



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



**Class of 2009 CORE Clinical Rotation - Pharmacy**

- Course Title:** OCOM 867 Pharmacy
- Instructor of Record:** Peter B. Dane, D.O.
- Credit Hour:** 3 Credit Hours per week of rotation
- Rotation Length:** 1 – 2 wks., length varies by CORE Site
- Prerequisites:** Successful completion of the 6-week Family Medicine

**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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*Last update: 10-18-07*

# Pharmacy

## 1. Rotation Description, Purpose, and Philosophy

The purpose of this rotation is to provide the student with a basic overview of the hospital pharmacy department and the services it provides. This rotation is not intended to transform the student into a Pharmacist, but rather it is to provide a survey of the specialty. In this rotation, the student will be exposed to a wide variety of learning experiences

## 2. Rotation Objectives

The objectives are intended to guide the student's learning activities and to 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, s/he is also expected to avail him/herself of the educational materials provided and to master the agreed-upon objectives.

### Rotation Objectives: Knowledge Domain

(Please identify up to ten common diseases/conditions to focus on during this rotation.)

1. Antimicrobials
2. Hypertension
3. Diabetes
4. Congestive Heart Failure
5. Toxicology
6. Pulmonary Disease
7. Renal failure

For each disease or condition listed, 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
10. 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. However, for purposes of the post-rotation exam, students will be responsible only for the diseases and conditions 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

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During this elective rotation the student is expected to develop her/his competencies in many basic clinical skills. (Please identify up to ten skills or procedures that would be most beneficial for the student's medical education to observe, assist with and/or master during this rotation.)

1. Drug Regimen Review
2. Patient Medication History
3. Prescription Writing
4. Patient allergy history
5. Medication Error Analysis
6. Adverse Drug Event Analysis
7. Sterile Preparation / Compounding
8. Formulary review
9. Drug Information Requests

### 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).
- e. During this orientation, 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. Discuss the Evaluation of Student Clinical Performance form.

### 4. Required Learning Activities, Assignments, and Responsibilities for ALL OU-COM STUDENTS in order to earn credit for this rotation

The following activities are required for satisfactory completion of this rotation:

- a. Attend and participate in all CORE education day presentations.

*NOTE:* If the student is absent from any of the CORE education day presentation without prior approval, he/she will be required to complete a remediation activity. Remediation may consist of a 5-page paper for each missed lecture, or some other assignments at the discretion of the CORE Assistant Dean. These must be completed and accepted by the CORE Assistant Dean in order to receive a grade for the rotation to which you are assigned at the time of the absence.

- b. Attend and participate in any other workshops, seminars, or professional development activities assigned by the CORE Assistant Dean.
- c. Present all clinical case conferences, as assigned by the CORE Assistant Dean.

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- d. Ensure that your preceptors' written evaluation is completed and submitted within 2 weeks of the end of the rotation.
- e. Submit the online Student Evaluation through New Innovations. If you need instructions, please ask your CORE staff.
- f. Fulfill all required responsibilities identified by the preceptor during orientation.
- g. In lieu of a post-rotation exam, students will write a 1 -2 page summary of how the student met the established objectives.
- h. Complete the online rotation evaluation.

### 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 *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 regardless of the grade s/he received on the post-rotation exam. 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

(Please identify resources recommended for this rotation.)

1. [www.micromedex.com](http://www.micromedex.com)
2. [www.lexicomp.com](http://www.lexicomp.com)
3. Up-to-date pocket medication reference

**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](http://www.pubmed.gov)) or

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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/>)

AccessMedicine available to OU students at: [http://www.library.ohiou.edu/cgi-bin/redis\\_athensonly.pl?http://www.accessmedicine.com/](http://www.library.ohiou.edu/cgi-bin/redis_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.

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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.*