



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



**Course Title:** Osteopathic Family Medicine 2

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

**Credit Hours:** 12

**Rotation Length:** 4 weeks

**Prerequisites:** Successful completion of the 6-week Family Medicine Clerkship and Year 4 status

**Syllabus Components**

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

*Last update: 05/07/2008*

## **1. Rotation Description, Purpose, and Philosophy**

The purpose of this rotation is to provide you with a capstone experience in Family Medicine.

*Osteopathic Family Medicine 2* should help you gain a deeper understanding of the unique role of the Osteopathic Family Physician and the principles and practice of Family Medicine. The objectives for this rotation represent a higher level of knowledge, skills, and attitudes necessary for patient management for the family unit and individual patients of all ages.

You will accomplish these objectives primarily through clinical experiences supervised by a physician preceptor in a medical clinic or private practice office setting. You will also enhance your skills in the areas of Patient Safety, Cultural Competency, and Evidence-based Medicine.

You will build upon basic clinical skills learned during your original Family Medicine Clerkship.

## **2. Rotation Goals and Objectives**

The goals and objectives are intended to guide your learning activities and to serve as a baseline for assessment of your knowledge, skills, and professional behavior. While you are expected to further expand your knowledge base and to care for all assigned patient cases, you are also expected to avail yourself of the educational materials provided and to master the agreed-upon objectives.

### **2.1 Goals**

Upon completion of this clerkship you will:

- gain a deeper appreciation of the primary care practitioner's role as the physician of first contact who delivers holistic, family-oriented, comprehensive, and continuous medical care to those patients entering the health care system
- develop greater confidence in providing traditional quality medical care in ambulatory settings
- recognize the importance of the cultural competence of physicians in the treatment of patients
- recognize the importance of patient safety practices
- enhance skills to acquire evidence-based medicine information
- enhance history and physical exam, diagnostic, procedural, OMT, interpersonal communication, psychosocial, and practice management skills to improve patient care
- gain a better understanding of the moral, ethical, political, legal, economic, and cultural issues affecting the practice of family medicine

### **2.2 Objectives**

These objectives are intended to guide your learning activities and to serve as a baseline for assessment of your knowledge, skills, and professional behavior.

Upon completion of this clerkship, you will be able to:

- address the ethical, moral, and social challenges that may confront the patient, family, or physician when dealing with health care issues
- utilize evidence-based medicine research strategies to access information to help develop an effective treatment plan

- employ patient safety measures in patient management
- demonstrate interpersonal communication skills that build rapport with patients and their families and facilitate a positive physician-patient relationship
- demonstrate an advanced level of history and physical exam skills

During the orientation to the rotation in consultation with the preceptor, you should identify any other objectives that would be most beneficial for your medical education to master during this rotation.

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

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

### **Rotation Objectives: Clinical Skills Domain**

During this elective rotation you are expected to develop your competencies in many basic clinical skills. During the orientation to the rotation in consultation with the preceptor, you should identify up to ten skills or procedures that would be most beneficial for your medical education to master during this rotation.

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| 2. | 7.  |
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| 4. | 9.  |
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### **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. You 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. your responsibilities on the service
- b. preceptor expectations of you 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. feedback from the preceptor periodically throughout the rotation, especially at mid-rotation (Discuss the Evaluation of Student Clinical Performance form.)
- f. your previous clinical experience

#### **4. Required Learning Activities, Assignments, and Responsibilities necessary 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 you are absent from any of the CORE education day presentation without prior approval, you 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. Complete the required on-line modules on Patient Safety, Cultural Competence, and Evidence-based Medicine before the end of this rotation.

##### **On-line Cultural Competency Year 4 Module**

Completion of this module includes the tutorial as well as taking and submitting the post-quiz and your "JournalNotes" file. This module is designed to provide the student with an opportunity to explore a cultural issue that presents itself within a clinical case format to help construct a balanced response to the patient that addresses both the clinical pathology and the cultural issue of the patient. The Cultural Competency Year 4 Module objectives will enable the student to:

- identify the patient's healing traditions and beliefs
- identify questions to learn about the patient's lifestyle
- identify issues of physician bias and stereotyping that might affect treatment
- describe Chinese cultural views of depression and its likely expression
- describe the Chinese gender and family issues regarding depressive symptoms
- describe the physician approach to treating depression within the cultural context of the patient

To access this module on-line, log on to Blackboard; follow the "OCOM Clinical Rotations" link in the "My Courses" area; click on the "Modules" button along the left side of the screen; then, under the "Modules for Family Medicine 2 rotation" link, select the Cultural Competency Year 4 module.

##### **On-line Patient Safety Year 4 Module**

Completion of this module includes the tutorial as well as taking and submitting the post-quiz and your "JournalNotes" file. The Patient Safety Year 4 Module objectives will enable the student to:

- understand the importance of clear and complete exchange of information during a patient "handoff"

- demonstrate a patient handoff using "ISBAR-Q" technique
- demonstrate a patient handoff using "I PASS the BATON" technique
- understand the process of disclosure
- discuss the steps taken in disclosing an error and the importance of the orders in which the steps are taken
- discuss the behavior and language one should use in disclosing an error to a patient
- become aware of various state's law regarding "I'm sorry"

To access this module on-line, log on to Blackboard; follow the "OCOM Clinical Rotations" link in the "My Courses" area; click on the "Modules" button along the left side of the screen; then, under the "Modules for Family Medicine 2 rotation" link, select the Quality of Care/Patient Safety Year 4 module.

### **On-line Evidence-Based Medicine (EBM) Year 4 Module**

This module was developed by Douglas Mann, Ph.D. ([mann@oucom.ohiou.edu](mailto:mann@oucom.ohiou.edu)), Gillian Ice, Ph.D., M.P.H., and Steve Clay, D.O. In the module, you are asked to apply the five steps of EBM for a current patient. The objectives of the EBM module, based on the five steps of EBM, are to:

- Convert the need for information into answerable questions. For a treatment/therapy question, use the PICO (Patient-Intervention-Comparison-Outcomes) format.
- Track down the best evidence with which to answer the questions. For this case, this may involve using PubMed and/or one of the online tools licensed by OU-COM (InfoRetriever, the Cochrane Library, and Clinical Evidence).
- Critically appraise the evidence.
- Integrate the critical appraisal with your clinical expertise and the patient's unique biology, values and circumstances. Summarize your treatment recommendations.
- Evaluate your effectiveness and efficiency in executing steps 1-4 and seek ways to improve.

The OU-COM EBM website is a resource for this module

(<http://www.oucom.ohiou.edu/ebm>, or use the EBM link under "Current Students" on the OU-COM home page).

To access this module on-line, log on to Blackboard; follow the "OCOM Clinical Rotations" link in the "My Courses" area; click on the "Modules" button along the left side of the screen; then, under the "Modules for Family Medicine 2 rotation" link, select the EBM module.

- c. Attend and participate in any other workshops, seminars, or professional development activities assigned by the CORE Assistant Dean.
- d. Present all clinical case conferences, as assigned by the CORE Assistant Dean.
- e. Ensure that your preceptors' written evaluation is completed and submitted within 2 weeks of the end of the rotation.
- f. Submit the online Student Evaluation through New Innovations. If you need instructions, please ask your CORE staff.
- g. Fulfill all required responsibilities identified by the preceptor during orientation.
- h. In lieu of a post-rotation exam, students will write a 1 -2 page summary of how the student met the established objectives.

- i. Submit the Procedures Log through New Innovations.
- j. Submit a copy signed by your preceptor of the log summary (from New Innovations) at the end of this rotation.

## 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**

You 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 your responsibility 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

### Required Text:

Sloane, P. (2007). *Essentials of family medicine* (4<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.

### Reference for additional information:

Rakel, R. (2002). *Textbook of family practice* (6th ed.). Philadelphia: W.B. Saunders.

**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*. (32<sup>st</sup> 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  
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/](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

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.

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

## Skills and Procedures List

## Appendix A

During the Family Medicine 2 rotation you must complete your procedures log on New Innovations. At the end of your clerkship, you must print out your procedure log, ask your preceptor to sign it, and turn it into the CORE office.

ABG interpretation	Fracture reduction
Administration of blood and blood products	Functional assessment of elderly (ADL/IADL)
Airway management/intubation	Glucose by fingerstick
Apgar score	Hemoccult
Arterial Catheter Insertion	Imaging CT
Arterial puncture	Imaging MRI
Arthrocentesis	Imaging x-ray
Audiometry	Immunizations
Biopsy procedures (skin and organ)	Incision and drainage of abscess
Bladder catheter insertion (Foley)	Incision closure
Breast examination	Induction of labor
Cast application	Injection, Intradermal
Cast removal	Injection, intramuscular
Cerumen removal	Injection, intravenous
Circumcision	Injection, joint
Comprehensive Hx (new admit/new patient)	Injection, subcutaneous
Comprehensive PE (new admit/new patient)	Intravenous Catheter Insertion - Central
CPR	Intravenous Catheter Insertion - Peripheral
cryosurgery	KOH/Wet mount
Culture, blood	Labor and delivery
Culture, sputum	Laceration/wound stapling
Culture, stool	Laceration/wound suturing
Culture, throat	Lumbar puncture
Culture, urine	Mini-Mental Status Exam
Culture, vagina	Nasal packing
Culture, wound	Nerve conduction studies
Debridement	Newborn evaluation
Diaphragm fitting	Newborn resuscitation
Ear lavage	NG tube placement
EGD	OMT 1-2 regions
EKG	OMT 3-4 regions
EKG interpretation	OMT 5-6 regions
Episiotomy	OMT 7-8 regions
Excision, skin lesion	Ophthalmoscopic exam
Excisional biopsy	Osteopathic Exam
Fetal heart auscultation during labor	Pap smear
Fetal Monitor Placement (external)	Patient education
Fetal monitoring interpretation	Pelvic examination
Fine needle aspiration	PFT interpretation
Foreign body removal ear	PPD interpretation
Foreign body removal eye	Prenatal Exam
Foreign body removal nose	Prescription writing
Foreign body removal skin	Rapid strep test
Foreign body removal throat	Rectal exam

**Appendix A: Skills and Procedure List  
(continued)**

Sigmoidoscopy (flexible)  
Sigmoidoscopy (rigid)  
Slit lamp exam  
SOAP notes  
Splint application  
Splint removal  
Staple removal  
Steri-strip application  
Suture removal  
Taping procedure for sprains etc.

Tonometry  
Transfusion, blood and blood products  
Trichomonas prep  
Tuberculosis Testing  
Tympanometry  
Ultrasound  
urinalysis (dipstick and microscopic)  
Vasectomy  
Venipuncture (for blood sampling)  
Visual acuity/visual field testing  
Wart Removal