



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Medicine Department of Pediatrics

**Division of Pediatric Emergency Medicine
BC Children's Hospital**
4480 Oak Street, Vancouver, BC
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Orientation Package

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Residents Contact

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We are committed to providing you the best possible rotation in Pediatric Emergency Medicine and a once-in-a-lifetime experience!

Welcome!

The Pediatric Emergency Medicine (PEM) rotation at BC Children's Hospital (BCCH) is designed for YOU. We strive to provide the best teaching environment to allow you to gain skills for your career. The rotation is designed based on feedback from hundreds of previous trainees and is meant to give you a rewarding and educational experience.

The PEM division is where you will see the largest variety of pediatric conditions and have the opportunity to improve your diagnostic and management skills. Despite the high variability of pediatric illness due to seasonality, you will likely see the most common pediatric illnesses at any time of the year during your rotation.

Please read all of the information presented in this document to maximize your experience during this rotation and to help you provide the best care to your patients. We look forward to working with you and hope you enjoy your rotation.



Orientation

It is mandatory for all residents rotating through BCCH PEM to complete the *Cerner PowerChart (eChart): Overview* and the *Cerner FirstNet Training* prior to their scheduled rotation. These online courses can be found on the [PHSA LearningHub \[https://learninghub.phsa.ca\]](https://learninghub.phsa.ca) and can be completed well in advance of your arrival at BCCH.

Note that Residents do NOT need to complete the *Excelleris forms for PowerChart*.

Once you complete the required courses, you will receive your login from Cerner. If you plan to do another rotation with us, we recommend that you hold on to this information. The completion of both online training courses is mandatory for your PEM rotation, and if not done by the time you arrive, you will not be allowed to begin your rotation.

If you do not already have a PHSA login account, your PEM Education Program Assistant (PA) will arrange to have one created for you through the PHSA IM/IT Department (HSSBC), and you will be sent your account information prior to your rotation.

For those of you that have completed a rotation with us in the past and have been given IT access, you may need to contact the PHSA Service Desk directly at 604-675-4299 to request a password reset.

Please note that all of the above takes time, so we recommend that you take action 2-3 weeks prior to your rotation to ensure a smooth start.

ED Patient Forms

Along with the history and physical findings, please ensure the completion of the following on all patients you see:

- The time you see the patient (near the top on the left),
- Your signature (bottom right),
- The time of discharge (bottom right),
- Please ask your attending if they would like you to write the diagnosis at the bottom or if they prefer to do it themselves, and
- Ensure the patient leaves with a copy of the discharge form (you can sign it and have one of the parents/guardians sign it).

Formal Teaching

Academic Half Day (AHD) occurs every Thursday (usually 8am-12:30pm, except for when our fellows are on their research/NERD block in which case AHD sessions are scheduled on Wednesdays instead, typically during November/December rotations). The AHD sessions are followed by Simulator Sessions, which are mandatory for Junior Residents (please refer to the AHD schedule for your assigned session dates).

We expect you to attend all AHD sessions during your rotation unless you are expected to be at your specialty-specific academic day. Attendance is required even if you have worked the evening shift the night before. In order to allow you to attend the AHD sessions, trainees scheduled on Thursday morning shifts (i.e., Acute Day 08:00-16:30 or Urgent Day 10:00-18:00) may first go to the AHD sessions and then complete their shift afterwards.

Please make sure to sign your name on the attendance list, as this will be considered in your final evaluation.

Simulator Sessions

We are pleased to welcome you to our high-fidelity simulator program. The Simulator Sessions are very popular and give you an opportunity to practice resuscitation scenarios in a supportive team setting. Your attendance is mandatory for Simulator Sessions during the first and third week of your block. Please let your PA know if you are unable to attend your scheduled session. Our sessions are typically held in E617-619 at the Shaughnessy Building on Thursdays from 1-4pm (except during NERD blocks when sessions will run on Wednesdays).

Evaluations

End-of-Shift Evaluation Form

At the end of your shifts, please provide the attending staff with an **End-of-Shift Evaluation Form**. Please record any procedures you performed in the space provided on the form. These paper forms can be obtained from the cupboard next to the 'Evaluation Board' in the ED doctors work room. ***It is your responsibility to give an evaluation form to your staff every shift.*** It is a good idea to ask your attending staff for verbal feedback on your performance toward the end of your shift. The

Education Director will review the collection of forms at the end of the rotation in order to complete your end of rotation evaluation.

You will be evaluated on your professionalism, clinical skills, communication skills, knowledge, judgment, team work, use of evidence based medicine. Senior Residents will also be evaluated on their teaching skills and their ability to manage the department.

End-of-Rotation Evaluation Summary

At the end of your rotation, your program will receive an end of rotation summary for shifts and Academic Half Day presentations (if applicable). Before your rotation starts, you will be asked to provide your respective program administrators' name and contact info so we can email the end of rotation summary to your program.

Please note that given the large number of Residents and Medical Students who rotate through PEM, we cannot provide an individual one on one meeting at the end of your rotation.

If you encounter any problems during your rotation, please contact **Dr. Paul Enarson** (PEnarson@cw.bc.ca) to arrange a meeting. We will also contact you if there are any concerns about any daily evaluations.

Rotation Evaluation by Residents

We would also appreciate it if you would complete end of shift evaluation forms for the attending staff. Your feedback allows us to keep improving our teaching!

Scheduling

Pediatric Emergency Medicine is different from other specialties that work primarily during weekday office hours with on-call schedules for evenings and weekends. We run 24 hours/day, 7 days/week, 365 days/year. There are five shifts per 24 hour period, with double coverage from 10:00-01:00. Your schedule is structured to provide you with an exposure to all types of shifts (Acute Overnight, Acute Day, Acute Evening, Urgent Day, Urgent Evening) so that you get a true Emergency Medicine experience!

We are a very popular program with 10-12 Residents from five to six residency programs, and 4-8 Medical Students in their third or fourth year from UBC rotating through our program each month. We do our best to accommodate other subspecialties' academic days and shift requests from you.

The schedule is made in advance to allow you to plan your PEM rotation at BCCH. During a four week rotation, you will be scheduled for up to 14-16 shifts (depending on the number of residents with us that block), of which at least 4 will be weekend shifts (Saturday and Sunday), and up to 3-4 will be overnight shifts. Thursday morning is our mandatory Academic Half Day (Wednesdays during NERD block).

UBC Year 2/3 Continuity Clinic

To avoid any scheduling conflicts, Residents will be required to advise PEM call scheduling well in advance of the dates they will attend this clinic.

In order to accommodate your requests during your rotation, you will have to submit them several months before the rotation. The PA will advise you of the deadline for submitting your call shift requests, after which no further requests off will be accepted.

Once the final schedule is made, you will receive an electronic copy to ensure that there are no errors. **Due to the complexity of the schedule we will not accept new requests and only errors will be dealt with.**

Any shift swaps must be equitable (i.e., a weekend for a weekend, evening for an evening and between the same level of training). Changes to the schedule will only be approved by your PA in advance, and you must contact your peers directly to make sure the switch works for them. If this is a last minute swap and your PA is unavailable, you must ask for approval from the responsible staff physician in the ER (604-875-2045).

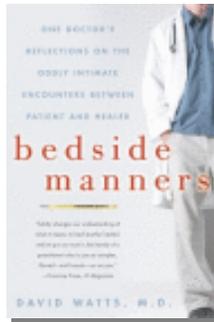
If your request has been approved, please send an e-mail to Rhea.Ignacio@cw.bc.ca so the schedule can be updated.

For Residents who are sick or cannot make it to a shift, please notify your PA (Rhea Ignacio) by email at Rhea.Ignacio@cw.bc.ca **AND** notify the staff physician in Emergency by calling **604-875-2045** so we can get organized for a possible replacement.

For Medical Students, please notify your respective PA's: **Kristina Dean (MSIY3)** peditrics.year3@ubc.ca or **Tim Horsfield (MSIY4)** peditrics.year4@ubc.ca and copy Rhea Ignacio Rhea.Ignacio@cw.bc.ca. Also, please notify the staff physician in ED by calling 604-875-2045. You may be required to make up some missed shifts in order to complete your rotation.

Survival Tips on Shift

1. Please wear your hospital identification at all times in order to be recognized. It is a good idea to introduce yourself to your attending and the charge nurse at the start of your shift.
2. Communicate with the senior trainees or staff physician in order to make sure excellent and timely care is provided to the patients, and that you are able to receive feedback and learn quickly from one shift to the next.
3. We pride ourselves on outstanding patient care, and the children we treat are the focus of our work. Good bedside manners not only improve interactions with patients, but also advance health professionals' careers. Evidence suggests those who have strong relationships with their patients not only provide better care but are less likely to get sued, and may be more likely to move up the professional ranks. Consider reading *Bedside Manners* by David Watts, M.D. (Three Rivers Press).
4. During your rotation, you will be exposed to a large number of children with infectious diseases. Look after yourself. Wash your hands, wear gloves (and masks where applicable), and keep your stethoscopes clean. If you have not had chicken pox, you are excused from seeing patients with chicken pox.
5. While you will generally see patients after the nurse has evaluated them in the examination room, you may also see the patient earlier if the nursing team is busy. Make sure to let the charge nurse or bedside nurse know if you will be going to the examination room before the nurse. Make sure you keep the nurse responsible for the patient updated regarding all patient management plans. No patient should be discharged without a full set of vital signs documented.
6. Make sure to work in a team with all other trainees and health care providers in the department.
7. Orders for medications should first be cleared with the attending staff, written in a dose/kg and total dose format, and then given to the nursing staff (not the unit clerk).
8. All shifts begin and end with hand-over. In general you will participate in this process. If the department is extremely busy and patients are



waiting a very long time, you may be asked to see your first patient rather than participate in handover. Before you leave your shift, it is essential that all patients you have managed and followed-up be handed-over in detail. The staff physician you worked with should be updated and you should be part of the hand-over process.

9. All patients are assessed and scored (CTAS score) by the triage nurse to determine their acuity of illness and how urgently specific management is required:
 - Level 1 – resuscitation, immediate attention
 - Level 2 – emergent, treatment within 15 minutes
 - Level 3 – urgent, treatment within 30 minutes
 - Level 4 – semi-urgent, treatment within 60 minutes
 - Level 5 – non-urgent, treatment within 120 minutes
10. When you initially assess a patient, determine the level of acuity and need for treatment before getting too involved in the details of the history. Let the staff physician or PEM Fellow know if patients need immediate treatment (e.g., pain relief, inhalational meds, etc) or if their condition is deteriorating. While you are encouraged to participate, the staff physician or PEM fellow should respond immediately to all critically ill patients in order to provide optimal and timely care.

More information on the Canadian Pediatric Triage and Acuity Scale can be found in "[Implementation Guidelines for Emergency Departments](#)" from the Canadian Association of Emergency Physicians [\[http://caep.ca/resources/ctas\]](http://caep.ca/resources/ctas)

11. In the ED, the patients need a FOCUSED history and physical examination. The ED forms allow you to organize your history and physical exams. Ensure your notes are legible and succinct. Treatments and investigations should be clearly written. You should write follow-up notes when you reassess a patient. Documentation of discharge advice is critical. Please be sure to complete the discharge form and have parents sign it.

12. Follow your patients when they have procedures done. You will hopefully be able to participate in many procedures over the course of your rotation (e.g., casting, suturing, LP's, etc).

13. Enjoy your rotation!

Want to learn more about handover?

“Emergency department patient handovers should be a seamless process, both for the patient and physicians.” Read more at: Singer and Jase. Pediatric Emergency Care. 1996;22(10):751.

Further Reading

We recommend:

- ‘Handbook of Pediatric Emergencies’ as a start. This is a ‘local’ book written by the Children’s Hospital staff and edited by Dr. Greg Baldwin.
- ‘Textbook of Pediatric Emergency Medicine’
Fleisher et al is a great resource. The first third of the book is complaint based. You can use it to read up on cases as you see them:
- ‘Tarascon Pediatric Emergency Pocketbook’
Steven G. Rothrock
- Clinical Manual of Emergency Pediatrics Value Pack
Ellen F. Crain and Jeffrey C. Gershel
- Pediatric Emergency Medicine
Jill M. Baren, Steven G. Rothrock, John Brennan, and Lance Brown



Websites

Here are some recommended sites that may be helpful during your rotation in Pediatric Emergency Medicine:

Please note, we have a BC Children's Hospital Pediatric ER CME website, www.cme.bccher.ca. This website contains a current list of pediatric resuscitation courses including the PALS and APLS courses at the BCCH Simulation Center. You can subscribe to the website to receive monthly emails containing a 'PEM pearl' question to take part in free online Pediatric Emergency Medicine learning and for a chance to win a complimentary registration to our Annual Update conference. For details, visit www.cme.bccher.ca/pem-pearls

PEM-Database: database of useful websites, clinical practice guidelines and updated literature.

<http://www.pemdatabase.org/>

Canadian Pediatric Society: excellent source of patient handouts and clinical practice guidelines

<http://www.cps.ca>

Radiology Cases in Pediatric Emergency Medicine: great case-based tutorials on approach to pediatric X-rays.

www.hawaii.edu/medicine/pediatrics/pemxray/pemxray.html

American Academy of Pediatrics - Emergency Medicine

http://pediatrics.aappublications.org/cgi/collection/emergency_medicine

Canadian Association of Emergency Physicians

WWW.CAEP.CA

Child Health BC website www.childhealthbc.ca

Educational Goals and Objectives for the Medical Student

Medical Expert

- Demonstrate diagnostic and therapeutic skills for ethical and effective patient care.
- Access and apply relevant information to clinical practice.
- Demonstrate effective consultation services with respect to patient care and education.

The student should know:

- Growth and developmental milestones of children.
- Immunization: timing, efficacy and side effects.
- Clinical measurements of dehydration/volume depletion.
- Causes and pathophysiology of fluid and electrolyte disorders.
- Calculation for correction of acid/base abnormalities.
- Pathophysiology of acute pediatric disorders by body system.
- Pathophysiology and pharmacokinetics of toxicological syndromes.
- Pathophysiology of infectious disorders.
- Presentation of common malignancies.
- Access to social agencies for psychosocial disorders.
- Risk factors for child abuse/deprivation/family dysfunction.
- Reporting responsibilities of the Child Protection Act.

The student should be able to:

- Perform a clinical assessment and collect all appropriate information on an ill/injured child.
- Recognize and measure normal and abnormal vital signs.
- Develop differential diagnoses of specific clinical presentations in the infant/child.
- Choose the laboratory and radiological investigations. Appropriate to the immediate need of the critically ill/injured child.
- Initiate management of acute disorders of body systems, toxicological syndromes, and infectious disorders.
- Initiate management of child abuse/deprivation/family dysfunction.

Technical skills:

Observe:

- Chest decompression
- CPR/airway management
- Fracture reduction and immobilization
- Gastric lavage
- Intraosseous access

Perform:

- Lumbar puncture
- Venous access
- Wound management
- Simple suturing
- Casting

Communicator

- Communicate effectively and compassionately with the patient and family.
- Establish therapeutic relationships with patients/families.
- Obtain and synthesize relevant history from patients/families/communities.
- Discuss appropriate information with patients/families and the health care team.

Collaborator

- Understand the importance of a multidisciplinary team and interact effectively with physicians, nurses, and other health professionals.
- Consult effectively with other physicians and health care professionals.

Health advocate

- Identify the important determinants of health affecting patients.
- Contribute effectively to improved health of patients and communities.
- Understand various approaches to health care advocacy and policy change.
- Recognize and respond to those issues where advocacy is appropriate.

Scholar

- Apply best practice to patient care decisions based on critical appraisal of relevant literature.
- Contribute to development of new knowledge.
- Demonstrate the skills of self-assessment and self-directed learning by identifying their own areas of improvement and addressing them with resources available.
- Develop, implement and monitor a personal continuing education strategy.
- Facilitate learning of patients, medical trainees/students and other health professionals.

Professional

- Deliver highest quality care with integrity, honesty and compassion.
- Demonstrate the maturity and responsibility expected of all professionals
- Exhibit appropriate personal and interpersonal professional behaviors.
- Practice medicine ethically consistent with obligations of a physician.

Manager

- Allocate finite health care resources wisely.
- Understand the basic principles of quality assurance/risk management issues.
- Utilize information technology to optimize patient care and life-long learning.
- Utilize resources effectively to balance patient care, learning needs, and outside activities.
- Work effectively and efficiently in a health care organization.

Dress Code Guidelines

A dress code gives us a standard for our professional appearance to clients, co-workers and the community. As an organization, it is important to strive for a balance between the need for professionalism and the desire for comfort, cleanliness and self-expression.

The following guidelines are established for all medical trainees working in the BCCH Emergency Department and will help you determine what is appropriate to wear to work.

- All clothing must be clean and appropriate for the work area. Scrubs are allowed for work in the clinical setting. You may use your own scrubs or you may get it from 2B Pediatrics Residents lounge. Please ask the Peds Residents/staff where this area is located.
- Pants that are similar to Dockers and/or nice looking dress pants are acceptable. Inappropriate pants include jeans (of any kind), sweatpants, caprice, exercise pants, shorts of any kind, leggings and any spandex or other form-fitting pants.
- Inappropriate tops include tank tops, mid-riff, halter, sleeveless, sheer, halter tops, tops with bare shoulders or spaghetti straps.
- When involved with direct patient care, jewelry should be kept to a minimum. For effective hand washing, rings and watches must be removed. Rings often harbor more than an acceptable level of bacteria after hand washing. Rings also put staff and patients at risk for blood borne infections, as they have the potential to scratch and cause holes in gloves.
- Nails should be short, clean, healthy, and free of nail polish. Chipped nail polish and false nails can harbor microorganisms. Nail enhancements such as artificial nails, wraps, tips, acrylics, and gels are not to be worn by health care workers providing direct patient care or handling patient care products. Numerous studies have shown that HCP ([Health Care Practitioner](#)) with nail enhancements have more bacteria on their nails both before and even after hand washing.
- Footwear should be clean, in good repair, and have non-skid soles. HCP involved in direct patient care should wear shoes with a closed toe and a closed heel.