



**Ohio University**  
**College of Osteopathic Medicine**  
**Centers for Osteopathic Research and Education**  
**CORE Clinical Rotation**



**Course Title:** ICU/Critical Care Medicine

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

**Credit Hour:** 12

**Rotation Length:** 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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## OU-COM Critical Care Medicine Syllabus

### 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 4<sup>th</sup> year Medical Student trainee. To accomplish this, the rotation provides a broad overview of Critical Care Medicine. In the hospital setting, the student is expected to encounter a variety of experiences in those areas traditionally identified with Critical Care Medicine. 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 inpatient 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. Acute Respiratory Failure
2. COPD
3. Sepsis
4. Pneumonia
5. Congestive Heart Failure
6. Shock
7. GI Bleeding
8. DKA
9. Renal Failure
10. Electrolyte Disorders
11. Acid-Base Abnormalities
12. Cardiac Arrhythmias
13. Toxic Ingestion and Overdose

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

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

1. Insert a Central Venous Catheter
2. Perform a chest tap for pleural fluid analysis
3. Perform and interpret an EKG
4. Insert a nasogastric tube
5. Perform a lumbar puncture
6. Perform a rectal exam with hemocult testing
7. Manage Mechanical Ventilation
8. Non Invasive Positive Pressure ventilation
9. CPR
10. Paracentesis

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11. Thoracentesis
12. NG and feeding tube insertion

### 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. Discuss the Evaluation of Student Clinical Performance form.

### 4. Required Learning Activities, Assignments, and Responsibilities

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. Achievement of a passing grade on the post-rotation exam, or 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).

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### 6. Recommended Resources

1. Kasper, Dennis L. (2005). *Harrison's principles of internal medicine* (16<sup>th</sup> ed.). New York: McGraw-Hill Part 10-Critical Care Medicine, p249 -. 258  
OR
2. Goldman, L (2004) Cecil Textbook of Medicine (22<sup>nd</sup> ed.). Philadelphia, PA. Saunders Part X – critical care medicine p 586-651.

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

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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

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.

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