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**Ohio University College of Osteopathic Medicine
Centers for Osteopathic Research and Education**



CORE Clerkship 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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Syllabus Sections:	<u>Page</u>
1. Clerkship Description and Purpose.....	2
2. Clerkship Goals and Objectives.....	2
3. Clerkship Orientation and Logistics.....	4
4. Required Components.....	5
5. Required Learning Assignments.....	10
6. Clerkship Examinations.....	11
7. Student Performance Evaluation and Remediation Guidelines ..	13
8. Student Evaluation of Clerkship.....	13
9. Grading.....	13
10. Required Resources.....	14
11. Standards of Professional Conduct.....	15
12. Tips for Successfully Completing the Clerkship.....	15

Student Training Outlines (Appendices):

- Appendix A: Sample Weekly Schedule
- Appendix B: Bureau of Workers’ Compensation Service Office (preferably on-site)
- Appendix C: Employer Visit (on-site)
- Appendix D: Hospice Administration and Finance (on-site)
- Appendix E: Occupational Medicine Physician/Clinic (on-site)
- Appendix F: Hospital Administration Meetings (at base hospital)
- Appendix G: Group Health Insurance Managed Care Organization (on-site)
- Appendix H: Medical Office Manager (preferably on-site)
- Appendix I: Veterans Affairs (VA) Medical Center/Clinic (on-site)
- Appendix J: Community Health Center (on-site)
- Appendix K: Daily Electronic Journal/Log
- Appendix L: Facilitated Roundtable Discussion (via videoconference)
- Appendix M: Managed Care Case Presentation/Discussion

1. Clerkship Description and Purpose

The *Health Care Management Clerkship* (HCMC) 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 the HCMC, 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

Upon completion of the HCMC, 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 safe, 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 HCMC logistics and procedures as scheduled and conducted by the CORE administrator, but no later than the morning of the first day of the clerkship. The purpose of this orientation is to:

- direct students to go online to access the syllabus and required text for OCOM 895 and other pertinent course materials;
- review with the students the course syllabus as well as the student training outline for each experiential activity and required learning assignment;
- verify student's actual weekly schedule, contact information and instructions, and directions to/for each experiential activity;
- 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 all fourth-year OU-COM students based at their respective CORE hospital(s) to take the HCMC preferably during the same two-week block from January through March. Primary Care Associates (predoctoral 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 predoctoral education for consideration if there is a need to alter their academic calendar.

3.2.2 Significant Clerkship Dates

Students are **required** to spend five (5) days per week for two (2) consecutive weeks completing specified course-related experiential activities and learning assignments (*See Sections 4.2 and 5*). Before the scheduled start-date of this clerkship, the CORE administrator shall provide students with individualized weekly clerkship schedules including the phone number, address, directions, and names of contacts for all off-site, experiential activities of the clerkship. Specific schedules for required experiences are prepared for students based at each CORE

site by their CORE administrator in accordance with sample generic Weekly Template for the respective CORE site(s) provided by the Office of Predoctoral Education on main campus. (*Refer to Appendix A*).

3.2.3 Governing Curricular Document

Policies and procedures stated in the 2007/08-2009 Clinical Years 3 and 4 Student Manual apply to the HCMC. Refer to this governing document online as necessary at <http://www.oucom.ohiou.edu/AcademicAffairs/Yr3-4Manual/2007-2009/index.htm> throughout the clerkship.

4. Required Components

4.1 Professional Development Seminars (Prerequisites)

All students are required to attend two (2) full-day Professional Development Seminars (PDS) in preparation for the HCMC. 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 should review required PDS readings and other PDS handouts/materials before starting their two-week HCMC and when preparing to take the post-clerkship exam.**

4.1.1 Fall Quarter of Third Year

Offered at least three (3) different dates in various regions of the state, this PDS provides students with basic managed care information, terminology, and concepts. Presenters (e.g. physicians, attorneys, insurance industry leaders, hospital administrators, politicians, etc.) with expertise in health care delivery, law, regulations, and policy are recruited by the managed care liaison. 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.

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) different dates in various 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 and shared with presenters. **PDS content will be covered on post-clerkship exam.**

4.2 Experiential Activities

CORE administrators are responsible for arranging and scheduling students based at their respective CORE site(s) for all experiential activities except for the Group Health Insurance Managed Care Organization (*See Section 4.2.6*). *Student Training Outlines* are provided for each experiential activity (*Refer to Appendices B through J*) identifying learning issues that are to be addressed and suggested managed care questions for students to ask while participating in these experiences, the majority of which are on-site. 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 activity. Students are to take a copy of the respective training outline with them on the day of each assigned activity to refer to as needed to ensure that they are meeting course objectives. **Each experiential activity is described below.**

4.2.1 Bureau of Workers' Compensation Service Office (preferably on-site)

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

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 (on-site)

Students are to spend a half day on-site at a local business or industry (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. (*Refer to Appendix C*).

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 (on-site)

Students are to spend a half day on-site 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. (*Refer to Appendix D*).

To prepare for this experience, students are to read in the text entitled *Understanding Health Policy* (Bodenheimer and Grumbach, 2009):

Chapter 12 (pages 139-146) “Long-Term Care”

4.2.4 Occupational Medicine Physician/Clinic (on-site)

Students are to spend a half day on-site for observation of an Occupational Medicine physician. **The purpose of this experience is for students to determine 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. (*Refer to Appendix E*).

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 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 (at base hospital)

Students are to meet for the equivalent of a half day with those individuals who hold key administrative positions in their respective CORE 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 or as a panel addressing students all at once as a group. 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. (*Refer to Appendix F*).

To prepare for this experience, students are to read in the text entitled *Understanding Health Policy (Bodenheimer and Grumbach, 2009)*:

Chapter 1 (pages 1-3) “Introduction: The Paradox of Excess and Deprivation”

Chapter 2 (pages 5-16) “Paying for Health Care”

Chapter 4 (pages 31-41) “Reimbursing Health Care Providers”

Chapter 16 (pages 193-203) “Conflict & Change in America’s Health Care System”

4.2.6 Group Health Insurance Managed Care Organization (on-site)

During the two-week clerkship, students will spend a minimum of a half day but most likely a full day on-site meeting and/or working with designated Managed Care Organization (MCO) administrators at a selected local Group Health Insurance MCO (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. (*Refer to Appendix G*).

To prepare for this experience, students are to read in the text entitled *Understanding Health Policy (Bodenheimer and Grumbach, 2009)*:

Chapter 5 (pages 43-57) “How Health Care is Organized - I”

Chapter 6 (pages 59-69) “How Health Care is Organized - II”

Chapter 7 (pages 71-86) “The Health Care Workforce and the Education of Health Professionals”

4.2.7 Medical Office Manager (preferably on-site)

Students are to spend at least a half day, preferably on-site, with an office manager in a physician’s private practice or clinic setting. **The purpose of this experience**

is for students to understand 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. (*Refer to Appendix H*).

To prepare for this experience, students are to read in the text entitled *Understanding Health Policy* (Bodenheimer and Grumbach, 2009):

Chapter 11 (pages 129-138) "Prevention of Illness"

4.2.8 Veterans Affairs Medical Center/Clinic (on-site)

Students are to spend a minimum of a half day on-site with a Veterans Affairs (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. (*Refer to Appendix I*).

To prepare for this experience, students are to read in the text entitled *Understanding Health Policy* (Bodenheimer and Grumbach, 2009):

Chapter 15 (pages 181-191) "National Health Insurance"

4.2.9 Community Health Center (on-site)

Students are to spend a minimum of a half day on-site meeting and/or working with designated staff at the nearest Community Health Center (CHC). **The purpose of this experience is for students to achieve a better understanding of Ohio's Federally Qualified Health Centers (FQHC).** Students will learn how FQHCs are administered locally in health provider shortage areas (HPSA) and how CHCs provide cost effective primary preventative care services. (*Refer to Appendix J*).

To prepare for this experience, students are to read in the text entitled *Understanding Health Policy* (Bodenheimer and Grumbach, 2009):

Chapter 8 (pages 87-98) "Painful Versus Painless Cost Control"

Chapter 9 (pages 99-109) "Mechanisms for Controlling Costs"

4.2.10 Flexible Day Activities Relative to Access, Cost, and Quality

Students (as time in their weekly schedule permits) are to spend one to two 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, coder, ethicist, 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 Assignments

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

5.1 Daily Electronic Log (due by noon on Thursday of Week 1 and Week 2)

Students are to keep a daily electronic log in the recommended “journaling” format (*Refer to Appendix K*) that reflects upon what the student has learned from completing experiential activities relative to the healthcare issues of access, cost, and quality. **Students are to submit logs via e-mail by noon on Thursday of each week of the clerkship to their respective Roundtable Discussion Facilitator.** Logs are to take into account required readings, 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

On the first and last Friday of the two-week clerkship, small groups of students will spend approximately 90 minutes discussing health policy and health care management issues with their peers based at their own and/or 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, health care reform, and/or experiential activities completed and documented in daily log during the clerkship. The dates of the video conferences and small group assignments are arranged centrally by the clerkship coordinator. (*Refer to Appendix L*).

To prepare for this assignment, students are to read in the text entitled *Understanding Health Policy (Bodenheimer and Grumbach, 2009)*:

Chapter 13 (pages 147-162) “Medical Ethics and Rationing of Health Care”
Chapter 14 (pages 163-180) “Health Care in Four Nations”
Chapter 17 (pages 205-207) “Conclusion: Tensions and Challenges”

5.3 Managed Care Case Presentation/Discussion

The CORE administrators are to assign students in at least groups of three (3) who are scheduled to take the clerkship during the same two-week period to collaborate on the selection of a case. Each assigned group of students is to conduct a 30-45 minute panel presentation/discussion with their peers. The panel presentation/discussion is to focus on the health care issues of cost, access, and quality. 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 is to be arranged by the CORE administrator during the second week of the clerkship and facilitated by a CORE assistant dean, resident, or other CORE faculty member. The panel discussion will be critiqued using an evaluation tool provided by the college. (Refer to Appendix M).**

To prepare for this experience, students are to read in the text entitled *Understanding Health Policy (Bodenheimer and Grumbach, 2009)*:

**Chapter 3 (pages 17-30) “Access to Health Care”
Chapter 10 (pages 111-128) “Quality of Health Care”**

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 hospital.

6. Clerkship Examinations (on-line)

6.1 Pre-Clerkship Exam

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. 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.

6.2 **Post-Clerkship Exam**

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. 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.

Students who do not achieve a 60 percent on the post-clerkship 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.

6.3 **Honor Code**

The OU-COM Honor Code guides the student's behavior related to both the pre- and post-clerkship exam. After completing each exam, students are required to enter New Innovations to complete and submit the Honor Code (HC) form. Students will not receive a passing grade for OCOM 895 unless submission of this form is documented on New Innovations (<http://www.new-innov.com/login.htm>) for both exams.

6.4 **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 reduced.

7. Student Performance Evaluation and Remediation Procedures

7.1 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, facilitators, 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.**

7.2 Remediation Guidelines

If the student’s performance during the clerkship is **MARGINAL**, then the CORE assistant dean is to develop and submit a remediation plan for the student to the associate dean for predoctoral education for approval. If the student fails the clerkship, he/she will be given a grade of “F” for the clerkship by the instructor of record regardless of grade earned on the post-clerkship exam (*See Section 6.2*). Notice of the student’s “failure” must be forwarded to the OU-COM’s Committee on Student Progress (CSP). Students earning a grade of “F” may be required to repeat OCOM 895. This clinical course is offered once a year, the next earliest time being winter quarter 2010.

8. Student Evaluation of Clerkship

Within one week after finishing the clerkship, the student must complete online (<http://www.new-innov.com/login.htm>) a “Student Evaluation of Preceptor and Rotation” through New Innovations. All available CORE site students representatives will be expected to participate in a focus group as scheduled during spring quarter 2009.

9. Grading

This course is graded Credit (CR)/Fail (F). A student’s final grade will be determined by the instructor of record based on the CORE assistant dean’s written evaluation of a student’s performance using the “Academic Rotation Feedback” form (*See Section 7.1*). To receive a passing grade for the course the student must:

- satisfactorily complete all components/learning assignments (*See Sections 4 and 5*);
- exhibit professionalism while preparing for and participating in on-site experiential activities and completing learning assignments;
- attend/participate in education day programs, roundtable discussions, and managed care case panel presentations;
- earn a passing score on the post-clerkship exam (*See Section 6.2*); and
- submit all required evaluation/feedback forms (*See Section 8*).

10. Required Resources

10.1 **Required Texts** (students will be permitted to borrow the following textbooks from the CORE office as needed)

1. Bodenheimer, T.S. and Grumbach, K. *Understanding Health Policy: A Clinical Approach*. 5th ed. The McGraw-Hill Companies, Inc., 2009.
(Available online through Access Medicine via Ohio University Libraries; go to <http://www.accessmedicine.com/resourceTOC.aspx?resourceID=56>)
2. McCunney, R.J. *A practical approach to occupational and environmental medicine*. 3rd ed. Lippincott, Williams & Wilkins, 2003.

10.2 **Required Journal Articles** (copies of journal articles will be placed on closed reserve in the CORE site 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. Fontanarosa, P.B., Rennie D., and DeAngelis, C.D. *Health of a nation 2008 and beyond*. Journal of the American Medical Association (JAMA), Volume 300, No. 16, October 22/29, 2008: 1941-1942.
3. McCain, J.S., *Making access to quality and affordable health care a reality for every American*. Journal of the American Medical Association (JAMA), Volume 300, No. 16, October 22/29, 2008: 1925-1926.
4. Obama, B. *Affordable health care for all Americans*. Journal of the American Medical Association (JAMA), Volume 300, No. 16, October 22/29, 2008: 1927-1928.
5. 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.

10.3 **Required Report*** (can be accessed via a link using Blackboard; responsible for all content)

1. Baldwin Wallace College Quarterly Health Care Report – Jan./Feb. 2009 Issue
*<http://www.bw.edu/academics/bus/programs/hcmba/nl>

10.4 **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.osha.gov/> (Occupational Safety)

11. Standards of Professional Conduct

The OU-COM Honor Code applies to all activities in the CORE System as well as on the Athens campus. It reads, “As a member of the medical profession, I will maintain the highest standards of academic and personal behavior. As a medical student, I will not cheat or plagiarize or tolerate that behavior in others.”

11.1 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.

11.2 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 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). Unprofessional behavior may result in a failing grade for this clinical course, regardless of other academic performance while completing this clerkship, and could subject the student to dismissal from the hospital at which they are based. Professional conduct shall be evaluated by the CORE assistant dean through observation of and interaction with the student as well as feedback from facilitators, CORE faculty and hospital administration/staff.

12. Tips for Successfully Completing the Clerkship

Being successful on this clerkship requires students to be proactive learners and come prepared to take advantage of the opportunities this clerkship has to offer. Students are to review the syllabus to ensure comprehension of the course requirements when participating in experiential activities and completing assignments. 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,” students are expected to seek out opportunities to ask questions and speak up appropriately. The course content is appropriate regardless of personal learning issues and the medical specialty in which a student plans to continue his/her 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.