

# Pediatric Emergency Medicine Medical Student Elective

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## Overview

The pediatric emergency medicine rotation is done at the Children's Emergency Center (CEC) located on the ground floor of the Ginsburg Tower at AdventHealth Orlando. The CEC is part of the AdventHealth for Children, Walt Disney Pavilion, a full-service children's hospital with a broad pediatric sub-specialty over 200 inpatient beds, including a 22-bed PICU, 9-bed CVICU, and our NICU to include 91 beds. The CEC is a 16 bed-unit, separate from the adult emergency department (ED), and staffed with dedicated pediatric nurses. Each room offers highly interactive technology, as well as ambient lighting. Annually, we see about 27,000 patients in our pediatric emergency department. The department is staffed with board-certified pediatrics and pediatric emergency medicine physicians as well as board-certified emergency physicians with a particular interest in pediatrics.

We try to foster a fun learning environment, and encourage questions, never be afraid to ask questions or guidance. We function as a team, and respect for all the team members should be a priority. We look forward to working with you and hope your rotation in the department is a valuable educational experience.

## Preceptor

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## Faculty

Dr. Heidi-Marie Kellock  
AdventHealth Children's Emergency Center  
Medical Director

Dr. Julie Secrest

Dr. Yaron Ivan

Dr. Barbara Bostick

Dr. Jillian Hundley

Dr. Amanda Roycik

Dr. Shakuntala Janwadkar

Dr. Mark Lanker

Dr. Kimberley Horner

Dr. Caroline Molins

## **Duties and responsibilities**

Medical students will be responsible for assisting the team with the initial evaluation of all pediatric patients presenting to the CEC. The medical students will perform history and physical exams, procedures with appropriate supervision and discuss plan of care.

We expect you to:

- a. Be on time to work.
- b. Behave in a highly professional manner, maintaining appropriate standards of conduct, dress, and hygiene.
- c. Always treat patients as customers to whom a service is being provided.
- d. To formulate a plan for your evaluation, which you will then present to the attending faculty member.

## **Goals and Objectives**

The overall goal of the rotation is to provide medical students with the exposure to the specialty of Pediatric Emergency Medicine as well as the tools to develop an evidence-based approach to care of pediatric patients presenting to the ED with both common and life-threatening disease processes and injuries. The following goals and objectives represent the knowledge you should acquire during this educational experience.

### **Goals**

1. To appropriately manage the undifferentiated pediatric patients in the emergency department
2. To emphasize the importance of immediate recognition, evaluation, care and disposition of pediatric patients in response to acute illness and injury.
3. To emphasize the importance of discharge instructions to the parents and patients.

### **Patient Care**

1. To give a concise and well-organized presentation of the history and physical exam, including pertinent perinatal issues and growth and development
2. Develop the skills and strategies to make the pediatric patient comfortable with examinations and procedures
3. Identify true medical and surgical emergencies in critically ill patients to

mitigate significant morbidity and/or mortality.

4. Arrange a sound disposition and follow-up for patients being admitted to the hospital or discharged from the ED.
5. Appropriate diagnostic management in the pediatric population including proper and safe use of imaging

### Medical Knowledge

1. Understand the difference between pediatric and adult pathophysiology and anatomy
2. Create a differential diagnosis of the undifferentiated pediatric patient prior to formal presentation to the attending physician.
3. Understand the proper use and dosing of medications in pediatric populations, especially concerning weight-based dosing, pain management, and resuscitation
4. Demonstrate knowledge and performs common (incision & drainage, laceration repair, procedural sedation), including indications and complications.
5. Recognize and manage common illnesses and injuries that present emergently

### Practice-based Learning and Improvement

1. Appropriately locate and use evidence-based medicine in the diagnosis and treatment of pediatric patients that present to the emergency department.
2. Use information technology, including lab and imaging studies, to support and enhance diagnosis and therapeutic decisions.
3. Identify personal learning needs, systematically organize relevant information resources for future reference, and plan for continuing acquisition of knowledge and skills.
4. Search and integrate evidence of scientific studies related to their patients' health problems.
5. Support their own education with the use of on-line medical journals and technology to be able to improve or contribute in improving patient care.

### Interpersonal Skills and Communication

1. Demonstrate collaborative practice within the structure of the ED team.
2. Demonstrate interpersonal and communication skills that result in information exchange and partnering with patients, their families and professional associates.
3. Participate effectively as part of an interdisciplinary team in the ED to create and sustain information exchange.

4. Communicate the diagnosis, treatment plan and follow-up care with sensibility and empathy to patients and family.
5. Develop an ethical based relationship with patients and family to be able to give the best therapeutic care.
6. Respect patient confidentiality for sensitive issues.

### Professionalism

1. Demonstrate punctuality, attendance, and a work pace appropriate to skill level.
2. Treat all patients, colleagues, family members, and ancillary staff with respect and compassion.
3. Demonstrate self-confidence, flexibility and maturity.
4. Demonstrate awareness of limits, continuous improvement and ability to deal with uncertainty
5. Demonstrate respect, compassion, integrity, and empathy to every patient.
6. The medical student should be sensitive and respond to the patient's culture, gender, age and disabilities.

### Systems-Based Practice

1. Selectively knows what studies to order and interpret for efficient disposition of pediatric patients in the ED.
2. Understand how to practice high-quality health care and advocate for patients within the context of the health care system.
3. Recognize one's limits and those of the health care system.
4. Identify and take steps to avoid medical errors.

### Schedule

During this rotation, you will work fifteen (15) 8-hours shifts in a month. The shifts are a mixed of day (7a-3p), afternoon (3p-11p) and night (11p-7a). If there are any questions about your schedule or circumstance that would prevent you to attend to your shift contact the rotation preceptor.

### Core topics

The medical student should learn the following core topics:

1. General approach to the pediatric patient
2. Basic airway management
3. Pediatric fever
4. Abdominal pain

5. Shortness of breath
6. Wound care
7. Fractures and splinting, including use of radiology services
8. Pain management
9. Ingestions
10. Crying in infants

## Learning Resources

### Recommended textbooks:

1. Tenenbein M, Macias CG, Sharieff GQ, Yamamoto LG, Schafermeyer R. eds. *Strange and Schafermeyer's Pediatric Emergency Medicine*, 5e. McGraw-Hill
2. Shah BR, Mahajan P, Amodio J, Lucchesi M. eds. *Atlas of Pediatric Emergency Medicine*, 3e. McGraw-Hill

### Reading list:

A reading list with key articles will be provided.

### Free Open Access Medication:

1. [www.saem.org/cdem/education/online-education/peds-em-curriculum](http://www.saem.org/cdem/education/online-education/peds-em-curriculum)
2. [Brownemblog.com/brown-pem](http://Brownemblog.com/brown-pem)
3. [Pedemmorsels.com](http://Pedemmorsels.com)
4. [Dontforgetthebubbles.com](http://Dontforgetthebubbles.com)

## Evaluation and Feedback:

1. **Daily shift evaluation and feedback:** During this rotation, medical students should receive daily feedback by their attending. In addition, they should also request a shift evaluation per shift.
2. **Mid rotation evaluation:** The medical student will meet with the assigned faculty to discuss a mid-rotation evaluation and provide feedback.
3. **Rotation evaluation:** Each medical student will complete an evaluation of the rotation.
4. **Final evaluation:** Each medical student will receive a final evaluation that will be sent to the school.