity is on verbage, phrasing, cohesiveness of the interview, and making the encounter a conversation and not an interrogation. Specific practice involves eliminating truncators and segmenters ("Ok"), ice breakers, staying in the moment, positioning and posture, eye contact.
<b>Required or elective activity</b>	<b>X Required                      <input type="checkbox"/> Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	MS2
<b>Number of students (per session and total)</b>	2 per session; 1 does the activity, the other observes and provides feedback, then the students switch

<b>Duration of activity (for a single learner)</b>	10-15 minutes per learner
<b>Time course (e.g, how many sessions over what time period)</b>	4 sessions with 4 different preceptors over the course of the year
<b>Location</b>	Empty patient room or an office
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Faculty only
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Describe:
<b>Barriers to implementation</b>	Faculty training, sensitivity with giving feedback that can be very personal to the students, faculty time
<b>Faculty contact</b>	<b>Travis Crook - <a href="mailto:travis.w.crook@vumc.org">travis.w.crook@vumc.org</a></b>

<b>Topic</b>	<b>X Pediatric History</b> <input type="checkbox"/> Pediatric Physical Exam <b>X Communication with caregivers/families</b> <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input type="checkbox"/> Pediatric Community Health
<b>Description of learning activity</b>	<b>Students act as the patient and faculty interview them and perform various techniques (both positive and negative) to impart how it feels to be interviewed.</b> Examples: students are asked to tell their fondest memory and the preceptor types the entire time with no eye contact; student sits and preceptor stands and conducts interview; preceptor frequently interrupts and asks next question; preceptor ask open ended question and then uses the power of silence for more information, etc.
<b>Required or elective activity</b>	<b>X Required</b> <input type="checkbox"/> Elective
<b>Level of learner</b>	M2

(e.g., M1, M2)	
Number of students (per session and total)	1
Duration of activity (for a single learner)	10-15 minutes
Time course (e.g., how many sessions over what time period)	2-3 sessions over a 2 month period
Location	Office
Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)	Faculty, private area
Reimbursement provided (e.g., FTE for faculty, reimbursement for volunteers)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Describe:
Barriers to implementation	Faculty time, private space, faculty training, sensitivity to what can be a very personal and, at times, harsh experience
Faculty contact	Travis Crook, <a href="mailto:travis.w.crook@vumc.org">travis.w.crook@vumc.org</a>

Topic	<b>X Pediatric History</b> <b>X Pediatric Physical Exam</b> <b>X Communication with caregivers/families</b> <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input type="checkbox"/> Pediatric Community Health
Description of learning activity	<p>zess, school failure, and injury prevention/anticipatory guidance.</p> <p>When not in the workshops, students rotate through our clinical skills lab and do a practice case of a child with abdominal pain with SPs</p>

<b>Required or elective activity</b>	<b>x Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner</b> (e.g., M1, M2)	M2
<b>Number of students</b> (per session and total)	100 total students
<b>Duration of activity</b> (for a single learner)	3 hours
<b>Time course</b> (e.g., how many sessions over what time period)	One session (3 hours total)
<b>Location</b>	Medical School, Clinical Skills lab
<b>Resources required</b> (e.g., faculty, pediatric patients, volunteer children, facilities)	Faculty to lead workshop small groups, 3 SP pairs (parent and child) SP lab, classrooms
<b>Reimbursement provided</b> (e.g, FTE for faculty, reimbursement for volunteers)	<b>X Yes</b> <input type="checkbox"/> <b>No</b>  Describe: SPs are paid
<b>Barriers to implementation</b>	Time limits
<b>Faculty contact</b>	<b>Anton Alerte</b>

<b>Topic</b>	<b>x Pediatric History</b> <input type="checkbox"/> <b>Pediatric Physical Exam</b> <b>x Communication with caregivers/families</b> <input type="checkbox"/> <b>Integrating pediatrics into basic science</b> <input type="checkbox"/> <b>Pediatric Preventive Medicine</b> <input type="checkbox"/> <b>Pediatric Community Health</b>
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<b>Description of learning activity</b>	<p><b>Interviews of hospitalized patients:</b></p> <p>Medical students in the first year are required to complete a number of interviews with hospitalized patients, focusing on various areas of history-taking and establishing relationships with patients and their caregivers. Some of these hospitalized patient interviews may be completed at the associated children's hospital, with pediatric patients and their families. Faculty and staff on the inpatient units identify appropriate patients in advance. Students come at designated times for an introduction and orientation to the children's hospital and then each student spends time talking to a patient and their family.</p>
<b>Required or elective activity</b>	<p><b>Required                      X Elective</b></p> <p>Hospitalized patient interviews are required but can be at a number of hospitals, with the children's hospital as one option.</p>
<b>Level of learner (e.g., M1, M2)</b>	M1
<b>Number of students (per session and total)</b>	Each student conducts an interview with the patient and family on their own. Capacity will vary based on hospital size and patient availability. Our institution limits availability to a few students per session (8 students per day) with 3 days offered for each assignment (24 students). This is offered twice in the first year (2 of the assignments).
<b>Duration of activity (for a single learner)</b>	1-2 hr
<b>Time course (e.g, how many sessions over what time period)</b>	Our children's hospital designates certain days/times when the activity is available (3 days over 1-2 weeks for each assignment). This occurs twice a year.

<b>Location</b>	Children's hospital inpatient units
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Need to identify a point person (faculty, nursing, child life) who will identify patients, ask families if it is ok to have a student speak with them, orient the students and introduce the students to the patient and family.
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Describe: Funding may be provided for a physician to coordinate the hospitalized patient experience overall, but it may be more difficult to fund a faculty to coordinate the pediatric portion of the experience.
<b>Barriers to implementation</b>	Hospital administration may need to be brought on board to allow students in this role. Need to identify a point person in the hospital to coordinate students. It is better if this role is a pediatric faculty member who is funded by the medical school. Availability of faculty or staff to fill this role may be a large barrier. Identification of appropriate patients should be done ahead of time by faculty, nursing or child life. This person should ensure that the patient and family feel comfortable with having a student speak with them and introduce the student.
<b>Faculty contact</b>	<b>Suzy Schmidt: <a href="mailto:smschmidt@luriechildrens.org">smschmidt@luriechildrens.org</a></b>

## Basic Science Integration

<b>Topic</b>	<input type="checkbox"/> <b>Pediatric History</b> <input type="checkbox"/> <b>Pediatric Physical Exam</b> <input type="checkbox"/> <b>Communication with caregivers/families</b> <input checked="" type="checkbox"/> <b>Integrating pediatrics into basic science</b> <input type="checkbox"/> <b>Pediatric Preventive Medicine</b> <input type="checkbox"/> <b>Pediatric Community Health</b>
<b>Description of learning activity</b>	<b>Longitudinal curriculum</b> in child development, health, and illness integrated into each of the basic science courses by organ system
<b>Required or elective activity</b>	<input checked="" type="checkbox"/> <b>Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M1 and M2
<b>Number of students (per session and total)</b>	All--92 per class
<b>Duration of activity (for a single learner)</b>	1-2 hours depending on session type
<b>Time course (e.g, how many sessions over what time period)</b>	Many-- 20-30 or so I'd venture---At least 1 session per organ system course, but some courses like Reproductive Medicine and Psychiatry have as many as 4-5 sessions.
<b>Location</b>	Med School Lecture hall or small group rooms
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Faculty and time on the schedule
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>  Describe: A small amount of FTE is given to the longitudinal curricular leader (who oversees the curriculum) but none to the individual faculty giving the sessions.
<b>Barriers to implementation</b>	Time on the schedule; sometimes other providers do not realize what is essential or important
<b>Faculty contact</b>	<b>Adam.R.Weinstein@hitchcock.org</b>



<b>Topic</b>	<input type="checkbox"/> <b>Pediatric History</b> <input type="checkbox"/> <b>Pediatric Physical Exam</b> <input type="checkbox"/> <b>Communication with caregivers/families</b> <input checked="" type="checkbox"/> <b>Integrating pediatrics into basic science</b> <input type="checkbox"/> <b>Pediatric Preventive Medicine</b> <input type="checkbox"/> <b>Pediatric Community Health</b>
<b>Description of learning activity</b>	<p>We have a <b>Pediatric Discipline Director</b>, who is responsible for development of new pediatric basic science and clinical correlation in the pre-clinical years. Our medical school just redid our entire M1/2 curriculum, so we were easily able to plan entire new curriculum. Focused on Vertical integration to prepare for M3/M4 years, as well as high yield topics for Step 1. Our curriculum is all case-based, so integrated cases, vignettes, and learning activities.</p>
<b>Required or elective activity</b>	<input checked="" type="checkbox"/> <b>Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M1 and M2
<b>Number of students (per session and total)</b>	All 140
<b>Duration of activity (for a single learner)</b>	variable
<b>Time course (e.g, how many sessions over what time period)</b>	Spread across blocks. We do have a “Life Cycle” block that is more pediatric heavy than others.
<b>Location</b>	classrooms
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Pediatric faculty- both discipline director and our small group facilitators, some of whom are pediatricians.
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>  Describe: The first year of new curriculum, had 0.3 FTE given, split amongst 3 faculty. Is now decreasing to 0.2 now that new curriculum written. Was very labor intensive at first.

<b>Barriers to implementation</b>	Arguing for protected time for the role. Materials being cut, especially if thought to be low yield for Step 1.
<b>Faculty contact</b>	Elizabeth_R_VanOpstal@rush.edu

<b>Topic</b>	<input type="checkbox"/> <b>Pediatric History</b> <input type="checkbox"/> <b>Pediatric Physical Exam</b> <input type="checkbox"/> <b>Communication with caregivers/families</b> <input checked="" type="checkbox"/> <b>Integrating pediatrics into basic science</b> <input type="checkbox"/> <b>Pediatric Preventive Medicine</b> <input type="checkbox"/> <b>Pediatric Community Health</b>
<b>Description of learning activity</b>	<p><b>As a component of the course, Introduction to the Medical Profession, M2 students have three 1-hour lectures, focusing on common pediatric conditions:</b></p> <p>(1) Respiratory Distress in Pediatric Patients</p> <p>(2) Vomiting in Pediatric Patients</p> <p>(3) Fever and Rash in Pediatric Patients</p> <p>Ideally, lectures correspond to topics discussed in pathology. Following each lecture, students participate in small group case-based learning session. During each case-based learning session, students work through a case (created from material presented in the lecture) as a group, then the case is discussed as a class.</p>
<b>Required or elective activity</b>	<input checked="" type="checkbox"/> <b>Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M2 students
<b>Number of students (per session and total)</b>	<p>M2 class – 165 students</p> <p>The lectures are presented to the students as a class. The students are divided into small groups (~10 students) to participate in the case-based learning sessions.</p>

<b>Duration of activity (for a single learner)</b>	Lectures: 3 hours (three 1-hour lectures) Small Group Case-Based Learning Sessions: 3 hours (3 cases)
<b>Time course (e.g, how many sessions over what time period)</b>	A lecture and its corresponding case-based learning session takes place on the same day. The three lectures/case-based learning sessions take place throughout the academic year, arranged in the schedule to enhance topics discussed in the other M2 courses.
<b>Location</b>	School of Medicine
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	One pediatric faculty member presents the lectures. It is possible for one faculty member to lead the case-based learning sessions, however, the sessions are much more interactive and beneficial to the students if multiple faculty members are present and available to engage the students.
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<b>X Yes    <input type="checkbox"/> No</b>  Describe: The faculty member who presents the lectures and leads the case-based learning sessions has dedicated educational FTE. Additional faculty members may volunteer to assist in the case-based learning sessions.
<b>Barriers to implementation</b>	Pediatric faculty member(s) who is/are willing to give lectures, create cases, and lead the case-based learning sessions.
<b>Faculty contact</b>	<b>Austin Harrison</b> <b>VHarrison@umc.edu</b>

<b>Topic</b>	<input type="checkbox"/> <b>Pediatric History</b> <input type="checkbox"/> <b>Pediatric Physical Exam</b> <input type="checkbox"/> <b>Communication with caregivers/families</b> <input checked="" type="checkbox"/> <b>Integrating pediatrics into basic science</b> <input type="checkbox"/> <b>Pediatric Preventive Medicine</b> <input type="checkbox"/> <b>Pediatric Community Health</b>
<b>Description of learning activity</b>	<b>Lectures covering basic science content</b> that relate to pediatrics occur during each module system, given by pediatric experts. Examples include: pediatric musculoskeletal injuries, congenital heart disease, pediatric pulmonary disease, pediatric dermatology.
<b>Required or elective activity</b>	<input checked="" type="checkbox"/> <b>Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner</b> (e.g., M1, M2)	M1, M2
<b>Number of students</b> (per session and total)	Whole class
<b>Duration of activity</b> (for a single learner)	Each lecture is 50 min on average
<b>Time course</b> (e.g., how many sessions over what time period)	Variable based on organ system module, with approx 1-3 sessions per 3-5 week block
<b>Location</b>	Large lecture hall
<b>Resources required</b> (e.g., faculty, pediatric patients, volunteer children, facilities)	Faculty with expertise in content area. Time allotted in curriculum.
<b>Reimbursement provided</b> (e.g, FTE for faculty, reimbursement for volunteers)	<input type="checkbox"/> <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b>  Describe:

<b>Barriers to implementation</b>	Need curricular leaders who advocate for inclusion of pediatric content throughout “pre-clinical” years as well as pediatrician advocates to identify appropriate pediatric content tailored to the level of the learner. Need experts willing to devote time to teach.
<b>Faculty contact</b>	<b>Suzy Schmidt: <a href="mailto:smschmidt@luriechildrens.org">smschmidt@luriechildrens.org</a></b>

<b>Topic</b>	<input type="checkbox"/> <b>Pediatric History</b> <input type="checkbox"/> <b>Pediatric Physical Exam</b> <input type="checkbox"/> <b>Communication with caregivers/families</b> <input checked="" type="checkbox"/> <b>Integrating pediatrics into basic science</b> <input type="checkbox"/> <b>Pediatric Preventive Medicine</b> <input type="checkbox"/> <b>Pediatric Community Health</b>
<b>Description of learning activity</b>	<b>Clinical correlation conference.</b> Optional afternoon session sponsored by the peds interest group. Peds faculty present cases that tie into what the students are currently learning in the curriculum.
<b>Required or elective activity</b>	<input type="checkbox"/> <b>Required</b> <input checked="" type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M1/M2
<b>Number of students (per session and total)</b>	About 40-50 students attend/session

<b>Duration of activity (for a single learner)</b>	1 hr
<b>Time course (e.g, how many sessions over what time period)</b>	About 2 sessions/year
<b>Location</b>	Case Western Reserve University School of Medicine lecture hall
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Faculty. Peds interest group secures funding to provide food to participants.
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<b>x Yes      <input type="checkbox"/> No</b>  Peds interest group secures funding to provide food.
<b>Barriers to implementation</b>	-Can be difficult to reserve lecture hall - need a lot of lead time for planning
<b>Faculty contact</b>	<b>Jill.azok@uhhospitals.org</b>

<b>Topic</b>	<input type="checkbox"/> <b>Pediatric History</b> <input type="checkbox"/> <b>Pediatric Physical Exam</b> <input type="checkbox"/> <b>Communication with caregivers/families</b> <input checked="" type="checkbox"/> <b>Integrating pediatrics into basic science</b> <input type="checkbox"/> <b>Pediatric Preventive Medicine</b> <input type="checkbox"/> <b>Pediatric Community Health</b>
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<b>Description of learning activity</b>	<p><b>Problem Based Learning Course (PBL)</b></p> <p>Pediatric cases integrated into PBL curriculum that runs throughout M1-M2 years. Case topics relate to science content and cases integrate clinical presentations of disease, physical exam findings, differential diagnosis, evaluation, management and treatment of disease.</p> <p>7 total pediatric cases over first 2 years:</p> <ul style="list-style-type: none"> <li>- Sickle cell anemia</li> <li>- Fetal anomalies</li> <li>- Hypoplastic left heart</li> <li>- Cystic fibrosis</li> <li>- Nephrotic syndrome</li> <li>- Branchial cleft cyst</li> <li>- Childhood traumatic stress</li> </ul>
<b>Required or elective activity</b>	<input checked="" type="checkbox"/> <b>Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M1 and M2
<b>Number of students (per session and total)</b>	6-8 students per small group with 1 faculty facilitator 160 students total
<b>Duration of activity (for a single learner)</b>	4hr per case
<b>Time course (e.g., how many sessions over what time period)</b>	Each case is discussed over 2-3 sessions, 2hr per session (4hr total). Often 2 cases per 4-week organ system module (some of these are pediatric).
<b>Location</b>	Small group classrooms
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Small group facilitators for the Problem Based Learning course. Pediatric experts for creation and review of details of pediatric cases.

<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<b>x Yes    <input type="checkbox"/> No</b>  Describe: Salary reimbursement for faculty leaders of Problem Based Learning course (currently a pediatrician), but not for small group leaders
<b>Barriers to implementation</b>	In order to integrate pediatrics into this type of a curriculum, knowledge of existing structure is needed. Pediatric and often subspecialty expertise is needed for case development and writing detailed faculty guides for individual faculty. Faculty running small groups may not always be pediatric trained, so tutor guides need to be detailed. Curricular leaders need to recognize the need for pediatric cases and support their integration into the curriculum.
<b>Faculty contact</b>	<b>Suzy Schmidt: <a href="mailto:smschmidt@luriechildrens.org">smschmidt@luriechildrens.org</a></b>

## Preventive Medicine

<b>Topic</b>	<input type="checkbox"/> <b>Pediatric History</b> <input type="checkbox"/> <b>Pediatric Physical Exam</b> <input type="checkbox"/> <b>Communication with caregivers/families</b> <input type="checkbox"/> <b>Integrating pediatrics into basic science</b> <b>X Pediatric Preventative Medicine</b> <b>X Pediatric Community Health</b>
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<b>Description of learning activity</b>	<p><b>Children's of MS partners with MS Children's Museum to promote the health and well-being of children in local communities through 2 interactive events.</b></p> <p>With the assistance of pediatric faculty and residents, medical student volunteers host a variety of activities for children focused on nutrition/healthy diet, physical activity, dental hygiene, immunizations, tobacco avoidance, safety, etc.</p>
<b>Required or elective activity</b>	<input type="checkbox"/> <b>Required</b> <input checked="" type="checkbox"/> <b>Elective (Volunteer)</b>
<b>Level of learner (e.g., M1, M2)</b>	M1, M2
<b>Number of students (per session and total)</b>	Students participate on a voluntary basis; the number of students varies.
<b>Duration of activity (for a single learner)</b>	Each event takes place on a Saturday morning for 4 hours (9am -1pm).
<b>Time course (e.g, how many sessions over what time period)</b>	<p>Two events per year:</p> <p>"Back to School event in August</p> <p>"Doctor's Day" in March</p>
<b>Location</b>	MS Children's Museum
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	<p>MS Children's Museum advertises the events and provides the physical space for the events.</p> <p>Children's of MS supports the events and provides any necessary items.</p> <p>Pediatric faculty and residents serve as volunteers.</p> <p>Local children visiting the Children's Museum participate in the events.</p>
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<p><input type="checkbox"/> <b>Yes</b>      <input checked="" type="checkbox"/> <b>No</b></p> <p>Describe: Children's of MS financially supports the events. Faculty are encouraged to volunteer as part of community</p>

	outreach, which contributes to portfolio development and promotion.
<b>Barriers to implementation</b>	Community partners willing to host the events Departmental support Pediatric faculty volunteers
<b>Faculty contact</b>	<b>Austin Harrison</b> <b>VHarrison@umc.edu</b>

## Pediatric Community Health

<b>Topic</b>	<ul style="list-style-type: none"> <li>x <b>Pediatric History</b></li> <li>x <b>Pediatric Physical Exam</b></li> <li>□ Communication with caregivers/families</li> <li>□ Integrating pediatrics into basic science</li> <li>□ Pediatric Preventive Medicine</li> <li>x <b>Pediatric Community Health</b></li> </ul>
<b>Description of learning activity</b>	<p><b>Adolescent Teen History night at local Chicago Public School.</b></p> <p>Student performed mock HEADSS assessments on</p>

	teenagers, who were given scripts with questions. These teens are at local high school that focuses on interest in health careers.
<b>Required or elective activity</b>	<input type="checkbox"/> <b>Required</b> <input checked="" type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M2
<b>Number of students (per session and total)</b>	30
<b>Duration of activity (for a single learner)</b>	2 hours
<b>Time course (e.g., how many sessions over what time period)</b>	One session
<b>Location</b>	Clinic
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Pediatric faculty and residents to facilitate
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<input type="checkbox"/> <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b>  Describe:
<b>Barriers to implementation</b>	Partnership with high school (our university already had pre-formed partnership with many other programs with this high school)
<b>Faculty contact</b>	Elizabeth_R_VanOpstal@rush.edu

<b>Topic</b>	<input type="checkbox"/> <b>Pediatric History</b> <input checked="" type="checkbox"/> <b>Pediatric Physical Exam</b> <input type="checkbox"/> <b>Communication with caregivers/families</b> <input type="checkbox"/> <b>Integrating pediatrics into basic science</b> <input type="checkbox"/> <b>Pediatric Preventive Medicine</b> <input checked="" type="checkbox"/> <b>Pediatric Community Health</b>
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<b>Description of learning activity</b>	<p><b>Year 2 students go to local Elementary school.</b></p> <p>They are paired with a Kindergartener/1st grader and a 5th/6th grader. They get practice doing physical exam skills on each age group and they are also teaching the child they are paired with about the purpose of the physical exam and how the body works (vital signs, CV, Resp, Neuro, MSK, and non-invasive HEENT)</p>
<b>Required or elective activity</b>	<p><input checked="" type="checkbox"/> <b>Required</b>      <input type="checkbox"/> <b>Elective</b></p>
<b>Level of learner (e.g., M1, M2)</b>	M2
<b>Number of students (per session and total)</b>	92--the entire class, divided among the classrooms of the elementary school
<b>Duration of activity (for a single learner)</b>	2 hours
<b>Time course (e.g, how many sessions over what time period)</b>	1 session
<b>Location</b>	Local Elementary School
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	Faculty (to supervise interactions and exams), equipment to bring to school (scales, measuring tape for height measurement, growth charts, basic exam supplies like stethoscopes and reflex hammers, etc)...
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<p><input type="checkbox"/> <b>Yes</b>    <input checked="" type="checkbox"/> <b>No</b></p> <p>Describe:</p>
<b>Barriers to implementation</b>	Finding a school willing to participate; permission slips at school
<b>Faculty contact</b>	<b>Adam.R.Weinstein@hitchcock.org</b>

<b>Topic</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pediatric History</li> <li><b>X Pediatric Physical Exam</b></li> <li><input type="checkbox"/> Communication with caregivers/families</li> <li><input type="checkbox"/> Integrating pediatrics into basic science</li> <li><input type="checkbox"/> Pediatric Preventive Medicine</li> <li><b>X Pediatric Community Health</b></li> </ul>
<b>Description of learning activity</b>	<p><b>As a component of the course, Introduction to the Medical Profession, M2 students rotate with Mercy Delta, a school-based clinic system created to serve elementary, middle, and high school students in the MS Delta.</b></p> <p>Through this experience, M2 students have the opportunity to interact with pediatric patients and practice their pediatric exam skills. Additionally, M2 students are exposed to preventative pediatrics as well as common pediatric conditions.</p>
<b>Required or elective activity</b>	<b>X Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M2 students
<b>Number of students (per session and total)</b>	The entire M2 class (165 students) rotates through Mercy Delta. Each M2 student spends 1 day in the clinics. No more than 3 students per day.
<b>Duration of activity (for a single learner)</b>	7:30am – 3:30pm The M2 student travels with the medical team (MDs, NPs, RNs, possibly an M3 student) via van to the school-based clinics. The clinics are open 9:00am – 2:00pm.
<b>Time course (e.g., how many sessions over what time period)</b>	Each M2 student spends 1 day with Mercy Delta.
<b>Location</b>	Mercy Delta – 3 school-based clinics throughout the MS Delta.

<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	School-based clinic setting (1-2 rooms within the school to serve as clinic space) Equipment (BP cuff, scale, stethoscopes, ophthalmoscopes/otoscopes) Medical Records (paper charts) Faculty Patients are students within the school system
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<b>X Yes    <input type="checkbox"/> No</b>  Describe: Mercy Delta is affiliated with the University of MS Medical Center (UMMC). The providers who staff the school-based clinics are employees of UMMC. For the majority of the providers, Mercy Delta is their sole clinical responsibility.
<b>Barriers to implementation</b>	Requires institutional support Difficult to establish an affiliation and clinic system with-in a school.
<b>Faculty contact</b>	<b>Austin Harrison</b> <b>VHarrison@umc.edu</b>

<b>Topic</b>	<input type="checkbox"/> <b>Pediatric History</b> <input type="checkbox"/> <b>Pediatric Physical Exam</b> <input type="checkbox"/> <b>Communication with caregivers/families</b> <input type="checkbox"/> <b>Integrating pediatrics into basic science</b> <b>X Pediatric Preventive Medicine</b> <b>X Pediatric Community Health</b>
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<b>Description of learning activity</b>	<p><b>Children's of MS partners with MS Children's Museum to promote the health and well-being of children in local communities through 2 interactive events.</b></p> <p>With the assistance of pediatric faculty and residents, medical student volunteers host a variety of activities for children focused on nutrition/healthy diet, physical activity, dental hygiene, immunizations, tobacco avoidance, safety, etc.</p>
<b>Required or elective activity</b>	<p><input type="checkbox"/> <b>Required</b>                      <input checked="" type="checkbox"/> <b>Elective (Volunteer)</b></p>
<b>Level of learner (e.g., M1, M2)</b>	M1, M2
<b>Number of students (per session and total)</b>	Students participate on a voluntary basis; the number of students varies.
<b>Duration of activity (for a single learner)</b>	Each event takes place on a Saturday morning for 4 hours (9am -1pm).
<b>Time course (e.g., how many sessions over what time period)</b>	<p>Two events per year:</p> <p>"Back to School event in August</p> <p>"Doctor's Day" in March</p>
<b>Location</b>	MS Children's Museum
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	<p>MS Children's Museum advertises the events and provides the physical space for the events.</p> <p>Children's of MS supports the events and provides any necessary items.</p> <p>Pediatric faculty and residents serve as volunteers.</p> <p>Local children visiting the Children's Museum participate in the events.</p>

<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  Describe: Children's of MS financially supports the events. Faculty are encouraged to volunteer as part of community outreach, which contributes to portfolio development and promotion.
<b>Barriers to implementation</b>	Community partners willing to host the events Departmental support Pediatric faculty volunteers
<b>Faculty contact</b>	<b>Austin Harrison</b> <b>VHarrison@umc.edu</b>

<b>Topic</b>	<input checked="" type="checkbox"/> <b>Pediatric History</b> <input type="checkbox"/> Pediatric Physical Exam <input checked="" type="checkbox"/> <b>Communication with caregivers/families</b> <input type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input checked="" type="checkbox"/> <b>Pediatric Community Health</b>
<b>Description of learning activity</b>	<p><b>Students travel in pairs to the home of a family who has a child with special healthcare needs.</b></p> <p>The students have suggested interview prompts to help them learn about what life is like for the family, and to practice their information-gathering skills.</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>-Tell me the story of your child's special health care needs.</li> <li>-What is a typical day like?</li> <li>-What do you do differently because of the special health care needs?</li> <li>-What do you like in a doctor-patient-parent relationship?</li> <li>-What are your biggest worries about the future?</li> </ul> <p>Students each write up a short reflective practice response to the visit, answering the following questions:</p> <ul style="list-style-type: none"> <li>-How do you see yourself relating as a physician to families and children with special health care needs?</li> <li>-Write 3 questions you could ask in a clinic interview to</li> </ul>



	<p>learn about the context of this patient's life. "Context" includes values and priorities, daily activities, and social environment.</p> <p>The home visits are debriefed in the small group Medical Interviewing course (groups of 8 students paired with 2 faculty members).</p>
<b>Required or elective activity</b>	<b>X Required</b> <input type="checkbox"/> <b>Elective</b>
<b>Level of learner (e.g., M1, M2)</b>	M1 (within first 2 months of medical school)
<b>Number of students (per session and total)</b>	2 at a time
<b>Duration of activity (for a single learner)</b>	2-3 hours (plus travel)
<b>Time course (e.g, how many sessions over what time period)</b>	<p>One session</p> <p>*Currently adding in a voluntary return visit to the same family (if possible) in the M3 year, after clerkships finish.</p>
<b>Location</b>	Private homes
<b>Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)</b>	<p>-Families in the community willing to participate</p> <p>-Administrative support for tracking names/locations/availability and for scheduling students</p> <p>-Transportation to homes (POV)</p>
<b>Reimbursement provided (e.g, FTE for faculty, reimbursement for volunteers)</b>	<p><input type="checkbox"/> <b>Yes</b>    <b>X No</b></p> <p>Describe: Families are involved on a completely volunteer basis; faculty debrief with the students in a previously scheduled course (Medical Interviewing), so no additional FTE warranted.</p>
<b>Barriers to implementation</b>	<p>-Need enough families to volunteer for home visits for entire class (~175 students)</p> <p>-After-hours requirement, but counts toward contact hours</p> <p>-Students need transportation (but can carpool in pairs)</p>

Faculty contact	courtney.judd@usuhs.edu
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Topic	<input type="checkbox"/> Pediatric History <input checked="" type="checkbox"/> Pediatric Physical Exam <input type="checkbox"/> Communication with caregivers/families <input checked="" type="checkbox"/> Integrating pediatrics into basic science <input type="checkbox"/> Pediatric Preventive Medicine <input checked="" type="checkbox"/> Pediatric Community Health
Description of learning activity	<b>“Pediatrics in the Wild!”</b> Faculty and several medical students brought their own children of various ages to be observed playing “in the wild” at the athletic fields on our school campus. Students were given a handout of milestones to observe, and were able to mingle with peers and faculty to see and discuss child development in action.
Required or elective activity	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Elective
Level of learner (e.g., M1, M2)	M2
Number of students (per session and total)	One session, number of students varies (Around 25 came to first offering)
Duration of activity (for a single learner)	~1 hour
Time course (e.g, how many sessions over what time period)	One session offered after a mandatory class
Location	Athletic fields on medical school campus, with playground, fields, picnic tables, and a track
Resources required (e.g., faculty, pediatric patients, volunteer children, facilities)	-Pediatric faculty and their children -Medical students and their children -Area for open play -Snacks (optional)
Reimbursement provided (e.g, FTE for faculty,	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

reimbursement for volunteers)	Describe:
Barriers to implementation	<ul style="list-style-type: none"> <li>-Need enough children for it to be feasible/rewarding</li> <li>-Need enough faculty to field questions from students</li> <li>-Need an adequate area to hold the event</li> <li>-Dependent on good weather for optimal experience!</li> </ul>
Faculty contact	courtney.judd@usuhs.edu

Topic	<p><b>X Pediatric History</b></p> <p><input type="checkbox"/> Pediatric Physical Exam</p> <p><input type="checkbox"/> Communication with caregivers/families</p> <p><b>X Integrating pediatrics into basic science</b></p> <p><input type="checkbox"/> Pediatric Preventive Medicine</p> <p><b>X Pediatric Community Health</b></p>
Description of learning activity	<p><b>Adolescent Psychosocial Exam Day</b></p> <p>Local high school students are brought in to the medical school campus for a day-long event. High school students and medical students are paired 1:1 for mock HEADDSS assessments, to allow the medical students to practice asking difficult questions.</p> <ul style="list-style-type: none"> <li>-Medical students receive training on the HEADDSS exam, a pre-brief to establish ground rules (including how to handle any potential safety disclosures), and a post-brief.</li> <li>-High school students are mostly in a health professions careers interest group and/or are in JROTC. Students receive a tour of the USU campus, and the USU Diversity Officer provides a short briefing and Q&amp;A session for the high school students.</li> </ul>
Required or elective activity	<b>X Required</b> <input type="checkbox"/> Elective
Level of learner (e.g., M1, M2)	M2
Number of students (per session and total)	175 (entire class), one session
Duration of activity (for a single learner)	<p>~2.5-3 hours (1 hour pre-brief, 25 minute interview, 1 hour post-brief)</p> <ul style="list-style-type: none"> <li>-Some medical students serve as tour guides for an</li> </ul>

	additional 30 minutes
<b>Time course</b> (e.g, how many sessions over what time period)	One session, one day long (0830-1430)
<b>Location</b>	USU classrooms - lecture halls and small group rooms
<b>Resources required</b> (e.g., faculty, pediatric patients, volunteer children, facilities)	<ul style="list-style-type: none"> <li>-High school students and their chaperones (health careers interest group advisor and JROTC Commander)</li> <li>-Faculty to chaperone breakout sessions (6-8 faculty total)</li> <li>-Bus transportation for students to come to campus</li> <li>-Lunches provided for high school students</li> <li>-Time from USU Diversity Officer for briefing</li> <li>-School classrooms and areas to allow enough space for semi-private conversations</li> </ul>
<b>Reimbursement provided</b> (e.g, FTE for faculty, reimbursement for volunteers)	<p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>Describe: Bus transportation and lunches for high school students are purchased by the medical school</p>
<b>Barriers to implementation</b>	<ul style="list-style-type: none"> <li>-Partnership with high school (our university already had a pre-existing partnership with this high school)</li> <li>-Need to plan around high school academic/holiday schedule</li> <li>-Funding for transportation and lunches</li> </ul>
<b>Faculty contact</b>	<b>courtney.judd@usuhs.edu</b>

<b>Topic</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Pediatric History</b></li> <li><input type="checkbox"/> <b>Pediatric Physical Exam</b></li> <li><input checked="" type="checkbox"/> <b>Communication with caregivers/families</b></li> <li><input checked="" type="checkbox"/> <b>Integrating pediatrics into basic science</b></li> <li><input checked="" type="checkbox"/> <b>Pediatric Preventive Medicine</b></li> <li><input checked="" type="checkbox"/> <b>Pediatric Community Health</b></li> </ul>
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<b>Description of learning activity</b>	<p><b>This is a Team Based Learning (TBL) activity for first year medical students. Vaccination</b></p> <p>This module explores innate and humoral immunity including maturation of B cells, antigen presentation, antibody structure and function and complement activation and function in the context of vaccine mediated immunity. This module also addresses the requirements for childhood immunizations nationally and in Connecticut and the process of obtaining consent (permission) to immunize a minor.</p>	
<b>Required or elective activity</b>	<b>X Required</b>	<b>Elective (Volunteer)</b>
<b>Level of learner (e.g., M1, M2)</b>	M1	
<b>Number of students (per session and total)</b>	Up to 140 students (includes Dental students)	
<b>Duration of activity (for a single learner)</b>	<p>There are three sessions. Each session is 2 hours long. There is additional “pre-work” to be done. Total time anticipated per week is 20 hours including the pre-work.</p>	
<b>Time course (e.g., how many sessions over what time period)</b>	Three TBL sessions devoted to this module.	
<b>Location</b>	UCONN School of Medicine	

<b>Resources required</b> (e.g., faculty, pediatric patients, volunteer children, facilities)	Faculty to facilitate session. Faculty to review IRAT and TRAT scores. Faculty to review and address appeals. Our sessions are in an academic rotunda with tables set around the room and moderator in the middle.
<b>Reimbursement provided</b> (e.g, FTE for faculty, reimbursement for volunteers)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Barriers to implementation</b>	Faculty with expertise or experience in TBL teaching. Integration with basic sciences and other areas (ethics, community based health, etc.)
<b>Faculty contact</b>	<b>Melissa Held, M.D.</b> <b><a href="mailto:mheld@connecticutchildrens.org">mheld@connecticutchildrens.org</a></b>