



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



Course Title: OCOM 891 Elective

Instructor of Record: Peter B. Dane, D.O.

Credit Hour: 3 Credit Hours per week

Rotation Length: 1 – 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

Student Name: _____

Rotation specialty for this elective: _____

Dates of Elective Rotation: _____

Duration of this rotation: _____ weeks

Last update: 10.03.07

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1. Rotation Description, Purpose, and Philosophy

The purpose of this rotation is to provide the student with an overview of a specific clinical specialty. This rotation is not intended to transform the student into a specialist, but rather it is to provide a survey of the specialty. In this rotation, whether in hospital or ambulatory, the student will encounter a variety of experiences in those areas traditionally identified as this specialty. To achieve the rotation objectives, the student is encouraged to apply the concepts of diagnosis and management to the patient and, if relevant, develop a working knowledge of both inpatient and outpatient treatment modalities. Throughout the rotation, students should have multiple opportunities to perform procedures and practice their problem-solving skills.

2. Rotation Objectives

Learning objectives guide the student's learning activities and serve as a baseline for assessment of the student's knowledge, skills, and professional behavior. While each student is expected to further expand his/her knowledge base and to care for all assigned patient cases, he/she is also expected to avail him/herself of the educational materials provided to master the agreed-upon objectives.

Rotation Objectives: Knowledge Domain

Please identify up to ten common diseases/conditions to focus on during this rotation. The student and preceptor should agree that this would be most beneficial focus for this student's medical education.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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

1. Presenting signs and symptoms
2. Physical findings, including somatic dysfunction
3. Basic interpretations of appropriate diagnostic studies
4. Major differential diagnoses

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5. Management alternatives that address treatment plans (including OMM for identified somatic dysfunctions), patient education, and modifiable risk factors
6. Possible complications
7. Prognosis
8. Follow-up care
9. Primary, secondary and tertiary prevention strategies

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 is listed above. Conversely, students are expected to master the identified learning 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 this elective rotation the student is expected to enhance her/his competencies in many basic clinical skills. Please identify up to ten skills or procedures that the student and preceptor agree will be most beneficial for the student to observe, assist with and/or approach mastery during this rotation.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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. The student 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. Student responsibilities on the service.
- b. Preceptor expectations of the student 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).

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

4. Required Learning Activities, Assignments, and Responsibilities

In order to earn academic credit for this rotation, the following activities must be completed successfully:

- a. Fulfill all required responsibilities identified by the preceptor during orientation.
- b. Submit a 1-2 page summary describing how the student met the established objectives. This evaluation activity will serve as an alternative to the standard post-rotation exam.
- c. Submit the online Student Evaluation through New Innovations. If you need instructions, please ask your CORE staff.
- d. **Ensure that your preceptor's written evaluation is completed and submitted within 2 weeks of the end of the rotation.**
- e. Attend and participate in all CORE education day presentations.

NOTE: A remediation activity will be assigned to any student who does not attend or participate in the CORE education day presentations. Remediation may consist of a 5-page paper for each missed lecture, or some other assignments at the discretion of the CORE Assistant Dean.

- f. Attend and participate in any other workshops (e.g. OMM), seminars, or professional development activities assigned by the CORE Assistant Dean.
- g. Present all clinical case conferences, as assigned by the CORE Assistant Dean.

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***, the CORE Assistant Dean will, in consultation with the preceptor, recommend an appropriate remediation plan to the Associate Dean for Pre-Doctoral Education for approval. If the preceptor grades the student progress as ***Failure***, the student will be given a grade of "F" for the rotation and will be referred to the Committee on Student Progress (CSP).

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6. Recommended Resources

Please identify resources recommended for this rotation by the preceptor.

- 1.
- 2.
- 3.

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/redirect_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)

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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

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 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.

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