

Ohio University College of Osteopathic Medicine
Centers for Osteopathic Research and Education
Syllabus for Class of 2010 CORE Clinical Rotation: *Selective*

Last update: 10/01/2008

Course Title:	Wound Care
Instructor of Record:	Peter B. Dane, D.O.
Credit Hour:	6 - 12 Credit Hours
Rotation Length:	2 - 4 weeks
Prerequisites:	Successful completion of Family Medicine Clerkship, Part 1

1. Rotation Description, Purpose, and Philosophy

The purpose of this rotation is to provide the student with an overview of the clinical specialty. This rotation is not intended to transform the student into a specialist, but rather it is to provide the clinical clerk a survey of the specialty.

2. Rotation Objectives

A set of learning objectives is provided below. 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 these objectives are the focus of the rotation, s/he is to care for all assigned patients.

Rotation Objectives: Knowledge Domain

During the Wound Care rotation, the student is expected to seek mastery of the following general principles of wound management.

1. General assessment/multisystem H&P
2. Assessment of nutritional status
3. Focused vascular and neurologic assessment
4. Wound definition and classification
5. Physiology of wound healing
6. Principles of macrocirculation and microcirculation
7. Interpretation of non-invasive vascular studies
8. Principles of diagnostic imaging in wound care
9. Epidemiology and microbiology of acute and chronic wound infection
10. Diabetes management
11. General principles of acute wound care/closure
12. Principles of limb revascularization
13. Systemic and topical medical therapies
14. Surgical options for wound care
15. Principles of hyperbaric oxygen therapy
16. Principles of therapeutic limb compression
17. Wound dressings
18. Orthotics
19. Management of the recalcitrant wound

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20. Management of the suddenly decompensating wound
21. Principles of patient education

The following list, although by no means exhaustive, comprises the most common diseases/conditions found on the Wound Care rotation.

- Diabetic foot ulcers
- Diabetic and non-diabetic neuropathy
- Ischemic ulcers
- Peripheral arterial disease
- Pressure ulcers
- Venous insufficiency
- Acute and chronic skin infections
- Progressive necrotizing infections/Gas gangrene
- Osteomyelitis
- Spider bites
- Thermal, chemical, and electrical burns
- Post-traumatic wounds
- Radiation necrosis
- Post-operative wounds
- The amputated limb
- Compromised flap/graft
- Collagen vascular disease
- Wounds in the systemically ill and/or immunocompromised host

Rotation Objectives: Clinical Skills Domain

During this elective rotation the student is expected to enhance her/his competencies in many basic clinical skills. The following are skills or procedures that the student and preceptor agree will be most beneficial for the student to observe, assist with and/or approach mastery during this rotation.

1. Multisystem H&P
2. Focused vascular and neurologic exam
3. Transcutaneous oximetry
4. Segmental arterial pressure measurement
5. Doppler waveform measurement and interpretation
6. Arterial duplex scan
7. Toe pressures
8. Balloon angioplasty
9. Atherectomy and vascular stents
10. Peripheral arterial bypass
11. Hyperbaric oxygen delivery
12. Therapeutic compression
13. Wound dressing
14. Tissue culture
15. Swab culture
16. Aspiration
17. Bone culture

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18. Assessment for necrotic tissue
19. Surgical debridement
20. Assessment for orthotics
21. Patient education

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

In order to earn academic credit for this rotation, the following activities must be completed successfully:

- a. Fulfill all required responsibilities identified by the preceptor during orientation.
- b. Attend and participate in all CORE education day and other didactic presentations as described in the Year 3 and 4 Student Manual and as assigned by the CORE Assistant Dean.
- c. *Within two weeks of the end of the rotation,*
 - Submit the online Student Evaluation through New Innovations.
 - 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.)
 - Ensure that your preceptor's written evaluation is completed and submitted to the CORE office.

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*, 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.

6. Recommended Resources

1. *Physical Examination of the Spine and Extremities*. Stanley Hoppenfeld. New York: Prentice Hall, 1976.
2. *Chronic Wound Care: a Clinical Source Book for Health Care Professionals*. Diane L. Krasner, editor. 4th ed. Malvern, PA: HMP Communications, 2007.

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

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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.