

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

Last update: 09/08/2008

Course Title:	Rheumatology
Instructor of Record:	Peter B. Dane, D.O.
Credit Hour:	6, 9, or 12 Credit Hours
Rotation Length:	2, 3, or 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

- Describe Classification Criteria and Clinical Features of various Connective tissue diseases (RA, SLE, Sjögren's Syndrome, Scleroderma, Polymyositis/Dermatomyositis/Inclusion Body Myositis, Overlap Syndrome including Mixed Connective tissue disease, Polymyalgia Rheumatica.)
- Describe Classification Criteria and Clinical Features of Seronegative Spondyloarthropathies (Ankylosing Spondylitis, Psoriatic Arthritis, Reiter's Syndrome, Arthritis associated with Inflammatory Bowel Disease)
- Discuss current treatment options for Rheumatoid Arthritis
- Recognize Clinical Presentations, Pathophysiology and Rationale of Treatment of Common Crystal Arthropathies (Gout, Pseudogout)
- Describe clinical features and treatment options of Osteoarthritis.
- Describe diagnostic criteria (including interpretation of DXA results), Clinical Features and Treatment options of Osteoporosis.
- Describe clinical features and discuss various treatment options of Fibromyalgia
- Recognize physical examination findings of following Non-Articular and Regional Musculoskeletal disorders that differentiate them from systemic inflammatory conditions
- (Tendinitis, Bursitis, Enthesitis, Carpal Tunnel/Cubital Syndrome)
- Differentiate between inflammatory and non-inflammatory back pain and list various causes in each category.
- Classification Criteria of important Vasculitides (Temporal Arteritis, Takayasu's Arteritis, PAN, Wegener's Granulomatosis, Hypersensitivity Vasculitis, Cryoglobulinemic vasculitis)

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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.

- Rheumatologic history: understand principles and assist in obtaining a clinical history, relevant review of systems, and functional status of patients with rheumatic disease symptoms (A).
- Physical examination: understand principles and demonstrate competency in performing and interpreting the examination of the structure and function of all axial and peripheral joints, periarticular structures, peripheral nerves, and muscles. Additionally, the student should be able to identify extraarticular findings that are associated with specific rheumatic diseases (M).
- Diagnostic Arthrocentesis: understand the anatomy, precautions including OSHA requirements, and potential sequelae of arthrocentesis and observe and assist in the procedure of obtaining synovial fluid from diarthroidal joints, bursae, and tenosynovial structures (A).
- Therapeutic aspiration and injection: understand the anatomy, precautions, and potential sequelae of and assist in and if circumstances permit, perform the therapeutic aspiration and/or injection of diarthroidal joints, bursae, tenosynovial structures, trigger points and entheses (A and M).
- Learn to interpret the results of various laboratory test used in rheumatology (including but not limited to): sedimentation rate, C-reactive protein, rheumatoid factor, antinuclear antibodies, anti ds DNA, anti SS-A/Ro, anti SS-B/La, anti UI RNP, anti Sm, antiribosomal P, anticentromere, antitopoisomerase 1, anti-Jo-1, anti PM-Scl, antineutrophil cytoplasmic antibodies, cryoglobulins, complement component levels, CH50, serum protein electrophoresis, lupus anticoagulant, anticardiolipin antibodies, Plain radiographs: demonstrate basic understanding of radiographs of normal and diseased joints, bones, and periarticular structures (M).
- Demonstrate the ability, appropriate for the level of training of the individual, to construct a differential diagnosis in patients presenting with signs and symptoms related to rheumatologic diseases and to outline further testing necessary to establish the correct diagnosis (M).
- Pharmacology: for each medication, understand the dosing, pharmacokinetics, metabolism, mechanisms of action, side effects, drug interactions, compliance issues, costs, and use in patients including fertile, lactating, and pregnant women, patients with heart or chronic renal or liver disease (M).
 - Nonsteroidal anti-inflammatory drugs including Coxibs
 - Glucocorticoids: topical, intraarticular, systemic
 - Systemic antirheumatic drugs: antimalarials, sulfasalazine, methotrexate, Leflunomide
 - Immunomodulators: biologics (anti-TNF, B-cell depleting agents, T-cell inhibitors)
 - Hypouricemic drugs: allopurinol, sulfipyrazone, probenecid
- Demonstrate the ability to identify physical impairment; relate the impairment to the observed functional deficits (M).
- Psychosocial aspects: understand the impact that the following factors have on the overall therapy of a patient with rheumatic disease and demonstrate knowledge of what can be done to assist a patient in these areas (M).
 - Psychologic and emotional factors
 - Economic and vocational issues: vocational rehabilitation, costs of therapy and monitoring
 - Compliance issues

3. Orientation to the Rotation

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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. *Primer on the rheumatic diseases*. Klippel, John H., ed. 13th ed. New York, NY : Springer ; [Atlanta, Ga.] : Arthritis Foundation, c2008.
2. *Kelley's textbook of rheumatology*. Firestein, Gary S., ed. 8th ed. Philadelphia, PA : Saunders / Elsevier, c2008.

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.

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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.