



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



CORE Clinical Rotation: Family Medicine 1

Course Title: OCOM 819 Osteopathic Family Medicine 1
Credit Hours: 18 Credit Hours (3 credit hours per week)
Rotation Length: 6 weeks
Prerequisites: Successful completion of all course work for Year 1, 2 and summer quarter of Year 3
Instructor of Record: Peter Dane, D.O.
Clerkship Coordinator: Judith Edinger, M.S.Ed.

Syllabus Components:

1. Clerkship Description, Purpose and Philosophy
2. Clerkship Goals and Objectives
3. Clerkship Orientation and Logistics
4. Required Learning Activities and Didactics
5. Student Performance Evaluation and Remediation Procedures
6. Other Requirements
7. Recommended Resources
8. Academic Honesty and Standards of Professional Conduct
9. Tips for Successfully Completing the Clerkship

Appendices:

- Appendix A: List of Most Common Diseases/Conditions for Family Medicine
- Appendix B: Skills and Procedures: List of Skills/Procedures for Family Medicine 1
- Appendix C: Components of an Effective Orientation to the Preceptor's Office
- Appendix D: Didactics
- Appendix E: Faculty, Staff, Small Groups
- Appendix F: Student Responsibilities and Protocols
- Appendix G: Clerkship Forms
- Appendix H: Guidelines for Learning Activities

1. Clerkship Description, Purpose, and Philosophy

Osteopathic Family Medicine 1 is a six-week ambulatory clerkship designed to provide you with experiences in an Osteopathic Family Medicine setting. The American College of Osteopathic Family Physicians (ACOFP) defines an Osteopathic Family Physician as “a physician whose training and experience qualify you to practice in the fields of medicine and surgery and who is able to accept the total continuing responsibility of the patient and/or the family as a whole as their physician and medical advisor. Osteopathic Family Physicians assume the responsibility of the patient’s comprehensive and continued health care and act as coordinators of their patients’ health services.”

The overall goal of *Osteopathic Family Medicine 1* is for you to understand the unique role of the Osteopathic Family Physician and the principles and practice of Family Medicine. You will participate in structured learning activities based on a defined set of explicit learning objectives. These objectives represent the basic knowledge, skills, and attitudes necessary for patient management relative to access, continuity, and coordination of health care for the family unit and individual patients of all ages. You will accomplish these objectives primarily through clinical experiences supervised by a physician preceptor in a medical clinic or private practice office setting. You will build upon basic clinical skills learned during early clinical contact, simulated patient experiences, and clinical practicum labs.

Some of these experiences will be provided in those rural Southeastern Ohio Counties that comprise the primary area served by the Ohio University Area Health Education Center (AHEC) program. AHEC is a national and state health professions education program which bridges health training resources with community needs. The Ohio Statewide AHEC program, initiated through federal funding in 1978, is a uniquely designed program that merges the resources and cooperative efforts of medical and osteopathic schools and the Ohio board of Regents. This clinical course is a way for OU-COM to meet one of its statewide AHEC goals of promoting and supporting clinical training opportunities for health professions students in community-based sites.

2. Clerkship Goals and Objectives

2.1 Goals

Upon completion of this clerkship you will:

- gain an appreciation of the primary care practitioner's role as the physician of first contact who delivers holistic, family-oriented, comprehensive, and continuous medical care to those patients entering the health care system
- develop greater confidence in providing traditional quality medical care in ambulatory settings
- recognize the significance of complementary and alternative medicine in the overall plan of treatment/care and medical management of the patient
- recognize the importance of the cultural competence of physicians in the treatment of patients
- appreciate the importance of patient safety practices
- enhance skills to acquire evidence-based medicine information
- explore community resources for utilization in case management, disease prevention, health maintenance, and patient education
- understand family systems concepts, the impact that family functioning and psychosocial factors have on health and illness, and the importance of involving the family in the treatment of the patient in order to provide effective overall health care
- enhance history and physical exam, diagnostic, procedural, OMT, interpersonal communication, psychosocial, and practice management skills to improve patient care
- increase knowledge about the etiology, appropriate intervention and treatment, and possible complications of diseases and conditions with which patients and their family commonly present in the primary care setting
- gain a better understanding of the moral, ethical, political, legal, economic, and cultural issues affecting the practice of family medicine

2.2 Objectives

These objectives are intended to guide your learning activities and to serve as a baseline for assessment of your knowledge, skills, and professional behavior. While you are expected to further expand your knowledge base and to care for all assigned patient cases, you are also expected to avail yourself of the educational materials provided and to work toward mastery of the following objectives.

Upon completion of this clerkship, you will be able to:

- complete a thorough osteopathic assessment of a patient, determine the need for manipulative medicine, and demonstrate basic osteopathic manipulative techniques
- discuss the indications, contraindications, interactions, pharmacokinetics, side effects, and special instruction to patients for drugs commonly prescribed for patients seen in family practice
- discuss the diagnosis, treatment, and prevention and develop a differential diagnosis for the conditions and diseases listed in Appendix A of this document
- demonstrate the ability to perform common clinical procedures, tests and skills listed in Appendix B of this document

- discuss with patients the appropriate use of Complementary and Alternative Medicine (CAM) using a strategy that highlights the need for a formal discussion of patients' preferences, expectations, and values.
- recognize and respond appropriately to patients' concerns about the following issues commonly encountered in family practice:
 - alcohol and drug abuse
 - cigarette smoking/tobacco use
 - contraception
 - family planning
 - immunizations (children/adult)
 - marriage/family problems
 - medical/surgical aftercare
 - pre- and postnatal care
 - routine gyn/breast exam
 - well child care
- evaluate and develop a differential diagnosis for patients presenting with the following:
 - abdominal pain
 - abnormal uterine bleeding
 - allergies
 - amenorrhea
 - anemia
 - angina
 - anxiety
 - back pain
 - chest pain
 - constipation
 - diarrhea
 - depression
 - dizziness
 - dysuria
 - edema
 - epistaxis
 - fatigue
 - fever
 - headache
 - hematuria
 - high blood pressure
 - hyperlipidemia
 - joint pain
 - rhinorrhea
 - shortness of breath
 - somatic dysfunction
 - sore throat
 - syncope
 - vaginal discharge
 - varicosities
 - vertigo
 - vomiting
- discuss the ethical, moral, and social challenges that may confront the patient, family, or physician when dealing with health care issues
- utilize evidence-based medicine research strategies to access information to help develop an effective treatment plan
- employ patient safety measures in patient management
- describe the role of family dynamics in the delivery of health care
- demonstrate the following interpersonal communication skills that build rapport with patients and their families and facilitate a positive physician-patient relationship:
 - proper greetings and introductions
 - active listening
 - appropriate eye contact
 - attentiveness and concern
 - empathy and sensitivity
 - proper closure of interaction
 - respect and support
 - self-confidence
- demonstrate appropriate history and physical exam skills

3. Clerkship Orientation and Logistics

3.1 Orientation to the Preceptor's Office

On the first day of the clerkship (September 11, 2006), you should request a 30-minute meeting with your primary preceptor. You should be prepared to answer questions about your educational background, previous clinical experience, acquired technical skills, and *most importantly* personal learning goals for this clerkship. You should complete the Student Learning Profile to bring to your preceptor. (This form is found in Appendix G of this clerkship syllabus.)

This meeting will give you and your preceptor a chance to discuss each other's clerkship responsibilities and expectations. It is also an opportunity for you to express any special interests or concerns, and begin to develop a mentoring relationship with your preceptor that will benefit you throughout your osteopathic medical education. In addition, at this meeting your schedule for a "typical week" is to be planned based on office hours and how many days per week (3 or 4) the student will be in the preceptor's office.

In order to make sure you have a positive orientation session with your preceptor, please review Appendix C "Components of an Effective Orientation to the Preceptor's Office."

To set up a good foundation for the clerkship you will also want to:

- request a tour of the office
- introduce yourself to the office staff
- clarify with your preceptor the protocol that you should follow before you start seeing patients
- clarify with your preceptor which days of the week, as well as mornings and afternoons, that you will be in the preceptor's office, at your base hospital, and/or placed with another health care professional at the preceptor's discretion

3.2 Logistics

3.2.1 Dates

The six-week clerkship begins Monday, September 11, 2006 and ends Friday, October 20, 2006.

NOTE: *Year 3 Family Medicine Clerkship requirements must be successfully completed before beginning Assigned Services on Monday, October 23, 2006.*

3.2.2 Schedule

You are **required** to spend five days per week (Monday-Sunday) in course-related activities throughout the six-week clerkship.

- A minimum of three days will be spent in your preceptor's office.
- One day will be spent in didactic activities (FMC Seminar, radiology, and ethics).
- The fifth day will be spent either in your preceptor's office or pursuing other learning activities as approved by your preceptor, CORE administrator, and CORE assistant dean.

In addition to the four days per week in the clinical setting, you will spend the equivalent of one full day per week (Monday through Friday) in didactic activities at the CORE hospital. These didactic activities include:

- a Weekly Clerkship Seminar
- 12 contact hours with a physician in an appropriate medical discipline (e.g., radiologist, orthopedic surgeon, etc.) to discuss radiology concepts
- 12 contact hours as a group meeting with a facilitator to discuss medical ethics if offered at your CORE site during fall quarter
- Students may use the remaining time to read, prepare for small groups seminars, and participate in other activities at their base CORE hospital.

3.2.3 Hours

- The *maximum* number of hours that you should be in a preceptor's office or other clinical training site is 12 per day and 48 per week.
- The *minimum* number of hours that you should be in such a clinical setting is four per day and 32 per week.
- It is expected that you should be given some weekends off if the preceptor's schedule warrants working Saturdays and Sundays. However, it is your responsibility to negotiate an agreement with your preceptor for days and weekends to be scheduled off.

4. Required Learning Activities and Didactics

4.1 Required Learning Activities

The required learning activities for *Osteopathic Family Medicine I* support the course goals and objectives. The responsibility for accomplishing the course objectives rests with you. The role of the primary preceptor as a teacher and supervisor is to facilitate your involvement in patient-care activities in the office and other clinical settings as well as to assign readings that augment your patient-care experiences. The role of the Clerkship Seminar Facilitator (CSF) is to direct and guide you during small group sessions and to serve as a resource person for completing required learning activities.

You are not expected to complete the required learning activities solely by working in the preceptor's office, attending clerkship seminars or participating in activities at your base hospital. You should plan to spend time working on several required learning activities independently during some evening and weekend hours throughout the clerkship.

Most of the learning activities will be discussed, presented, or shared at the Weekly Clerkship Seminars with feedback given to you by the CSF. Your CORE administrator will provide you with a clerkship seminar schedule for your particular group and guidelines for completing all required learning activities.

NOTE: *All learning activities must be completed as assigned. Failure to meet specific deadlines for all required learning activities may result in additional assignment(s) to be made by the CORE assistant dean in conjunction with the Instructor of Record. A checklist, available in Appendix G of this manual, is designed to help students keep track of when they have submitted assignment sheets and feedback forms for learning activities to the CORE administrative assistant.*

The learning activities preceded by an asterisk (*) necessitate individual preparation by you to be ready to present as scheduled at the weekly clerkship seminars. You must actively participate in all other learning activities.

During this clerkship, you will complete the following learning activities:

4.1.1 History & Physical: Record a focused medical history (including chief complaint, appropriate family history, social history, sexual history, and review of systems). Perform an appropriately focused physical examination. You will do this twice.

4.1.2 *Prescribed Drug of Choice: Present the relevant basic science principles and describe the clinical application of a classification of drugs used to treat one of the conditions listed in Appendix A; compare the well-known drugs included in the classification; and discuss why the

drug prescribed is the drug of choice as part of the plan of treatment for one patient seen in the preceptor's office.

4.1.3 *Procedure Instruction/Demonstration: Provide "hands-on" instruction to peers and have them demonstrate one procedure performed on a patient in the preceptor's office, including indications as well as contraindications, precautions to take, and appropriate intervention for complications that may occur.

4.1.4 *Student-led Case Discussion: Lead a case discussion, encouraging group participation, about a current patient in the preceptor's practice that emphasizes biomedical, psychosocial, osteopathic, ethical, cultural, and/or family system aspects of health care delivery.

4.1.5 *Topic Presentation: Prepare and deliver a formal presentation (using an outline with learning objectives, handouts and audio-visual aids) on one of the following topics: anxiety, arthritis, asthma, chronic pain, depression, diabetes, hypertension, or urinary tract infections addressing the hierarchy of medical knowledge (i.e., environmental, person, organ, tissue, cellular, molecular); conduct an evidence-based medicine search.

4.1.6 Group Discussions:

- Each week describe a significant, personal learning experience that took place in the preceptor's office or other clinical setting.
- Identify cultural competency issues confronting patients, their family members, or attending physician that are encountered in the clinical setting or discussed with the preceptor.
- Explore the use of Complementary and Alternative Medicine (CAM) by patients seen in the preceptor's office or other clinical setting.
- Identify patient safety issues that impact the effectiveness of treatment plans.

4.2 Didactics

4.2.1 Radiology

Students are **required** to attend radiology sessions as scheduled during the same period of time as the six-week clerkship at their base CORE hospital. These sessions are led by a radiologist or other physician in another appropriate medical discipline designated by the CORE assistant dean. All students based at a particular teaching hospital are to attend each session as a group. A total of 12 hours will be scheduled, preferably in two-hour blocks, at the discretion of the CORE assistant dean to discuss radiology cases, view and analyze films, and clarify radiographic signs of disease or pathology.

4.2.2 Medical Ethics

The Medical Ethics component is intended to address the essential concepts of biomedical ethics so that you can take an informed approach to decision-making. This component is intended to facilitate the development of your awareness of ethical positions by presenting content and cases that assist you with:

- recognizing critical thinking processes regarding the application of a personal ethical position
- applying contextual variables from society, culture, the natural environment and the health care setting
- identifying similarities and differences (e.g. boundaries) between medical ethics and medical jurisprudence

4.2.3 Weekly Clerkship Seminar

You are **required** to attend a Weekly Clerkship Seminar with your assigned group for six consecutive weeks at your base CORE hospital. These small groups of four to seven participants will meet for approximately two hours weekly as scheduled to complete required learning activities.

All absences (excused or unexcused) from the Weekly Clerkship Seminars will be reported to the CORE assistant dean and/or CORE administrator. All missed clerkship seminar activities – whether excused or unexcused – must be completed.

4.2.4 Weekly Half-Day Educational Program

At the discretion of the CORE assistant dean, you may be **required** to attend the weekly half-day education program offered at your CORE hospital along with fourth-year student physicians.

If you are required to attend, all absences (excused or unexcused) from the weekly education days will be reported to the CORE assistant dean and/or CORE administrator. All missed educational day activities (whether excused or unexcused) must be completed.

5. Student Performance Evaluation and Remediation Procedures

5.1 Evaluation

5.1.1 Post-Clerkship Exam

You must successfully complete an online, computer-based, post-clerkship exam that will cover the diagnosis, treatment, and prevention of diseases and conditions listed in Appendix A of this syllabus. The answers to all of these questions are referenced to the text listed as required reading for this clerkship. You may take the exam anytime during the last few days of the clerkship and up to two weeks following the completion of the clerkship. Scheduling of the exam must be coordinated with the CORE office. With the assistance of the CORE Administrator, Blackboard can provide you with immediate feedback about your performance on the exam. Failure to achieve a 60 percent on the examination will result in a second opportunity to take the exam. In the event of a second failure to achieve a 60 percent, you will meet with the CORE assistant dean to discuss areas of knowledge deficiency and to construct a plan for remediation.

5.1.2 Preceptor's Written Evaluation

In addition to verbal feedback on a regular basis, each preceptor will rate your progress in the clinical setting **midway** through the clerkship. At this time the preceptor will identify your strengths and weaknesses and provide an education plan for the remainder of the clerkship. Also, the preceptor will rate your general performance in the clinical setting at the **end** of the clerkship. (See the evaluation forms in Appendix G.)

5.1.3 Facilitator's Written Evaluation

In addition to giving you verbal feedback on a regular basis and completion of a feedback form for your required learning activities, each CSF will complete an overall evaluation form. They will evaluate your appearance, attendance, preparation for and participation in the Weekly

Clerkship Seminars, and satisfactory completion of all required learning activities. (See the evaluation forms in Appendix G.)

NOTE: *Each student performance evaluation is weighted the same. All feedback and evaluation forms included in the “Year 3 Family Medicine Clerkship Student Manual” are to be given to the preceptor or CSF by the student. It is your responsibility to submit signed feedback and evaluation forms to the CORE administrative assistant at your CORE hospital by the end of the clerkship. All completed teaching feedback and student evaluation forms must be forwarded by the CORE administrative assistant to the office of Pre-Doctoral Education in Academic Affairs on main campus no later than Friday, November 17, 2006.*

5.2 Grading

This course is graded Credit (CR)/Fail (F). Your final grade will be determined by the Instructor of Record based on:

- clinical performance ratings from the preceptor
- ratings from the Clerkship Seminar Facilitator (CSF) regarding contributions to small group during the weekly seminars
- ratings from the physician resource regarding participation in the radiology component
- attendance at academic programming/education days from the CORE assistant dean
- participation in the medical ethics component (if offered fall quarter)

Any student failing to complete successfully all course requirements by October 20, 2006 will be given a grade of F (Failure), unless deficiencies warrant the assignment of a grade of Progress (PR). Please refer to OU-COM’s Committee on Student Progress (CSP) guidelines found at http://www.oucom.ohiou.edu/saffairs/survival_manual/policies_spp.htm for definitions of F and PR grades.

5.3 Remediation Guidelines

Pending recommendations from OU-COM’s Committee on Student Progress (CSP), **students receiving a grade of F may be required to repeat the *Osteopathic Family Medicine I* course. The earliest this clinical course will be offered again is fall quarter 2007.** Students who receive an incomplete (I) may not be permitted to start Assigned Services (hospital rotations) on Monday, October 23, 2006 unless all coursework is satisfactorily completed.

6. Other Requirements

6.1 On-line Modules

6.1.1 On-line Cultural Competency Year 3 Module

You are required to complete this on-line learning module by the end of the clerkship.

Completion includes doing the tutorial as well as taking and submitting the post-quiz and your “JournalNotes” file. This module is designed to provide the student with an opportunity to explore an Hispanic cultural issue that presents itself within a clinical case format to help construct a balanced response to the patient that addresses both the

clinical pathology and the cultural issue of the patient. The Cultural Competency Year 3 Module objectives will enable the student to:

- identify the patient's healing traditions and beliefs
- identify questions to learn about the patient's lifestyle
- identify issues of physician stereotyping that might affect treatment
- describe the socio-cultural factors that affect the health of Hispanic women
- describe the physician approach to treating a physical disorder within the cultural context of the patient
- evaluate the efficacy of a medical approach to treatment without consideration of the patient's cultural context

To access this module on-line, go to the "OCOM Clinical Rotations" course website on Blackboard. Once within the site, click on the "Modules" button. Then select the "Cultural Competency Year 3 Module."

6.1.2 On-line Patient Safety Year 3 Module

You are required to complete this on-line learning module by the end of the clerkship.

Completion includes doing the tutorial as well as taking and submitting the post-quiz and your "JournalNotes" file. The Patient Safety Year 3 Module objectives will enable the student to:

- define and correctly use "quality of care/safety" terminology
- list and explain basic methods for quality assessment in health care
- identify and explain the purpose and use of quality/safety assessment tools
- identify and explain the purpose and use of quality/safety problem solving tools
- identify, assess and develop a solution to a safety/quality problem using appropriate quality/safety assessment and problem solving tools

To access this module on-line, go to the "OCOM Clinical Rotations" course website on Blackboard. Once within the site, click on the "Modules" button. Then select the "Patient Safety Year 3 Module."

6.1.3 On-line Evidence-Based Medicine (EBM) Module

You are required to complete the EBM on-line learning module by the end of the clerkship. This module was developed by Douglas Mann, Ph.D. (mannnd@ohio.edu) and Gillian Ice, Ph.D. based on a case written by Steven Clay, D.O. The module is a case-based exercise in applying the five steps of EBM. The objectives of the EBM module, based on the five steps of EBM, are to:

- Convert the need for information into answerable questions. For a treatment/therapy question, use the PICO (Patient-Intervention-Comparison-Outcomes) format.
- Track down the best evidence with which to answer the questions. For this case, this may involve using PubMed and/or one of the online tools licensed by OUCOM (InfoRetriever, the Cochrane Library, and Clinical Evidence).
- Critically appraise the evidence.
- Integrate the critical appraisal with your clinical expertise and the patient's unique biology, values and circumstances. Summarize your treatment recommendations.

- Evaluate your effectiveness and efficiency in executing steps 1-4 and seek ways to improve.

The OU-COM EBM website is a resource for this module (<http://www.oucom.ohiou.edu/ebm>, or use the EBM link under "Current Students" on the OU-COM home page).

To access this module on-line, log on to Blackboard; follow the "OCOM Clinical Rotations" link in the "My Courses" area; click on the "Modules" button along the left side of the screen; then, under the "Modules for Family Medicine Clerkship 1" link, select the EBM module.

6.2 Student Evaluation of the Clerkship

During week six of the clerkship, you **must** complete and submit an on-line evaluation of this clerkship through New Innovations.

6.3 Procedure Logs

During this clerkship you must complete your procedures log on New Innovations. See Appendix B for the list of skills and procedures recommended for you to log by the end of the clerkship.

At the end of your clerkship, you must print out your procedure log, ask your preceptor to sign it, and turn it into the CORE office.

7. Recommended Resources

7.1 Required Reading

NOTE: All questions on the post-rotation exam will be referenced to the required text.

Required Text:

Sloane, P. (2002). *Essentials of family medicine* (4th ed.). Philadelphia: Lippincott Williams & Wilkins.

Reference for additional information:

Rakel, R. (2002). *Textbook of family practice* (6th ed.). Philadelphia: W.B. Saunders.

7.2 Recommended Reading

The following resources have been identified for ALL rotations by CORE preceptors.

Ward, R. (2003). *Foundations for osteopathic medicine* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

CORE OMM Curriculum for Students and Interns. Materials available through CORE Administrators

Tierney, L. (2005). *2005 Current medical diagnosis and treatment*. New York: McGraw-Hill.

Medical Dictionary (Dorland or Taber)

Green, G. (2004). *The Washington manual of medical therapeutics*. (31st Ed.). Philadelphia: Lippincott Williams & Wilkins.

Evidence-Based Medicine Resources available on OU-COM home page:
Cochrane Library
InfoPOEMs

MD Consult (Available for \$25 fee through Office of Academic Affairs/Pre-Doctoral Education)

PubMed (www.pubmed.gov) or Medline available through OhioLINK
(<http://rave.ohiolink.edu/databases/login/medl>)

National Guideline Clearinghouse available on the web at: <http://www.guideline.gov/>

NOTE: *Textbooks needed to complete certain required learning activities may be obtained through the CORE administrative assistant or hospital library for use throughout the clerkship. Each student who checks out a textbook 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 lost textbook. All penalties associated with Ohio University's Hold Policy apply.*

8. Academic Honesty and Standards of Professional Conduct

The OU-COM Honor Code applies to all activities in the CORE as well as on the Athens campus.

8.1 Examinations

Students are encouraged to study together and to share their knowledge freely with one another during the learning process. During examinations, however, no assistance from other students or from outside sources is allowed, unless explicitly permitted by the CORE office. Books, notes, and other materials must be left at the periphery of the testing area during the actual examination. Similarly, students are expected to conduct themselves during exams in such a way as to avoid raising suspicions.

8.2 Professional Behavior

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 outpatient office of your preceptor. You are expected to maintain high professional standards of behavior. You should exhibit such personal characteristics as honesty and integrity, as well as maintain patient confidentiality at all times.

Violation of the college's "CSP Guidelines" pertaining to conduct may result in a failing grade for this course, regardless of other academic and/or clinical performance. You should be familiar with the section of the college's "CSP Guidelines" pertaining to student conduct and dress. Copies of the most recent guidelines are available on the internet at http://www.oucom.ohiou.edu/saffairs/survival_manual/policies_ssp.htm Your professional conduct shall be evaluated by:

- the preceptor through observation of and interaction with you in the clinical setting
- the Instructor of Record from meeting with you in a group or individually as needed
- the assigned CSF from contact with you during the weekly clerkship seminars
- the radiologist(s) from contact with you during the weekly radiology sessions
- the facilitator for medical ethics (if offered fall quarter); and
- the Instructor of Record, the assigned CORE administrator who shall consider input from other individuals involved in teaching or guiding you throughout the entire clerkship, and the CORE Assistant Dean at your hospital

9. Tips for Successfully Completing the Clerkship

Success on this rotation requires you to be proactive. Taking an interest in the specialty and becoming an active team member of the service is critical to learning in a clinical setting. Remember, the clinical learning environment differs from the classroom. You will be thinking on your feet and learning as you go. To capitalize on *the learning moment*, seek out opportunities to ask questions and speak up appropriately.

In addition, be sure to:

- review the syllabus to ensure that you understand all requirements
- discuss with your preceptor your previous clinical experiences and personal goals and objectives for this rotation
- clarify your preceptor's expectations of your activities early on in the clerkship
- come prepared to take advantage of the opportunities this rotation has to offer

You are responsible for:

- ensuring that your primary preceptor evaluates your clinical performance and psychosocial skills halfway through and at the end of the clerkship
- asking your primary preceptor to discuss all evaluations and sign the forms before you submit them to the CORE administrative assistant at your CORE hospital
- ensuring that the CSF rates each required learning activity, evaluates your seminar performance, and signs the form before you submit it to the CORE administrative assistant at your CORE hospital
- completing an on-line evaluation of your preceptor's teaching skills and CSF's facilitation of weekly seminars
- scheduling a time with the CORE administrator to take the post-clerkship exam
- completing the assigned on-line modules
- providing feedback about your clinical experience and overall clerkship

To receive a passing grade for the course you must:

- perform satisfactorily in the clinical setting
- attend and participate in all required meetings and seminars
- complete all didactic components including on-line modules
- complete satisfactory work for all required learning activities
- meet the specified deadlines for each required learning activity in accordance with your individualized weekly clerkship seminar schedule
- pass the post-rotation exam in the allotted time frame
- complete and submit all required evaluation/feedback forms

NOTE: *If you have questions, contact your CORE administrator, CORE assistant dean or the Clerkship Coordinator, Judith Edinger.*