



Ohio University
College of Osteopathic Medicine
Centers for Osteopathic Research and Education
Year III and IV Clerkship Curriculum
Class of 2009 CORE Clinical Rotation



Course Title:	Ambulatory Internal Medicine
Instructor of Record:	Peter B. Dane, D.O.
Credit Hour:	12
Rotation Length:	4 Weeks
Prerequisites:	Successful completion of the 6-week Family Medicine Clerkship

Syllabus Components

1. Rotation Description, Purpose and Philosophy
2. Rotation Objectives
3. Orientation to Rotation
4. Required Activities and Assignments
5. Student Performance Evaluation
6. Recommended Resources
7. Standards of Professional Conduct
8. Tips for Successfully Completing the Rotation

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Ambulatory Internal Medicine

1. Rotation Description, Purpose, and Philosophy

The purpose of this 4-week experience is to provide the student with exposure to commonly encountered cases in Internal Medicine in an ambulatory outpatient setting. To accomplish this, the rotation provides broad exposure to both chronic and acute problems, experience in appropriate consultation, outpatient diagnostic testing, patient education and other procedures. To achieve rotation objectives, the student is expected to apply the concepts of diagnosis and management for all phases of outpatient care and, if relevant, develop a working knowledge of both inpatient and outpatient treatment modalities. Throughout the rotation, students will assume as much responsibility for patient care as is commensurate with his/her preparedness.

2. Rotation Objectives

Learning objectives for this rotation should guide the student's learning activities and serve as a baseline for assessment of the student's enhanced knowledge, skills, and professional behavior.

Rotation Objectives: Knowledge Domain – To advance the student's knowledge of the clinical presentation, basic pathophysiology, evaluation, and management of diseases frequently encountered in the outpatient medical setting, with an emphasis on patient management strategies and treatment modalities.

1. The student will learn initial work-up, evaluation and treatment for the following common medical conditions, but not limited to:
 - Adrenal Insufficiency
 - Arthritis
 - Asthma
 - Bronchitis
 - Cough
 - Congestive Heart Failure
 - Chronic Obstructive Lung Disease
 - Diabetes Mellitus
 - Dysuria
 - Hypertension
 - Ischemic Heart Disease
 - Pharyngitis
 - Sarcoidosis
 - Sinusitis
 - Upper Respiratory Infections
 - Urinary Tract Infections
2. The student will learn about pre-surgical pre-operative clearance, and follow-up of above patients, as well as recently discharged IM patients with acute problems
3. The student will be introduced to the pharmacoeconomics of commonly prescribed drugs including anti-hypertensives, antibiotics, anti-arthritis, and anti-hyperglycemic agents.
4. The student will develop skill in utilizing principles of evidence-based medicine (EBM) other learning resources to optimize patient care.

Ambulatory Internal Medicine

5. The student will appreciate the need for effective time and cost management in the ambulatory/outpatient setting.

Rotation Objectives: Clinical Skills Domain

During this elective rotation, the student is expected to function as an integral member of a clinical team responsible for the care of patients in an ambulatory/outpatient setting, under the direct supervision of attending physicians and/or intern/residents. The student will demonstrate further proficiency in the following clinical skills:

1. Eliciting and recording a patient's history in an efficient, logical, organized, and concise manner.
2. Performing and recording complete, thorough physical examinations in an efficient, logical manner for new patients, and perform appropriately focused physical exams for follow up patients.
3. Clarifying the psychosocial factors that affect disease, treatment, and patient expectations.
4. Obtaining and interpreting supplemental information, including CBC, Serum chemistries, ABG, coagulation studies, ECG, chest x-rays, and urinalysis.
5. Formulating and documenting a problem list and patient assessment that includes the relevant differential diagnosis.
6. Generating appropriate diagnostic and therapeutic plans based on the working and differential diagnosis.
7. Orally presenting a new patient's history and physical examination clearly and concisely.
8. Writing prescriptions under clinical supervision, as directed.
9. Orally presenting a follow-up patient case in a focused manner, emphasizing diagnostic and therapeutic plans.
10. Behaving in a professional manner and communicating effectively with patients, patient's families, and other members of the health care team.

Rotation Objectives: Attitude Domain

The care of patients in the outpatient setting requires a different perspective from that of the inpatient service. Students will learn appropriate attitudes necessary for care of patients in the ambulatory setting. Examples include:

1. Patients are freer to choose whether they will cooperate with medical advice in the outpatient setting. Students will recognize and appreciate the need to negotiate with patients regarding their care as appropriate.
2. The causes of patients' complaints are sometimes uncertain, and students will learn to accommodate this uncertainty.
3. The diagnostic work-up frequently occurs in stages over time. The student will appreciate the various factors which impact the pace and appropriateness of a diagnostic work-up, i.e. seriousness of potential diagnosis, patient cooperation, cost effectiveness, etc.
4. Primary care physicians oversee the care for all of their patients' problems, whether or not they provide the care themselves. Students will learn to assume more responsibility for the entire patient and to use consultation appropriately and responsibly.

Ambulatory Internal Medicine

3. Orientation to the Rotation

The rotation orientation provides an opportunity to set/clarify expectations, answer questions and define roles, assess skill level and experience, and anticipate and proactively resolve problems. The student should try to meet with the preceptor either prior to or early on the first day of the rotation. S/he should be prepared to share past clinical experiences and personal objectives for this rotation with the preceptor. Clarifying the following details with the preceptor will help to ensure a rewarding and successful rotation:

- a. Degree of participation in patient related communications with physicians, nurses, patients, their families, and others.
- b. Level of participation, in other office practice/clinic activities, lectures, journal clubs, other didactics, rounds, morning report, etc.
- 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. During this orientation, the student and preceptor should negotiate specific times (e.g. mid-rotation) when feedback on student performance will be provided. Discuss the Evaluation of Student Clinical Performance form.

4. Required Learning Activities, Assignments, and Responsibilities

- a. The student will participate in the teaching activities of ambulatory/outpatient medical practice, including management of assigned patients and formulation of diagnostic/therapeutic plans.
- b. The student will perform history and physical examinations under the direct guidance of the teaching attending or resident, and will conduct follow-up on his/her patients through the course of their care.
- c. The student will be assigned readings pertinent to his/her patients' medical conditions.
- d. The student will participate in rounds with faculty and/or residents on in-house consultations.
- e. The student will be expected to present his/her patients during teaching teaching rounds.
- f. The student will attend scheduled conferences and/or morning reports as directed by the supervising physician or as per the out-patient service schedule.

Satisfactory completion of the following activities is required to receive credit for this rotation:

- a. Attendance and participation in all didactic activities, such as lecture presentations, clinical case conferences, workshops, seminars, or professional development activities assigned by the trainer and CORE Assistant Dean.
- b. Submission of the rotation preceptors' completed written evaluation within 2 weeks of the end of the rotation.
- c. Submission of the online Student Rotation Evaluation through New Innovations.
- d. Fulfillment of all required responsibilities identified by the preceptor during orientation.

Ambulatory Internal Medicine

- e. Submission of a 1 -2 page summary description of how the student met the established objectives.

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

A student must receive a passing grade from the preceptor in order to pass the rotation. If the preceptor considers the student's progress to be *Marginal*, then a remediation recommendation will be developed by the CORE Assistant Dean, in consultation with the preceptor, and submitted to the Associate Dean for Pre-Doctoral Education 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 report must be forwarded to the Associate Dean for Pre-Doctoral Education and to the Committee on Student Progress (CSP).

6. Recommended Resources

1. Harrison's Principles of Internal Medicine, 16 edition (2005)
2. Swartz, Mark H. (2005). Textbook of Physical Diagnosis, 5th Edition
3. Ward, R.C. (ed.) (2003) Foundations for Osteopathic Medicine, 2nd Edition
3. Other resources as assigned by the clinical trainer

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

Cooper, D., H, Krainik, A., J., & Lubner, S., J. (2007). *The Washington manual of medical therapeutics*. (32nd ed.). Philadelphia: Lippincott Williams & Wilkins.

McPhee, S., J., Papadakis, M., A., & Tierney, L., M. (2007). *2007 Current medical diagnosis and treatment*. New York: McGraw-Hill. Also available on AccessMedicine

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

Medical Dictionary (Dorland or Taber)

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

PubMed (www.pubmed.gov) or

PubMed configured to show OU resources

(<http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?myncbshare=oucom>) or

Medline available through OhioLINK (<http://rave.ohiolink.edu/databases/login/medl>)

National Guideline Clearing House (<http://www.guideline.gov/>)

Ambulatory Internal Medicine

AccessMedicine available to OU students at: http://www.library.ohiou.edu/cgi-bin/redir_athensonly.pl?http://www.accessmedicine.com/

Evidence-Based Medicine Resources available on OU-COM home page via Current Student dropdown menu:

Cochrane Library
InfoPOEMs/InfoRetriever

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

7. Standards of Professional Conduct

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

“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.” OU-COM Honor Code

Students are encouraged to study together and to share their knowledge freely with one another during the learning process. During examinations, however, no assistance from other students or from outside sources is allowed, unless explicitly permitted by the CORE office. Books, notes, and other materials must be left at the periphery of the testing area during examinations.

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.

Unprofessional behavior 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. Professional conduct shall be evaluated by the CORE Assistant Dean through observation of and interaction with the student, his/her preceptor, other hospital attending physicians and staff.

8. Tips for Successfully Completing the Rotation

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

In addition, be sure to:

1. review the syllabus to ensure that you understand all requirements.

Ambulatory Internal Medicine

2. discuss with your preceptor your previous clinical experiences and personal goals and objectives for this rotation. The rotation orientation is an opportune time to initiate this discussion and to develop positive rapport with you preceptor.
3. clarify your preceptor's expectations of your activities.
4. complete your skills and procedure log as you proceed through the rotation; avoid procrastinating until the end.
5. come prepared to take advantage of the opportunities this rotation has to offer.

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