



College of Osteopathic  
Medicine of the Pacific

Course No.:	<b>OM 7022</b>	Course Title:	Internal Medicine Clerkship Selective
Credit Hours:	4 weeks, 4 credit hours for each rotation	Clerkship Director:	Katrina Platt, D.O. Emmanuel Katsaros, D.O., Chair
Term - Dates:	Academic Year 2019-2020	Level:	OMS III

**Educational Goal**

**Internal Medicine Selective (4 credit hours)** This course provides supervised clinical education in general internal medicine including clinical management, technical and procedural skills, interpretation of diagnostic data, patient education, development of diagnostic and management plans, and interprofessional communication. In subsequent courses in this series, students are exposed to progressive involvement and independence in patient management.

**Core Internal Medicine Clerkship Learning Objectives**

The student will be expected to:

1. Apply basic knowledge of the pathology and physiology of the organ systems into the care of the medical patient. **(COMP/AOA core competencies 2; Institutional outcomes 1, 2)**
2. Apply basic knowledge of the molecular, biochemical, and cellular mechanisms for maintaining homeostasis into the care of the medical patient. **(COMP/AOA core competencies 2, 3; Institutional outcomes 1, 2, 7)**
3. Perform an appropriately comprehensive history and physical examination on both hospitalized and ambulatory medical patients. **(COMP/AOA core competencies 2, 3; Institutional outcomes 1, 2, 3, 4, 7)**
4. Formulate and communicate a focused differential diagnostic problem list on each medical patient. **(COMP/AOA core competencies 2, 4; Institutional outcomes 1, 2, 3, 4, 7)**
5. Search the medical literature for the most current aspects of diagnostic and management strategies to thereby apply the principles of evidence-based medicine to the care of the individual medical patient. This will be supported by ACP on-line material such as guidelines review. **(COMP/AOA core competencies 2, 6, 7; Institutional outcomes 1, 2, 6, 7)**
6. Formulate strategies for disease prevention based on knowledge of disease pathogenesis and mechanisms of health maintenance, with the support of ACP on-line guidelines and the United States Preventative Task Force Recommendations. **(COMP/AOA core competencies 2, 6, 7; Institutional outcomes 1, 2, 7, 8)**
7. Integrate concepts of epidemiology and population-based research methods into the care of the individual medical patient. **(COMP/AOA core competencies 2, 4, 6, 7; Institutional outcomes 1, 2, 7)**

8. Formulate diagnostic and treatment plans taking into consideration a cost-benefit analysis and access to healthcare. (COMP/AOA core competencies 2, 4, 6, 7; Institutional outcomes 1, 2, 4, 5, 6, 7, 8)
9. Respect the cultural and ethnic diversity of their patients' beliefs in evaluating and managing their medical care. (COMP/AOA core competencies 1, 2, 3, 4, 5; Institutional outcomes 2, 3, 4, 5, 6, 8)
10. Display honesty, integrity, respect, and compassion for patients and their families. (COMP/AOA core competencies 1, 2, 3, 4, 5; Institutional outcomes 2, 3, 4, 5, 6, 8)
11. Participate in the education of patients, families, and other students. (COMP/AOA core competencies 1, 2, 3, 4, 5; Institutional outcomes 1, 2, 3, 4, 5, 8)
12. Perform as part of an inter-professional team to enhance patient safety and improve patient care. (COMP/AOA core competencies 1, 2, 3, 4, 5, 6, 7; Institutional outcomes 1, 2, 3, 4, 5)
13. Display collegiality and professionalism toward all members of the healthcare team. (COMP/AOA core competencies 1, 3, 4, 5, 6, 7; Institutional outcomes 2, 3, 4, 5, 8)
14. Follow all infection control policies and guidelines as established by the Centers for Disease Control and Prevention (CDC) and the Society for Healthcare Epidemiology of America (SHEA). (COMP/AOA core competencies 2, 4, 6, 7; Institutional outcomes 1, 2, 7)

#### Required Attestation

At the end of the rotation you will be asked by ECM V to sign an attestation that you have read a minimum of 8 hour a week during your rotation.

#### Grading

Grading for your clerkship will be calculated according to the Clinical Education Manual (Please see Blackboard Clinical Education page).

#### Rotation Faculty

**Katrina Platt, D.O.**

Clerkship Director for Internal Medicine

Assistant Professor of Internal Medicine

[kplatt@westernu.edu](mailto:kplatt@westernu.edu)

Appointments made on an as needed basis

**OAA Administrative Support:**

**Pomona:**

**Marisa Orser, M.Ed., Associate Director of Clinical Education (909) 469-5253**

**Lebanon:**

**Jacquelyn Hakes, Manager of Clinical Education and Rotations Office (541) 259-0212**

#### Instructional Methods

Scheduled rotation time will be used for supervised patient care, case presentations and independent studying.

## Texts and Media

### Recommended Textbook: Please purchase/access prior to starting rotation

1. Kochar's Clinical Medicine for Students, 6<sup>th</sup> Ed. ISBN 9781491781340
2. Goldman's Cecil's Medicine, 24<sup>th</sup> Ed. ISBN 9781437716047 (go to Pumerantz Library and type the name in electronic resource)

### Recommended Media:

1. Up to Date (free through WesternU)

### Optional Textbooks: For additional references

1. Bates' Guide to Physical Examination & History Taking, 12<sup>th</sup> Ed. Bickley, et al. (Wolters Kluwer) ISBN 9781469893419
2. Pocket Medicine: The Massachusetts General Hospital Handbook of Internal Medicine, 6<sup>th</sup> Ed. ISBN 9781496349484
3. Harrison's Principle of Internal Medicine, 20<sup>th</sup> Ed. (Access Medicine): A gold standard internal medicine book that connects pathophysiology to a patient's presentation. It also provides a complete narrative to subspecialty areas of medicine and their diseases while providing context to all the topics. ISBN 9781259644030
4. Hospital Medicine, 2<sup>nd</sup> Edition (Access Medicine) ISBN 9780071843133
5. Step-Up to Medicine (Step-Up Series), 5<sup>th</sup> Ed. ISBN 9781975103613

Recommended downloads for handheld devices:

- Epocrates
- Medscape
- Medical Calc
- AHRQ ePSS

NOTE: Individual preceptors may include other resources.

## Rotation Format, Evaluation, Grading, and Student Feedback

Refer to the Clinical Education Manual.

### Rotation Schedule

Each site will provide students with a schedule on their first day of the rotation. If not provided, please ask and have a clear understanding as to the expectations. These schedules are rarely available prior to the start of the rotation.

It is solely your responsibility to read and understand all information provided to you by the site. Some sites have additional requirements above and beyond those set forth by the College of Osteopathic Medicine.

## General Policies

**Policy on Disability Accommodations:** To obtain academic accommodations for this rotation, students with disabilities should contact the Center for Disability Issues and the Health Professions and the system coordinator within ten days of the beginning of the system. Disability Services can be reached at 909.469.5380.

**Remediation Policy:** Refer to the Clinical Education Manual

**Attendance Policy:** Refer to the Clinical Education Manual

**Academic Dishonesty:** Complete confidence in the honor and integrity of the health professions student and health care professional is essential. Such confidence depends entirely on the exemplary behavior of the individual health care provider in his or her relations with patients, faculty and colleagues. Strict honesty as a personal way of life should be nurtured during the period of education for professional service. The student shall conduct all aspects of his or her life with honor and integrity. This includes accountability to oneself and to relationships with fellow students, future colleagues, faculty, and patients who come under the student's care or contribute to his or her training and growth, and members of the general public. This applies to personal conduct that reflects on the student's honesty and integrity in both academic and non-academic settings, whether or not involving a University sponsored activity. Upon accepting admission to the University, each student subscribes to and pledges complete observance to the Standards of Academic and Professional Conduct as outlined in the University Catalog for each academic program. A violation of these standards is an abuse of the trust placed in every student and could lead to suspension or dismissal.

<b>WU INSTITUTIONAL OUTCOMES</b>	<b>Health Professional Education</b>
<b>Critical Thinking</b>	The graduate should be able to identify and solve problems that require the integration of multiple contexts when performing patient care.
<b>Breadth and Depth of Knowledge in the Discipline/Clinical Competence</b>	The graduate should be able to perform appropriate diagnostic and therapeutic skills, to apply relevant information to patient care and practice, and to educate patients regarding prevention of common health problems.
<b>Interpersonal Communication Skills</b>	The graduate should be able to effectively use interpersonal skills that enable them to establish and maintain therapeutic relationships with patients and other members of the health care team.
<b>Collaboration Skills</b>	The graduate should be able to collaborate with clients and with other health professionals to develop a plan of care to achieve positive health outcomes for their patients
<b>Ethical and Moral Decision-Making Skills</b>	The graduate should be able to perform the highest quality of care, governed by ethical principles, integrity, honesty and compassion.
<b>Lifelong Learning</b>	The graduate should be able to engage in life-long, self-directed learning to validate continued competence in practice.
<b>Evidence-Based Practice</b>	The graduate should be able to utilize research and evidence-based practice and apply relevant findings to the care of patients.
<b>Humanistic Practice</b>	The graduate should be able to carry out compassionate and humanistic approaches to health care delivery when interacting with patients, clients, and their families. They should unflinchingly advocate for patient needs.

<b>COMP/AOA CORE COMPETENCIES</b>	<b>Competency: Osteopathic Medical Students are part of an educational continuum that leads to residency and the curriculum provides the foundation for the following outcomes:</b>
<b>Osteopathic Philosophy and Osteopathic Manipulative Medicine</b>	Residents are expected to demonstrate and apply knowledge of accepted standards in Osteopathic Manipulative Treatment (OMT) appropriate to their specialty. The educational goal is to train a skilled and competent osteopathic practitioner who remains dedicated to life-long learning and to practice habits in osteopathic philosophy and manipulative medicine.
<b>Medical Knowledge</b>	Residents 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.
<b>Patient Care</b>	Residents must demonstrate the ability to effectively treat patients, provide medical care that incorporates the osteopathic philosophy, patient empathy, awareness of behavioral issues, the incorporation of preventative medicine, and health promotion.
<b>Interpersonal and Communication Skills</b>	Residents are expected to demonstrate interpersonal/communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams.
<b>Professionalism</b>	Residents 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. Residents should be cognizant of their own physical and mental health in order to effective care for patients. Please note that professionalism is an integral part of the career of a physician. Clinical sites do have the right to fail a student or remove them from rotation due to deficits in professionalism.
<b>Practice-Based Learning and Improvement</b>	Residents 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.
<b>Systems-based Practice</b>	Residents 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.

<b>COMPARISON OF OUTCOMES STANDARDS: WU AND COMP</b>	<b>WU</b>	<b>COMP</b>
Critical Thinking	1	1, 2, 3 6
Breadth and Depth of Knowledge in the Discipline/Clinical Competence	2	1, 2, 3, 4, 5, 6, 7
Interpersonal Communication Skills	3	4
Collaboration Skills	4	4
Ethical and Moral Decision-Making Skills	5	1, 3,5,6
Lifelong Learning	6	1, 2, 3, 6, 7
Evidence-Based Practice	7	1, 2, 3, 6, 7
Humanistic Practice	8	3, 4, 5

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