



OHIO
UNIVERSITY

Ohio University
College of Osteopathic Medicine
Centers for Osteopathic Research and Education
Year 4 Clerkship Curriculum



CORE Clinical Rotation: Health Care Management

Course Title: OCOM 895 - Health Care Management Clerkship (HCMC)
Instructor of Record: Peter B. Dane, D.O. (dane@ohio.edu)
Associate Dean for Pre-Doctoral Education
Credit Hours: 6 Credit Hours
Rotation Weeks: 2 Weeks (3 credit hours per week)
Prerequisites: Successful completion of all Year 3 and 4 Assigned Services;
Professional Development Seminars –
Introduction to Health Care Management (Year 3);
Medicare/Medicaid (Year 4)
Clerkship Coordinator: Cheryl Riley, B.S.N., M.S. (riley@ohio.edu)
Assistant Dean, CORE and Academic Affairs Operations
Managed Care Liaison: Thomas S. Campanella, J.D. (tcamp@bw.edu)
Associate Professor, Department of Social Medicine

Syllabus Sections:	<u>Page</u>
1. Clerkship Description, Purpose, and Philosophy.....	2
2. Clerkship Goals and Objectives.....	2
3. Orientation to and Logistics of Clerkship.....	4
4. Required Components and Learning Activities (Assignments)...	5
A. Professional Development Seminars (Prerequisites).....	5
B. Components.....	5
C. Learning Activities (Assignments).....	10
5. Student Performance Evaluation.....	10
6. Post-Clerkship Exam	11
7. Student Evaluation of Clerkship	11
8. Grading.....	11
9. Required Resources	12
10. Standards of Professional Conduct	13
11. Tips for Successfully Completing the Clerkship	13

Student Training Outlines (Appendices):

- Appendix A: Generic Weekly Schedule Templates
- Appendix B: Bureau of Workers' Compensation
- Appendix C: Employer Visit
- Appendix D: Occupational Medicine Physician/Clinic
- Appendix E: Hospital Administration
- Appendix F: Group Health Insurance MCO
- Appendix G: Medical Office Manager
- Appendix H: Managed Care Case Presentation/Discussion
- Appendix I: Daily Electronic Journal/Log
- Appendix J: Clinical Practice Guidelines Grid

1. Clerkship Description, Purpose, and Philosophy

The Health Care Management Clerkship is a structured, two-week required rotation offered to fourth-year OU-COM students in the last six months of their osteopathic pre-doctoral medical education. This course is intended to address the core competency of “Systems–Based Practice” by increasing student’s awareness of a health care delivery system that strives to manage the **cost** and **quality** of health care as well as **access** to that care. Managed care has become the dominant method of health care financing in the United States. Thus, this ambulatory clerkship is designed to introduce students to: 1) managed care concepts that are intended to promote cost-effective health care and resource allocation without compromising quality of care; 2) health care managers and providers assessment, coordination, and advocacy of quality health care; and 3) elements of the larger health care system that affect medical practice and impact patient safety and satisfaction.

2. Clerkship Goals and Objectives

A. Goals

Upon completion of this clerkship, the student physician will:

- understand the evolution of and current trends in managed care.
- understand the basics of how health care in the U.S. is organized and funded.
- understand how access barriers and resource allocation pose potential risks to people and/or populations who are unable to advocate for their own interests in the current health care delivery system.
- understand how health care costs are affected by reimbursement methods for health care providers as well as health care financing through a combination of government, public and private payers.
- understand the importance of determining, monitoring, and ensuring quality of care in the managed care system.
- understand the issues that employers face in attempting to provide adequate health care benefits for their employees.
- gain insight into the relationship between managed care and physicians as well as the impact managed care has on physician/patient interactions.
- develop an awareness of the implications of future practice in a large health care organization or system of care and the integration of services.

B. Clerkship Objectives: Knowledge Domain

The objectives are intended to guide students’ learning activities and to serve as a baseline for the assessment of their knowledge and professional behavior. The students will participate in structured learning activities to meet the following learning objectives.

Upon completion of this clerkship, the student physician will be able to:

- describe issues physicians face in the medical/legal system of workers' compensation and occupational medicine.
- explain how the workplace and job tasks affect the health and safety of employees and return to work for injured workers.
- identify financial and non-financial barriers to health care access and how these barriers impinge on the health and well-being of vulnerable individuals or populations (e.g., the impoverished, minority groups, chronically ill, etc.).
- differentiate between private and public health care spending and describe how each of the two principle payers in the healthcare delivery system – the employer or private sector (e.g., Blue Cross-Blue Shield, Commercial Group Health Insurance, etc.), and the government or public sector (e.g., Medicare and Medicaid) – impacts the healthcare delivery system.
- recognize the factors that contribute to the growth of health care costs in the U.S.
- describe the major sources of health care spending and explain the difference between managed cost and managed care.
- describe cost-containment methods (e.g., prepared care, managed care, preventive health care, provider contracting, risk sharing, etc.) utilized by Medicare, Medicaid, out-of-pocket payments, individual health insurance, and employer-based health insurance to control the growth of costs and how these methods impact clinical decision making.
- identify obstacles in the current health care delivery system that employers must overcome to provide their employees with adequate, cost-effective insurance benefits.
- explain why and how clinical practice guidelines are developed and their limitations.
- explain the importance of utilizing Evidence-Based Medicine (EBM) when managing cases and providing quality patient care.
- identify various mechanisms and the potential of information technology systems to improve the quality of patient care.
- delineate the purpose of the different organizations involved in quality assessment (e.g., National Committee for Quality Assurance (NCQA), Health Plan Employer Data and Information Set (HEDIS), Centers for Medicare and Medicaid Services (CMS), etc.)
- describe the various mechanisms for assuring, promoting, measuring, and improving health care quality (e.g. Continuous Quality Improvement, Clinical Practice Improvement, etc.), as well as their advantages and limitations.

3. Orientation to and Logistics of the Clerkship

A. Orientation

All students will be oriented to clerkship logistics and procedures as scheduled by the CORE administrator but no later than the morning of the first day of the clerkship. The purpose of this orientation conducted by the CORE administrator is to:

- direct the students to go online to access the Year 4 Health Care Management Clerkship syllabus, reading assignments, and other pertinent course materials;
- review with the students the course syllabus as well as the student training outline for each structured component and distribute required texts for use during the clerkship;
- describe other available didactic activities and clinical opportunities for students at the CORE hospital and in the surrounding area that are pertinent to health care access, cost containment, and quality of care issues;
- discuss strategies that will optimize participation and learning during the various required components of the clerkship;
- identify key individuals at the CORE hospital with whom the student will have contact specific to this clerkship;
- verify student's actual weekly schedule, contact information, instructions and directions for each assigned component of the clerkship.

B. Logistics

Significant Clerkship Dates

Fourth-year students are scheduled by their CORE administrator to take OCOM 895 for non-overlapping two-week blocks from January through May. The CORE administrator assigns OU-COM students based at his/her respective CORE hospital(s) to complete the clerkship preferably in pairs but not more than groups of three (3) as necessary.

Students are **required** to spend five (5) days per week for two (2) consecutive weeks completing specified course-related components and learning activities (***Refer to Section 4B and 4C***). Before the scheduled start-date of this clerkship, the CORE administrator shall provide students with individualized clerkship schedules including the phone number, address, directions, and names of contacts for all off-site components of the clerkship. Specific schedules for required experiences are prepared for students based at each CORE site by their CORE administrator in accordance with a generic Weekly Template provided by the Office of Pre-Doctoral Education on main campus (***Refer to Appendix A***).

4. Required Components and Learning Activities (Assignments)

A. Professional Development Seminars (Prerequisites)

All students are required to attend two full-day Professional Development Seminars (PDS) as described below in preparation for the clerkship. Students attend the PDS as scheduled either in the region of the state designated for their base CORE hospital or alternate CORE Site. **Students are encouraged to review PDS materials before starting their two-week HCMC.**

Fall Quarter of Third Year

This PDS provides students with basic managed care information, terminology, and concepts. The managed care liaison, through the Office of Pre-Doctoral Education, recruits a panel of speakers for this PDS which is offered three (3) times in different regions of the state. Presenters are physicians, attorneys, insurance industry leaders, hospital administrators, politicians, etc. with expertise in health care delivery, law, regulations, and policy. The interactive presentations are designed to provide a discussion format for review of the current issues in managed care from various presenters' perspectives, introduce students to the "real world of medicine" in preparation for their clinical rotations, and sensitize students to the issues of access, cost, and quality of health care today and in the future.

Fall Quarter of Fourth-Year

This PDS introduces students to the Medicare and Medicaid System. Speakers are provided through Palmetto, Inc. for three (3) different presentations in different regions of the state. Presenters for the PDS are experts in Medicare and Medicaid rules and regulations. The presentations are designed to provide the student with basic information in these areas of managed care and a review of current issues/policies.

NOTE:

Each CORE administrator provides students based at their respective hospital(s) with information regarding the specific date, time, and location of the PDS they are to attend. **Students provide feedback about the overall PDS presentation by completing a written evaluation and submitting it to the CORE administrator at the end of the program.**

B. Components

Student Training Outlines are provided for each "anchor" component of the clerkship (**Refer to Appendices B through H**). Students are expected to read all chapters in the required texts as well as the respective training outline in preparation for each experience. Students are encouraged to take a copy of the respective training outline with them on the day of each assigned experience to refer to as needed to ensure that objectives are met.

Bureau of Workers' Compensation Service Office

During the two-week clerkship, students will spend a minimum of one-half (½) day meeting and/or working with designated staff at a Bureau of Workers' Compensation (BWC) Service Office. **The purpose of this experience is for students to obtain an overview of the process injured workers follow to submit a workers' compensation claim and the support for that process.** Students will review the role of the Medical Director, Customer Care Representative, Disability Management Coordinator, Re-employment Advisor, and Third-Party Administrator. They will be shown the case management of workers' compensation claims; the billing process; and the payment of compensations. Various topics to be covered include: BWC policies and procedures with which the MCO complies in accordance with the terms of their contract; alternative dispute resolution; vocational rehabilitation process; quality improvement activities; and injured worker, provider and employer rights and responsibilities during the management of a workers' compensation claim. **Students are to refer to Appendix B for learning issues that are to be addressed and suggested questions for them to ask while participating in this experience.**

To prepare for this experience, students are to read in the text entitled *A Practical Approach to Occupational and Environmental Medicine (McCunney, 2003)*:

Chapter 18 (pages 242-266) "Workers' Compensation"

Employer Visit

CORE administrators will arrange for students to spend a minimum of one-half (½) day on site at a local business or industry (to be assigned and determined by the availability in a particular region). **The purpose of this experience is to enable students to explore issues that employers face in today's health care market.** Students will gain a better understanding of the rules and regulations that govern the work site, how Occupational Medicine and Workers' Compensation go hand-in-hand, and the impact that increased health insurance costs are having on employers and their employees' health insurance benefits. Ideally, during this experience students will be on a "job site" to see employees at work. The intent is to have students observe firsthand work hazards that employees are exposed to in a given workplace, how certain tasks can potentially be a catalyst for injuries, and any safety programs that the employer has implemented to reduce work-related injuries. **Students are to refer to Appendix C for learning issues that are to be addressed and suggested questions for them to ask while participating in this experience.**

To prepare this experience, students are to read in the text entitled *A Practical Approach to Occupational and Environmental Medicine (McCunney, 2003)*:

Chapter 3 (pages 30-39) Role of Regulatory Agencies"

Chapter 38 (pages 546-553) "Workplace Safety"

Chapter 42 (pages 600-606) "Risk Assessment in the Workplace"

Chapter 43 (pages 607-623) "Ergonomics"

Occupational Medicine Physician/Clinic

CORE administrators will assign students to spend one (1) day of the clerkship for clinical observation of an Occupational Medicine physician in a clinic setting. **The purpose of this experience is for students to see how injured workers gain access to the occupational medicine physician, the role of the “company” physician in comparison to a “personal” physician, and the cost and quality of care provided for injured workers in the workers’ compensation system.** Students will discuss and/or observe the evaluation and treatment of workers presenting with common work-related injuries and what the “company” physician does to help injured workers return to work. Students will gain exposure to a current Occupational Medicine practice that promotes the safety and health of working people in a changing work environment. The physician may assign additional readings for the student to complete. **Students are to refer to Appendix D for learning issues that are to be addressed and suggested questions for them to ask while participating in this experience.**

To prepare for this experience, students are to read in the text entitled *A Practical Approach to Occupational and Environmental Medicine (McCunney, 2003)*:

Chapter 1 (pages 1-12) “Occupational Medical Services”

Chapter 2 (pages 14-28) “Legal and Ethical Issues”

Chapter 7 (pages 86-95) “The Independent Medical Evaluation”

Chapter 9 (pages 102-123) “Drug Testing in the Occupational Medicine Setting”

Hospital Administration

CORE administrators will arrange for students to meet with the individuals who hold key administrative positions in their respective hospitals. **The purpose of this experience is for students to understand how hospitals provide quality care for all – the insured, under-insured and non-insured – by promoting cost containment measures that will maximize reimbursement for services provided.** The format can either be one-on-one with assigned students during the clerkship or as a panel addressing students as a group during the time students are taking the clerkship. Assignments will be based on the availability of appropriate hospital administrators (e.g., Chief Executive Officer, Chief Financial Officer, Chief Operating Officer, President, Managed Care Contractor, Quality Control Officer, etc.) to discuss specific roles in the organization as well as hospital issues and finances they feel are pertinent to current as well as future managed care issues of access, cost, and quality. **Students are to refer to Appendix E for learning issues that are to be addressed and suggested questions for them to ask while participating in this experience.**

To prepare for this experience, students are to read in the text entitled *Essential of the US Health Care System (Shi and Singh, 2005)*:

Chapter 5 (pages 97-118) “Technology and Its Effects”

Chapter 6 (pages 121-146) “Financing and Reimbursement Methods”

Chapter 8 (pages 173-194) “Hospitals”

Group Health Insurance Managed Care Organization (MCO)

During the two-week clerkship, students will spend one (1) day meeting and/or working with designated administrators at a selected local Group Health Insurance Managed Care Organization (e.g., Medical Mutual, Anthem, etc.). **The purpose of this experience is for students to gain insight into how MCOs control health care costs by covering needed and appropriate medical care.** Various topics to be covered at Group Health Insurance MCOs include: physician contracting, hospital contracting, care management, case management, network credentialing, medical policy, and medical review. **Students are to refer to Appendix F for learning issues that are to be addressed and suggested questions for them to ask while participating in this experience.**

To prepare for this experience, students are to read in the text entitled *Essential of the US Health Care System (Shi and Singh, 2005)*:

- Chapter 1 (pages 1-20) “Major Characteristics of US Health Care Delivery”**
- Chapter 2 (pages 23-42) “Foundation of US Health Care Delivery”**
- Chapter 3 (pages 45-68) “Historical Overview of US Health Care Delivery”**
- Chapter 9 (pages 197-217) “Managed Care and Health Networks”**
- Chapter 10 (pages 221-243) “Long-Term Care Services”**
- Chapter 11 (pages 247-260) “Underserved Populations”**

Medical Office Manager

In order to provide first-hand experience with the organization of a medical office, the CORE administrators will arrange for the students to spend one (1) day of the clerkship with an office manager in a physician’s private practice or clinic setting. **The purpose of this experience is for students to see how physicians balance health care access, cost, and quality of treatment in the best interest of their patients with the financial limitations of their patients’ insurance coverage.** Students will learn how office staff deals with commonly encountered day-to-day business issues with insurance companies, Medicare, and Medicaid. Also, students can use this time to focus on the importance of patient advocacy relative to referrals; informing patients about treatment options and available services; documentation and record keeping, coding and billing, etc. **Students are to refer to Appendix G for learning issues that are to be addressed and suggested questions for them to ask while participating in this experience.**

To prepare for this experience, students are to read in the text entitled *Essential of the US Health Care System (Shi and Singh, 2005)*:

- Chapter 4 (pages 71-92) “Health Care Providers and Professionals”**
- Chapter 7 (pages 149-169) “Outpatient Services and Primary Care”**

Managed Care Case Presentation/Discussion

All students scheduled to take the clerkship during a particular two-week block will be expected to collaborate on the selection of a case and conduct a 45-60 minute managed care case presentation/discussion that focuses on the health care issues of access, cost, and quality. The format is to be a panel presentation/discussion following a recommended outline with their peers in a group setting. This activity lends itself to interactive sessions in which the learners have the opportunity to review and discuss cases that illustrate how these types of issues arise on a daily basis in the clinical setting and how they are addressed in a managed care context. Students will be expected to conduct a literature search that is incorporated into the case discussion and answer recommended questions relative to the issues of access, cost, and quality. Students are to either choose an appropriate case from their own clinical experiences or develop a fictional case scenario. A sample case that has been worked up according to the template provided by the college will be available for reference. The case discussion will be facilitated by a CORE assistant dean, resident, or other CORE faculty member who will critique the students' panel presentation/discussion using the evaluation tool provided by the college. Preferably, this activity will be held on the same day as the CORE Site Education Day as arranged by the CORE administrator. **Students are to refer to Appendix H for managed care questions, guidelines, and learning issues to address during this activity.**

To prepare for this assignment, students are to read in the text entitled *Essentials of the US Health Care System (Shi and Singh, 2005)*:

Chapter 12 (pages 261-288) “Access, Cost, and Quality”

Chapter 13 (pages 291-310) “Health Policy”

Chapter 14 (pages 313-333) “The Future of Health Services Delivery”

Other Available Experiences Relative to Access, Cost, and Quality

CORE administrators will arrange for students to spend two (2) days during the two-week clerkship participating in select experiences in their region that pertain to access, cost, and/or quality of health care for insured, underinsured, and non-insured patients/clients. Suggestions for this assignment include placing the students with a discharge planner, case manager, pharmacist, social worker, etc. at their base CORE hospital. For example, if the students were placed with a discharge planner for this experience, they would be expected to see the impact that the discharge planner has on the care and length of stay for patients in the hospital setting as well as the importance of documentation to obtain appropriate reimbursement from MCOs for patient care services. Other possible activities include having students: 1) spend a day at a Veterans' Administration Medical Center, Public Health Department, or Free Clinic; and 2) attend Utilization Review, Ethics Review, and Quality Assurance meetings.

Education Day

Students are required to attend the weekly structured education day or its equivalent offered at their base CORE hospital as scheduled throughout the clerkship by the CORE office. Didactics are delivered in a variety of teaching/learning formats. Students are expected to apply what they are learning in other components of the managed care clerkship (e.g., evidence-based medicine, population medicine, clinical practice guidelines, access to care; cost of care; quality

of care; patient safety, health insurance coverage, ethics, managed care contracting, etc.) and to participate actively in the presentations made in this forum. Students can obtain a schedule of topics for the educational programming from their CORE administrator.

C. Learning Activities (Assignments)

In addition to completing all required components (**Refer to 4B**), students must complete independently the following required learning activities during the two-week clerkship. *Student Training Outlines* are provided for each assignment (**Refer to Appendices I through J**).

Daily Electronic Journal/Log (due Friday of Week 1 and Friday of Week 2)

Students are to keep a daily electronic journal/log in the recommended format (**Refer to Appendix I**) that summarizes, compares, and reflects upon each component of the clerkship as it relates to the healthcare issues of access, cost, and quality. Students are to submit logs via e-mail at the end of each week of the clerkship to the instructor of record, managed care liaison, clerkship coordinator, and CORE administrator. Logs are to be based on completed readings, experiences, assignments, and discussions with the BWC representative(s); employer or designee, Occupational Medicine physician, MCO representative(s), office manager, various hospital administrators, and other managed care representatives (e.g., discharge planner, social worker, etc.).

Clinical Practice Guidelines Grid (due Friday of Week 2)

Students are to identify an appropriate in-patient at their base CORE hospital and complete the “Clinical Practice Guidelines” Grid (**Refer to Appendix J**) provided by the college. Students are to compare and critique an actual treatment plan for the selected patient with recommended clinical practice guidelines for that patient’s medical problem/condition/diagnosis. Students are to critically evaluate the approach to a patient’s care based on the recommended clinical practice guidelines. Students are expected to note the differences between the plan of treatment and the recommended clinical practice guidelines as well as determine the availability of resources, safety and cost-effectiveness of action, and quality of treatment outcomes for the patient.

NOTE:

<p><i>STUDENTS ARE RESPONSIBLE FOR THE COMPLETION AND SUBMISSION OF ALL WRITTEN ASSIGNMENTS BY THE SPECIFIED DEADLINES.</i></p>
--

5. Student Performance Evaluation

A student’s grade for this clerkship will be based on preparation for and participation in all components as well as the completion of all assignments. The respective CORE assistant dean is to complete the “Academic Rotation Feedback” form provided online by the college based on personal observation and input from preceptors, managed care liaison, and administrators regarding performance. **A student must receive a passing grade from the CORE assistant dean in order to pass the clerkship.** If the CORE assistant dean considers the student’s performance during the clerkship to be MARGINAL, then he/she is to submit a remediation

recommendation for the student to the associate dean for pre-doctoral education who also serves as the instructor of record. If the CORE assistant dean fails the student, the student will be given a grade of “F” for the clerkship regardless of grade earned on the post-clerkship exam. Notice of the student’s “failure” must be forwarded to the OU-COM’s Committee on Student Progress (CSP). ***The student is to sign the performance feedback form before the CORE administrator forwards it to the records management associate (Nancy Savage) at OU-COM on main campus in Athens.***

NOTE:

<p style="text-align:center"><i>STUDENTS ARE RESPONSIBLE FOR THE SUBMISSION OF THE CORRECT EVALUATION FORM BY THE REQUIRED DEADLINE.</i></p>

6. Post-Clerkship Examination

Students must take online a computer-based post-clerkship exam (multiple-choice, one best answer format). Scheduling of the exam will be coordinated by the CORE office during the last day of the clerkship or up to one (1) week following the completion of the clerkship. **To adequately prepare for the post-clerkship exam, students are expected to complete all assigned readings from required texts, journal articles, reports, and seminar materials (i.e., Medicare and Medicaid).** The computer program will provide the student with immediate feedback about his/her performance on the exam. **Students who do not achieve a 60 percent on the examination will have one opportunity to retake the exam.** In the event of a second failure to achieve a 60 percent, the student must meet with the CORE assistant dean to discuss areas of knowledge deficiency and to construct a plan for remediation.

7. Student Evaluation of Clerkship

After finishing the clerkship, the student must complete online a “Student Evaluation of Preceptor and Rotation”. This computerized form provides the opportunity for the student to give feedback about the clerkship and rate the “teaching skills” of the occupational medicine physician and office manager whom he/she worked with during this two-week clerkship. **All available CORE site student representatives will be expected to participate in a focus group facilitated by OU-COM’s Evaluation Coordinator as scheduled on Wednesday, April 4, 2007.** The purpose of the focus group is to discuss students’ perceptions of the Health Care Management Clerkship. Students will have the opportunity to provide feedback regarding logistics and curricular content as well as recommend changes that would improve the clerkship.

8. Grading

This course is graded Credit (CR)/Fail (F). A student’s final grade will be determined by the instructor of record based on the CORE assistant dean’s written evaluation. To receive a passing grade for the course the student must:

- satisfactorily complete all components/learning activities (See Section 4B and 4C);
- exhibit professionalism while preparing for and participating in activities;
- attend/participate in education day programs and managed care case presentations;
- earn a passing score on the post-clerkship exam (See Section 6); and
- submit all required evaluation/feedback forms (See Section 7).

9. Required Resources

Required Texts (students will be permitted to borrow the following textbooks from the CORE office for the duration of the clerkship to complete required readings)

1. McCunney, R.J. *A practical approach to occupational and environmental medicine*. 3rd ed. Lippincott, Williams & Wilkins, 2003.
2. Shi, L. and Singh, D. *Essentials of the US health care system*. Jones & Bartlett, 2005.

NOTE:

*Each student who checks out a textbook from the CORE office will be personally responsible for returning it at the **end of the clerkship**. An academic hold will be placed on the student's record for failure to return and/or reimburse the college for the replacement cost of a misplaced textbook. **All penalties associated with Ohio University's "hold policy" apply.***

Required Journal Articles (copies of journal articles will be placed on closed reserve in the CORE office and/or hospital library; other recommended journal articles may be assigned as additional required reading by the occupational medicine physician)

1. Gauthler, A. and Serber, M. *A need to transform the U.S. health care system: Improving access, quality, and efficiency*, Commonwealth Fund pub. No. 867, October 2005: 1-89.
2. Relman, A.S. *The health of nations: medicine and the free market*. The New Republic, March 7, 2005: 23-30.

Required Professional Development Seminar (PDS) Materials (students provided with personal copies of the following handouts at the Medicare and Medicaid PDS fall quarter)

1. Centers for Medicare and Medicaid Services (CMS). *Medicare physician guide: A resource for residents, practicing physicians, and other health care professionals*. 8th ed. Medicare Learning Network, April 2006.
2. *Ohio University Medicaid Seminar 2006*. Ombudsman/Technical Assistance Unit; Provider Network Management Section; Bureau of Operations; Office of Health Plans; Ohio Department of Job and Family Services. October 2006.

Required Reports* (can be found on-line at specified web sites below)

1. Federal Trade Commission and the Department of Justice. *Improving health care: A dose of competition*. July 2004: 1-29.
*http://www.usdoj.gov/atr/public/health_care/204694.htm
2. United States Government Accountability Office. *21st century challenges: Re-examining the base of the federal government*. GAO-95-3255P, February 2005: 33-38.
*<http://www.gao.gov/new.items/d05325sp.pdf>

Additional Web Sites (students are encouraged to log on to the following web sites for more information and newsworthy items regarding access, cost, and quality issues relative to managed care, Medicare/Medicaid, workers' compensation, and occupational medicine)

<http://www.bw..edu/academics/bus/programs/hcmba/nl/> (Access, Cost, Quality)

<http://www.hschange.org/index.cgi?topic=topic03> (Health System Change)

<http://www.systoc.com> (Occupational Medicine)

<http://www.cms.hhs.gov> (Medicare/Medicaid)

<http://www.ohiobwc.com> (Workers' Compensation)

<http://www.ahrq.gov> (Healthcare Research and Quality)

<http://www.kff.org> (Kaiser Family Foundation)

<http://www.dol.gov/esa/whd/fmla/> (Department of Labor)

<http://www.osha.gov/> (Occupational Safety)

<http://www.ada.gov/> (Americans with Disabilities)

10. **Standards of Professional Conduct**

The OU-COM Honor Code applies to all activities in the CORE System as well as on the Athens campus. In adherence to the *Ohio University Student Handbook*, academic misconduct will result minimally in the issuance of a failing grade for the exercise involved and may, at the discretion of the instructor of record in consultation with the CORE assistant dean, result in the issuance of a failing grade for the course.

Professional standards required of a member of the Osteopathic profession are a requirement for passing this course, as is compliance with the professional standards of the hospital and other clinical training sites. Students are expected to maintain exemplary professional standards of behavior. Students are to exhibit such personal characteristics as honesty and integrity, as well as to maintain confidentiality and adhere to legal provisions regarding the use and disclosure of Protected Health Information (PHI). Violation of the college's "Committee on Student Progress (CSP) Guidelines" pertaining to conduct, may result in a failing grade for this course, regardless of other academic and/or clinical performance.

A student's professional conduct shall be assessed by the:

- CORE assistant dean who shall consider input from the BWC representatives, employer, occupational medicine physician, office manager, hospital representatives, MCO representatives, and other individuals involved in teaching the student throughout the clerkship; and
- CORE administrators, instructor of record, clerkship coordinator, and managed care liaison from meeting(s)/interactions with the student in a group or individually.

11. **Tips for Successfully Completing the Clerkship**

Policies and procedures stated in the 2005/06-2007 Clinical Years 3 and 4 Student Manual apply to this clerkship. Being successful on this clerkship requires you to be a proactive learner and come prepared to take advantage of the opportunities this clerkship has to offer. Taking an interest in the content and becoming an active team member is critical to

getting the most out of this clerkship. To capitalize on “the learning moment,” seek out opportunities to ask questions and speak up appropriately when participating in assigned activities and experiences. The course content is appropriate regardless of the medical specialty in which you plan to continue your postdoctoral training. There are pregnant women (OB/GYN), working mothers and teens (Pediatrics/Adolescent Medicine), professional athletes (Sports Medicine), aging workforce (Geriatrics), etc. who may become an injured worker and file a workers’ compensation claim. All patients regardless of age and medical condition deal with access, cost, and quality issues as consumers of health care services.

NOTE:

If you have questions regarding clerkship requirements, contact your CORE administrator or CORE assistant dean.

*Copyright (2006) Ohio University College of Osteopathic Medicine, Athens, Ohio 45701-2979 *All Rights Reserved*