



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

CORE Clinical Rotation



Course Title:	Osteopathic Family Medicine 2
Instructor of Record:	Peter B. Dane, D.O.
Credit Hours:	12
Rotation Length:	4 weeks
Prerequisites:	Successful completion of the 6-week Family Medicine Clerkship and Year 4 status

Syllabus Components

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Last update: 06/04/2007

1. Rotation Description, Purpose, and Philosophy

The purpose of this rotation is to provide you with a capstone experience in Family Medicine.

Osteopathic Family Medicine 2 should help you gain a deeper understanding of the unique role of the Osteopathic Family Physician and the principles and practice of Family Medicine. The objectives for this rotation represent the a higher level of knowledge, skills, and attitudes necessary for patient management 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 also enhance your skills in the areas of Patient Safety, Cultural Competency, and Evidence-based Medicine.

You will build upon basic clinical skills learned during your original Family Medicine Clerkship.

2. Rotation Goals and Objectives

The goals and objectives are intended to guide your learning activities and to serve as a baseline for assessment of your knowledge, skills, and professional behavior. While your are expected to further expand your knowledge base and to care for all assigned patient cases, your are also expected to avail yourself of the educational materials provided and to master the agreed-upon objectives.

2.1 Goals

Upon completion of this clerkship you will:

- gain a deeper 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 importance of the cultural competence of physicians in the treatment of patients
- recognize the importance of patient safety practices
- enhance skills to acquire evidence-based medicine information
- enhance history and physical exam, diagnostic, procedural, OMT, interpersonal communication, psychosocial, and practice management skills to improve patient care
- 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.

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

- address 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

- demonstrate interpersonal communication skills that build rapport with patients and their families and facilitate a positive physician-patient relationship:
- demonstrate an advanced level of history and physical exam skills

During the orientation to the rotation in consultation with the preceptor, you should identify any other objectives that would be most beneficial for your medical education to master during this rotation.

For each disease or condition you encounter, you should be able to describe/assess the following:

1. Presenting signs and symptoms
2. Physical findings
3. Interpretations of appropriate diagnostic studies
4. Major differential diagnoses
5. Management alternatives, including: treatment plans, patient education, and addressing modifiable risk factors
6. Possible complications
7. Prognosis
8. Follow-up care
9. Somatic dysfunction related to the disease/condition and the osteopathic treatment(s) for the somatic dysfunction
10. Primary, secondary and tertiary prevention strategies

Rotation Objectives: Clinical Skills Domain

During this elective rotation you are expected to develop your competencies in many basic clinical skills. During the orientation to the rotation in consultation with the preceptor, you should identify up to ten skills or procedures that would be most beneficial for your medical education to master during this rotation.

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3. Orientation to the Rotation

The rotation orientation provides an opportunity to answer questions and define roles, assess skill level and experience, set expectations, and anticipate and proactively resolve problems. You should try to meet with the preceptor either prior to or early on the first day of the rotation. Clarifying the following details with the preceptor will help to ensure a rewarding and successful rotation:

- a. your responsibilities on the service
- b. preceptor expectations of you on the service
- c. goals, objectives, and the structure of the rotation.
- d. required rotation assignments and responsibilities in the preceptor's practice (e.g. clinics, lectures, conferences, other didactics, journal clubs, rounds, office hours, morning report)

- e. feedback from the preceptor periodically throughout the rotation, especially at mid-rotation
- f. your previous clinical experience

4. Required Learning Activities, Assignments, and Responsibilities necessary to earn credit for this rotation

The following activities are required for satisfactory completion of this rotation:

- a. Attend and participate in all CORE education day presentations.

NOTE: If you are absent from any of the CORE education day presentation without prior approval, you will be required to complete a remediation activity. Remediation may consist of a 5-page paper for each missed lecture, or some other assignments at the discretion of the CORE Assistant Dean. These must be completed and accepted by the CORE Assistant Dean in order to receive a grade for the rotation to which you are assigned at the time of the absence.

- b. Complete the required on-line modules on Patient Safety, Cultural Competence, and Evidence-based Medicine before the end of this rotation.

On-line Cultural Competency Year 4 Module

Completion of this module includes 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 a 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 4 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 bias and stereotyping that might affect treatment
- describe Chinese cultural views of depression and its likely expression
- describe the Chinese gender and family issues regarding depressive symptoms
- describe the physician approach to treating depression within the cultural context of the patient

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 2 rotation" link, select the Cultural Competency Year 4 module.

On-line Patient Safety Year 4 Module

Completion of this module includes the tutorial as well as taking and submitting the post-quiz and your "JournalNotes" file. The Patient Safety Year 4 Module objectives will enable the student to:

- understand the importance of clear and complete exchange of information during a patient "handoff"
- demonstrate a patient handoff using "ISBAR-Q" technique
- demonstrate a patient handoff using "I PASS the BATON" technique

- understand the process of disclosure
- discuss the steps taken in disclosing an error and the importance of the orders in which the steps are taken
- discuss the behavior and language one should use in disclosing an error to a patient
- become aware of various state's law regarding "I'm sorry"

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 2 rotation" link, select the Quality of Care/Patient Safety Year 4 module.

On-line Evidence-Based Medicine (EBM) Year 4 Module

This module was developed by Douglas Mann, Ph.D. (mann@oucom.ohiou.edu), Gillian Ice, Ph.D., M.P.H., and Steve Clay, D.O. In the module, you are asked to apply the five steps of EBM for a current patient. 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 OU-COM (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 2 rotation" link, select the EBM module.

- c. Attend and participate in any other workshops, seminars, or professional development activities assigned by the CORE Assistant Dean.
- d. Present all clinical case conferences, as assigned by the CORE Assistant Dean.
- e. Ensure that your preceptors' written evaluation is completed and submitted within 2 weeks of the end of the rotation.
- f. Submit the online Student Evaluation through New Innovations. If you need instructions, please ask your CORE staff.
- g. Fulfill all required responsibilities identified by the preceptor during orientation.
- h. In lieu of a post-rotation exam, students will write a 1 -2 page summary of how the student met the established objectives.
- i. Complete the online rotation evaluation.

5. Student Performance Evaluation

A student's grade for this rotation will be based on completion of all assignments and the following criteria.

The Preceptor's Written Evaluation

You must receive a passing grade from the preceptor in order to pass the rotation. If the preceptor considers the student *Marginal*, then a remediation recommendation should be made by the CORE Assistant Dean, in consultation with the preceptor, and submitted to the Associate Dean for approval. If the preceptor fails the student, the student is awarded a grade of "F" for the rotation regardless of the grade s/he received on the post-rotation exam. The failure must be forwarded to the CSP.

NOTE: It is your responsibility to ensure that the preceptor's evaluation is submitted to the CORE office within 2 weeks of the end of the rotation.

6. Recommended Resources

Required Text:

Sloane, P. (2007). *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.

The following have been identified as resources for ALL rotations.

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

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

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 to COM students 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 Clearing House available on the web at: <http://www.guideline.gov/>

7. Standards of Professional Conduct

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

Professional standards required of a member of the Osteopathic profession are a requirement for passing this rotation, as is compliance with the professional standards of the hospital and outpatient offices of the student's preceptor. Students are expected to maintain high professional standards of behaviors. They should exhibit such personal characteristics as honesty and integrity, as well as to maintain patient confidentiality at all times. Violation may result in a failing grade in this rotation, regardless of other academic performance on this rotation, and could subject the student to dismissal from the hospital in which they are based. Such professional conduct shall be evaluated by the CORE Assistant Dean through observation of and interaction with the student, his/her preceptor, other hospital attendings and staff.

If you have any questions, contact your CORE Administrator or CORE Assistant Dean.