

6600 Pediatric Allergy Immunology

This course is available to UC Irvine students only

Elective at a Glance		
Available to: <input checked="" type="checkbox"/> UCI MS3 students <input checked="" type="checkbox"/> UCI MS4 students <input type="checkbox"/> Extramural Students		
Duration: 2 weeks	Number of Students: 1 per rotation	Grading: H / P / F
Periods available: The time of the course must be pre-approved at least three months prior to the start of the course. No exceptions.		

1. Course Director, Coordinator and General Administrative Information

FACULTY AND STAFF

Name	Office Location	Phone	Email
Course Director: Wan-Yin Chan, MD (Assistants: Marilou Heil and Tacha Howard)	725 W. La Veta Ave., Ste 100, Orange CA 92868	714-633-6363	wchan@choc.org mheil@choc.org Tachayetta.Howard@choc.org
Course Coordinator: Frank Cruz	505 S. Main St., Ste. 525	714-456-5650	fcruz@hs.uci.edu

DESCRIPTION

This elective was designed to provide a broad experience in pediatric allergy/immunology. Students will become knowledgeable in diagnosing and treating atopic disorders, including asthma, allergic rhinitis, eczema, food and drug allergies, as well as understand how and when to perform an evaluation for primary immunodeficiencies.

PREREQUISITES

This course is intended for third- and fourth-year students enrolled in the undergraduate medical education program at UCI School of Medicine. Third year must complete the Pediatrics Clerkship.

RESTRICTIONS

This course is intended for third- and fourth-year students enrolled in the undergraduate medical education program at UCI School of Medicine.

This rotation is not accepting international students. All students must get prior approval for all CHOC based rotations.

COURSE DIRECTOR

Dr. Chan has worked in higher education since 2012. She did her Pediatric Residency and Allergy/Immunology Fellowship at UCLA. She is the co-director of the SCID program at CHOC.

Frank Cruz is the course coordinator for the 6600 course.

INFORMATION FOR THE FIRST DAY

Location/Time/Who to Report to on First Day:

Allergy Office: 725 West La Veta Ave, Ste 100, Orange, CA 92868, 714-633-6363

Clinic Hours: Monday to Friday 8:30am - 4:30pm (Ask for Marilou Heil)

***Students should attend morning report at 8am and noon conference, Mon-Friday, at the main hospital prior to coming to clinic.**

Frank Cruz student coordinator will contact students with further details.

fcruz@hs.uci.edu (714)456-5650

SITE: CHOC Batavia Woods Office

DURATION: 2 weeks

Scheduling Coordinator:

UCI students please email comsched@hs.uci.edu to make a scheduling appointment.

Periods Available

The time of the course must be pre-approved by at least three months prior to the start of the course. No exceptions.

NUMBER OF STUDENTS ALLOWED: 1 per rotation

WHAT STUDENTS SHOULD DO TO PREPARE FOR THE COURSE

Students will be provided with a Primer for Allergy and Immunology.

COMMUNICATION WITH FACULTY

Questions about logistics should be directed to the Course Coordinator's assistant Marilou Heil (mheil@choc.org) and Tacha Howard (Tachayetta.Howard@choc.org).

Direct questions, comments, or concerns about the course can be directed to the Course Director’s assistant as well. Contact information and office location are at the beginning of this document.

The Course Director is also available to meet in person. Please email fcruz@hs.uci.edu to arrange an appointment. To ensure that your email will not be lost in the large volume of email received, please use the following convention for the subject line:

SUBJECT: COURSE NAME, your last name, your issue (e.g. XXX, Smith, Request for appointment)

2. Course Objectives and Program Objective Mapping

The following are the learning objectives for the 620A course. Students are expected to demonstrate proficiency in these areas in order to satisfactorily complete the course. In addition, the extent of a student's mastery of these objectives will help guide the course evaluation and grade.

Course Objective	Mapped UCI School of Medicine Program Objective	Sub Competency	Core Competency
Understand the pathophysiology, diagnostic work-up and effective treatment of asthma (A ii, iii).	A-2. Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance to prevent disease	Disease Pathogenesis and Treatment	Knowledgeable
	A-3. Knowledge of basic clinical skills required to meet the skills objectives, including interviewing, physical diagnosis, communication and clinical reasoning processes	Basic Clinical Skills	Knowledgeable
	A-4. Knowledge of population health, epidemiology principles and the scientific basis	Population Health and Epidemiology	Knowledgeable

	<p>of research methods relevant to healthcare</p> <p>A-5. Knowledge of medical practice, including healthcare economics and health systems impacting delivery and quality of patient care</p> <p>B-1. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment</p> <p>B-2. The ability to competently perform a complete and organsystem-specific examination including a mental health status examination</p> <p>B-3. The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines</p> <p>B-5. The ability to practice effective preventive medicine by identifying, addressing and advocating for</p>	<p>Medical Practice</p> <p>Medical Interview</p> <p>Physical Exam</p> <p>Patient Management</p> <p>Patient Management</p>	<p>Knowledgeable</p> <p>Skillful</p> <p>Skillful</p> <p>Skillful</p> <p>Skillful</p>
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	<p>strategies to maintain health and well-being, to identify and treat disease early where appropriate and to advise on lifestyle practices</p>	<p>Patient Management</p>	<p>Skillful</p>
	<p>B-6. The ability to function effectively within the context of complexity and uncertainty in medical care</p>	<p>Professionalism</p>	<p>Altruistic</p>
	<p>C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations</p>	<p>Compassion</p>	<p>Altruistic</p>
	<p>C-2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care</p>	<p>Cultural and Social Awareness</p>	<p>Altruistic</p>
	<p>C-3. Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness</p>	<p>Cultural and Social Awareness</p>	<p>Altruistic</p>
	<p>C-4. The commitment to seek knowledge and skills to better serve the</p>		<p>Dutiful</p>

	<p>needs of the underserved in their communities</p> <p>D-1. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit</p> <p>D-2. A commitment to patient care and to the well-being of patients and colleagues</p> <p>D-3. A commitment to serve our community</p> <p>D-4. A commitment to personal well-being and the well-being of family and friends</p>	<p>Lifelong Learning</p> <p>Patient Care</p> <p>Community</p> <p>Personal Wellbeing</p>	<p>Dutiful</p> <p>Dutiful</p> <p>Dutiful</p>
<p>Understand the pathophysiology, diagnostic work-up and effective treatment of allergic rhinitis (A ii, iii).</p>	<p>A-2. Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance to prevent disease</p> <p>A-3. Knowledge of basic clinical skills required to meet the skills objectives, including interviewing, physical diagnosis, communication and clinical reasoning processes</p> <p>A-4. Knowledge of population health, epidemiology principles</p>	<p>Disease Pathogenesis and Treatment</p> <p>Basic Clinical Skills</p> <p>Population Health and Epidemiology</p>	<p>Knowledgeable</p> <p>Knowledgeable</p> <p>Knowledgeable</p>

	<p>and the scientific basis of research methods relevant to healthcare</p> <p>A-5. Knowledge of medical practice, including healthcare economics and health systems impacting delivery and quality of patient care</p> <p>B-1. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment</p> <p>B-2. The ability to competently perform a complete and organsystem-specific examination including a mental health status examination</p> <p>B-3. The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines</p> <p>B-5. The ability to practice effective preventive medicine by identifying, addressing</p>	<p>Medical Practice</p> <p>Medical Interview</p> <p>Physical Exam</p> <p>Patient Management</p> <p>Patient Management</p>	<p>Knowledgeable</p> <p>Skillful</p> <p>Skillful</p> <p>Skillful</p> <p>Skillful</p>
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	<p>and advocating for strategies to maintain health and well-being, to identify and treat disease early where appropriate and to advise on lifestyle practices</p>	<p>Patient Management</p>	<p>Skillful</p>
	<p>B-6. The ability to function effectively within the context of complexity and uncertainty in medical care</p>	<p>Professionalism</p>	<p>Altruistic</p>
	<p>C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations</p>	<p>Compassion</p>	<p>Altruistic</p>
	<p>C-2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care</p>	<p>Cultural and Social Awareness</p>	<p>Altruistic</p>
	<p>C-3. Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness</p>	<p>Cultural and Social Awareness</p>	<p>Altruistic</p>
	<p>C-4. The commitment to seek knowledge and</p>		

	<p>skills to better serve the needs of the underserved in their communities</p> <p>D-1. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit</p> <p>D-3. A commitment to serve our community</p> <p>D-4. A commitment to personal well-being and the well-being of family and friends</p>	<p>Patient Care</p> <p>Community Personal</p> <p>Wellbeing</p>	<p>Dutiful</p> <p>Dutiful</p> <p>Dutiful</p>
<p>Understand the pathophysiology, diagnostic work-up and effective treatment of eczema (A ii, iii).</p>	<p>A-2. Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance to prevent disease</p> <p>A-3. Knowledge of basic clinical skills required to meet the skills objectives, including interviewing, physical diagnosis, communication and clinical reasoning processes</p> <p>A-4. Knowledge of population health, epidemiology principles and the scientific basis of research methods relevant to healthcare</p>	<p>Disease Pathogenesis and Treatment</p> <p>Basic Clinical Skills</p> <p>Population Health and Epidemiology</p>	<p>Knowledgeable</p> <p>Knowledgeable</p> <p>Knowledgeable</p>

	A-5. Knowledge of medical practice, including healthcare	Medical Practice	Knowledgeable
	5. Knowledge of medical practice, including healthcare	Medical Interview	Skillful
	B-1. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment	Physical Exam	Skillful
	B-2. The ability to competently perform a complete and organsystem-specific examination including a mental health status examination	Patient Management	Skillful
	B-3. The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines	Patient Management	Skillful
	B-5. The ability to practice effective preventive medicine by identifying, addressing and advocating for strategies to maintain health and well-being, to identify and treat disease early where		Skillful

	<p>appropriate and to advise on lifestyle practices</p> <p>B-6. The ability to function effectively within the context of complexity and uncertainty in medical care</p> <p>C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations</p> <p>C-2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care</p> <p>C-3. Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness</p> <p>C-4. The commitment to seek knowledge and skills to better serve the needs of the underserved in their communities</p>	<p>Patient Management</p> <p>Professionalism</p> <p>Compassion</p> <p>Cultural and Social Awareness</p> <p>Cultural and Social Awareness</p> <p>Lifelong Learning</p>	<p>Altruistic</p> <p>Altruistic</p> <p>Altruistic</p> <p>Altruistic</p> <p>Dutiful</p>
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	<p>D-1. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit</p> <p>D-2. A commitment to patient care and to the well-being of patients and colleagues</p> <p>D-3. A commitment to serve our community</p> <p>D-4. A commitment to personal well-being and the well-being of family and friends</p>	<p>Patient Care</p> <p>Community Personal</p> <p>Wellbeing</p>	<p>Dutiful</p> <p>Dutiful</p> <p>Dutiful</p>
<p>Be familiar with the interpretation of pulmonary function tests (A ii, iii).</p>	<p>A-2. Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance to prevent disease</p> <p>A-3. Knowledge of basic clinical skills required to meet the skills objectives, including interviewing, physical diagnosis, communication and clinical reasoning processes</p> <p>A-4. Knowledge of population health,</p>	<p>Disease Pathogenesis and Treatment</p> <p>Basic Clinical Skills</p> <p>Population Health and Epidemiology</p> <p>Medical Practice</p>	<p>Knowledgeable</p> <p>Knowledgeable</p> <p>Knowledgeable</p> <p>Knowledgeable</p>

	<p>epidemiology principles and the scientific basis of research methods relevant to healthcare</p> <p>A-5. Knowledge of medical practice, including healthcare economics and health systems impacting delivery and quality of patient care</p> <p>B-1. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment</p> <p>B-2. The ability to competently perform a complete and organsystem-specific examination including a mental health status examination</p> <p>B-3. The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines</p> <p>B-5. The ability to practice effective preventive medicine by</p>	<p>Medical Interview</p> <p>Physical Exam</p> <p>Patient Management</p> <p>Patient Management</p>	<p>Skillful</p> <p>Skillful</p> <p>Skillful</p> <p>Skillful</p>
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	<p>identifying, addressing and advocating for strategies to maintain health and well-being, to identify and treat disease early where appropriate and to advise on lifestyle practices</p>	<p>Patient Management</p>	<p>Skillful</p>
	<p>B-6. The ability to function effectively within the context of complexity and uncertainty in medical care</p>	<p>Professionalism</p>	<p>Altruistic</p>
	<p>C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations</p>	<p>Compassion</p>	<p>Altruistic</p>
	<p>C-2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care</p>	<p>Cultural and Social Awareness</p>	<p>Altruistic</p>
	<p>C-3. Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness</p>	<p>Cultural and Social Awareness</p>	

	<p>C-4. The commitment to seek knowledge and skills to better serve the needs of the underserved in their communities</p> <p>D-1. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit</p> <p>D-2. A commitment to patient care and to the well-being of patients and colleagues</p> <p>D-3. A commitment to serve our community</p> <p>D-4. A commitment to personal well-being and the well-being of family and friends</p>	<p>Lifelong Learning</p> <p>Patient Care</p> <p>Personal Wellbeing</p>	<p>Altruistic</p> <p>Dutiful</p> <p>Dutiful</p> <p>Dutiful</p>
<p>Understand when and how to perform an immune work-up (A ii, iii).</p>	<p>A-2. Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance to prevent disease</p> <p>A-3. Knowledge of basic clinical skills required to meet the skills objectives, including interviewing, physical diagnosis, communication and clinical reasoning processes</p>	<p>Disease Pathogenesis and Treatment</p> <p>Basic Clinical Skills</p> <p>Population Health and Epidemiology</p>	<p>Knowledgeable</p> <p>Knowledgeable</p> <p>Knowledgeable</p>

	<p>A-4. Knowledge of population health, epidemiology principles and the scientific basis of research methods relevant to healthcare</p>	<p>Medical Practice</p>	<p>Knowledgeable</p>
	<p>A-5. Knowledge of medical practice, including healthcare economics and health systems impacting delivery and quality of patient care</p>	<p>Medical Interview</p>	<p>Skillful</p>
	<p>B-1. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment</p>	<p>Physical Exam</p>	<p>Skillful</p>
	<p>B-2. The ability to competently perform a complete and organ system-specific examination including a mental health status examination</p>	<p>Patient Management</p>	<p>Skillful</p>
	<p>B-3. The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines</p>	<p>Patient Management</p>	<p>Skillful</p>

	<p>B-5. The ability to practice effective preventive medicine by identifying, addressing and advocating for strategies to maintain health and well-being, to identify and treat disease early where appropriate and to advise on lifestyle practices</p> <p>B-6. The ability to function effectively within the context of complexity and uncertainty in medical care</p> <p>C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations</p> <p>C-2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care</p> <p>C-3. Sensitivity and awareness of diverse cultures, health beliefs and social factors</p>	<p>Patient Management</p> <p>Compassion</p> <p>Cultural and Social Awareness</p> <p>Cultural and Social Awareness</p>	<p>Skillful</p> <p>Altruistic</p> <p>Altruistic</p> <p>Altruistic</p>
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	impacting patient health and illness		
	C-4. The commitment to seek knowledge and skills to better serve the needs of the underserved in their communities	Lifelong Learning	Dutiful
	D-1. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit	Patient Care	Dutiful
	D-2. A commitment to patient care and to the well-being of patients and colleagues	Community	Dutiful
	D-3. A commitment to serve our community	Personal Wellbeing	Dutiful
	D-4. A commitment to personal well-being and the well-being of family and friends		

3. Course Resources

TEXTS AND READINGS: SUGGESTED

Patterson’s Allergic Diseases Middleton’s Allergy Principles and Practice Stiehm’s Immune Deficiencies

TEXTS AND READINGS: SUPPORTING AND REVIEW

Jacionline.org

ADDITIONAL RESOURCES

Aaaai.org

Acaai.org

4. Major Exams, Assignments and Grading

MANDATORY SESSIONS

N/A

MAJOR ASSIGNMENTS AND EXAMS

Students are expected to attend a full day of clinic 9-5pm, Monday to Friday, see patients, take H&P and formulate a plan.

GRADING

Medical Students are graded using the following scale: Honors (H), Pass (P), Fail (F) and Incomplete (I). For further information, please review the Grading Policy.

The student will receive a grade of Honors, Pass or Fail. The student's final grade will be submitted on the standard UCI form. The student will be evaluated by attending and residents in the area of clinical performance, clinical skills, formal presentation, learning accomplishments, attendance, attitude and effort. Evaluations will be completed by the attending in consultation with faculty, residents, and staff who interacted with the resident. If the student fails the elective, a grade of "F" will be permanently recorded on his/her transcript. The student can repeat the course for a second grade; however, the "F" will not be removed from the transcript.

You have 30 days from the date of the grade to appeal any aspect of this grade. Please contact your Clerkship/course Director should you have any questions

Requirements for "Pass":

To receive a grade of Pass, students must demonstrate successful performance in all the following areas:

- Knowledge
- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

Requirements for "Honors":

To receive a grade of Honors, students must demonstrate exceptional performance all the following areas:

- Knowledge

- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

Grounds for “Incomplete”: You will not be issued a grade until all elements of the course have been completed.

REMEDIATION

Remediation, if needed will be designed by the Course Director to suit the issue at hand.

Grounds for “Fail”: You will receive a grade of "Fail" if the requirements for passing the course have not been met. Please refer to the [Grading Policy](#) for the impact of the "Fail" grade to the transcript.