



Ohio University College of Osteopathic Medicine
Centers for Osteopathic Research and Education
Class of 2010 CORE Clinical Rotation: *Year 4 Family Medicine*

Last update: 09/08/2008

Course Title:	OCOM 892: Year 4 Family Medicine
Instructor of Record:	Peter B. Dane, D.O.
Credit Hour:	12 Credit Hours
Rotation Length:	4 weeks
Prerequisites:	Successful completion of Family Medicine Clerkship, Parts 1 and 2 Year 4 status

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
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Appendix B: Required Online Modules

1. Rotation Description, Purpose, and Philosophy

The purpose of this rotation is to provide students with a capstone experience in Family Medicine. The Year 4 Family Medicine rotation should help students 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.

Students will accomplish these objectives primarily through clinical experiences supervised by a physician preceptor in a medical clinic or private practice office setting. Students will also enhance their skills in the areas of Patient Safety, Cultural Competency, and Evidence-based Medicine. Students will build upon basic clinical skills learned during the original Family Medicine

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2. Rotation 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, students should identify any other objectives that would be most beneficial for their medical education to master during this rotation.

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

1. _____
2. _____
3. _____
4. _____
5. _____

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6. _____
7. _____
8. _____
9. _____
10. _____

Possible procedures are listed in Appendix A of this syllabus.

3. Orientation to the Rotation

The student should try to meet with the preceptor either prior to or 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. Discuss the Evaluation of Student Clinical Performance form. 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.

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

- a. Attend and participate in all CORE education day presentation or other didactic activities as assigned by the CORE Assistant Dean.
- b. Fulfill all required responsibilities identified by the preceptor during orientation.
- c. Ensure that the following are complete and submitted within two weeks of the end of the rotation:
 - preceptors' written evaluation to the CORE office
 - online Student Evaluation through New Innovations
 - online modules (see Appendix B for details)
 - procedures log through New Innovations
 - a copy signed by the preceptor of the log summary (from New Innovations) to the CORE office
 - submit to the CORE office a 1-2 page summary specifically describing how the student met the established objectives as stated in this syllabus. (This evaluation activity will serve as an alternative to the standard post-rotation exam.)

5. Student Performance Evaluation

A student's grade for the rotation will be based on the following criteria. The student must pass both parts in order to pass the rotation.

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*, the CORE Assistant Dean will, in consultation with the preceptor, recommend an appropriate remediation plan to the Associate Dean for Pre-Doctoral Education for approval. If the preceptor grades the student progress as *Failure*, the student will be given a grade of "F" for the rotation and will be referred to the Committee on Student Progress (CSP).

Acceptance of Summary

The CORE Assistant Dean or the Instructor of Record (the Associate Dean for Predoctoral Education) must determine that the one-to-two page summary of how the student met the objectives is acceptable.

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6. Recommended Resources

The following resources have been identified for this rotation by the instructor of record. Note: Post-rotation exam questions are referenced to the required texts.

Required:

Sloane, P. (2007). *Essentials of family medicine* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

American Heart Association Advanced Cardiovascular Life Support Provider Manual

Ward, R. (2003). *Foundations for osteopathic medicine* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins. Chapters 7, 31, 34, 52, and 71

See the Class of 2010 Year 3 and 4 Student Manual booklist for a list of resources approved for ALL rotations.

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

Success on this rotation requires the student to be proactive. 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. The student will be expected to think on his/her feet and learn as s/he goes. To capitalize on *the learning moment*, seek out opportunities to ask questions and speak up appropriately.

In addition, be sure to:

- review the syllabus to understand all requirements
- discuss with the preceptor previous clinical experiences and personal goals and objectives for this rotation
- clarify the preceptor’s expectations of performance early on in the clerkship
- come prepared to take advantage of the opportunities this rotation has to offer

If there are any questions, please contact the CORE Administrator or CORE Assistant Dean.

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Skills and Procedures List

ABG interpretation

Administration of blood and blood products

Airway management/intubation

Apgar score

Arterial Catheter Insertion

Arterial puncture

Arthrocentesis

Audiometry

Biopsy procedures (skin, organ)

Bladder catheter insertion (Foley)

Breast examination

Cast application

Cast removal

Cerumen removal

Circumcision

Comprehensive Hx (new admit/new patient)

Comprehensive PE (new admit/new patient)

CPR

cryosurgery

Culture, blood

Culture, sputum

Culture, stool

Culture, throat

Culture, urine

Culture, vagina

Culture, wound

Debridement

Diaphragm fitting

Ear lavage

EGD

EKG

EKG interpretation

Electromyogram (EMG)

Episiotomy

Excision, skin lesion

Fetal heart auscultation during labor

Fetal Monitor Placement (external)

Fetal monitoring interpretation

Fine needle aspiration

Foreign body removal from ear

Foreign body removal from eye

Foreign body removal from nose

Foreign body removal from skin

Foreign body removal from throat

Fracture reduction

Functional assessment of elderly (ADL and IADL)

Glucose by fingerstick

Hemoccult

Imaging CT

Appendix A

Imaging MRI

Imaging x-ray

Immunizations

Incision and drainage of abscess

Incision closure

Induction of labor

Injections, Intradermal

Injections, intramuscular

Injections, intravenous

Injections, joint

Injections, subcutaneous

Intravenous Catheter Insertion - Peripheral

Intravenous Catheter Insertion - Central

KOH/ Wet mount

Labor and delivery

Laceration/wound stapling

Laceration/wound suturing

Lumbar puncture

Mini-Mental Status Exam

Nasal packing

Nerve Conduction Studies

Newborn evaluation

Newborn resuscitation

NG tube placement

OMT 1-2 regions

OMT 3-4 regions

OMT 5-6 regions

OMT 7-8 regions

Ophthalmoscopic exam

Osteopathic Exam

Pap smear

Patient education

Pelvic exam

PFT interpretation

PPD interpretation

Prenatal Exam

Prescription writing

Rapid strep test

Rectal exam

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

Tuberculosis Testing

Tympanometry

Ultrasound

Urinalysis (dipstick and microscope)

Vasectomy

Venipuncture (for blood sampling)

Visual acuity/visual field testing

Wart Removal

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Appendix B - Online modules

You are required to complete these on-line learning modules by the end of your Year 4 Family Medicine rotation. To access these modules on-line, go to the "OCOM_CORE_2010" course website on Blackboard. Click on the Modules button that appears in the left hand course menu.

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), 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.