



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



Course Title:	Cardiology
Instructor of Record:	Peter B. Dane, D.O.
Credit Hour:	3 credit hours per week of rotation
Rotation Length:	2 – 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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CORE, Years III and IV Clerkship Curriculum
Clinical Rotation: Cardiology

1. Rotation Description, Purpose, and Philosophy

The purpose of this rotation is to provide the student with an overview of the clinical specialty of Cardiology. This rotation is not intended to transform the student into a Cardiologist, but rather it is to provide the clinical clerk a survey of the specialty.

To accomplish this, the rotation provides a broad overview of Cardiology. The student is expected to encounter a variety of experiences in those areas traditionally identified with Cardiology. To achieve rotation objectives, the student is encouraged to apply the concepts of diagnosis and management to the patient. Throughout the rotation, students should have multiple opportunities to perform procedures and to practice problem-solving skills.

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

A statewide survey of CORE preceptors identified the following as the most common diseases/conditions found on the Cardiology Rotation at the CORE hospitals.

1. High blood pressure
2. Chest pain (cardiac & non-cardiac etiologies)
3. Dysrhythmia
4. Cardiomyopathy
5. CHF (functional assessment & management)
6. CAD
7. Dyslipidemia
8. Murmurs (diagnostic workup)
9. Syncope (cardiac & non-cardiac)
10. Pacemaker maintenance

For each disease or condition listed above, the student should be able to describe/assess the following:

1. Presenting signs and symptoms
2. Physical findings
3. Basic 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

NOTE: Students are expected to interact with and provide appropriate care for *all* patients they encounter on a rotation regardless of whether or not the patient's condition

CORE, Years III and IV Clerkship Curriculum
Clinical Rotation: Cardiology

is listed above. Students are expected to master the objectives related to the listed disease/conditions regardless of whether or not they encounter any patients with those diseases/conditions while on rotation.

Rotation Objectives: Clinical Skills Domain

During the Cardiology Rotation, students are expected to develop their competencies in many basic clinical skills. While not every skill listed below can be performed during this brief rotation, the student should avail him/herself of as many of the following procedures as possible, and to seek out opportunities to perform these skills in other rotations as well.

1. Stress tests
2. Cardiac exam
3. Cardiac catheterization -observe
4. Echocardiogram
5. Cardioversion
6. Holter monitor
7. Pacemaker insertion - observe

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. Specific student responsibilities on the service.
- b. Specific preceptor expectations of the student on the service.
- c. Goals, objectives, structure and expected measurable outcomes 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. Discuss the Evaluation of Student Clinical Performance form.

The student should ask for feedback several times during the rotation, especially at mid-rotation. In addition, he/she should be prepared to share past clinical experiences and personal objectives for this rotation with the preceptor.

4. Required Learning Activities, Assignments, and Responsibilities for ALL CORE STUDENTS

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

CORE, Years III and IV Clerkship Curriculum
Clinical Rotation: Cardiology

5. Student Performance Evaluation and Remediation Procedures

A student's grade for the Anesthesiology Rotation will be based on the satisfactory completion of all required learning activities, assignments, and responsibilities listed above as well as 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 *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. The failure must be forwarded to the CSP.

NOTE: It is the responsibility of the student 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

The following resources have been identified for this rotation by CORE preceptors.

1. Textbook of Physical Diagnosis: History and Examination, Mark H. Swartz, W B Saunders Co; 45h edition (2006)
2. Rapid Interpretation of EKG's, Dale Dubin, Cover Pub Co; 6th edition (October 15, 2000)
3. Harrison's Principles of Internal Medicine, Dennis L. Kasper, Eugene Braunwald, Anthony S. Fauci, Stephen L. Hauser, Dan L. Longo, J. Larry Jameson, and Kurt J. Isselbacher, Eds.; The McGraw-Hill Companies, Inc. 16th edition (2005)

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*. (32st 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?myncbishare=oucom>) or

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

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

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

CORE, Years III and IV Clerkship Curriculum
Clinical Rotation: Cardiology

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.
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.

**CORE, Years III and IV Clerkship Curriculum
Clinical Rotation: Cardiology**

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