

# PED 2009: Pediatric Diabetes Camp

Course: Pediatric Diabetes Camp Course Number: PED 2009

Department: Pediatrics

Faculty Coordinator: Soumya Adhikari, MD

Assistant Faculty Coordinators: N/A

UTSW Education Coordinator Contact: Anthony Lee ([Anthony.Lee@UTSouthwestern.edu](mailto:Anthony.Lee@UTSouthwestern.edu))

Hospital: (Location of rotation) Camp Sweeney, Gainesville, TX

Periods Offered: 1, 2, 23, 24

Length: 2 weeks

Max # of Students: 3-5 (Post Clerkship Students)

First Day Contact: Please call – 214-456-5856 or 940-665-2011

First Contact Time: 7:00am

First Day Location: Camp Sweeney, Gainesville, TX – Directions to be provided

Prerequisites: PED 1801 Pediatric Core Clerkship

**Note: Students must have prior approval from Faculty Coordinator before signing up. Students participating at Camp during first and second year will have higher priority.**

## I. Course Description

The student rotating will become familiar with management of both Type 1 and Type 2 Diabetes in a camp setting. Students will help manage all aspects of care for up to approximately 250 children with diabetes. This care will include insulin adjustment and administration, insulin pump management, glucose monitoring, and management of acute hypoglycemia. The student will also be involved in diagnosing and managing general pediatric problems including minor trauma, minor respiratory, and gastrointestinal illnesses during daily sick call at the Camp Hospital.

The introduction to diabetes care and work flow during the camp sessions will be through a series of didactic teaching seminars held in the Spring and/or early Summer prior to participating.

<u>Goals</u>	<u>Objectives</u>	<u>Assessment Methods</u>
<b>Patient Care:</b> Manage patients under supervision at the level to prepare for internship. Students must demonstrate compassionate, appropriate and effective patient care in the setting of medical management of diabetic children in a camp environment.	<ul style="list-style-type: none"><li>Follow their own group of diabetic campers and be responsible for these campers at a level commensurate with their training.</li><li>Collect, assemble and interpret relevant history and physical findings.</li><li>Create and maintain complete</li></ul>	<ul style="list-style-type: none"><li>Quality of Medical Records entries</li><li>Skills evaluation from direct observation.</li></ul>

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	<p>and accurate medical records of diabetic management in a camp setting.</p> <ul style="list-style-type: none"> <li>• Order and evaluate diagnostic studies in the appropriate setting under supervision.</li> <li>• Manage the diabetes care of campers under direct supervision.</li> <li>• Communicate with the referring physicians and family members in a timely manner.</li> </ul>	
<p><b>Medical Knowledge:</b> Become familiar with all aspects of outpatient diabetes care, basic general ambulatory pediatric diagnoses and physical exam skills, which promote the development of clinical problem-solving skills.</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge that would allow for independent assessment and appropriate problem solving skills of outpatient pediatric patients.</li> <li>• Demonstrate knowledge of the management of outpatients with Diabetes (<i>Type 1 and 2</i>) and general pediatric diseases seen in the outpatient setting. For example: otitis media, otitis externa, head lice, viral respiratory and gastrointestinal diseases, asthma, and minor orthopedic injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Each student is required to create a case presentation and to present it to the faculty and fellows during the rotation. It is recommended that students present an interesting case they encountered during their rotation. However, they are also permitted to present on a topic of interest that relates to pediatric course topic.</li> </ul>
<p><b>Interpersonal and Communication Skills:</b> Students must be able to demonstrate interpersonal and communication skills that result in effective information exchange with health care professionals and families.</p>	<ul style="list-style-type: none"> <li>• Give case presentations in a clear, concise, organized and relevant manner.</li> <li>• Communicate appropriate information to the family (and patient) concerning management and clinical course.</li> <li>• Be an integral member of the medical care team and exchange information effectively with other health care professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of faculty and staff.</li> </ul>
<p><b>Practice-Based Learning and Improvement:</b> Students must be able to assimilate scientific evidence and improve their patient care practices.</p>	<ul style="list-style-type: none"> <li>• Demonstrate proper evidence based decisions.</li> <li>• Demonstrate appropriate use of educational resources for self-education, including medical literature and on-line medical information.</li> </ul>	<ul style="list-style-type: none"> <li>• Each student is required to create a case presentation and to present it to the faculty and fellows during the rotation. It is recommended that students present an interesting case they encountered during their rotation. However, they are also permitted to present on a topic of interest that relates to pediatric course topic.</li> <li>• Critical review of a relevant article.</li> </ul>
<p><b>Professionalism:</b> Students must demonstrate attitudes and professional behavior appropriate for clinical practice, which encompass</p>	<ul style="list-style-type: none"> <li>• Accurate representation of data.</li> <li>• Ethically sound decisions.</li> <li>• Professional appearance.</li> <li>• Attendance at rounds on time.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of faculty and staff.</li> </ul>

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professional responsibilities, adherence to ethical principles and sensitivity to diverse patient populations.	<ul style="list-style-type: none"><li>• Respect for patients' confidentiality.</li><li>• Mature behavior.</li><li>• Sensitivity to culture, genders and disabilities.</li></ul>	
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## II. Methods of Instruction

### **Didactic: (*Schedule, Topic and Faculty*)**

Teaching will be primarily through clinical experience. The student will be responsible for a specific group of campers and their insulin management. Using a computerized database, the student will review daily glucose monitoring and make insulin dose changes under the supervision of the attending physician. The student will round with the attending physician on a daily basis to review the diabetic management of those campers. The student will also help prepare lecture on diabetes care for daily medical lecture to campers. Students will receive direct instruction from the attending physician on all aspects of diabetes care, both before and during the camp sessions.

### **Clinical: (*Schedule, Faculty Teaching and House-Staff Teaching*)**

The student will participate in daily sick call and will make an assessment and management plan for campers presenting with minor trauma, illnesses and other problems under the supervision of the attending physician. The students will directly participate in diabetes management including insulin administration, insulin pump management, glucose monitoring, and treatment of acute hypoglycemia and hyperglycemia. Students will also be expected to participate in overnight rounds (night rounds) in which selected campers will have glucose checks and students will give additional insulin or carbohydrates to raise glucose as indicated.

## III. Overview of Student Responsibilities

Students will be responsible for a specific group (cabin) of diabetic campers for their insulin management. The student will meet daily with the attending physician and discuss the management. Daily progress notes will be entered using the computer database. During daily sick call, the student will present to the attending physician and formulate a plan of management. Students will also participate in preparing daily medical lectures to campers and prepare a final examination at the end of camp session.

## IV. Method of Evaluation of Students and Requirements

Students will be evaluated on the achievement of the objectives of the course. The attending physician will evaluate the student's performance and submit both a grade and a written evaluation. Similarly, evaluation of the elective by the student will include achievement of the stated objectives of the course.