A.T. Still University School of Osteopathic Medicine in Arizona

11 Credit Hours

Locations: Research Clerkship Site and Blackboard Courseroom

Course Director:

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Director of Community Oriented Primary Care

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Campus office: 480.219.6080/Home office: 480.585.0583
Course Description
The research clerkship is a 4-week course. The purpose of the Research Selective is to provide meaningful research experiences for SOMA medical students, with the expectation that students will gain initial experience and interest in research that will carry over in the practice of medicine.

Prerequisites
1. Complete and submit the proposal (template in Blackboard) with research plan, aligned with one or more Fundamental Osteopathic Medical Competency Domains 2016, and clerkship location 90 days or more in advance of the course start date, and attain approval from the Course Director.
3. Submit an Application Exemption Request to from ATSU’s Arizona Institutional Review Board (IRB), and forward IRB approval to the Course Director.
4. Work with Regional Director of Medical Education (RDME) to identify an on-site Preceptor.

Course Modalities
Individual research clerkship site and Blackboard courseroom labeled, OMS-IV Selective 8074.

Learning Resources
Supplemental reading assignments and objectives are available to the students in the Blackboard courseroom. Students are encouraged to use the LRC e-texts and e-journals for conducting point of care and public health-related research. Research support is available at: http://guides.atsu.edu.p.atsu.edu/researchsupport/assistance.

Course Goals
- Provide students an opportunity to participate in a scholarly research project.
- Create a greater appreciation for clinical, basic science, or medical education research.
- Introduce future physicians to good research practices.

ATSU Course Professional Attributes Alignment with Course Objectives
ATSU’s core professional attributions (CPAs) help define the distinctiveness of ATSU graduates who will be providing care and managing and leading healthcare teams and organizations. CPAs address many of the skills deemed critical for healthcare professionals.

The ATSU CPAs are:
1. Critical thinking
2. Cultural proficiency
3. Interprofessional collaboration
4. Interpersonal skills
5. Social responsibility
The curricular objectives for this course align with the ATSU CPAs in the following ways:

<table>
<thead>
<tr>
<th>Course Curricular Objectives</th>
<th>CPAs</th>
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</table>
| Conduct a thorough literature review of the research topic, applicable study population, and pertinent theoretical or conceptual framework. | 1. Critical thinking  
2. Cultural proficiency |
2. Interprofessional collaboration  
4. Interpersonal skills |
| Initiate research processes with data collection and management. | 1. Critical thinking  
2. Cultural proficiency  
3. Interprofessional collaboration  
4. Interpersonal skills  
5. Social responsibility |
| Analyze and interpret data. | 1. Critical thinking |
| Develop a final written product to disseminate the: | 1. Critical thinking  
2. Cultural proficiency  
5. Social responsibility |
| • problem statement,  
• background,  
• study purpose,  
• alignment of research study with one or more *Fundamental Osteopathic Medical Competency Domains 2016*,  
• research questions (and hypotheses if applicable),  
• theoretical or conceptual framework,  
• research methodology and design,  
• data analysis and interpretation,  
• potential implications of study findings,  
• conclusions, and  
• recommendations for future research. | |

**Course/Clerkship Competencies**

In this 4-week course, students follow their research study proposal. There are many ways students can achieve their goals and demonstrate ATSU’s CPAs. Students are to align their research study with one or more of the National Board of Osteopathic Medical Examiners (NBOME) *Fundamental Osteopathic Medical Competency Domains 2016*, accessed at: [http://www.nbome.org/docs/Flipbooks/FOMCD/index.html#p=3](http://www.nbome.org/docs/Flipbooks/FOMCD/index.html#p=3) and as below listed.
NBOME Fundamental Osteopathic Medical Competency Domains 2016
1. Osteopathic Principles, Practice, and Manipulative Treatment
2. Osteopathic Patient Care and Procedural Skills
3. Application of Knowledge for Osteopathic Medical Practice
4. Practice-Based Learning and Improvement in Osteopathic Medical Practice
5. Interpersonal Communication Skills in the Practice of Osteopathic Medicine
6. Professionalism in the Practice of Osteopathic Medicine
7. Systems-Based Practice in Osteopathic Medicine

Course Schedule, Assignments, Assessment, and Grading Procedures
The course schedule is during a 4-week rotation. Students self-direct research activities under the mentorship of the Course Director, Preceptor, RDME, and other advisors to create a unique research experience.

Students are to login to the Blackboard course 2-3 times per week to do the following:

<table>
<thead>
<tr>
<th>Assignments &amp; Assessments</th>
<th>Dates Due</th>
<th>Options</th>
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<tbody>
<tr>
<td>Upload into Blackboard approved proposal and IRB confirmation.</td>
<td>Week 1, day 1</td>
<td>S / U</td>
</tr>
<tr>
<td>Conduct a thorough literature review of the research topic, applicable study population, and pertinent theoretical or conceptual framework.</td>
<td>Weeks 1-2</td>
<td>n/a</td>
</tr>
<tr>
<td>Complete case logs for any clinical encounters. Logs not required for nonclinical encounters (details below).</td>
<td>Weeks 1-4, daily</td>
<td>S / U</td>
</tr>
<tr>
<td>Communicate questions, answers, or comments with peers and Course Director via discussion board.</td>
<td>Optional</td>
<td>n/a</td>
</tr>
<tr>
<td>Submit product draft (paper, poster, presentation, or other creative product).</td>
<td>Week 3, day 7</td>
<td>S / U</td>
</tr>
<tr>
<td>Submit final product.</td>
<td>Week 4, day 7</td>
<td>S / U</td>
</tr>
<tr>
<td>Review product grade and feedback posted by course director.</td>
<td>7 days after course completion</td>
<td>S / U</td>
</tr>
</tbody>
</table>
Grading Procedures
Successful completion of this course requires submission and satisfactory (S) achievement of all assignments and assessments. Unsuccessful completion of this course may result from unsatisfactory (U) submission and achievement of assignments or assessments.

Grade Format
The SOMA grading policy applies for this 4-week Selective. Per the Clinical Performance Evaluation (CPE), the course is grade format is as follows: “honors,” “high pass,” “pass,” “low pass,” and “fail” with the point scale:

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

A failing grade on the CPE will result in a failure of the course.

Clinical Documentation (Case Log) Requirements
During this 4-week Research Selective, students may or may not experience clinical encounters.

Students who:
- Experience clinical encounters are responsible for logging clinical hours in E*Value. Note that failure to do so may adversely affect the professionalism score for the rotation and/or may be commented upon in the Medical Student Performance Evaluation (MSPE).
- Do not experience clinical encounters are excused from logging hours. A notation will be made in E*Value to indicate that patient logs are not needed for the rotation.

Course Evaluation Instruments
Submission of course evaluation instruments is a course requirement. Your completion rate to these mandatory surveys will be included in the 4th year MSPE, Professionalism Section.

Course Performance Evaluation
Students will need to receive a passing score on the CPE for the 4-week Selective. A passing score on the CPE is indicated by the Preceptor checking the pass box at the end of the CPE. If a grade is provided, it will be provided by the Preceptor. The on-site Preceptor will fill this out. The CPE provides the grading scale.

Student Evaluation of Preceptor and Course
Students submit the Student Evaluation of Preceptor (SEP) by completing the evaluation form and submitting it to SOMA. Submission of this evaluation is REQUIRED for completion of the course. The grade for the clerkship course will be submitted to the registrar after the evaluation is received.
Clinical Performance Remediation
If the student receives a fail on the CPE, the RDME will discuss the evaluation with the preceptor and the student to determine if it is actually an unsatisfactory evaluation. If the evaluation is determined to be unsatisfactory, then it will be reviewed by the Associate Dean of Community Campuses, who will then decide what form of remediation will be required. Students are normally required to repeat failed clinical rotations with a Preceptor other than the initial Preceptor. Please refer to the rotation manual on procedures regarding multiple failures and evaluation disputes.

Preceptors: For this rotation, the student may or may not have clinical encounters. The Preceptors will still be required to set expectations and to inform the student regarding the scope of work expected.

Preceptors are required to meet formally with students three times during a clinical rotation as follows:
1. Orientation: Convey guidelines for the rotation. Identify student strengths and weaknesses. Match student expectations with those of the preceptor.
2. Mid-rotation: Formal 3-5 minute review of student’s progress.
3. End of rotation: Review completed clinical evaluation form with the student.

Regional Director of Medical Education: During a rotation, students should consult the RDME about the following issues: rotation quality, rotation absences, rotation cancellations, and rotation concerns. If a student receives an unsatisfactory clinical evaluation, it will be reviewed by the RDME at that community campus.

Attendance Policy
Please refer to the Student Conduct section below and to the SOMA 2017-2018 Catalog (http://www.atsu.edu/soma/pdfs/catalog.pdf) for the excused absence policy and procedures. In the event of any absence, regardless of whether the absence is excused or unexcused, the student is responsible for the material covered or assigned in those sessions. It is the responsibility of the student to contact the course director to make arrangements for any missed work or make-up sessions. It is also the responsibility of the student to email SOMAabsences@atsu.edu to secure an excused absence.

Student Conduct
ATSU students are expected to abide by two important codes: the Code of Academic Conduct and the Code of Behavioral Standards. The codes establish minimal expectations of students and serve as guidelines for professional behavior. Inappropriate behavior is subject to sanctions. Information on student academic and disciplinary codes and processes can be found on pages 35-40 of the ATSU Student Handbook. For more information visit https://www.atsu.edu/student_affairs/handbook/index.htm
The student will demonstrate:
1. Respect, compassion, integrity, and maintain professional boundaries in relationships with staff, colleagues, supervisors, patients, and families;
2. Proper attention to issues of culture, religion, age, gender, sexual orientation, and mental/physical disabilities;
3. Professional work habits such as punctuality, timely submission of assignments, and neat appearance; and
4. Responsibility in admission of personal errors and in taking steps to prevent any reoccurrence.

**Notice of Copyright and Fair Use**
The copyrighted materials available in this course are for educational use only. One copy per student is permitted for educational purposes. Redistribution of copyrighted material is not permitted.

**Student with Disabilities**
Learning & Disability Resources (LADR) supports ATSU students with disabilities by determining eligibility and coordinating necessary academic adjustments (accommodations), while maintaining the standards of the University. Any student seeking academic adjustments to accommodate limitations due to a documented disability is required to register with LADR. ATSU faculty will not provide disability-related academic adjustments without referral to and notice from LADR.

To register, or to discuss adjustments and services as they may apply to your individual situation, please contact LADR at disabilityresources@atsu.edu, 660.626.2774 Missouri campus, or 480.245.6248 Arizona campus. For more information visit: http://www.atsu.edu/learning_resources/disabilities/index.htm

**Resources and Reporting: Discrimination, Harassment, Trauma, Stress**
A range of resources is available within ATSU to assist any student having issues or concerns regarding discrimination, harassment, violence, trauma, or stress. If a student informs a faculty member of issues regarding harassment, violence, or discrimination, it is the faculty member’s duty to inform Student Affairs, Human Resources, or ATSU's Title IX Office. A student may also report concerns directly to these offices. Students struggling with trauma or unusual stress may always talk to a counselor confidentially through Counseling Services.

For assistance or more information contact:
- Human Resources: 660.626.2790 / hr@atsu.edu
- Student Affairs: 660.626.2236 / www.atsu.edu/student_services/contact
- Title IX Office: 660.626.2113 / titleix@atsu.edu
- Counseling Services: 660.626.2138 / 660.626.2751 / 480.219.6170 / www.atsu.edu/counseling_services
Syllabus Addenda Disclaimer
The syllabus for this course may change at the discretion of the Course Director in consultation with and approval of the Assistant Dean for Curricular Integration. As a general policy, alterations to syllabi only occur when absolutely necessary. The course director will notify students in writing of any changes in course requirements or policies.