

**Ohio University College of Osteopathic Medicine
Centers for Osteopathic Research and Education
Class of 2010 Elective Research Rotation**

Last update: 09.30.08

Course Title:	Case Based Study
Instructor of Record:	Peter B. Dane, D.O.
Credit Hour:	3 to 9 credits
Rotation Length:	1 to 3 weeks
Prerequisites:	Family Medicine Clerkship and OCOM 785 – Case-based Paper

Syllabus Components

1. Rotation Description, Purpose and Philosophy
2. Rotation Objectives
3. Orientation to Rotation
4. Required Activities and Assignments
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1. Rotation Description, Purpose, and Philosophy

The purpose of this rotation is to provide the student with the opportunity to develop or enhance his/her knowledge and skills to a level appropriate for a beginning researcher. To accomplish this, the rotation provides an opportunity to write a case report and submit it for publication. A case report is defined as an account of the signs, symptoms, diagnosis, treatment and follow-up of a patient that follows an unusual or noteworthy case presentation. A case report can consist of a single-case study or a multiple-case study (N<11).

In hospital and ambulatory settings (as appropriate), the student potentially may encounter unique or rare illnesses/diseases or treatment and therapy. To achieve the rotation objectives, the student is expected to apply the concepts of diagnosis and management to the patient, develop a working knowledge of both inpatient and outpatient treatment modalities, be familiar with human subjects protection and its implication on collection of patient information, write the paper following a target journal's submission guidelines, and submit the manuscript for publication as means of contributing to evidence-based medicine. Throughout the rotation, students should have multiple opportunities to perform different aspects of scholarly work and to practice problem-solving skills.

The student should enroll for the research rotation only after they have found an acceptable case to report; the rotation should not be used to locate a case to report upon. An initial review of the literature will provide the necessary justification that the case report will offer new/valuable information to the body of knowledge in the subject area. If the subject area is already rich with information on similar cases, then the proposed case should be rejected as a vehicle for a case report.

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Although no restrictions are placed on the maximum amount of scholarly work in which a student is allowed to participate, a **maximum of three weeks** is allowed for an officially registered case report research elective. All other scholarly/research activities will need to be conducted during personal time.

Students electing to register for a research rotation will be expected to manage all aspects of their study. This may require the student to meet with other students, faculty, or support personnel from the CORE Research Office (CRO) to discuss progress and problems. If needed, distance-learning equipment can be used to facilitate such meetings. Students will also meet regularly with their research advisor and their CORE Assistant Dean to confirm that research goals are being met. Students are responsible for arranging any and all necessary meetings.

The preceptor for this rotation must be an OU-COM/CORE faculty member with demonstrated research experience.

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. Effectively review the literature.
2. Determine objective of case study.
3. Identify a target journal for publication and follow submission guidelines.
4. Explain the importance of required documents, determine when needed, and describe the processes involved (e.g., CITI Human subjects protection training, patient consent, consent to access photos, letter from CORE Research Office indicating case is not subject to IRB review).
5. Describe the process involved in the proper and legal collection of data or information.
6. Translate the results of the case study into a more practical or actionable outcome.
7. Discuss the implications of the study outcome.
8. Complete and present a poster and/or submit a manuscript for publication in a peer-reviewed journal.
9. Justify the importance of study and its contribution to evidence-based medicine.
10. Effectively work with preceptor and CRO in accomplishing all goals.

Rotation Objectives: Research Skills Domain

During this elective rotation, the student is expected to develop her/his competencies in the following research skills. The expected level of student engagement in the skills being developed: Observe (O), Assist (A), Master (M).

1. Critique literature and published studies. (A)
2. Interpret findings. (A)
3. Apply knowledge from research experience to critically analyze current clinical practices. (A)
4. Design an effective data gathering/collection plan. (A)
5. Implement an effective and legal information gathering/collection plan. (A)
6. Distinguish literature pertinent to study from a multitude of references. (M)
7. Formulate a research question. (A)
8. Modify or edit manuscript (A).

3. Application Process for the Rotation

The application process for this rotation orientation provides an opportunity to set/clarify expectations, answer questions and define roles, assess skill level and experience, and anticipate and

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proactively resolve problems. The student must meet or communicate with the preceptor and CRO Director prior to registration for this rotation. S/he should be prepared to share past research experiences and personal objectives for this rotation with the preceptor and CRO Director. Clarifying the following details with the preceptor will help to ensure a rewarding and successful rotation:

- a. Specific student responsibilities on the rotation.
- b. Specific preceptor and CRO Director expectations of the student on the rotation.
- c. Goals, objectives, structure, timeline, and expected measurable outcomes and deliverables of the rotation.
- d. Required rotation assignments (e.g. presentation of results to conferences and research days, submission of manuscript to peer reviewed journal, co-authorship).
- e. During this application process, the student and preceptor and CRO staff 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:

- a. Meeting all objectives and deliverables identified by the preceptor and specified in the Research Rotation Form within the timeframe indicated.
- b. Submission of the rotation preceptor's completed written evaluation within 2 weeks of the end of the rotation.
- c. Submission of the online Student Rotation Evaluation through New Innovations.
- d. **Submission of all requirements/deliverables to the preceptor, CORE Research Office and Predoctoral Education Office within 2 weeks of the end of the 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

A student must receive a passing grade from the preceptor in order to pass the rotation. If the preceptor and CORE Research Office consider 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 CORE Research Office, and submitted to the Associate Dean for Predoctoral Education for approval. If the preceptor or CORE Research Office determines that the student should fail the rotation, the student is awarded a grade of "F" for the rotation. The failure report must be forwarded to the Associate Dean for Predoctoral Education and to the Committee on Student Progress (CSP).

6. Recommended Resources

- a. Contact the CORE Research Office at 740-593-2380 for more details and resources available such as: abstract databases, bibliographic database, study funding, travel funds, and methodological, statistical, editorial, and dissemination services.
- b. Log on to: <http://www.ohiocore.org/research/index.htm> for more information on conducting a case study and resources available to pre-doctoral trainees.
- c. Leedy, Paul D. and Ormrod, Jeanne E. (2004)(8th ed.). *Practical research: Planning and design*. Upper Saddle River, NJ: Merrill Prentice Hall.

Recommended Reading

OU-COM Syllabus Research Elective: Case Based Paper

Additional recommended resources for ALL rotations are included in the Book List for the Class of 2010.

7. Standards of Professional Conduct

The OU-COM Honor Code applies to all activities in the CORE, as well as on the Athens campus.

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 as 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 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 your previous research experiences and personal goals and objectives for this rotation with your preceptor and CRO Director. The rotation application process is an opportune time to initiate this discussion and to develop positive rapport with your preceptor.
3. clarify your preceptor and CRO's expectations of your activities.
4. 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.