




*To learn more about teaching opportunities for your area of expertise, please contact:*

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**TEACHING OPPORTUNITIES**  
for  
**VISITING INSTRUCTORS**  
at the  
**OHIO UNIVERSITY COLLEGE OF OSTEOPATHIC MEDICINE**



[www.oucom.ohiou.edu](http://www.oucom.ohiou.edu)

The Ohio University College of Osteopathic Medicine (OU-COM) supports two curricula, the Clinical Presentation Continuum (CPC) and the Patient Centered Continuum (PCC). Both are based on the principles of adult learning and share the common goal of preparing each OU-COM graduate to be a self-directed, lifelong learner throughout her or his medical career. All students accepted for admission to the college are initially enrolled in the CPC curriculum. Soon after receiving their acceptance letter, interested students are invited to apply for entrance into the PCC.

**CLINICAL PRESENTATION CONTINUUM (CPC)**

The CPC curriculum is organized around important and/or common symptoms that prompt patients to seek the services of a health care provider. Week-long modules using these clinical presentations as a dominant theme are grouped into curricular "blocks" that roughly correspond to body systems. Structured, faculty-directed learning activities help students master the clinical, biomedical and social fundamentals of medicine relevant to related disease processes. Faculty-constructed objectives guide student learning by utilizing a variety of learning activities, including lectures, panel discussions, clinical and biomedical science laboratory classes, and small group, case-based learning sessions.

**PATIENT CENTERED CONTINUUM (PCC)**

The PCC curriculum provides students with opportunities to integrate clinical, biomedical and social medicine fundamentals in a student-directed, small group setting. Utilizing the principles of problem-based learning, students enrolled in the PCC work together to identify their own learning issues based on patient-centered cases designed by clinical and basic science faculty. These student-defined learning issues subsequently serve as an outline to direct faculty in providing additional guidance through interactive problem sets and resource hours. The predominant learning activity is the small (6-8 students), faculty-facilitated, patient case discussion group.

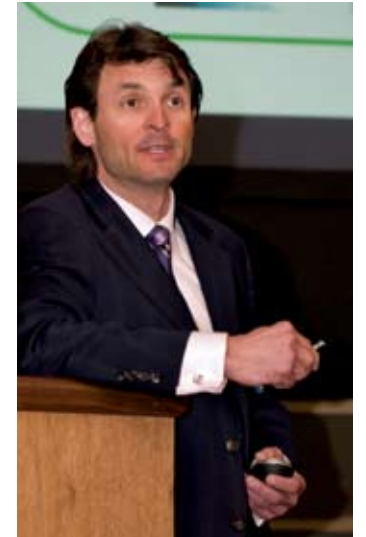


The nontraditional structure of our two curricula provides medical educators with opportunities to participate in the education of our students in diverse roles and in a variety of learning environments. Some of these roles—for example, instructor-presenter (lecturer) or discussion panelist—may be familiar to most medical educators, either because they have taught in this role or because they have been taught by instructors modeling this role. Other roles, such as discussion group facilitator or block team member may be less familiar. Following are descriptions of teaching opportunities available at OU-COM.

ROLE	DESCRIPTION
<b>Instructor – Presenter</b>	<ul style="list-style-type: none"> <li>■ A single instructor (“lecturer”) presents material to a large group, usually an entire class.</li> <li>■ Presenters are encouraged to engage students in the learning process by providing preparatory materials (e.g., reading assignments or problem sets) that students are expected to access before the class.</li> <li>■ Instructors may choose from an array of electronic or traditional audience interaction techniques to promote problem analysis and critical thinking.</li> </ul> <p><i>Time commitment: 1-2 contact hours per topic</i></p>
<b>Discussion Panelist</b>	<ul style="list-style-type: none"> <li>■ Both the CPC and PCC regularly use expert panels to encourage student preparation, participation and engagement.</li> <li>■ Discussion panels typically include a faculty moderator and 2-4 experts representing specific clinical, biomedical science and social medicine disciplines.</li> <li>■ Panelists are chosen for their expertise on a topic (clinical condition or case study) under investigation.</li> <li>■ CPC panels are routinely conducted on Monday mornings or Friday afternoons. PCC panel schedules are more variable and more flexible.</li> <li>■ Classes consist of 2-3 hour question-and-answer dialogs between students and experts. These dialogs are usually about patient cases that students have previously explored.</li> </ul> <p><i>Time commitment: 2-3 contact hours per session</i></p>
<b>Discussion Group Facilitator</b>	<ul style="list-style-type: none"> <li>■ Two times (CPC) or three times (PCC) weekly, students assemble for 2-hour sessions in groups of 6-8 with a faculty facilitator to discuss patient case studies constructed by faculty to guide their learning.</li> <li>■ The sessions are designed to provide opportunities for students to develop their skills in collaborative learning, interpersonal communication, group dynamics, and oral case presentations.</li> <li>■ These sessions also help students enhance their mastery of content by investigating the presentation and clinical work-up of the patient case study.</li> <li>■ The focus of this activity is the collaborative learning process as much as content mastery. The faculty role is to facilitate and help guide the discussions rather than to direct or share specific discipline expertise.</li> </ul> <p><i>Time commitment: 2 hours per session, 2 or 3 times weekly for 10 weeks. (Alternates are available for planned absences.)</i></p>
<b>Block Team Member</b>	<ul style="list-style-type: none"> <li>■ CPC Block Teams consist of faculty from the departments of biomedical sciences, clinical medicine and social medicine.</li> <li>■ The team is responsible for the construction of learning materials that constitute a curricular “block” that runs for 3-7 weeks.</li> <li>■ Team members collaborate to determine appropriate learning objectives for the unit, identify faculty presenters, construct a schedule of suitable learning activities, and develop effective assessment tools by constructing or collecting test items.</li> <li>■ Block team members are also responsible for writing and/or editing the case studies used in the small group discussions.</li> </ul> <p><i>Time commitment: variable</i></p>
<b>Case Study Writer/Reviewer</b>	<ul style="list-style-type: none"> <li>■ Clinical faculty are recruited to construct or review and revise the patient case studies that guide student learning in both curricula.</li> </ul> <p><i>Time commitment: variable</i></p>
<b>Lab Instructor/Examiner</b>	<ul style="list-style-type: none"> <li>■ Biomedical science and clinical faculty supervise, guide and assess student learning.</li> <li>■ Class activities consist of scheduled, structured biomedical sciences (gross anatomy, histology, immunology, microbiology) and clinical (patient interviewing, physical examination, osteopathic manipulative medicine) laboratory sessions.</li> </ul> <p><i>Time commitment: Usually 2 contact hours per session</i></p>
<b>Test Item Writer</b>	<ul style="list-style-type: none"> <li>■ Written and computerized exams constitute a prominent assessment tool used to measure student progress toward achievement of curricular goals.</li> <li>■ Faculty members are chosen according to their area of expertise to help construct test items that address explicit faculty- or student-identified learning objectives.</li> </ul> <p><i>Time commitment: variable</i></p>
<b>Clinical Preceptor</b>	<ul style="list-style-type: none"> <li>■ Weekly (PCC) or bi-weekly (CPC), students are assigned to a half-day clinical experience in a health care delivery environment (ambulatory or hospitalized care).</li> <li>■ Clinical preceptors supervise students on these encounters and encourage active engagement with patient evaluations, allowing students to practice their skills in patient interviewing, physical examination and diagnostic reasoning, while providing feedback about their progress.</li> </ul> <p><i>Time commitment: Usually 4 hour segments</i></p>
<b>International Missions Preceptor</b>	<ul style="list-style-type: none"> <li>■ OU-COM sponsors medical missions to the Dominican Republic, Ecuador, El Salvador, Honduras and Kenya</li> <li>■ Clinical faculty deliver medical care to needy populations while supervising students in this valuable multicultural experience that combines tropical medicine, working with translators and managing limited resources.</li> </ul> <p><i>Time commitment: 2- 3 weeks</i></p>

## VIDEOCONFERENCING

Videoconferencing technology has expanded the opportunities for faculty located at sites distant from the college to participate in classroom activities held on campus. Recently, instructors have delivered lectures, served as discussion panelists and even participated in the small group case study discussions with Athens-based students from their local work areas hundreds of miles away. The time- and travel-saving advantages of this digital medium have made it very attractive to instructors who would otherwise be unable to become involved in Athens-based classroom activities.



## ASSIGNMENTS

Full-time OU-COM faculty members are assigned teaching responsibilities by their respective department chairs. The instructor of record for each specific OU-COM course is responsible for negotiating and monitoring visiting faculty assignments.

## INSTRUCTIONAL SUPPORT

An enthusiastic and creative team of faculty development specialists is available to help develop or polish teaching skills as necessary. See [www.oucom.ohiou.edu/fd/](http://www.oucom.ohiou.edu/fd/) for more information.



## REMUNERATION & EXPENSES

OU-COM provides reimbursement for preapproved expenses for contact time and travel according to Ohio University policy guidelines.

## CONTACT

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