



OHIO
UNIVERSITY

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



CORE Clinical Rotation: Health Care Management

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Course Title:	OCOM 895 - Health Care Management Clerkship (HCMC)
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 Program (Year 4)
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1. Clerkship Description, Purpose, and Philosophy

The Health Care Management Clerkship is a structured, two-week required rotation comprised of separate, experiential components 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 students’ awareness of the health care delivery system in the United States that strives to manage the **cost** and **quality** of health care as well as **access** to that care. Managed care has become and is presently the dominant method of health care financing in this country. Thus, this ambulatory clerkship is designed to introduce students to:

- managed care concepts that are intended to promote cost-effective health care and resource allocation without compromising quality of care;
- assessment, coordination, and advocacy of quality health care by managers and providers in the U.S. health care delivery system; and
- elements and services of the larger health care system in the U.S. that affect medical practice and impact patient access, safety, and satisfaction.

2. Clerkship Goals and Objectives

2.1 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 medical 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.

2.2 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, terminally 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, Veterans Affairs) – 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 the importance of utilizing clinical practice guidelines consistent with Evidence-Based Medicine (EBM) when managing cases and providing quality patient care.

- realize the benefits of Electronic Medical Records (EMR) and Telemedicine 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. Clerkship Orientation and Logistics

3.1 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 students to go online to access the syllabus for OCOM 895 and other pertinent course materials;
- review with the students the course syllabus as well as the student training outline for each structured component (experience) and required learning activity;
- verify student's actual weekly schedule in accordance with the weekly template, contact information and instructions, and directions to/for each assigned experience;
- distribute required texts for use during the clerkship and assist the students with accessing journal articles for assigned readings;
- emphasize professional behavior and 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 encounter specific to this 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.

3.2 Logistics

3.2.1 Scheduling of the Clerkship

CORE administrators schedule fourth-year OU-COM students based at their respective CORE hospital(s) to take OCOM 895 for non-overlapping two-week blocks preferably from January through May. Students are typically to be scheduled in pairs but not more than groups of three (3) as necessary to make optimum use of available resources. Primary Care Associates (Fellows) are to be scheduled to complete OCOM 895 in the year they are slated to graduate. Students who have a conflict with Fellowship requirements from January through May must submit a special petition request (*Refer to Clinical Years 3 and 4 Student Manual*) to the associate dean for pre-doctoral education for consideration if there is a need to alter their academic calendar to complete the Health Care Management Clerkship the first two weeks in December prior to graduation. Students can access the *Clinical Years 3 and 4 Student Manual* **online at** <http://www.oucom.ohiou.edu/AcademicAffairs/Yr3-4Manual/2006-2008/index.htm>)

3.2.2 Significant Clerkship Dates

Students are **required** to spend five (5) days per week for two (2) consecutive weeks as scheduled by their CORE administrator completing specified course-related components and learning activities (See Section 4 and 5). 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

4.1 Professional Development Seminars (Prerequisites)

All students are required to attend two (2) full-day Professional Development Seminars (PDS) as described below in preparation for the clerkship. Students are expected to attend the PDS as scheduled in the region of the state designated for their base CORE hospital. If a student has an unavoidable conflict, she/she may be scheduled to attend on a different date at an alternate CORE Site as arranged by his/her respective CORE administrator. **Students are encouraged to review PDS materials before starting their two-week HCMC.**

4.1.1 Fall Quarter of Third Year

This PDS provides students with basic managed care information, terminology, and concepts is offered three (3) times in different regions of the state. The managed care liaison, through the Office of Pre-Doctoral Education, recruits a panel of speakers for this PDS. 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: 1) provide a discussion format for review of the current issues in managed care from various presenters' perspectives, 2) introduce students to the "real world of medicine" in preparation for their clinical rotations; and 3) sensitize students to the issues of access, cost, and quality of health care today and in the future.

4.1.2 Fall Quarter of Fourth-Year

This PDS introduces students to the Medicare and Medicaid System and is offered three (3) to four (4) times in different regions of the state. Speakers are provided through Palmetto, Inc. 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.** Presentation ratings and student comments are compiled in Academic Affairs by CORE site .

4.2 Experiential Visits

Student Training Outlines are provided for each experiential visit of the clerkship (**Refer to Appendices B through I**). Students are expected to read journal articles and all chapters in the required texts as well as the respective training outline in preparation for each assigned 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 they are meeting the objectives.

The experiential visits include:

4.2.1 Bureau of Workers' Compensation (BWC) Service Office

CORE administrators will arrange and assign students to spend one-half (½) day meeting and/or working with designated staff at a 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"

4.2.2 Employer Visit

CORE administrators will arrange and assign students to spend 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 for 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”

4.2.3 Hospice Administration and Finance

CORE administrators will arrange and assign students to spend one-half (½) day meeting and/or working with designated administrative and financial staff at a Hospice. **The purpose of this experience is for students to achieve a better understanding of the comprehensive services provided to patients facing a life-limiting illness and their families, how to access these services, and how hospice care is financed.** Students are to focus on: 1) the funding sources for hospice care which include Medicare, Medicaid, Commercial Insurance, Managed Care Organizations, and the Veterans Affairs; 2) the types of benefits offered for both home care and inpatient care; 3) when out-of-pocket expenses are needed to cover the cost of hospice care; and 4) the role of the physician in maintaining quality palliative care in the hospice setting. **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 *Essential of the U.S. Health Care System (Shi and Singh, 2005):*

Chapter 10 (pages 221-243) “Long-Term Care Services”

4.2.4 Occupational Medicine Physician/Clinic

CORE administrators will arrange and 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 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 *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”

4.2.5 Hospital Administration Meetings

CORE administrators will arrange and assign 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 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 U.S. Health Care System* (Shi and Singh, 2005):

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

Chapter 8 (pages 173-194) “Hospitals”

4.2.6 Group Health Insurance Managed Care Organization (MCO)

During the two-week clerkship, students will spend a minimum of one-half (½) day but preferably a full day meeting and/or working with designated administrators at a selected local Group Health Insurance Managed Care Organization (e.g., Medical Mutual, Anthem, etc.) arranged and assigned centrally by the Clerkship Coordinator and Managed Care Liaison. **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 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 U.S. Health Care System (Shi and Singh, 2005)*:

Chapter 1 (pages 1-20) “Major Characteristics of U.S. Health Care Delivery”

Chapter 2 (pages 23-42) “Foundation of U.S. Health Care Delivery”

Chapter 3 (pages 45-68) “Historical Overview of U.S. Health Care Delivery”

Chapter 9 (pages 197-217) “Managed Care and Health Networks”

Chapter 11 (pages 247-260) “Underserved Populations”

4.2.7 Medical Office Manager

In order to provide first-hand experience with the organization of a medical office, the CORE administrators will arrange and assign the students to spend a minimum of one-half (½) day but preferably a full 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 H 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 U.S. 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”

4.2.8 Veterans Affairs Medical Center/Clinic

CORE administrators will arrange and assign the students to spend a minimum of one-half (½) day but preferably a full day of the clerkship with a VA representative at a VA medical center or clinic setting. **The purpose of the VA experience is for students to achieve a better understanding of the nationwide health system for veterans that is run and financed by the federal government.** Students are to focus on: 1) how the VA’s extensive electronic

medical records (EMR) system known as the Veterans Health Information Systems and Technology Architecture (Vista) improves patient safety and lowers cost; 2) the role of VAMC physicians in improving the quality of care by using telemedicine and practicing evidence-based medicine (EBM); and 3) use of the Computerized Patient Record System (CPRS) by health care providers to record every office visit, prescription, lab test, x-ray, and medical procedure as well as review and update a patient's EMR and place orders from any of the VA's over 1,000 health care facilities. **Students are to refer to Appendix I 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 U.S. Health Care System (Shi and Singh, 2005):*

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

4.2.9 Flexible Day Experiences Relative to Access, Cost, and Quality

CORE administrators will arrange and assign students (as time in their weekly schedule permits) to spend one (1) to 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 Public Health Department or Free Clinic; and 2) attend Utilization Review, Ethics Review, and Quality Assurance meetings.

5. Required Learning Activities (Assignments)

In addition to completing all required components (**Refer to 4.1 and 4.2**), students must complete the following required learning activities during the two-week clerkship. *Student Training Outlines* are provided for each assignment.

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

Students are to keep a daily electronic log in the recommended "journaling" format (**Refer to Appendix J**) 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, CORE administrator, and CORE assistant dean.** Logs are to

take into account required readings, anchor experiences, assignments, and interactions with providers (e.g., occupational medicine physician, office manager, etc.), encounters with MCO representative(s), and other managed care representatives (e.g., discharge planner, social worker, pharmacist, etc.).

5.2 Facilitated Roundtable Discussions

Mid-way through the two-week clerkship, small groups of students will spend approximately two hours discussing health policy issues and health care management issues with their peers based at other CORE sites via point-to-point video conferencing. These small groups will be facilitated by an OU-COM and/or CORE Faculty member. The focus will be on current topics in the news and/or encounters during the first week of clerkship experiences. The dates of the video conferences and small group assignments will be arranged centrally by the clerkship coordinator. **Students are to refer to Appendix K for discussion format, managed care questions to raise, guidelines to follow, and learning issues to address during this activity.**

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

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

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

5.3 Managed Care Case Presentation/Discussion

All students based at the same CORE site who are scheduled to take the clerkship during a particular two-week block are 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 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 given several options to complete this curricular requirement. **Students are to identify an appropriate case from their own clinical experiences, select a case topic from the suggested list, 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 L 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 U.S. Health Care System (Shi and Singh, 2005):*

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

5.4 Educational (Didactics) Day

During the two-week clerkship, students are required to attend the weekly structured education day or its equivalent as scheduled by the CORE office or offered at their base CORE hospital. 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 at their base CORE teaching hospital.

NOTE:

<p><i>STUDENTS ARE RESPONSIBLE FOR THE COMPLETION AND SUBMISSION OF WRITTEN ASSIGNMENT(S) BY THE SPECIFIED DEADLINE(S).</i></p>
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6. Pre-Clerkship Examination

On the first day of the clerkship students must complete a timed, on-line (Blackboard) twenty item pre-clerkship test in 20 minutes having no specific grade requirement. The purpose of this pre-test is for students to familiarize themselves with the types of questions that will comprise the post-clerkship exam and help them to focus their reading and preparation during the clerkship. The non-graded exam is self-scheduled and can be taken on any computer that meets the requirements for using Blackboard. It is not possible to take the exam over a dial-up connection. Students are permitted to take this exam only once. If a student starts taking the exam, he/she must finish it in that one sitting. The exam cannot be saved to resume at a later time. Upon submitting the exam, the student will receive his/her score along with the correct answers and information on the chapter of the required text or journal article on which the question is based. Students are to direct questions they may have regarding the pre-clerkship exam to their respective CORE administrator.

6.1 Honor Code

The OU-COM Honor Code guides the student’s behavior related to this exam. Form HC (posted on-line) must be signed and submitted to the student’s CORE administrator after submitting the completed exam. Students will not receive a passing grade for the clerkship unless they have this form on file in their respective CORE office.

6.2 Time Penalty

Blackboard alerts the student (test-taker) when one minute remains to complete the exam. Blackboard does not automatically stop the exam when the test-taker reaches the time limit. The test-taker must manually submit the exam within one (1) minute of receiving the one-minute warning. Two points will be deducted from the exam score for every minute that the test-taker exceeds the time limit. If the time limit is exceeded, the student will be notified via e-mail that his/her score has been lowered.

7. Post-Clerkship Examination

On the last day of the clerkship or no later than two weeks after the clerkship ends, students must successfully complete (with a score of at least 60 percent) an online, timed (50 minutes), fifty (50) item post-clerkship exam (multiple-choice, one best answer format) that will cover **assigned readings from required texts, journal articles, reports, and seminar materials (i.e., Medicare and Medicaid)**. The exam is self-scheduled and can be taken on any computer that meets the requirements for using Blackboard. The exam cannot be taken over a dial-up connection. Once the student starts to take the exam, it must be completed during that one sitting. The exam cannot be saved to resume at a later time. Upon submitting the completed exam, the student will receive his/her score along with the correct answers and information on the chapter of the required text or journal article on which the question is based. Students are to direct questions they may have regarding the post-clerkship exam to their respective CORE administrator.

7.1 Honor Code

The OU-COM Honor Code guides the student's behavior related to this exam. Form HC (posted on-line) must be signed and submitted to the student's CORE administrator after submitting the completed exam. Students will not receive a passing grade for the clerkship unless they have this form on file in their respective CORE office.

7.2 Time Penalty

Blackboard alerts the student (test-taker) when one minute remains to complete the exam. Blackboard does not automatically stop the exam when the test-taker reaches the time limit. The test-taker must manually submit the exam within one (1) minute of receiving the one-minute warning. Two points will be deducted from the exam score for every minute that the test-taker exceeds the time limit. If the time limit is exceeded, the student will be notified via e-mail that his/her score has been lowered.

7.3 Exam Retake

Students who do not achieve a 60 percent on the examination must take the exam a second time. Students may retake this exam no sooner than forty-eight (48) hours after first completing the exam. In the event of a second failure to achieve a score of 60 percent, the student is required to meet with the CORE assistant dean to discuss areas of knowledge deficiency and to construct a plan for remediation. Students are to direct questions they may have regarding remediation to their respective CORE administrator.

8. Student Performance Evaluation and Remediation Procedures

8.1 Evaluation Tool

The respective CORE assistant dean is to complete the “Academic Rotation Feedback” form provided online by the college based on personal observation and interaction as well as input from faculty, managed care liaison, clerkship coordinator, and administrators regarding performance. **A student must receive a passing grade from the CORE assistant dean in order to pass the clerkship. 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.**

8.2 Remediation Procedures

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 (See Section 7). Notice of the student’s “failure” must be forwarded to the OU-COM’s Committee on Student Progress (CSP).

NOTE:

STUDENTS ARE RESPONSIBLE FOR THE SUBMISSION OF THE CORRECT EVALUATION FORM(S) BY THE REQUIRED DEADLINE.

9. Grading

Policies and procedures stated in the 2006/07-2008 Clinical Years 3 and 4 Student Manual apply to this clerkship. Refer to this governing document online as necessary at <http://www.oucom.ohiou.edu/AcademicAffairs/Yr3-4Manual/2006-2008/index.htm>

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 of a student's performance using the "Academic Rotation Feedback Form". To receive a passing grade for the course the student must:

- satisfactorily complete all components/learning activities (See Section 4 and 5);
- exhibit professionalism while preparing for and participating in activities and completing assignments;
- attend/participate in education day programs, roundtable discussions, and managed care case presentations;
- earn a passing score on the post-clerkship exam (See Section 7); and
- submit all required evaluation/feedback forms (See Section 10).

10. 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 whom he/she worked with for one day 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 Year 3 and 4 Evaluation Coordinator as scheduled in spring quarter 2008.** 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, curricular content, structured components/experiences, and required resources as well as recommend changes that would improve the clerkship materials and course design.

11. Required Resources

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

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 U.S. 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.***

11.2 Required Journal Articles (copies of journal articles will be placed on closed reserve in the CORE office and/or hospital library)

1. Arnst, C. *The Best Medical Care in the U.S.: How Veterans Affairs transformed itself*, BusinessWeek, July 17, 2006: 50-56.
2. 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.
3. Gearon, C.J. *Military might: Today's VA hospitals are models for top-notch care*, U.S. News and World Report, July 18, 2005.
4. Quill, T. *Is length of stay on hospice a critical quality of care indicator?* Journal of Palliative Medicine, Volume 10, No. 2, 2007: 290-292.
5. Relman, A.S. *The health of nations: medicine and the free market*. The New Republic, March 7, 2005: 23-30.
6. Virnag, B.A., Ma, H. Hartman, L., Moscovice, I., Carlin, B. *Access to home-based hospice care for rural populations: Identification of areas lacking service*, Journal of Palliative Medicine, Vol. 9, No. 6, 2006: 1292-1299.

11.3 Required Professional Development Seminar (PDS) Materials

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 2007*. Ombudsman/Technical Assistance Unit; Provider Network Management Section; Bureau of Operations; Office of Health Plans; Ohio Department of Job and Family Services. October 2007.

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

1. Baldwin Wallace College Quarterly Health Care Report
*<http://www.bw.edu/academics/bus/programs/hcmba/nl>
2. 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
3. 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>

- 11.5 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)

12. Academic Honesty and Standards of Professional Conduct

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

12.1 Examinations

Students are encouraged to study together and 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 the exams in such a way as to avoid raising suspicions.

12.2 Professional Behavior

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 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 patient confidentiality at all times. Students are expected to 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. Students are expected to become familiar with the section of the college’s CSP Guidelines pertinent 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

A student’s professional conduct shall be evaluated by the:

- CORE assistant dean who shall consider input from the BWC service office staff, employer, hospice administrators, occupational medicine physician, office manager, hospital representatives, MCO representatives, VA representatives and other individuals involved in teaching the student throughout the clerkship;
- OU-COM and CORE Faculty who facilitate small groups during roundtable discussions and critique case presentations; and
- CORE administrators, instructor of record, clerkship coordinator, and managed care liaison from meeting(s)/interactions with the student in a group or individually.

13. Tips for Successfully Completing the 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 when participating in assigned activities and experiences.. 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 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, first contact your CORE administrator or CORE assistant dean.*