

OHIO
UNIVERSITY

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



CORE Clinical Rotation

Course Title:	Pathology
Instructor of Record:	Peter B. Dane, D.O.
Credit Hour:	6 to 12 credit hours
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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1. Rotation Description, Purpose, and Philosophy

The purpose of this rotation is to provide the student with the opportunity to enhance his/her knowledge and skills to a level appropriate for a beginning PGY 1 trainee.

To accomplish this, the rotation provides a broad overview of pathology. In both hospital and ambulatory settings (as appropriate), the student is expected to encounter a variety of experiences in those areas traditionally identified with this specialty/area of study. To achieve 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 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

1. Demonstrate use of appropriate terminology for gross and microscopic descriptions of surgical specimens.
2. Show insight about technical preparation of sections, including processing, sectioning, and staining.
3. Evaluate and interpret historic and laboratory data to appropriately evaluate a clinical specimen.
4. Identify and understand the common patterns of organ specific histology and pathology.
5. Develop a differential diagnosis for common pathologic sections.
6. Become competent in diagnosing commonly seen surgical pathology sections (i.e. gastric and colon biopsies).
7. Understand the basis of common special stains.
8. Demonstrate understanding of protocol driven workups as applicable to various subspecialties.
9. Develop familiarity with basic pathology texts, as well as recent surgical pathology literature, as deemed appropriate by the preceptor.
10. Research daily topics assigned by the preceptor.

Rotation Objectives: Clinical Skills Domain

During this elective rotation, the student is expected to develop her/his competencies in the following clinical skills.

1. Appreciate the importance of surgical pathology, and why microscopic analysis is essential to proper diagnosis. (M)

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2. Understand the flow of surgical pathology from gross specimen to microscope. (M)
 3. Know why certain gross specimens are processed the way they are. (M)
 4. Understand the purpose and procedure behind frozen section pathology. (M)
 5. Recognize the importance of using ancillary techniques such as electron microscopy, immunohistochemistry, and molecular pathology. (M)
 6. Learn appropriate dissection and diagnostic techniques for all specimens. (A)
 7. Perform basic dissection of gross specimens under the direct guidance of the preceptor. (A)
 8. Be able to describe gross specimens in terms of size, color, shape, and other pertinent characteristics. (M)
 9. Be able to describe microscopic sections in terms of cell types, distribution, size, morphology, color, and other non-cellular structures. (M)
 10. Help with laboratory tidiness, including instrument cleaning, and gross section area organization. This includes helping troubleshoot small problems. (M)
- Optional;
1. Accompany the pathologist to the hospital laboratory and learn the basic functions of various laboratory equipment and machinery.
 2. Accompany the pathologist on select coroner calls, if the pathologist is a coroner.

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. During this orientation, the student and preceptor should negotiate specific times (e.g. mid-rotation.) when feedback on student performance will be provided.

4. Required Learning Activities, Assignments, and Responsibilities

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

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- 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.
- f. Fulfillment of all required responsibilities identified by the preceptor during orientation.
- g. 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. Robbins & Cotran Pathologic Basis of Disease, Seventh Edition by Vinay Kumar, Nelso Fausto, and Abul Abbas (Jul 30, 2004). Saunders.
2. Histology for Pathologists by Stacey E Mills (Sep 1, 2006). Lippincott Williams & Wilkins
3. Sternberg's Diagnostic Surgical Pathology Review by Pier Luigi DiPatre and Darryl Carter (Aug 1, 2004). Lippincott Williams & Wilkins

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

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Tierney, L. (2007). *2007 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.

“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

Compliance with the professional standards of the Osteopathic profession, as well as with the professional standards of the hospital and outpatient offices of the student's preceptor, is a requirement for receiving academic credit for this rotation. Students are expected to maintain high professional standards of behaviors by consistently demonstrating such personal characteristics as honesty and integrity, as well maintaining 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

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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.