SYLLABUS

OMS III Electives I & II – ELECT 7049-7032
16.5 Credit Hours
(One two week and one four week rotation)

Course Director:

Name:  Grace Stewart, MD
Email address:  gstewart@atsu.edu
Course Description:
This clerkship is designed to provide the student with an opportunity to further explore interests, gain a stronger foundation in a particular field, or just experience an interesting part of medicine. The intent is to identify the specific elective and build further on the basic fundamental knowledge.

Curricular Domain Objectives:
A set of learning objectives for this rotation is provided below. The objectives are intended to be a guide for the student's learning activities and serve as a baseline for assessment of the student's enhanced knowledge, skills, and professional behavior. Not all of the objectives listed below will be encountered during any single rotation. While each student is expected to further expand his/her knowledge base and to care for all assigned patient cases, he/she is also expected to avail him/herself of the SOMA educational materials provided. Each Objectives category below, maps to the corresponding evaluation categories and competencies on the course Clinical Rotation Evaluation (CRE) and coursework assignments.

I. Osteopathic Principles and Practices (OPP)
Graduates must demonstrate knowledge of osteopathic principles and practice (OPP), and they must exhibit and apply knowledge of somatic dysfunction diagnosis and osteopathic manipulative treatment (OMT) in clinical settings.

1. Demonstrate and communicate knowledge of a.) OPP; b.) the basic science, mechanisms of action, and physical findings of somatic dysfunction; and c.) the mechanism of action, indications and contraindications, and basic application of OMT.

2. Perform and document a complete and appropriately focused structural examination in a respectful, logical and organized manner.

3. Apply osteopathic principles and OMT into an appropriate patient care plan.

4. Demonstrate sufficient depth of knowledge and skills to integrate osteopathic principles and practice into all aspects of whole person healthcare.

II. Clinical Skills & Osteopathic Patient Care (CS)
Graduates must demonstrate effective use of motor and cognitive skills in diagnosis, management and prevention of common health problems encountered in patient care within a variety of clinical settings and across the lifespan.

1. Elicit a comprehensive and appropriately focused history and generate a list of a patient's concerns in a respectful, rationale and organize manner.

2. Perform a complete & appropriately focused physical examination in a respectful, rationale and organized manner; and correlate abnormal findings to clinical presentations and disease processes.

3. Perform basic clinical procedures essential for general osteopathic medical practice.

4. Utilize clinical reasoning strategies to accurately diagnose medical conditions originating from common clinical presentations.

5. Determine and implement evidence-based clinical intervention plans and management strategies, while monitoring their effectiveness and adjusting appropriately.

6. Incorporate health education counseling, preventive medicine approaches, and health promotion strategies during patient encounters.
III. **Medical Knowledge (MK)**
Graduates must demonstrate knowledge and application of osteopathic, biomedical, clinical, epidemiological, biomechanical, social and behavioral sciences in the context of patient-centered care.

1. Recognize and explain normal structure and function across the lifespan.
2. Identify and explain the molecular, biochemical and cellular mechanisms that support normal structure and function.
3. Distinguish between the mechanisms of disease pathogenesis, describe their impact on the body, and relate them to patient signs and symptoms.
4. Explain and apply principles of contemporary therapeutics, including osteopathic, surgical, pharmacologic, molecular, biologic, behavioral and contemporary/alternative.
5. Interpret diagnostic studies and correlate abnormal findings to disease states.
6. Describe the epidemiology of common disease states within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those disease states.

IV. **Professionalism (P)**
Graduates must demonstrate through knowledge, behavior and attitudes, a commitment to the highest standards of competence, ethics, integrity, and accountability to patients, society and the osteopathic profession.

1. Demonstrate respect, altruism, compassion, interest, integrity, honesty, accountability and trustworthiness in all interactions with patients, their families, faculty, staff, peers and colleagues.
2. Apply ethical decision making in all aspects of professional practice.
3. Demonstrate awareness, sensitivity and responsiveness to culture, socio-economic status, religion, age, gender, sexual orientation, and mental/physical disabilities of patients, their families, faculty, staff, peers and colleagues.
4. Demonstrate professional work behaviors such as punctuality, appropriate appearance, accepting responsibility for errors, and maintaining professional boundaries.
5. Demonstrate a commitment to continuous professional development, learning, and internal & external assessment.

V. **Interpersonal and Communication Skills (ICS)**
Graduates must demonstrate the knowledge, behaviors and attitudes that facilitate accurate and efficient information gathering, empathetic rapport building, and effective information giving in interactions with patients, their families and colleagues of the inter-professional health care team.

1. Document and record patient information in an accurate, organized, and confidential manner appropriate to the clinical situation and present relevant aspects of a patient’s case in a logical, articulate fashion both orally and in writing.
2. Work effectively and collaboratively with patients, their families and colleagues of the inter-professional healthcare team in providing whole person healthcare.
3. Demonstrate effective and appropriate active listening, verbal, non-verbal, and written and electronic communication skills when dealing with patients, their families, faculty, staff, peers and colleagues of the inter-professional health care team.
VI. **Practice-Based Learning and Improvement (PBL)**
Graduates must demonstrate the ability to apply scientific theory and methodology and exhibit the critical thinking skills essential for integrating evidence-based principles and practice into patient care.

1. Apply fundamental biostatistical and epidemiologic concepts to practice-based learning and improvement.

2. Conduct a systematic review of literature on basic and clinical science research and critically synthesize the results for relevance and validity.

3. Describe the clinical significance of and apply strategies for integrating best medical evidence into clinical practice.

4. Identify, describe and apply systematic methods relating to continuous evaluation of osteopathic clinical practice patterns, practice-base improvements, and the reduction of medical errors.

5. Integrate technology into the practice of medicine and the delivery of healthcare services.

VII. **Systems-Based Practice (SBP)**
Graduates must demonstrate awareness of and responsiveness to the larger context and systems of health care, and effectively identify system resources to advocate for and maximize the health of the individual and the community or population at large.

1. Demonstrate knowledge of health delivery systems that affect the practice of an osteopathic physician and how delivery systems influence the utilization of resources and access to health care.

2. Demonstrate knowledge of how patient care and professional practices affect other health care professionals, health care organizations, and society.

3. Demonstrate the ability to work effectively in a variety of health care systems (with an emphasis on community health care) and provide quality patient care while advocating for the best interests of patients.

4. Demonstrate the ability to implement safe, effective, timely, patient-centered and equitable systems of care in a team-oriented environment.
Course Assignments/Grading – Clinical Rotation Evaluation (CRE) is worth 100% of overall grade, except if modified as outlined in section on Clinical Documentation below. Failure of CRE results in failure of the rotation.

**CRE = 0 - 5 points**

- >4.75 = Honors
- 4.0-4.75 = High Pass
- 3.0-3.9 = Pass
- 2.1-2.9 = Low Pass
- ≤ 2.0 = Fail

**Week One**
- Log 100% of patient encounters – Pass/Fail

**Week Two**
- Log 100% of patient encounters – Pass/Fail

**Week Three**
- Log 100% of patient encounters – Pass/Fail

**Week Four**
- Log 100% of patient encounters – Pass/Fail

**Due by end of course**
- Complete Student Evaluation of Rotation (SER)

**Grading:**

**Grade Format**

All of the courses in OMS III and OMS IV are “honors”, “high pass”, “pass”, “low pass”, and “fail”. In order to pass this course, you will need to complete the following:

**Clinical Rotation Evaluation (CRE)**

Students will need to receive a passing score on the Clinical Rotation Evaluation (CRE) for each four-week course section (rotation) of the course. The CRE constitutes 100% of the overall grade.

**Failures and Remediation**

Students are required to repeat failed clinical rotations with a preceptor other than the initial preceptor. If the student fails a subject exam, the student must retake the subject exam as specified in the SOMA Catalog and rotation manual.

**Course Requirements and Expectations:**

**Student Evaluation of Rotation (SER)**

Submission of the Student Evaluation of Rotation (SER) is REQUIRED for completion of the course. The grade for the clerkship course will not be submitted to the registrar until the evaluation is received.

**Clinical Documentation (Case Log) Requirements (PxDx)**

Logging of every clinical interaction via the E*Value electronic log system is a course requirement and a professional responsibility of every student on every rotation in OMS III and OMS IV. Log information will be used to evaluate the volume and variety of student experiences. Students must document at least one diagnosis per patient encounter and, if procedures were performed, at least one procedure per patient encounter. Students should log only those diagnoses and procedures that were actively addressed during that visit. 100% of encounters must be logged. Failure to log clinical interactions will result in lowering the grade one level, and may
adversely affect the student's professionalism score for the rotation. Failure to log may also be commented upon in the Medical Student Performance Evaluation (MSPE) formerly known as the Dean’s Letter.

Course Director will review all logs, and determine if logging is 100% AND adequate in volume and variety. In the event the course director does not feel that the student has sufficient logs, the Course Director will note a failure for logs and the students overall grade will be lowered one level (i.e. if the CRE grade is a “High Pass”, inadequate logs reduce the overall grade to a “Pass”). Periodic audits of clinical activity compared to logs could result in serious concerns about adherence to professional responsibilities. Completion of logging 100% of patient interactions is **NOT** optional. Concerns about professionalism will be considered for referral to the Student Performance Committee.

**Professionalism and Academic Honesty:**
An essential aspect of the SOMA curriculum is the development of professional behaviors among students. SOMA considers breaches in professional conduct and/or academic honesty as serious academic deficiencies. The ATSU University Handbook (http://www.atsu.edu/student_affairs/handbook/pdfs/UniversityHandbook-2.19.14.pdf) has important information with respect to professionalism including a Code of Academic Conduct and Code of Behavioral Standards. The course director expects professional behavior and academic honesty at all times during this course.

**Academic Adjustments:**
The University can make accommodations for students with documented disabilities who are otherwise qualified. Students with disabilities are encouraged to contact the Disability Resources Advisor. Requests for accommodations must be made in writing to the Disability Resources Advisor. The contact information for the Disability Resources Advisor is as follows:

Disability Resources Advisor  
5850 E. Still Circle  
Mesa, AZ 85206  
**480-245-6248**  
**krjones@atsu.edu**

The Disability Resources Advisor will confer with the student and may request documentation and may refer the student for individual assessment by qualified experts. The ATSU Technical Standards and Accommodations Committee shall review any requests for accommodations. The Committee determines whether there are disabilities as protected by the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act and then decides if reasonable accommodations can be made without fundamentally altering the essential nature of the school’s program or instruction being pursued.

The Committee makes recommendations for or against accommodations to the Director - Learning & Disability Resources who then will notify the student and the appropriate faculty and staff members who have an educational need to know. Within ten (10) days of receiving the Committee’s determination from the Director - Learning & Disability Resources a student can appeal the decision in writing to the dean of the appropriate school.

**Course Director Office Hours:**
Course directors will be electronically available to students during their office hours.
Appendix:
AOA Core Competencies

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<tr>
<th>Domain</th>
<th>Competency</th>
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<tr>
<td>1. Osteopathic Philosophy and Osteopathic Manipulative Medicine</td>
<td>Physicians are expected to demonstrate and apply knowledge of accepted standards in Osteopathic Manipulative Treatment (OMT) appropriate to their specialty, remain dedicated to life-long learning, and to practice habits in osteopathic philosophy and manipulative medicine.</td>
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<tr>
<td>2. Medical Knowledge</td>
<td>Physicians are expected to demonstrate and apply knowledge of accepted standards of clinical medicine in their respective specialty area, remain current with new developments in medicine, and participate in life-long learning activities, including research.</td>
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<td>3. Patient Care</td>
<td>Physicians must demonstrate the ability to effectively treat patients and provide medical care that incorporates the philosophy, patient empathy, awareness of behavioral issues, the incorporation of preventive medicine, and health promotion.</td>
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<td>4. Interpersonal and Communication Skills</td>
<td>Physicians are expected to demonstrate interpersonal and communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of the health care team.</td>
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<td>5. Professionalism</td>
<td>Physicians are expected to uphold the Osteopathic Oath in the conduct of their professional activities that promote advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, life-long learning, and sensitivity to a diverse patient population. Physicians should be cognizant of their own physical and mental health in order to effectively care for patients.</td>
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<td>6. Practice-Based Learning and Improvement</td>
<td>Physicians must demonstrate the ability to critically evaluate their methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve patient care practices.</td>
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<tr>
<td>7. Systems-Based Practice</td>
<td>Physicians are expected to demonstrate an understanding of health care delivery systems, provide effective and qualitative patient care within the system, and practice cost-effective medicine.</td>
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Changes to the Syllabus:
The syllabus for this course may change at the discretion of the course directors in consultation with and approval of Assistant/Associate Dean of Clinical Education. As a general policy, SOMA course directors alter syllabi only when absolutely necessary.

Students will be notified by the course directors or course facilitator in writing of any changes in course requirements or policies.