

TOURO COLLEGE OF OSTEOPATHIC MEDICINE



Clinical Rotations Manual

Effective January 1, 2011

Table of Contents

MESSAGE FROM THE DEAN TO CLINICAL FACULTY.....	4
MESSAGE FROM THE CLINICAL DEAN TO STUDENTS.....	5
OSTEOPATHIC FACTS AND STATISTICS	6
MISSION STATEMENT	6
OVERVIEW OF THE CLINICAL CLERKSHIP PROGRAM.....	7
GENERAL CLERKSHIP GUIDELINES	7
Patient Care	7
Administrative Functions.....	8
ORIENTATION GUIDELINES.....	8
Hospital Facilities*	8
Procedures*.....	8
GENERAL STUDENT PROTOCOLS	9
Dress Code	9
CONFIRMATION OF ROTATION ASSIGNMENTS.....	9
Training Hours	9
Attendance Policy / Scheduling.....	9
Holidays:	10
Personal Days and Other Time Off:	10
Unanticipated Absences: -- Refer to Student Handbook.	10
Excessive Absences:.....	10
Responsibilities and Duties.....	11
Letter of Good Standing and liability coverage	11
Health Records	12
EVALUATION AND GRADING	12
General Philosophy.....	12
Clinical Evaluations	12
Written Examinations.....	13
Incomplete Grades	13
Failures	13
Disputes.....	14
SUMMATIVE AND FORMATIVE TOOLS FOR ASSESSING AOA CORE COMPETENCIES.....	15

CURRICULAR MATERIALS.....	16
General Clerkship Objectives.....	16
Osteopathic Manipulative Medicine (OMM) 3 rd & 4 th Year Curriculum.....	16
Learning Objectives	17
Attendance	17
Performance Assessment.....	17
Suggested Texts.....	17
Suggested Topics	17
THIRD YEAR ROTATION CURRICULUM	21
Core Clerkship Learning Objectives: Family Medicine	21
Core Clerkship Learning Objectives: OB/GYN.....	24
Core Clerkship Learning Objectives: Pediatrics	25
Core Clerkship Learning Objectives: Psychiatry	26
Core Clerkship Learning Objectives: Surgery.....	28
Clerkship Learning Objectives: Emergency Medicine	31
Core Clerkship Learning Objectives: Medicine.....	34
FOURTH YEAR ROTATION CURRICULUM.....	38
Medicine/Subinternship Rotation	38
Surgical/Subinternship Rotation	39
1 Month Medical Subspecialty	39
1 Month Surgical Subspecialty	40
Ambulatory Care.....	40
1 Month Critical Care/Anesthesia	40
4 Months Electives	40
CURRICULAR OBJECTIVES—CRITICAL CARE.....	40
FACULTY DEVELOPMENT TOOLS	41
Library Resources for Clinical Rotations	41

The information herein applies to the Academic Year 2010-2011 and is subject to change at the discretion of Touro College of Osteopathic Medicine.

MESSAGE FROM THE DEAN TO CLINICAL FACULTY

Dear Touro College of Osteopathic Medicine Clinical Faculty,

Thank you for your willingness to contribute to the medical education of the next generation of physicians. It is an honor and privilege to join those who have come before us in this task. Medicine, as it is practiced today, is the result of scientific study, clinical observation and experimental design conducted over thousands of years. No one has ownership to medical education. Those of us engaged in the education and training of physicians owes a debt of gratitude to the medical faculties that have come before us and more importantly, we are grateful to the patients from whom knowledge and caring have come forth.

The concept of a clinical rotation manual is not new. I am grateful for the work of my mentors, the Touro College family and our faculty at Touro College of Osteopathic Medicine in the design and preparation of this manual.

I trust that this manual will serve as a supplement to you as you engage our students in the exciting and rewarding clinical portion of their osteopathic medical education. At the same time, this manual provides you with the evaluation tools needed to measure the performance of the students in your charge. We also hope you will find the experience both enjoyable and fulfilling.

Prepare well to assume your position actively engaged in clinical education as you become role models and examples for our students. We demand that our students become prepared to serve a diverse patient population including the underserved in a culturally sensitive manner while doing their part to reduce health disparities. Should you have any questions or concerns regarding the clinical training program of Touro College of Osteopathic Medicine, please contact me at (646) 981-4534 or via e-mail at robert.goldberg@touro.edu.

Thank you again,

Robert B. Goldberg, DO, FAAPMR, FAOCPMR, FAANEM
Dean and Professor

MESSAGE FROM THE CLINICAL DEAN TO STUDENTS

Dear 3rd and 4th year osteopathic medical students,

Congratulations on completing the first two years of medical school. Facilitated by your dedicated instructors, you have mastered the basic sciences and begun to develop your clinical skills. You have done well, and are ready to enter the next part of your journey, the clinical years.

As you enter the clinical years, your transformation into a skilled, caring osteopathic physician will continue. You will have many different learning opportunities, both in the hospital and in clinics and offices. You will interview and examine hundreds of patients and come to realize what it is like to have patients and families place their trust in you. They will look to you for guidance, sympathy and support. They will expect you to be professional, caring and respectful. There will be patients that you can help, and patients that you can't. But you will always be expected to do your best.

Hospitals are fascinating, dynamic organizations. You will learn about the hierarchy, the roles of different healthcare professionals, and have many lessons not necessarily medical in nature. Always put your best foot forward and give your best effort. You never know who may be watching. Learn everything that you can. You never know when you may need it.

During the clinical years, you will be expected to keep close contact with the school. There will be third year shelf exams and ample opportunities to return to campus. TouroCOM is your long-term partner in your career success and is always a valuable resource. Please keep us in mind and feel free to call, email, or stop by anytime for help and guidance, or just to chat.

Enjoy the journey and always do your best.

Sincerely,

Kenneth J. Steier, DO, MPH, MHA, MGH, MBA
Clinical Dean
Touro College of Osteopathic Medicine

OSTEOPATHIC FACTS AND STATISTICS

- There are approximately 67,000 osteopathic physicians (DOs) in the United States, comprising 7% of all physicians.
- Osteopathic physicians handle 10% of all Primary Care visits in the United States.
- The 29 schools of osteopathic medicine graduate approximately 4,000 osteopathic physicians each year. Touro College of Osteopathic Medicine (Touro College of Osteopathic Medicine), will graduate its first class of physicians in 2011.
- Nationally, there were 16,893 osteopathic medical students in the 2008-2009 academic year, compared with 12,525 in 2004-2005; a nearly 35% increase in only four years. ¹
- There are approximately five applicants for each student who matriculates into the 29 colleges. Touro College of Osteopathic Medicine received approximately 2000 applications for 125 available positions in 2007, and we received over 3900 applications for the September 2010 entering freshman class.
- Over 50% of the osteopathic medical school graduates enter a primary care residency (Family Practice, General Internal Medicine, Pediatrics, Emergency Medicine and OB/GYN) and many end up practicing in underserved or culturally diverse communities.
- One in five students attending American medical schools is a DO degree candidate.

¹Source: American Osteopathic Association

MISSION STATEMENT

Touro College of Osteopathic Medicine is committed to preparing students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine. Touro College of Osteopathic Medicine places special emphasis on teaching and learning in the areas of primary care, the holistic approach to the patient. Touro College of Osteopathic Medicine is committed to identify and recruit students who have specific interest in practicing in underserved communities, such as Harlem. The College advances the osteopathic profession and serves the students and society by providing a firm educational foundation, encouragement of research and scholarly activity, and participation in community service.

Touro College of Osteopathic Medicine functions as an integral part of the New York City/Harlem community, and works with the community, local schools, and other colleges and universities to promote the study of medicine, encourage continuing development, increase educational opportunities, and deliver Osteopathic medical services in a variety of community settings.

Students learn the latest strategies for the management and treatment of patients in a broad range of social and economic settings. In addition to focusing on primary care, the School emphasizes the promotion of wellness from prenatal through geriatric care.

OVERVIEW OF THE CLINICAL CLERKSHIP PROGRAM

The Clinical Clerkship Program is designed to provide education and training in the general areas of family medicine, internal medicine, obstetrics & gynecology, pediatrics, psychiatry, emergency medicine and surgery; as well as exposure to additional specialty areas not limited to anesthesiology, pathology, and physiatry. Radiology and geriatrics are covered throughout most rotations.

The Clinical Clerkship Program is under the direct supervision of the Office of Clinical Education at Touro College of Osteopathic Medicine. The rotations provided at each site and the appropriate numbers of students assigned to each site by Touro College of Osteopathic Medicine are determined by mutual agreement of the Hospital Administrators, Directors of Medical Education (DME's), Clinical Faculty and the Touro College of Osteopathic Medicine Office of Clinical Education.

During the 3rd and 4th years of a medical student's education, flexibility is provided to allow students to have some months of elective/selective time. This opportunity will give students ample opportunity to pursue and cultivate their individual interests, and strengthen areas of need.

GENERAL CLERKSHIP GUIDELINES

Students will participate in a well structured, systematic training experience in each particular service. Students will be assigned to a patient care team with one or more attending physicians and, which may, in some circumstances, include residents, interns and/or other students. This structure will provide all participants with clearly delineated responsibilities for meeting education objectives.

1. The student will attend appropriate didactic sessions including, but not limited to, Morning Report, Grand Rounds, and other educational seminars.
2. The student will keep a log of all patient care activities and procedures. Copies of logs will be provided to the Office of Clinical Education at the end of each rotation. The log may be used for measuring student activity, and the educational opportunities available at each site.
3. The student will be evaluated by the responsible individual(s) on the teaching service through periodic assessments, as well as through direct and indirect observations of clinical performance.
4. Supervisors on the teaching service will complete the Clinical Clerkship Faculty Evaluation of Student Form (CCFES). The CCFES forms are to be submitted to the Office of Clinical Education within one month following the rotation. We encourage students to seek feedback midway through each rotation and to ask questions as they arise, and to have an exit interview during which time the student is to sign the CCFES. Faculty are to meet with any student at the midpoint of the clinical clerkship if there is a possibility that the student may fail the rotation.
5. The student will complete an evaluation regarding the physician, site, and rotation. These must be completed within one week following the rotation. Data from these will be summarized and provided in aggregate form to rotation sites to foster focused faculty development.

PATIENT CARE

Students will comply with all requirements related to patient care as established by the state, federal, and hospital accreditation agencies including HIPAA, HFAP, and JCAHCO.

ADMINISTRATIVE FUNCTIONS

The clinical site, in coordination with Touro College of Osteopathic Medicine, will define the degree of student involvement within the institution.

ORIENTATION GUIDELINES

Students will be provided appropriate orientation to the clinical facilities. This may include sessions at the Touro College of Osteopathic Medicine campus, on-site orientation, and other methods which may include distribution of materials to be reviewed with the student by the clinical site/hospital, to ensure that students are adequately prepared to begin learning and assisting with patient care at the institution. Orientation may include reference to:

Hospital Facilities*

1. Patient rooms/specialty care units
2. Safety procedures and announcements (e.g., fire, codes)
3. Nurses' stations
4. Ancillary services facilities (e.g., x-ray, laboratory, medical records)
5. Rest rooms and locker areas
6. Conference areas
7. Lounges, cafeteria or coffee shop
8. Library/Internet access
9. OMM table locations

Procedures*

1. Students should be informed as to whom they are responsible, and how that person or persons may be reached when needed.
2. Students will introduce themselves to the supervising physicians involved in the clinical clerk's specific program to review the learning objectives provided by Touro College of Osteopathic Medicine. Students are encouraged to arrange meetings with their preceptors to review progress, goals, evaluations and expectations at regular intervals.
3. Students will be provided with detailed information regarding expectations and duties. This may include time commitments (i.e., students may be provided with a schedule of each clinical clerk's on-duty hours and days and a list of each clinical clerk's duties and responsibilities). We understand that medicine is not always predictable and that patient needs come first. Schedules may fluctuate and it is not always possible to leave as scheduled.
4. At the start of each clinical clerkship, students will be instructed as to protocols, duties and responsibilities, including student chart documentation*. Students should understand what criteria will be utilized to evaluate their performance; a copy of the Clinical Clerkship Faculty Evaluation of the Student Form is in this manual.

*Note: if the above mentioned information is not provided at the beginning of the rotation, students may contact the hospital DME or chief of service for clarification.

GENERAL STUDENT PROTOCOLS

Students are to notify the Registrar and the Office of Clinical Education of any change in contact information (e.g., mailing address, phone numbers) during the clinical years. Students can contact the Registrar at:

Ms. Kendra Copeland
2090 Adam Clayton Powell Jr. Blvd. Suite 519
New York, NY 10027
(212) 851-1199 Ext. 2587
Fax: (212) 851-1183
kendra.copeland@touro.edu

DRESS CODE

Clinical clerks will wear clean, white clinic jackets with name tags; tags worn may be provided by the college or as required by the training facility. The clerk shall dress in a manner appropriate for a physician in clinical care settings (business casual). Some affiliated hospitals will have a dress code that differs from Touro College of Osteopathic Medicine, in which case, the rotation facility rule will prevail. Students will be informed of these dress codes, and are expected to follow them. On services where scrub suits are indicated, these suits will be provided by the facility. Scrub suits are NOT to be worn off hospital sites.

CONFIRMATION OF ROTATION ASSIGNMENTS

It is expected that students will confirm scheduled rotations 2 weeks in advance, particularly for electives. At such time, students should contact their DME's or preceptors in order to determine the location and time to start the first day. Unless otherwise arranged, on the first day of each rotation students should report to the DME or a designee by 8:00 a.m.

Training Hours

Students are expected to work at least 5 days per week. Working hours for each of the services will be indicated and determined by the physician in charge of that service, in cooperation with the DME of the affiliated hospital. If night duty or weekend duties are required, this will also be indicated. The student must have a minimum of two (2) days out of each consecutive fourteen (14) days free of all clinical duties, although these days will not necessarily be on weekends.

Attendance Policy / Scheduling

1. **The Touro College of Osteopathic Medicine academic calendar does not apply to students on clinical rotations.** Each hospital sets its own schedule. Night call, weekend coverage, and holiday assignments are at their discretion. Limited situations present themselves for which permission to attend an event outside of the hospital may come up. These include: board examinations, residency interviews, and serious family issues. Such exceptions are to be discussed with the DME and the Office of Clinical Education at Touro College of Osteopathic Medicine before plans are made. Full attendance is expected. Under typical circumstances, students are expected to be present at their clinical rotation sites for the entirety of all scheduled shifts.
2. Students may be scheduled to work on weekends, but must be free of all clinical responsibilities for at least two (2) calendar days out of each consecutive fourteen (14) days. These days off may not necessarily be consecutive or on weekends.
3. Students are limited to eighty (80) clinical work hours per week averaged over any consecutive four-week period. Didactic or independent study time is not included in this maximum.

4. Students are not to work more than twenty-four (24) consecutive hours. Extenuating circumstances (e.g. emergent patient care matters) may, on rare occasion, necessitate exceeding this maximum, but responsibilities must not exceed thirty (30) consecutive hours.
5. Students may be required to return to campus for testing and other activities during callbacks each year.

Holidays:

- **Students are expected to work as assigned by the institution (the hospital calendar prevails)**
- Students are responsible for notifying their preceptors and the clinical education office at Touro College of Osteopathic Medicine about planned absences— and for making arrangements for any make-up time – at least five (5) working days prior to the anticipated absence, but in any event no later than the close of the second work day of the rotation. Absences and make up dates must be approved by the DME and the Office of Clinical Education prior to date of question.

Personal Days and Other Time Off:

-- Refer to student handbook. Students are responsible for notifying their preceptor and the clinical education office at Touro College of Osteopathic Medicine about planned absences.

Unanticipated Absences:

-- Refer to Student Handbook.

1. Students needing to miss work time for anticipated (Board Examinations, residency interviews) and for unanticipated reasons (e.g. illness, family emergency) are expected to notify both their preceptor and the Office of Clinical Education at their earliest reasonable opportunity. If the absence exceeds a single day, students should be in contact with both their preceptor and the Office of Clinical Education, at least daily, or as arranged with the Office of Clinical Education.
2. Students may be expected, at the discretion of their preceptor and the Office of Clinical Education, to make-up missed work days.

Excessive Absences:

1. There is no specific number of days that entirely defines the adequacy of a clinical experience. Each case will be considered individually when taking into account the amount of any time missed on a rotation, along with any make-up time worked, the reason for absences, the quality of clinical performance, and the knowledge and experience gained by a student on a given rotation. *As a general rule, more than 3 missed days will prompt consideration for repeating the rotation.*
2. If it is determined by the DME/preceptor in consultation with the Office of Clinical Education, that a student's absences have significantly impaired his/her ability to reasonably meet the educational objectives of the rotation, then remedial work (which may include a partial or complete repeat of the rotation) may be assigned.
3. Students should keep in mind that absences that may not rise to the level of necessitating a repeat of the rotation may still negatively affect their clinical evaluation, and consequently, their grade and the Dean's Letter of recommendation for residencies.

RESPONSIBILITIES AND DUTIES

While on rotation service, the student will at all times be responsible to the personnel in charge of the unit involved. In addition, all students will be expected to comply with the general rules established by the hospital, office, or clinic at which they are being trained.

Should any problem or difficulty arise that the DME cannot resolve first, the information should be communicated to the Office of Clinical Education as soon as possible. Any time spent away from the hospital during regular duty hours for lectures, conferences, and other programs conducted at outside hospitals or universities must be **pre-approved** by the DME of the rotation hospital. Although patient care assignments take precedence over lectures and conferences, the hospital and attending physicians are encouraged to allow the students to attend scheduled lectures. Absences from clinical duty must be cleared in advance by the director of the individual clinical service. If attendance at lectures and conferences is pre-empted by patient care assignments, this absence must be cleared by the DME.

Additional Guidelines:

In addition to the responsibilities listed above, additional guidelines are offered:

1. All evaluations are to be completed, signed and reviewed with the student by a licensed physician.
2. Students are not permitted to accept financial compensation or any form of gratuity for rendering patient care. Their training institution, when possible, may assign suitable housing accommodations and board.
3. Students should be assigned to specific patients. Histories and physical examinations should be completed on those patients whom students will be following on the service to which they are assigned, where applicable.
4. Students should perform "pre-rounds" on patients or chart review, and accompany the preceptor on rounds, conferences and consultations when appropriate.
5. Progress notes, may be written by the students only with permission, and under the supervision of a physician. Progress notes must be countersigned within the time required by the rules and regulations of the training institution.
6. Students shall not order any examinations, tests, medications or procedures without consulting and obtaining the prior approval of the supervising physician. Students shall not write prescriptions for medicine, devices or anything requiring the authority of a licensed physician. Students shall never represent themselves as licensed physicians.
7. Attendance by students is required at all conferences, discussions or study sessions, and any other programs of an educational nature designed specifically for students at the clinical site. Each conference should be documented with an attendance record. In addition, students should be encouraged to attend lectures for interns, provided these do not interfere with the clinical clerk's own program.
8. Students shall learn and perform procedures under appropriate and proper supervision, in those areas where the training institution regulations permit such instruction.
9. The codes of Professionalism are to be adhered to at all times.

LETTER OF GOOD STANDING AND LIABILITY COVERAGE

A "Letter of Good Standing" is sent to each rotation site by the Office of Clinical Education prior to the beginning of each rotation. In order to qualify for a "Letter of Good Standing," in addition to academic credentials, students require complete and current health records.

All students on approved clinical rotations in the United States are covered by the professional liability insurance of Touro College of Osteopathic Medicine during their OMS III and OMS IV years. Copies of the insurance binder are sent directly to rotation sites and cannot be provided to students directly, as coverage applies only to school-approved activities.

HEALTH RECORDS

Health records are maintained by Touro College of Osteopathic Medicine. This information includes TB screening (2-step PPD or other TB testing, as defined by the State of New York). PPD must be updated at least annually, and some sites require this as often as every three months. Td must be updated every 10 years. MMR/Varicella/Hepatitis vaccines and/or titers will also be required. Students are responsible to keep their immunizations current.

Students on electives may be required to provide proof of personal health insurance and HIPAA, BLS, ACLS, recent criminal background check, and OSHA training completion by or at a specific training site. Copies of such documentation are available from the Office of Clinical Education. It is the student's responsibility to keep one's certifications current.

EVALUATION AND GRADING

General Philosophy

While grades are an important part of the clinical education process, and can provide substantial information regarding performance, it is essential that students and preceptors alike recognize that the generation of a grade is not the primary purpose of clinical rotations. Focus should be maintained on gaining clinical experience, expanding fundamental knowledge, providing quality care, and developing clinical and cultural competence. It is important as well that students pay close attention not simply to the grade earned, but to the specific components of evaluations that are designed to provide feedback and guidance to improve future performance.

Guidelines for grading:

Preceptor's evaluation-70%

Post Rotation exam-20%

Completing and submitting student logs-10%

Clinical Evaluations

1. Expectations

At the start of all clinical rotations, each student should meet with his or her preceptor to discuss expectations for clinical performance. The student is responsible for ensuring he or she understands the preceptor's expectations and should take this opportunity to clarify any issues regarding roles and responsibilities. It is strongly recommended that an additional conversation occur at the midpoint of the rotation to provide the student feedback on performance to date, and to offer suggestions for improvement in the latter half of the experience.

2. Clinical Performance

Near the completion of each clinical rotation, **students should remind their preceptors to complete their Clinical Clerkship Faculty Evaluation of Student Form.** A sample is included as part of this manual. It is

important to recognize that the primary intent of the evaluation is to provide feedback to the student as to his or her specific areas of strength and weakness and to offer guidance for improvement in the future. Preceptors should take the opportunity to assess what the student has done.

Demonstrated competency in each of the seven AOA Core Competencies is to be reported in the CCFES. A general grade should be marked for each competency section, and an overall impression for the rotation should be indicated. Preceptors should add narrative comment to give the most specific guidance possible to the student. Positive and constructive comments may be included in the Medical Student Performance Evaluation (MSPE; formerly the Dean's letter).

It is important to note that students are evaluated against the standard of what should be reasonably expected from an osteopathic medical student at the same point in training. For example, under Competency 4: Interpersonal and Communication Skills, is an assessment for "Interviewing skills are well developed." It is expected that this will improve as students progress through clinical training; i.e., that as a general rule fourth year students will be further along than third year students. Preceptors and students should meet face-to-face to discuss the contents of the evaluation, and the evaluation form must be signed by the preceptor.

3. Evaluation of Clinical Assignment

Following each clinical rotation, students are expected to complete an evaluation of the preceptor, site, and rotation. It is only through honest, fair, and frank evaluations that problems can be identified and corrected, and appropriate praise can be offered to those deserving. This is a serious responsibility for students, and appropriate thought and time should be dedicated to this part of the clinical education program, as this information is used by Touro College of Osteopathic Medicine to assess the clinical sites.

Written Examinations

At the end of each core clerkship experience, students will take a written/online exam. These examinations will be scheduled at the end of the rotation, usually on the last Friday of the rotation. Students are responsible for maintaining awareness of these dates and ensuring that they complete the examinations as required by the Office of Clinical Education. Make-up exams for these students will be scheduled on an individual basis. Successful completion of the clinical rotation is based on a passing preceptor evaluation, the student log, and the student's performance on the core written examinations.

Incomplete Grades

If, for any reason, a student is unable to complete all the requirements for a rotation as scheduled, individual arrangements must be made with the Office of Clinical Education to develop a plan to address the deficit. Please see the attendance policy section for additional information. Grades for 2-block courses (IM, FP, and Surgery) are not posted until the second block is complete; transcripts will reflect "IP" in this case and are not considered incomplete.

Failures

A student failing any clinical rotation will be referred to the Student Promotions Committee for assessment and recommendations. Unless contrary to these recommendations, any failed rotation must be remediated at the earliest opportunity. Vacation time, if available, may be used to accommodate scheduling of the repeat rotation.

If vacation time is not available, completion of the curriculum, and consequently, the student's graduation, may be delayed. If a student successfully remediates a rotation, he or she will be awarded a grade of U/C.

A student, who fails any two clinical rotations, including remedial rotations, will be referred to the Student Promotions Committee as a candidate for dismissal from the college. Please refer to the Student Handbook for details on dismissal.

Disputes

If a student disagrees with the clinical evaluation offered by a DME or preceptor, he or she should first set up a meeting with the preceptor to discuss the matter. Following this discussion, a revised Clinical Performance Assessment may be submitted. In this circumstance, it should be clearly indicated in the comments section following the Overall Clinical Evaluation for Rotation that it represents a revision and supersedes the prior evaluation. The final grade for the rotation will then be recalculated based on the new clinical score.

If the disagreement persists, the student should provide to the Office of Clinical Education a letter describing the area(s) of dispute along with a copy of the evaluation within two weeks of signing the CCFES. The Office of Clinical Education will contact the preceptor and/or DME to discuss it, and will then respond to the student with a decision regarding the dispute. If the student remains dissatisfied with the determination, it may be appealed to the Dean of Touro College of Osteopathic Medicine.

SUMMATIVE AND FORMATIVE TOOLS FOR ASSESSING AOA CORE COMPETENCIES

Evaluation Tools → Competencies ↓	Periodic Written Exams	Direct Observation	Self- assessment	Objective Structured Clinical Exam (OSCE)	Clerkship Evaluation	Case Presentations/ Rounds	Exam Master	NBME & NBOME Comprehensive Shelf Exams	Vignette and “Q” Bank Question Review
Medical Knowledge	X		X	X	X	X	X	X	X
Patient Care		X	X	X	X	X			
Professionalism		X	X	X	X	X			
Communication Skills		X	X	X	X	X			
Systems Based Practice	X		X	X	X	X	X	X	X
Practice Based Learning Improvements	X	X	X	X	X	X			
OPP/OMM	X	X	X	X	X	X		X	

Evaluation Tools → Competencies ↓	COMPLEX I	COMPLEX II CE & PE	SHELF EXAMS	CASE PRESENTATION IN CLINICAL SETTING	END OF ROTATION
Medical Knowledge	X	X	X	X	X
Patient Care	X	X	X	X	X
Professionalism				X	X
Communication Skills				X	X
Systems Based Practice	X	X	X	X	X
Practice Based Learning Improvements					X
OPP/OMM	X	X	X	X	X
OSCE	X	X	X	X	X

CURRICULAR MATERIALS

General Clerkship Objectives

The following general objectives are expectations of competencies for clinical rotations. They are designed to help students develop their core competencies.

Students are not expected to be experts in diagnosis and treatment. With progress through the clinical training program, more will be expected of students. When asked for diagnostic and treatment options, responses should flow from the history and physical findings. There should be a clear rationale behind diagnosis and treatment options. Please refer to the Expanded Curricular Objectives that follow this section for a list of topic areas included for each of the specific rotations.

- Osteopathic principles serve as a foundation for the entire curriculum. These principles address the capacity to look at presenting complaints and to see persons in their entirety.
- At the end of each clinical rotation, students should be better able to:
 - Obtain an accurate, logical, and sequential medical history. See below.
 - Perform and record a comprehensive physical examination.
 - Communicate the history and physical examination in a timely manner.
 - Apply basic medical knowledge in formulating a differential diagnosis and a management plan.
 - Function as an effective member of the healthcare team.
 - Demonstrate professional behaviors including:
 - a. Reliability and dependability
 - b. Self-awareness of strengths and limitations
 - c. Cultural awareness and sensitivity
 - d. Emotional stability and professional demeanor
 - e. Enthusiasm
 - f. Punctuality
 - g. Initiative and self-education
- Demonstrate humanistic qualities
 - a. Integrity: the personal commitment to be honest and trustworthy.
 - b. Respect: the acknowledgement of patients' choices and rights regarding themselves and their medical care.
 - c. Compassion: an appreciation that suffering and illness engender special needs for comfort and help without evoking excessive emotional involvement.

OSTEOPATHIC MANIPULATIVE MEDICINE (OMM) 3RD & 4TH YEAR CURRICULUM

The Department of Osteopathic Manipulative Medicine's OMM curriculum integrates Osteopathic Principles and Practice across all disciplines throughout the OMS III & OMS IV clinical rotation years. The OMM aims to integrate palpatory and structural diagnostic skills with basic science knowledge acquired during the first two

years of medical school so as to educate students with a clinical and scientific understanding of osteopathic approaches to wellness, health and disease-states in the context of the neuromusculoskeletal system.

Students participate in a curriculum that is delivered using multiple modalities including live videoconferencing, in-person didactic presentations, internet-based video streaming, hands-on clinical training and skills assessment, reading and presentation assignments. It is delivered in multiple clinical settings which may include the medical school, core hospital-based rotation sites, out-patient clinics, and private practices.

Learning Objectives

1. Understand the place and role for osteopathic evaluation including palpatory and structural diagnostic skills in the work-up of hospitalized and ambulatory patients
2. Demonstrate both osteopathic diagnostic and treatment skills acquired during the first two years of OMM education as applied in the clinical environment.
3. Understand and demonstrate presentation skills as these pertain to the osteopathic evaluation of a patient.

Write clear patient notes which demonstrate a good knowledge of osteopathic principles as these pertain to history taking, physical examination and treatment planning

Attendance

Each Touro College of Osteopathic Medicine student is expected to attend OMM sessions while on rotation.

Performance Assessment

Through lecture, demonstrations, assigned readings, hands-on experience and video streaming, the medical students will learn, perform and document the most common diagnoses seen in the hospital setting. OMS III & OMS IV medical students will develop the competency to effectively provide osteopathic manipulative medicine evaluations, diagnoses and treatment in an inpatient and outpatient setting. Students will log cases throughout their clerkships, noting relevant osteopathic diagnostic (including history and physical examinations) and treatment skills acquired.

Both adjunct clinical and OMM faculty will evaluate students on their attendance, participation, demonstration of OMM skills and presentations. Also, students may have the opportunity to demonstrate their skills and knowledge in the Objective Standardized Clinical Examinations (OSCE).

Summative evaluations by the adjunct clinical faculty are reflected in the Clinical Clerkship Student Evaluation Form (CCFES) whereas formative evaluations are reflected in either the CCFES or verbal feedback to students during their hands-on learning experiences.

Suggested Texts

Nelson K, Glonek T (eds), Somatic Dysfunction in Osteopathic Family Medicine, Lippincott, 2007 [ISBN-13: 978-1-4051-0475-3]

Chila A, Foundations for Osteopathic Medicine, 3rd Ed, Lippincott, 2010, [ISBN-13: 978-0781766715]

Seffinger M, Hruba R, Evidence-Based Manual Medicine: A Problem-Oriented Approach, Saunders, 2007, [ISBN-13: 978-1416023845]

Suggested Topics

The following topics are recommended for lectures, conferences, topic talks, journal club and assigned readings:

1. Lumbar Spine
 - Describe the history taking for low back pain, especially the search for urgent etiologies
 - Describe the screening physical exam for low back pain, especially the search for urgent etiologies
 - Describe the general categories of etiologies for low back pain, including
 - o Somatic dysfunction of lumbar spine
 - o Somatic dysfunction of pelvis
 - o Disc herniation
 - o Vertebral instability
 - Describe the pathophysiology, physical exam, manipulation, and exercises/activities of daily living issues that pertain to:
 - o Discogenic low back pain
 - o Lateral curve etiologies of low back pain
 - o Spondylolisthesis
 - o Viscera-somatic etiologies
2. Thoracic Spine
 - Describe the musculoskeletal components of thoracic and rib pain
 - Describe the viscero-somatic etiologies of chest wall pain
 - Describe how to differentiate, making use of the structural exam, the following etiologies of chest wall pain
 - o Cardiac
 - o Esophageal
 - o Gallbladder
 - o Costal cartilage
 - o Musculoskeletal
 - Describe and demonstrate how to diagnose and treat the above musculoskeletal components
3. Cervical Spine
 - Describe the general triage of neck pain
 - Describe the presentation of cervical radiculopathies, and the circumstances that cause and trigger them
 - Describe the diagnosis of neck pain related to upper thoracic issues
 - Describe the major etiologies that result in osteoarthritis of the cervical spine
 - Describe and demonstrate how to diagnose and treat the above structural issues
4. Sacrum and Pelvis
 - Describe the biomechanics of sacral and pelvic somatic dysfunction
 - Describe how muscular pain and weakness can cause pain in the posterior pelvis
 - Describe in general the types of visceral pain that can cause pelvic pain syndromes
 - Demonstrate the diagnosis and treatment of somatic dysfunction in the sacrum and innominates
5. Upper Extremity
 - Describe and demonstrate the landmarks necessary for a shoulder examination
 - Describe the muscles involved in shoulder dysfunction and how to map a given dysfunction to specific possible muscles
 - Describe the biomechanics of the rotator cuff muscles, and how to diagnose and treat these
 - Describe and demonstrate how to diagnose, locate, and treat the tendinous etiologies of shoulder dysfunction
 - Describe how to diagnose, locate, and treat lateral epicondylitis and medial epicondylitis
 - Describe the biomechanics of carpal tunnel and how to diagnose and treat the somatic dysfunction involved
6. Lower Extremity
 - Describe the landmarks necessary to locate in order to do a physical examination of the:
 - o Hip
 - o Knee

- Ankle and Foot
 - Describe how to diagnose osteoarthritis of hip, and describe the way that treatment of somatic dysfunction can benefit patients with this problem
 - Demonstrate an examination of the knee, checking for:
 - Cruciate and collateral ligament problems
 - Trigger Points
 - Describe how fibular head somatic dysfunction can cause drop foot and common peroneal nerve problems, and how to treat this
 - Ankle
 - Describe examination for the common somatic dysfunction of the foot
 - Describe the somatic dysfunction component of plantar fasciitis and calcaneal spurs
 - Demonstrate how to diagnose and treat the above ankle somatic dysfunction
7. Cardiac I: Arrhythmias
- Describe the physiologic factors that influence the rate and strength of myocyte contraction
 - Describe the role of the autonomic nervous system in the control of the heart
 - In normal life
 - When a stress is placed on the heart
 - Describe and demonstrate how a patient would be examined to locate possible structural contributions to a cardiac arrhythmia
 - Describe and demonstrate how the above findings could be treated
8. Cardiac II: Ischemic Heart Disease/Myocardial Infarction
- Describe the pathophysiology that could exacerbate or trigger a myocardial infarction
 - Describe the role of pre-load in the patient with ischemic heart disease
 - Describe the structural issues that can affect the pre-load presented to the heart, including both left and right ventricles
 - Describe the role of after-load in ischemic heart disease and myocardial infarction
 - Describe the structural issues that can affect after-load
 - Describe the structural issues that can affect the oxygen demand of the body
 - Demonstrate how to diagnose and treat the above structural issues
9. Respiratory
- Describe the effect of sympathetic and parasympathetic innervations on the lungs
 - Describe the significance of lymphatic drainage in:
 - Pneumonia
 - Asthma
 - Emphysema
 - Describe the anatomy of the lymphatics in the lung parenchyma
 - Demonstrate screening of the thoracic spine
 - Demonstrate evaluation and treatment for:
 - Respiratory excursion
 - Rib compliance
 - Structural ribs
 - Autonomic contribution to pulmonary disease
10. Otitis Media
- Describe the various factors that can result in ear pain
 - Describe the role of the structural exam in the differential diagnosis of ear pain
 - Describe and demonstrate how non-otic structures that cause ear pain can be diagnosed and treated
 - Describe the anatomy and physiology of middle ear drainage
 - Describe the structural issues that can impede middle ear drainage
 - Demonstrate how dysfunction of the above structures can be diagnosed and treated
11. Hospital Exam/Structural Exam Form

- Describe the uses of the medical record as it pertains to the structural exam and manipulative treatment
- Demonstrate charting of structural exam findings
- Demonstrate charting of osteopathic manipulative treatment
- Demonstrate a basic hospital screening exam
- Describe and demonstrate how specific and useful structural findings would be elicited in the hospital patient
- Describe and demonstrate the variations that are available in diagnosing and treating the hospital patient, including:
 - o The Intensive care unit
 - o Post-op
 - o Prolonged bed rest

12. GI: Abdominal Pain

- Describe the effects of sympathetic and parasympathetic stimulation of abdominal and pelvic organs
- Map the sympathetic and parasympathetic innervations of the abdominal and pelvic organs, including:
 - o Vertebral levels of sympathetic innervations
 - o Which nerves carry parasympathetic innervations to which organs
 - o Mapping of pre-vertebral ganglia
- Describe the common GI and GU syndromes that could have autonomic dysregulation as a significant contributing factor
- Describe the significance of venous and lymphatic drainage from the abdomen
- Describe the structural exam findings that one might expect in a patient with GI and GU syndromes
- Demonstrate the techniques that would address these findings

13. Obstetrics

- Describe the structural changes that occur during pregnancy
- Describe and demonstrate how to diagnose and treat the structural changes that occur during pregnancy
- Describe and demonstrate how to diagnose and treat various physiologic changes that occur during pregnancy that are related to somatic dysfunction
- Describe the structural changes that occur during delivery

14. Dysmenorrhea

- Describe the physiologic changes that occur during the menstrual cycle and their effects on the structure of the body
- Describe how the altered physiology during the menstrual cycle can cause pain
- Describe how the physical environment of the pelvic organs can predispose to menstrual pain
- Describe and demonstrate how to diagnose and treat the relevant:
 - o Pelvic organs
 - o Anchoring bones of the pelvis
 - o Fascia of the pelvis
 - o Muscular diaphragms of the abdomen and pelvis

15. Headache

- Describe the basic history for headache, including
 - o Prominent red flags
 - o Variant headache types (that have specific treatment implications)
 - o Non-cranial etiologies
- Demonstrate the physical exam evaluation for headache, including
 - o Cranial nerve testing
 - o Evaluation for trigger points
 - o Evaluation for C-spine contributions

- Simple cranial osteopathy considerations

16. Surgical Patient

- Describe the structural issues that could compromise a patient about to undergo abdominal surgery
- Describe the structural issues that could compromise a patient during surgery and in the recovery room stage
- Describe the physiology of persistent incisional pain
- Describe the physiology of persistent organ pain even after successful surgical remediation
- Describe the physiology of post-op ilius
- Describe the physiology of adhesion formation
- Describe and demonstrate how the structural components of the above issues can be diagnosed and treated

THIRD YEAR ROTATION CURRICULUM

Students will begin their Third Year Clinical Curriculum in July after having successfully completed the second year didactic curriculum. Each student will be required to complete the required set of Third Year Clinical Rotations which are listed below:

Family Medicine	2 months
Internal Medicine	2 months
Obstetrics/Gynecology	1 month
Pediatrics	1 month
Psychiatry	1 month
Surgery	2 months
Emergency Medicine	1 Month
Electives	1 Month
Vacation	1 Month

Core Clerkship Learning Objectives: Family Medicine

HISTORY TAKING: obtain accurate, efficient, appropriate, and thorough history. One of the unique aspects of our course is the focused History and Physical Exam (PE), pending the purpose for the visit. Students see patients with one and/or two issues, either health maintenance (yearly checks with comorbid illnesses) and/or acute illness. History and PE need to focus on these. The student will need to understand a patient's concern, the pathophysiology about this complaint, the role of medication and a differential diagnosis relating to the CC. History should guide the physical exam. We expect students to have learned basic history taking in the first two years of medical school. During the clinical rotation the students will see patients with acute and chronic illnesses as well as health maintenance issues.

PHYSICAL EXAM: perform and interpret findings of a complete and organ-specific exam. Healthy patient examination (infant to elderly), height and weight; for children: plot on growth curve, head circumference in children under the age of 2, specific screening exam: head and neck exam, thyroid exam, breast exam, skin exam, pulmonary, cardiac and abdominal exams, musculoskeletal exam, neurologic exam, pelvic examination, rectal/prostate exam under supervision, organ-specific examination of the adult or pediatric patient presenting with acute and chronic medical conditions; understanding how the physical exam changed over time in a patient with an acute or chronic medical illness.

PROCEDURES: perform routine technical procedures. We expect students to become competent to perform pelvic and rectal exams. If appropriate we will expect students to be able to perform the following procedures: Foley Catheter Insertion, Pap smear, STD cultures, immunizations, suture removal, joint injection/aspiration, PPD placement, and throat culture, all to be performed under supervision.

DIAGNOSIS: to articulate a cogent, prioritized differential diagnosis based on initial history and exam. The clerkship is to focus on skills in the initial evaluation of symptoms and chronic illnesses that commonly present in the primary care setting. Students are to learn how to use the initial history and physical exam to articulate a cogent, prioritized differential that provides the framework for appropriate and selective diagnostic testing. Student to be expected to design a rational diagnostic strategy, based on knowledge of pathophysiology as well as evidence from the literature, to narrow an initial differential diagnosis. The nature of the rotation is to afford students the opportunity to follow through on the stepwise evaluation and management of a presenting symptom or chronic illness in the patient. Diagnostic evaluation of the following common primary care problems is to be emphasized when patients present with: Adult patients Cardiovascular/ Respiratory signs and symptoms, chest pain, shortness of breath, cough, pharyngitis/sinusitis GI signs and symptoms, abdominal pain, rectal bleeding, diarrhea neurologic signs and symptoms, headache, vertigo, confusion/dementia musculoskeletal signs and symptoms, back pain, shoulder pain, knee pain, hip pain, foot/ankle pain gynecologic signs and symptoms, irregular menses/amenorrhea, abnormal vaginal bleeding, vaginitis, breast mass or pain, genital ulcers/sexually transmitted infections GU signs and symptoms, dysuria, prostatitis, erectile dysfunction, scrotal mass, incontinence, urethritis/sexually transmitted infections dermatologic signs and symptoms, Acne/rosacea Ophthalmologic signs and symptoms, Red Eye Psychiatric signs and symptoms, Depression/anxiety general systemic signs and symptoms, Lymphadenopathy, unintentional weight loss, peripheral edema, fatigue chronic illness, diabetes, hypertension, osteoporosis, asthma.

Professionalism to be selfless, reliable, honest and respectful to patients, colleagues and staff.

Core Clerkship Family Medicine

The following topics are recommended for lectures, conferences, topic talks, journal club and assigned readings:

1. Ear Nose and Throat Disorders
 - a. Hearing loss
 - b. Diseases of the ear canal, middle ear and inner ear
 - c. Infections of the nose and paranasal sinuses
 - d. Diseases of the oral cavity and pharynx

2. Pulmonary Disorders
 - a. Asthma
 - b. Chronic obstructive pulmonary disease
 - c. Pulmonary infections
 - d. Pulmonary neoplasms

3. Heart Disease
 - a. Coronary heart disease
 - b. Disturbances of rate and rhythm
 - c. Congestive heart failure

4. Hypertension
 - a. Etiology and classification
 - b. Goals of treatment
 - c. Complications

5. Blood Disorders/ Rheumatology
 - a. Anemias

- b. Leukemias
 - c. Disorders of hemostasis and antithrombotic therapy
 - d. Arthritic disorders
 - e. Connective tissue disorders
6. Gastrointestinal Disorders
- a. Abdominal pain
 - b. Upper and lower GI bleeding
 - c. Common abdominal conditions, evaluation and treatment
7. Endocrine Disorders
- a. Diseases of the thyroid gland
 - b. Diseases of the parathyroids
 - c. Diabetes mellitus
 - i. Classification and pathogenesis
 - ii. Diagnosis
 - iii. Treatment
 - iv. Complications
8. Lipid Disorders
- a. Lipid fractions and the risk of coronary heart disease
 - b. Treatment
 - c. Secondary conditions that affect lipid metabolism
9. Sexually transmitted diseases
10. Pneumonias
11. Antimicrobial therapy
- a. empiric regimen
 - b. drug susceptibility testing
 - c. drug pharmacokinetics
 - d. drug reactions and precautions
12. Immunizations
13. HIV/AIDS
14. Nutrition
15. Neurologic Disorders
16. Dermatologic Diseases
17. Occupational Medicine
18. Psychiatric Disorders

Core Clerkship Learning Objectives: OB/GYN

HISTORY TAKING: obtain accurate, efficient, appropriate, and thorough history. Specifically: chief complaint, present illness, menstrual history, obstetric history, gynecologic history, contraceptive history, sexual history, family history, social history.

PHYSICAL EXAM: perform and interpret findings of a complete and organ-specific exam. Specifically: perform a painless ob/gyn examination as part of a general medical examination, including: breast exam; abdominal exam; pelvic exam; recto-vaginal exam.

PROCEDURES: perform routine technical procedures. Specifically: collect a cervical cytological (pap) smear, obtain specimens to detect sexually transmitted diseases, bladder catheterization.

DIAGNOSIS 1: articulate a cogent, prioritized differential diagnosis based on initial history and exam. Specifically: normal obstetrics, abnormal obstetrics, control of reproduction, gynecologic disorders, gynecologic endocrine and infertility issues, gynecologic oncology.

DIAGNOSIS 2: design a diagnostic strategy to narrow an initial differential diagnosis demonstrating knowledge of path physiology and evidence from the literature.

MANAGEMENT: design a management strategy for life-threatening, acute, and chronic conditions demonstrating knowledge of path physiology and evidence from the literature. Specifically: obstetrical hemorrhage, shoulder dystocia, menorrhagia, pelvic pain, ectopic pregnancy

PREVENTION: plan a strategy for reducing incidence, prevalence, and impact of disease demonstrating knowledge of path physiology, clinical epidemiology, and evidence from the literature. Specifically: preconception planning, contraception, nutritional counseling in pregnancy, premature delivery; understand the health and well being of populations, specifically the social and health policy aspect of women's health (Example: ethical issues surrounding sterilization and abortion, domestic violence, adolescent pregnancy).

DATA ANALYSIS: interpret data from laboratories and radiology demonstrating knowledge of path physiology and evidence from the literature.

COMMUNICATION

1: present patient information concisely, accurately, and in timely fashion to members of a health care team in a variety of settings and formats including verbally and in writing.

2. keep patient and family involved and informed.

PROFESSIONALISM: be selfless, reliable, honest, and respectful of patients, colleagues and staff.

Core Clerkship Obstetrics and Gynecology

The following topics are recommended for lectures, conferences, topic talks, journal club and assigned readings:

1. Pregnancy
 - a. Antepartum Care

- b. Gestational age - fetal growth
- c. Labor - stages and mechanism, normal labor, management of delivery, stages of labor
- d. Abnormal labor
 - 1. Indications of induction
 - 2. Breech presentation
 - 3. Indicators for operative delivery
- e. Fetal monitoring
- f. Isoimmunization
- g. Post partum hemorrhage
- h. Abortion
- i. Preeclampsia – Eclampsia
- j. Ectopic pregnancy
- k. Placenta previa
- l. Placenta abruptio
- m. Medical conditions affecting pregnancy

2. Sexually transmitted diseases

- a. Herpes genitalis
- b. Pelvic Inflammatory Disease-gonorrhea
- c. Human Papillomavirus
- d. AIDS
- e. Chlamydia
- f. Trichomonas
- g. Syphilis
- h. GonorrheaHepatitis

3. Contraception and Menopause

4. Gynecological Disorders

- a. Vaginal Bleedings
- b. Fibroids
- c. Endometriosis; adenomyosis
- d. Cervical dysplasia/Carcinoma
- e. Endometrial hyperplasia/Carcinoma
- f. Ovarian tumors/cysts
- g. Polycystic ovary syndrome
- h. Infertility
- i. Cystitis
- j. Vaginitis

Core Clerkship Learning Objectives: Pediatrics

History and Physical Examinations

The following topics are recommended for lectures, conferences, topic talks, journal club and assigned readings:

1. newborn jaundice.
2. sepsis in a newborn.
3. congenital heart disease in a newborn
4. Respiratory Distress Syndrome.

5. hypoglycemia
6. growth abnormalities/failure to thrive
7. pediatric nutrition.
8. fluid and electrolyte management
9. immunization schedules
10. Developmental milestones.
11. usual childhood diseases
12. congenital abnormalities
13. inborn errors of metabolism
14. cerebral palsy and muscular dystrophy
15. asthma
16. obesity
17. diabetes
18. child abuse
19. gastroenteritis
20. diarrhea and dehydration.
21. Otitis media
22. common viral and bacterial exanthems including roseola, measles, varicella, mumps, fifth disease, and streptococcal rash

Core Clerkship Learning Objectives: Psychiatry

- 1) Be able to take an adequate psychiatric history, perform a satisfactory mental status exam, demonstrate an understanding of the terms and concepts and how to apply them.

Outline for the Psychiatric History

- I. Identifying data (always age and sex, ethnicity, occupation, and marital status when significant)
- II. Chief complaint (in the patient's own words)
- III. History of the present illness
 - a. When did the current episode begin? What were the presenting symptoms? How have symptoms progressed?
 - b. Is the patient receiving treatment? If so, what? Effectiveness? Side effects? Compliance?
 - c. Pertinent negatives
- IV. Past psychiatric history
 - a. When was the first-ever onset of symptoms (whether treated or not)? Have there been recurrences? If so, what frequency and length of episodes? Changes in symptom pattern?
 - b. All prior treatments in detail
 1. For medications: Dose, length of treatment, side effects, therapeutic response, patient's compliance
 2. For psychotherapy: Modality, length of treatment, perceived benefits, patient's involvement or noninvolvement
- V. Medical history (especially current medical problems, current prescription medications, drug allergies)
- VI. Family history (Who is in the family? Who else has had psychiatric symptoms or treatment?)
- VII. Personal history
 - a. Relate the significant events of a patient's life, and create a picture of functioning over time. Some important elements: early friendships, academic record, job experiences, romantic relationships, sexual experiences, military experience, incarceration experience, drug and alcohol use, recreational pastimes
- VIII. Mental status examination
- IX. Physical examination
- X. Laboratory findings
- XI. Differential diagnosis

Outlines of the Mental Status Examination

- I. Appearance: Oddities of dress or demeanor, signs of physical illness, behavior with the examiner
- II. Speech: The physical production of speech (not the ideas): e.g., slurred, monotone, soft, pressured
- III. Emotional expression: Consider the range of emotions, the intensity, lability, and appropriateness of the topics being discussed
 - a. Subjective: How the patient feels
 - b. Objective: How the patient looks
- IV. Thinking and perception
 - a. Content: Delusions, obsessions, preoccupations, suicidal and homicidal thoughts
 - b. Form: Logical and goal directed versus presence of a formal thought disorder
 - c. Perceptions: Hallucinations, illusions
- V. Sensorium (cognitive functions)
 - a. Alertness
 - b. Orientation
 - c. Concentration
 - d. Memory
 1. Immediate recall
 2. Short term (or recent) recall
 3. Long term memory
 - e. Calculations
 - f. Fund of Knowledge
 - g. Abstract reasoning
- VI. Insight and judgment

Some Laboratory Tests Useful for Screening Medical Conditions in Psychiatric Patients

- Complete blood count
 - Electrolytes (Na, K, Cl, CO₂)
 - Glucose
 - Calcium
 - Renal function tests (blood urea nitrogen, creatinine)
 - Liver function tests (alanine aminotransferase, aspartate aminotransferase, gammaglutamyl Transpeptidase)
 - Rapid plasma reagin
 - Thyroid function tests (free thyroxin, thyroid-stimulating hormone)
 - Vitamin B12 level
 - Urine drug screen
-
- Be able to generate a differential diagnosis for the major psychiatric disorders, including substance abuse.
 - Outline an initial treatment approach and management strategy, including hospitalization (or not), psychopharmacology, and other treatment modalities.
 - Demonstrate an awareness of other relevant medical conditions.

Core Clerkship Psychiatry

The following topics are recommended for lectures, conferences, topic talks, journal club and assigned readings:

- Symptoms, signs, epidemiology and diagnostic criteria for depression syndromes
- Somatic presentations of depression
- Treatment alternatives for depression, including therapy, antidepressant medications (including major classes and their indications and contraindications), electroconvulsive therapy and alternative and complimentary therapy
- Bipolar affective syndromes including signs, symptoms, epidemiology and diagnostic criteria
- Medical and social impacts of bipolar syndromes
- Therapies for bipolar affective syndromes
- Presentation, symptoms and course of the anxiety disorders, panic disorder and agoraphobia
- Somatic symptoms of panic and hyperventilation
- Therapeutic options for anxiety and panic disorders including drug and non-drug therapies
- Signs, symptoms, epidemiology and diagnostic criteria for the schizophrenias, including prominent theories of etiology
- Different forms of schizophrenia
- Treatment options for schizophrenia

Core Clerkship Learning Objectives: Surgery

During the core clerkship in surgery the student will learn about “surgical” illnesses, so that no matter what area of medicine you choose for your career, you will be able to diagnose and plan for the care of patients who need surgery.

By the end of the core clerkship, the student should:

- Gain an overall knowledge of surgical illnesses and the important steps in the decision process for treating these conditions
- Understand the physiology of an acutely injured patient, whether this injury is from trauma, burns, infection, or surgery itself
- Learn the basic principles governing wound care, suturing, and management of tissue infections – an example: the decision making involved in determining when an infection needs drainage vs. when antibiotics alone are sufficient. This can only be learned through direct patient care experience.
- Learn how to render proper post operative care.
- Learn how to assess shock
- Learn about nutritional support and its role in treating severely ill patients
- Learn about the different surgical subspecialties, about anesthesia, and about the day-to-day practices of the staff surgeons in both academic and private practice settings
- Become familiar with some procedures that are important to critical care:
 1. Central lines: Watch a carotid endarterectomy and a groin dissection for vascular bypass surgery – you will hit the veins more easily if you have seen where they are
 2. Intubations: Be on hand in the OR at the beginning of each case
 3. Chest tubes: Observe cardiac and thoracic surgery cases – notice the relationship between internal structures and external landmarks
 4. Foley Catheter Insertion

GUIDELINES:

The teams for patient care on the wards are led by the Chief Resident. The responsibilities of each member of the surgical team are determined by the Chief Resident. You are a crucial part of the surgery team; the better

able you are to integrate yourself into the team's daily responsibilities, the more you will get out of your surgery rotation.

Try to learn as much as you can about the patients you care for: do the dressing changes so that you can check wounds. Keep track of the I and O's. Scrutinize each lab value. See every one of your patient's x-rays. Be present for special studies such as endoscopies, CT scans, or ultrasounds. Try to know more about your patients than anyone else on the service. Ask about anything that you do not understand.

Learn basic principles as soon as possible so that you can apply them as you go along: fluid & electrolyte management, pre- and post-operative evaluations, wound care, pain management, and how to avoid post-op complications such as atelectasis, DVT, urinary tract infections. Basically, if the team can count on you, you will be a valuable asset to the service. It is also generally true that the more involved you are in what goes on in your service, the more you will learn – you can't learn most of surgery from a book!

Core Clerkship: Surgery

The following topics are recommended for lectures, conferences, topic talks, journal club and assigned readings:

1. Fluid and Electrolyte
 - a. Body water volumes and distribution
 - b. Electrolyte distribution cell water and extra cellular fluid
 - c. Electrolyte content of body fluids
 - d. Water and electrolyte changes in response to various stress situations
 - e. Hormones in fluid and electrolyte homeostasis
 - f. Various electrolyte imbalances
2. Acid Base Homeostasis
 - a. Hydrogen ion biochemistry and physiology
 - b. Buffering systems
 - c. Metabolic acidosis "anion gap"
 - d. Respiratory acidosis
 - e. Respiratory alkalosis
 - f. Metabolic alkalosis
3. Nutrition
 - a. Risk factors and indicators for nutritional assessment
 - b. Calculations of energy requirements
 - c. Indications contraindications, complications and benefits of:
 - i. Internal feeding
 - ii. parental feeding
 - iii. special formulations
4. Surgical Infections
 - a. Inflammatory response
 - b. Mechanisms of infections, surgical hazards and epidemiology
 - c. Antibiotics in Surgery
5. Wound Healing
 - a. Factors on wound healing
 - b. Steps of normal wound healing
 - c. Postoperative wound complications
 - d. Wound closures
6. Trauma Patient
 - a. initial evaluation
 - b. secondary survey
 - c. shock and resuscitation

- i. types
 - ii. treatment
 - d. Burns
 - i. Evaluations
 - ii. treatment plans
 - iii. complications
- 7. Breast
 - a. Masses
 - i. Evaluation and screening, hereditary breast cancer
 - ii. Treatment
- 8. Endocrine
 - a. Pathophysiology, clinical presentation, work up and treatment of the following:
 - i. Solitary thyroid nodule
 - ii. Multinodular thyroid gland
 - iii. Thyrotoxicosis
 - iv. Primary, secondary and tertiary hyperparathyroidism
 - v. insulinoma/gluconoma/vipoma
 - vi. Zollinger-Ellison syndrome
 - vii. GI carcinoid
 - viii. Endogenous hypercortisolism
 - ix. Pheochromocytoma
 - b. Management of the following
 - i. Hypercalcemic cases
 - ii. Thyroid storm
 - iii. Grave's disease/ Hashimoto's disease
 - iv. Pheochromocytoma
 - v. Hyperaldosteronism
 - vi. endogenous hypercortisolism
 - vii. insulinoma
 - viii. carcinoid
- 9. Abdominal Surgery
 - a. Presentation and complications of the management of the following hernias:
 - i. Direct and indirect inguinal, femoral and obturator
 - ii. Sliding hiatal hernia
 - iii. Paraesophageal
 - iv. Incisional
 - v. Umbilical
 - vi. spigelian
 - vii. Richter's
 - viii. Parastromal
 - ix. Internal
 - b. Essential characteristics of presentation of GI tract diseases
 - i. History
 - ii. Physical exam
 - iii. Radiologic examinations
 - iv. Endoscopy
 - v. Tests
 - c. Medical management and surgical indicators
 - i. GERD
 - ii. Hiatal hernia
 - iii. Peptic Ulcer Disease
 - iv. Biliary tract disease

- v. Pancreatitis
 - vi. Portal hypertension
 - vii. Inflammatory bowel disease
 - viii. Diverticulitises
 - ix. Upper and lower GI bleed
 - x. GI malignancies
 - xi. Intestinal obstruction
10. Vascular/ Pulmonary
- a. Clinical manifestations and tests for
 - i. Obstructive vascular disease
 - ii. aneurysmal arterial disease
 - iii. thromboembolic disease arterial venous
 - iv. aortic aneurysm
 - b. therapeutic options
 - c. clinical manifestations, diagnostic and therapeutic
 - i. pneumothorax
 - ii. hydrothorax and hemothorax
 - iii. chylothorax
 - iv. pulmonary infiltrates or masses
 - v. congenital anomalies
 - vi. plural effusions
 - vii. mediastinal masses
 - viii. infectious processes
 - ix. neoplastic process

Clerkship Learning Objectives: Emergency Medicine

During the clerkship in Emergency Medicine the student will learn about medical and surgical conditions in an emergency setting.

By the end of the clerkship the student should:

- Be able to evaluate an acutely ill patient in the emergency room
- Gain an overall knowledge of how and when to apply the A.B.C.s in emergency conditions
- Understand how to evaluate and effectively manage all acute or life threatening conditions in an emergency setting
- Gain an understanding of the pathophysiology of shock, it's categorizations and treatment
- Understand the mechanisms, pathophysiology and treatment of cardiopulmonary arrest
- Understand the pathophysiologic effect and management of blunt and penetrating trauma, and of a patient with complex multi system injuries
- Learn the basic principles governing wound care, suturing, and the management of tissue infections, where drainage is required or when antibiotics alone are sufficient
- Learn what procedures and tests have to be performed
- Become proficient in
 1. starting IV's
 2. drawing blood
 3. arterial lines
 4. central lines
 5. foley catheter insertion
 6. gastric tube insertion
 7. airway intubation

8. chest tube
9. suturing

Clinical Decision Making - Diagnostic Approach: History, physical exam and diagnostic testing using this information plus the experience gained in taking care of patients in an emergency room setting.

Decision Making in Emergency Medicine

- Sit at patient's bedside to collect a thorough history.
- Perform an uninterrupted physical examination.
- Generate life-threatening and most likely diagnostic hypotheses.
- Use information databases and expert systems to broaden diagnostic diagnoses.
- Order only those tests that will affect disposition or that will confirm or exclude diagnostic hypotheses.
- Include decision rules on diagnostic testing order forms.
- Use guidelines and protocols for specific therapeutic decisions to conserve mental energies while on duty.
- Allow 2 to 3 minutes of uninterrupted time to mentally process each patient.
- Mentally process one patient at a time to disposition.
- Avoid decision making when overly stressed or angry. Take 1 to 2 minutes out, regroup, then make the decision.
- Carry a maximum of 4 to 5 "undecided" category patients.
- Stop – make some dispositions.
- Use evidence-based medicine techniques to substantiate decisions with evidence, understand the limitations of the evidence, and to answer specific questions, such as usefulness of diagnostic testing, management plans, and disease prognosis.

Core Clerkship: Emergency Medicine

The following topics are recommended for lectures, conferences, topic talks, journal club and assigned readings:

I. Multiple Trauma Patient-Priorities in management and resuscitation of the patient

- a. Initial survey ABC
- b. Secondary survey
- c. Shock, classification
- d. Monitoring the patient
- e. Injuries by area

II. Cardiovascular System

- a. Acute M.I.

- b. Congestive heart failure
- c. Dysrhythmias
- d. Pericarditis
- e. Valvular disease
- f. Aortic dissection
- g. Aneurysm

III. Dyspnea

- a. Obstructive pulmonary diseases
- b. Asthma
- c. Emphysema
- d. Chronic bronchitis
- e. Alpha 1 antitrypsin deficiency
- f. Cor pulmonale
- g. Pneumothorax
- h. Pulmonary embolus
- i. Psychogenic dyspnea

IV. Syncope

Hypoperfusion

- a. Outflow obstruction
- b. Reduced cardiac output
 - 1. tachycardias
 - 2. bradycardia
 - c. Vasomotor

CNS dysfunction

- a. Hypoglycemia
- b. Seizure
- c. Toxic
- d. Psychogenic

V. Coma

Assessment and Emergency measures

- a. Stroke
 - 1. Hemorrhage
 - 2. Infarction
- c. Trauma
- d. Metabolic disturbances
- c. Infections — Inflammatory
- d. Hypoxia
- e. CO₂ Narcosis
- f. Exogenous CNS toxins
- g. Electrolyte imbalance
- h. Hypertension
- i. Tumors

VI. Upper and Lower GI Bleeding-Clinical presentation, diagnosis and management

Core Clerkship Learning Objectives: Medicine

HISTORY TAKING: obtain accurate, efficient, appropriate, and thorough history. This clerkship will emphasize development of history taking skills. It will emphasize strategies and skills for the efficient elicitation of histories appropriate to the care of adult patients presenting with medical problems in the inpatient and office settings. Particular attention will be given to identification and elicitation of key historical data pertinent to immediate clinical decision-making.

PHYSICAL EXAM: perform and interpret findings of a complete and organ-specific exam. This clerkship will focus on development of physical examination skills (especially in the areas of cardiovascular, pulmonary, musculoskeletal, and gastrointestinal disease) pertinent to the clinical evaluation of adults presenting with medical problems in the inpatient and outpatient settings. It will emphasize elicitation of physical findings pertinent to differential diagnosis and immediate clinical decision-making.

PROCEDURES: perform routine technical procedures. Students will be taught the basic procedures used in inpatient and outpatient care of adult medical patients, including procedure indications, contraindications, techniques, complications, and interpretation of any findings that result. Examples include: venipuncture, peripheral venous catheter insertion, arterial blood gas measurement, lumbar puncture, paracentesis, thoracentesis, nasogastric intubation, Papanicolaou smears, and immunization administration.

DIAGNOSIS 1: articulate a cogent, prioritized differential diagnosis based on initial history and exam. A prime learning objective of the clerkship will be the formulation of a prioritized initial differential diagnosis based on the history and physical examination for common medical problems of adult patients presenting in inpatient and outpatient settings. Differential diagnosis of common systemic, cardiac, pulmonary, gastrointestinal, renal, endocrine, metabolic, rheumatologic, neoplastic, and infectious disease problems will receive particular emphasis.

DIAGNOSIS 2: design a diagnostic strategy to narrow an initial differential diagnosis demonstrating knowledge of pathophysiology and evidence from the literature. Another priority learning objective of this clerkship will be formulation of a diagnostic strategy, emphasizing use of the principles of clinical epidemiology (test sensitivity, specificity, pretest probability, predictive value) and cost effectiveness data to guide test selection and interpretation.

MANAGEMENT: design a management strategy for life-threatening, acute, and chronic conditions demonstrating knowledge of pathophysiology and evidence from the literature. The rotation will concentrate on basic management of the common medical problems of adults presenting to inpatient and ambulatory settings, with particular reference to the relevant pathophysiology and best scientific evidence.

THE MEDICAL WORK UP is a term used to refer to the sequence of history taking, physical exams, laboratory tests and diagnostic inquiries that are implemented during the evaluation of a patient's medical problems.

PREVENTION: plan a strategy for reducing incidence, prevalence, and impact of disease demonstrating knowledge of pathophysiology, clinical epidemiology, and evidence from the literature.

Core Clerkship: Medicine

The following topics are recommended for lectures, conferences, topic talks, journal club and assigned readings:

- I. Pulmonary Diseases
Clinical manifestations, differential diagnosis, pathophysiology, diagnostic tests and treatment.

- a. Asthma
- b. Chronic Obstructive Pulmonary Disease
 - 1. Chronic bronchitis
 - 2. Emphysema
- c. Pneumonia
 - 1. bacterial
 - 2. mycoplasmic
 - 3. viral
 - 4. fungal
- d. Pulmonary Embolism
- e. Tuberculosis
- f. Tumors of the Lung
 - 1. nodule
 - 2. non small cell carcinoma
 - 3. adenocarcinoma
 - 4. large cell
 - 5. squamous cell
 - 6. carcinoids
- g. Pleural Effusions

II. Cardiovascular Diseases

Clinical manifestations, history differential diagnoses, pathophysiology, diagnostic tests and treatment.

- a. Ischemic Heart Disease
 - 1. angina pectoris
 - 2. myocardial infarction
- b. Congestive Heart Failure
 - 1. Cardiomyopathies
 - 2. Vascular disease
 - 3. Systemic hypertension
 - 4. Pulmonary artery hypertension
 - 5. Pericardial disease
 - 6. high output states

III. Gastrointestinal Diseases

Clinical manifestations, history differential diagnoses, pathophysiology, diagnostic tests and treatment

- a. Acute Hepatitis
 - 1. viral
 - 2. medication
- b. Alcoholic Liver Disease
 - 1. alcoholic hepatitis
 - 2. alcoholic cirrhosis
- c. Cirrhosis
 - 1. alcoholic
 - 2. infectious
 - 3. cardiac
 - 4. primary
 - 5. sclerosing cholangitis
 - 6. hemochromatosis
 - 7. Wilson's disease
 - 8. alpha, antitrypsin deficiency

9. cryptogenic cirrhoses

IV. Gastrointestinal Disorders

- a. Cholecystitis
- b. Cholelithiasis
- c. Cholangitis
- d. G.E.R.D.
- e. Gastritis
- f. Peptic ulcer disease
- g. Inflammatory bowel disease
- h. Colic
- i. Tropical sprue
- j. Diverticular disease, diverticulitis
- k. Ischemic bowel disease
- l. Irritable bowel
- m. GI malignancies
- n. Upper and lower GI bleeding
- o. Acute and chronic diarrhea

V. Hematologic Disease

Definition, clinical manifestations, history, differential diagnosis, pathophysiology, diagnostic tests and treatments

- a. Bleeding Disorders
 1. thrombocytopenia
 2. inherited coagulation defects
 3. acquired coagulation defects
 4. Vitamin K deficiency
 5. hepatic failure
- b. Anemia
 1. decreased RBC production
 2. peripheral destruction or loss
 3. Hemorrhage
 4. Specific anemias
 - a. Iron deficiency
 - b. megaloblastic anemia
 - c. thalassemias
 - d. Marrow aplasia
 - e. hereditary spherocytoses
 - f. G-6-P-D deficiency
 - g. Sickle cell
 - h. Autoimmune hemolytic anemia
 - i. Leukemias

VI. Neurologic Disease

Definition, clinical manifestations, history differential diagnoses, pathophysiology, diagnostic tests and treatments

- a. Seizure Disorders
 1. focal
 2. generalized
- b. Coma
- c. Cerebrovascular Disorders

1. strokes
2. T.I.A.
- d. Meningitis
- e. Migraine
- f. Headache
- g. Movement disorders
- h. Multiple sclerosis
- i. Alzheimer's Disease

VII. Genitourinary Disease

Definition, clinical manifestations, history differential diagnosis, pathophysiology, diagnostic tests and treatments.

- a. Fluid and Electrolytes
- b. Acute renal failure
- c. Glomerulonephritis
- d. Nephrotic syndrome
- e. Urinary Tract Infection

VIII. Musculoskeletal

Definition, clinical manifestations, history, differential diagnosis, pathophysiology, diagnostic tests and treatments

- a. Gout
- b. Pseudogout
- c. Septic arthritis
- d. Rheumatoid arthritis
- e. Osteoarthritis
- f. Systemic lupus
- g. Scleroderma
- h. Temporal arthritis

IX. Infectious Disease and Antimicrobial Therapy

Definition, clinical manifestations, general considerations, differential diagnosis, pathophysiology, diagnostic tests and treatment

- a. Fever of unknown origin
- b. The immunocompromised patient
- c. Hospital associated infection
- d. Sexually transmitted diseases
- e. Pneumonias
- f. Antimicrobial therapy
 1. empiric regimen
 2. drug susceptibility tests
 3. duration
 4. response
 5. adverse reactions
- g. Immunization against infectious disease

X. hepatitis virus

XI. HIV/AIDS

FOURTH YEAR ROTATION CURRICULUM

Students will begin their 4th Year Clinical Curriculum after having successfully completed the 3rd year clinical curriculum and passing COMLEX-USA Level 1. Each student will be required to complete the rotations which are listed below:

Medicine/Subinternship Rotation

Description:

This clerkship provides the student with the opportunity to serve as a sub-intern on a general medical service at an approved teaching hospital. Students participate in the management of diverse medical patients from admission to discharge. The major purpose of the rotation is to facilitate the transition from Student Clerk to Intern.

Objectives of the Clerkship:

The primary objective of this clerkship is to provide students with additional experience in general medicine, building on the core knowledge and skills acquired during the third year medicine clerkship. This is accomplished by having the student function as an integral member of the medical team, functioning as an intern albeit with a level of supervision intermediate between that of an intern and a third year medical student. The student should be able to demonstrate the ability to:

- Perform a thorough history and physical appropriate to the medical patient
- Develop an appropriate diagnostic plan for the work-up of the medical patient
- Display appropriate preparation of the medical patient for surgery or medical procedures
- Display appropriate considerations of medical management including but not limited to the prevention and treatment of common complications fluid and electrolyte imbalances and vascular and respiratory complications
- Demonstrate appropriate management and interpretation of relevant laboratory, radiological and pathological data in the care of the medical patient
- Deliver a case presentation in a concise but thorough manner
- Show evidence of appropriate use of the medical literature to support decision-making
- Demonstrate skills deemed appropriate for the fourth year medical sub-intern

Performance evaluation:

Students should be assessed by their preceptor based on direct observation, input from other physicians and residents, student procedure, medical and patient work-up logs, attendance and participation in rounds and medical conferences, medical case and topic presentations, and their patient write-ups. Final performance assessment in the form of a grade is based on the Clinical Clerkship Student Evaluation Form (CCSEF) as well as the student logs and shelf-test/clerkship test if one is administered.

Clerkship Evaluation Tools:

Evaluations of students are to be completed by the DME/Attending Medical Preceptor using the Clinical Clerkship Faculty Evaluation of the Student Form. Chief Residents, other medical residents, and attending physicians may contribute to the input but are not to complete the form on behalf of a preceptor.

Evaluation of faculty and site experiences is required of every student. These must be carried out by means of the CCFES.

Surgical/Subinternship Rotation

Description:

This clerkship provides the student with the opportunity to serve as a sub-intern on a general surgical service at an approved teaching hospital. Students participate in the management of diverse surgical patients from admission to discharge. The major purpose of the rotation is to facilitate the transition from Student Clerk to Intern.

Objectives of the Elective:

The primary objective of this elective is to provide students with additional experience in general surgery, building on the core knowledge and skills acquired during the third year surgery clerkship. This is accomplished by having the student function as an integral member of the surgical team, functioning as an intern albeit with a level of supervision intermediate between that of an intern and a third year medical student. The student should be able to demonstrate the ability to:

- Perform a thorough history and physical appropriate to the surgical patient
- Develop an appropriate diagnostic plan for the work-up of the surgical patient
- Display appropriate preparation of the surgical patient for surgery
- Display appropriate considerations of post-surgery management including but not limited to the prevention and treatment of common post-surgical complications such as wound infections, ileus, fluid and electrolyte imbalances and vascular and respiratory complications
- Demonstrate appropriate management and interpretation of relevant laboratory, radiological and pathological data in the care of the surgical patient
- Deliver a case presentation in a concise but thorough manner
- Show evidence of appropriate use of the medical literature to support decision-making
- Demonstrate surgical skills deemed appropriate for the fourth year surgical sub-intern

Performance evaluation:

Students should be assessed by their preceptor based on direct observation, input from other surgeons and residents, student procedure, surgery and patient work-up logs, attendance and participation in rounds and surgical conferences, surgical case and topic presentations, and their patient write-ups. Final performance assessment in the form of a grade is based on the Clinical Clerkship Student Evaluation Form (CCSEF) as well as the student logs and shelf-test/clerkship test if one is administered.

Clerkship Evaluation Tools:

Evaluations of students are to be completed by the Attending Surgical Preceptor using the Clinical Clerkship Student Evaluation Form. Chief Residents, other surgical residents, and attending surgeons contribute to the input but are not to complete the form on behalf of a preceptor.

Evaluation of faculty and site experiences is required of every student. These must be carried out by means of the Evaluation of Clinical Assignment Form.

1 Month Medical Subspecialty

These are specialties requiring an IM residency, followed by a fellowship in the subspecialty, such as Pulmonary, ID, Cardiology, GI, Endocrine, Nephrology. Note that pediatric subspecialties also “count” (e.g., pediatric cardiology, allergy & asthma), and that general pediatrics rotations (including inpatient), will not satisfy this requirement. These will usually involve significant inpatient experience.

1 Month Surgical Subspecialty

These include general and specialty surgical specialties, such as orthopedics, ophthalmology, anesthesia, urology, plastic surgery, gynecological surgery. If in doubt, please check with the clinical education office before scheduling.

Ambulatory Care

Students will have the opportunity for exposure to the primary care settings particularly in medically underserved populations. These are settings in which there are both initial presentations of patient problems and the opportunity for follow-up. Though a single rotation is short; students should observe development of longitudinal relationships between doctors and patients.

1 Month Critical Care/Anesthesia

Can be any inpatient critical care: Adult, Surgical, Neonatal

4 Months Electives

Includes all of the listed categories and those not listed above.

Fourth Year Core Rotations

Internal Medicine	1 Month
General Surgery	1 Month
Ambulatory Care	1 Month
Critical care/ Anesthesia	1 Month
Medical Subspecialties/ICU	1 Month
Surgical Subspecialties/SICU	1 Month
Elective	4 Months

CURRICULAR OBJECTIVES—CRITICAL CARE

Explore ethical issues presented in the intensive care setting, the interplay between members of the health care team and patients and families. Explore the students' own feelings and views and how they relate to the provision of patient-centered care. This is a very broad area; we expect students will begin to appreciate the complexity of ethical issues related to care of patients in the critical care setting.

For example: Discuss use of monitoring devices; their uses and limits. Understand that use of monitors is an adjunct to and does not replace evaluation of the entire patient.

For example: Discuss infection in the critical care setting, and sources of infection, including iatrogenic infection. Review antibiotic choices and use of broad vs narrow spectrum antibiotics. Workup of the febrile patient.

For example: Discuss the clinical presentation and differential diagnosis of shock syndromes including blood loss, hypovolemia due to redistribution and third spacing of volume, neurogenic, cardiogenic and septic shock as well as heat shock and neuroleptic malignant syndrome. Discuss assessment, treatment and hemodynamic monitoring for victims of shock syndromes.

For example: Discuss the clinical presentation, signs, symptoms and risk factors for renal failure, including anticipatory management of progressive renal failure syndromes, indications for renal biopsy, use of

microalbuminuria screening and ACE inhibitors in diabetes, vascular access, complications of renal failure including hyperkalemia, acidosis, and modification of diet and pharmacologic therapy in renal failure patients.

FACULTY DEVELOPMENT TOOLS

Patient Chart Review Discussion:

Student documentation on patient charts is used to assess student knowledge, organization and problem solving. The student's written presentation of the patient's history and physical and/or progress helps to document the student's clinical competency. Patient charts can serve as a catalyst for teaching discussions.

EDUCATIONAL ACTIVITIES AT CLINICAL SITES MAY INCLUDE ANY OR ALL OF THE FOLLOWING:

- A. Academic Programs
 - 1. Department meetings
 - 2. Journal clubs
 - 3. Morbidity and mortality conferences

- B. Conducting case study analyses
 - 1. Conducting case study critiques of a presentation
 - 2. Demonstrating diagnostic techniques and procedures
 - 3. Delegating discharge summary responsibilities to house staff
 - 4. Doing medical audits with house staff members

- C. Lecturing and interpreting content material
 - 1. Summarizing seminars
 - 2. Talking to the medical student staff immediately after a problem has occurred
 - 3. Taking time to plan the logistics and/or medical strategy for the week.

LIBRARY RESOURCES FOR CLINICAL ROTATIONS

A Listing of Resources Available At the Touro College of Osteopathic Medicine Medical Library Applicable To Clinical Training

The facilities and resources of the Touro-Harlem Medical Library are for research, learning and teaching activities associated with Touro College of Osteopathic Medicine; commercial use of these facilities/resources is prohibited.

THIS LIST IS NOT INTENDED TO BE ALL INCLUSIVE

To access the Touro-Harlem Medical Library home page go to <http://www.touro.edu/med/> and click on Library. You can then select the tools, resources and information that suits your needs.

EXAM MASTER - Take practice exams including more than 16,000 exam questions for USMLE, Medical Specialty Board Preparation for Basic and Clinical Sciences, and PANCE.

[MD CONSULT WITH FIRST CONSULT](#) - The prime online resource used by faculty, students and preceptors. The service includes approximately 50 online full-text books and 50 online full-text journals plus drug information,

patient education handouts, practice guidelines and Medline search capabilities. Included in MDConsult is FirstConsult, a web and PDA-based clinical information system, which provides continuously updated, evidenced-based guidance on the latest in patient evaluation, diagnosis and management – all written and designed for rapid access at the point of care.

[Academic Search Complete](#) - Designed for academic institutions. Search articles in over 5,300 publications (over 4,460 peer-reviewed) back to 1865, citations & abstracts for 9,300 journals & 10,900 publications (monographs, reports, conference proceedings, etc.), cited references for 1,000 journals. Covers all areas of academic study (area studies, biology, chemistry, ethnic & multicultural studies, general science, law, mathematics, music, physics, psychology, religion & theology, women's studies, etc.). Updated daily. Use [eJournals](#) to link to individual titles.

[Allied and Complementary Medicine Database \(AMED\)](#) - Search citations and abstracts of articles from almost 600 journals. Covers complementary medicine, physiotherapy, occupational therapy, rehabilitation, podiatry, palliative care, and speech & language therapy.

[Alt HealthWatch](#) - Search articles in over 180 international (often peer-reviewed) journals, reports, proceedings, association & consumer newsletters back to 1990. Covers complementary, holistic, integrated approaches to health care & wellness. Includes hundreds of pamphlets, booklets, special reports, original research, book excerpts. Use [eJournals](#) to link to individual titles.

[Anatomy.tv](#) - View 3D rotatable images for 9 anatomical areas including Interactive Head & Neck, Interactive Pelvis & Perineum, and Interactive Spines; quizzes; MRI views.

[CA-plus/SciFinder](#) - Search more than 27 million document records from nearly 9,500 journals and 150 countries from the late 19th century to the present. Document sources include journals, patents, conference proceedings, research disclosures. Access requires creation of individual online account. Faculty and students should contact the Library for registration URL and instructions.

[CINAHL Plus with Full Text](#) - Search articles in over 560 nursing & allied health journals back to 1937. Has National League for Nursing & American Nurses' Association publications on nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health, 17 allied health disciplines. Includes books, dissertations, conference proceedings, standards of practice, educational software, audiovisuals, evidence-based care sheets, legal cases, clinical innovations, critical paths, drug records, research instruments, clinical trials. Use [eJournals](#) to link to individual titles.

[Cochrane Central Register of Controlled Trials](#) - Search citations & abstracts of controlled trials identified by contributors to the Cochrane Collaboration & others as part of an international effort to hand search journals worldwide & create an unbiased source of data for systematic reviews. Includes reports in conference proceedings & other sources not in MEDLINE or other databases.

[Cochrane Database of Systematic Reviews \(CDSR\)](#) - Search journal articles & protocols on the effects of healthcare. Reviews are highly structured & based on quality criteria to minimize bias. Data is evidence-based medicine often combined statistically to increase the power of the findings of numerous studies each too small to produce reliable results individually.

[Cochrane Methodology Register](#) - Search citations & abstracts of publications that report on methods used in the conduct of controlled trials.

[UP-TO-DATE](#). The premier point of service clinical medicine database providing current information on over 6,000 topics. Browse evidence-based & peer-reviewed clinical information articles written by nearly 3,000 physicians in 20 medical specialties. Updated daily.

[Credo Reference](#) - Was xreferplus. Search over 210 reference sources (biographies, conversions, dictionaries, encyclopedias, quotations) in 16 academic disciplines. Covers art, business, history, literature, medicine, music,

philosophy, psychology, science, social sciences, technology, etc.. Use the [Books & Media \(Library Catalog\)](#) to link to individual ebooks.

[Database of Abstracts of Reviews of Effectiveness \(DARE\)](#) - Search abstracts of published systematic reviews on the effects of healthcare worldwide, critically analyzed at the NHS Centre for Reviews and Dissemination at the University of York (England) according to a high standard of criteria, in subjects for which a Cochrane review may not yet exist.

[Encyclopedia of Life Sciences \(ELS\)](#) - Was Embryonic Encyclopedia of Life Sciences (Embryonic ELS) & Nature Encyclopedia of Life Sciences (ESL). Search 3,900 peer-reviewed articles on biology, clinical medicine, diseases & conditions, evolution, morphology, immunology, neuroscience, plant science, science & society, etc. Has a glossary with 4,000 definitions.

[EXAM MASTER OnLine](#) - Access USMLE & medical specialty board exams. WHEN YOU LOG IN THE FIRST TIME, REGISTER BY ENTERING A USER NAME & PASSWORD.

[Gale Virtual Reference Library](#) - Provided by NOVEL, NY State Library's free public statewide virtual library pilot project funded via a Library Services and Technology Act (LSTA) grant to the NY State Library by the Federal Institute of Museum and Library Services (IMLS). Search & browse 27 works. Covers business, history, law, literature, medicine, science, social science..

[GreenFile](#) - Search citations & abstracts of articles in more than 600 periodicals on topics ranging from global warming to recycling to alternate fuel sources and beyond.

[Health & Wellness Resource Center \(and Alternative Health Module\)](#) - Search the Gale Encyclopedia of Medicine; a drug & herb finder (PDR Family Guides (prescription drugs, over-the-counter drugs, natural medicines & healing therapies); Medical & Health Information Directory (organizations); Mosby's Medical, Nursing, & Allied Health Dictionary; health news; Gale Encyclopedia of Alternative Health; health assessment tools. Includes articles from over 630 periodicals back to 1980. Use [eJournals](#) to link to individual titles.

[Health Sciences: A SAGE Full-Text Collection](#) - Search articles in 26 peer-reviewed journals back to 1982. Covers nursing, autism, psychiatry, psychology, aging & gerontology, public health, administration, pediatrics, family, mental disorders, learning disabilities, research methods & evaluation, etc.. Use [eJournals](#) to link to individual titles.

[Health Technology Assessments](#) - Search nearly 7,000 abstracts (including more than 3,000 descriptive abstracts) of completed and ongoing health technology assessments (studies of the medical, social, ethical and economic implications of healthcare interventions).

[International Pharmaceutical Abstracts \(IPA\)](#) - Search citations and abstracts of over 800 international health journals. Covers information on drug use and development, drug therapy, toxicity, pharmacy practice, legislation, regulation, technology, utilization, biopharmaceutics, information processing, education, economics, and pharmaceutical ethics.

[Iowa Drug Information Service \(IDIS\)](#) - Search citations of over 180 journals concerning human drug therapy, the clinical pharmaceutics of drugs, and the economics of drug use.

[JSTOR Arts & Sciences I, II, III & IV and Business II Collections](#) - Browse articles in over 500 arts, sciences & business journals back to the mid-1800s. Covers education, history, Jewish studies, language & literature, law, mathematics, political science, sociology, etc.. Use [eJournals](#) to link to individual titles.

[King Guide to Parenteral Admixtures](#) - Provides up-to-date injectable drug compatibility and stability information with over 460 intravenous drug monographs developed from 2000 primary source references.

[Masterfile Premier](#) - Search nearly 1,750 periodicals, nearly 500 reference books, 86,017 biographies, 105,786 primary source documents, and an Image Collection of 341,655 photos and maps. Covers general reference, business, health, education, general science, multicultural issues, etc.

[MD Consult \(Core Service\)](#) - Use the Generic Account to search & browse 85 reference books on clinical medicine; articles in over 100 journals, 35 clinics (search & browse 35 clinics titles (geriatric, sleep, sports medicine; neurologic, orthopedic, psychiatric, etc.)), year books; drug information; news; current practice topics, insights, guidelines; patient handbooks on diseases & conditions; etc.. Create a Personal Account to download My PDA/Pocket, use My Folder of bookmarks & saved searches, etc.. Use the [Books & Media \(Library Catalog\)](#) to link to individual ebooks & [eJournals](#) to link to individual journals, clinics, year books.

[MedicinesComplete](#) - Search over 10,000 drug, poison, interaction and herbal monographs, including Martindale's, Clarke's Analysis of Drugs and Poisons, and Stockley's Drug Interactions, providing the latest advice on prescribing, dispensing, and administering drugs and medicines, and over 100,000 references to original research, scientific papers, reports and case studies.

[Mental Measurements Yearbook](#) - Search information about & reviews of all English-language standardized tests of educational skills, personality, vocational aptitude, psychology, etc.. Data is from the printed Yearbooks 9 to 15 & includes author, publication, scoring information; test materials & time needed; etc.

[MICROMEDEX Healthcare Series](#) - Search evidence-based information on over 2,300 FDA-approved and investigational prescription and nonprescription drugs, as well as non-U.S. preparations. Areas covered include dosage, pharmacokinetics, cautions, interactions, clinical applications, adverse effects, comparative efficacy, drug of choice information, and orphan drug status. Can be downloaded to PDA.

[Natural Medicines Comprehensive Database](#) - Offers evidence-based information on over 30,000 natural products with 1,100 detailed monographs on individual natural ingredients.

[NetAnatomy](#) - Use anatomical and radiological tutorials.

[NHS Economic Evaluation Database](#) - Search abstracts of quality-assessed economic evaluations of drugs, treatments and procedures.

[OCLC FirstSearch](#) - Search over 30 bibliographic, numeric, full-text specialty databases. Includes Arts & Humanities Citation Index, BasicBIOSIS, Biology Digest, Business and Management Practices, Clase and Periodica, Contemporary Women's Issues, Dissertation Abstracts Online, EconLit, GEOBASE, MDX Health Digest, Media Review Digest, PAIS International, ProceedingsFirst, SIRS Researcher, WorldCat, etc.. RESTRICTED to TC (NY) library PCs.

[OED Online \(Oxford English Dictionary\)](#) - Search for definitions, etymologies, quotations from the 20 vol., 2nd ed., 1989 & 3 vol. add. series, 1993-97. Updated quarterly.

[OT Search](#) - Search 34,000 citations of books, proceedings, theses & dissertations, unpublished papers, journal articles on rehabilitation, education, psychiatry, psychology, health care delivery & administration topics & assessment tools.

[OTDBASE](#) - Search citations & abstracts of articles in 20 occupational therapy journals.

[Ovid eBooks & eJournals](#) - Search & browse over 40 ebooks & 70 ejournals on clinical medicine, the health professions, life sciences, nursing, plus use OVID MEDLINE to search citations & abstracts from over 4,600 biomedical journals. Covers medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, etc.

[ProQuest Biology Journals](#) - Search articles in over 250 journals back to 1998. Covers biological chemistry, biophysics, botany, cytology & histology, environmental studies, microbiology, microscopy, zoology. Use [eJournals](#) to link to individual titles.

[ProQuest Central](#) - Search articles in over 11,300 periodicals and in over 760 full-text newspapers. Encompasses Full Text Dissertations (30,000), Hoover's Company Records, OxResearch, Pharmaceutical News Index, [ProQuest Biology Journals](#), [ProQuest Education Journals](#), [ProQuest Health Management](#), [ProQuest Medical Library](#), [ProQuest Nursing & Allied Health Source](#), [ProQuest Psychology Journals](#), [ProQuest Science Journals](#). Use [eJournals](#) to link to individual titles.

[ProQuest Health Management](#) - Search articles in over 550 periodicals on all aspects of health administration. Covers public health & safety, hospitals, finance, personnel management, insurance, population studies, labor relations, law. Use [eJournals](#) to link to individual titles.

[ProQuest Medical Library](#) - Search articles (using MEDLINE indexing) in 800 periodicals back to 1986. Covers all major healthcare specialties (nursing, pediatrics, neurology, pharmacology, cardiology, physical therapy, etc.). Use [eJournals](#) to link to individual titles.

[ProQuest Newspapers](#) - Search articles in over 40 national, international, minority interest newspapers. Use [eJournals](#) to link to individual titles.

[ProQuest Nursing & Allied Health Source](#) - Search articles in over 580 journals back to 1986. Covers alternative & complementary medicine, consumer health, cytology, nursing, nutrition, oncology, pediatric care, pharmacology, public health, radiology. Use [eJournals](#) to link to individual titles.

[ProQuest Psychology Journals](#) - Search articles in over 485 journals back to 1971. Covers clinical & social psychology, genetics, psychology of business & economics, communication, criminology, addiction, neurology, social welfare, etc.. Has charts, diagrams, graphs, tables, photos, other graphical elements. Use [eJournals](#) to link to individual titles.

[ProQuest Science Journals](#) - Search articles in over 380 journals back to 1986. Covers physics, engineering, astronomy, biology, earth science, chemistry, etc.. Has charts, diagrams, graphs, tables, photos, other graphical elements. Use [eJournals](#) to link to individual titles.

[PsycINFO](#) - Search nearly 2.3 million citations & summaries of articles (2,100 journals, 97% peer-reviewed), book chapters, books, dissertations back to the 1800s. Covers the psychological aspects of medicine, psychiatry, nursing, sociology, education, pharmacology, physiology, linguistics, anthropology, business, law, etc.

[SAGE Premier Collection](#) - Search articles in over 485 journals. Covers business, health science, humanities, social sciences, science, and technology.

[Science Reference Center](#) - Provided by NOVEL, NY State Library's free public statewide virtual library pilot project funded via a Library Services and Technology Act (LSTA) grant to the NY State Library by the Federal Institute of Museum and Library Services (IMLS). Search full-text for nearly 640 K-12 science encyclopedias, reference books, periodicals, etc. Covers biology, chemistry, earth & space science, environmental science, health & medicine, history of science, life science, physics, science & society, etc.. Includes original videotape recordings about scientific research.

[ScienceDirect Health & Life Sciences College Edition](#) - Search articles in over 900 journals. Includes over 20 reference works, handbooks, book series. Covers biological chemistry, forensic sciences, human nutrition, immunology, psychotherapy, neurological sciences, etc.. Use [eJournals](#) to link to individual titles.

[SPORTDiscus with Full Text](#) - Search articles in 230 journals. Covers sports, fitness, sports medicine. Use [eJournals](#) to link to individual titles.

[STATRef](#) - Search all 42 standard medical reference ebooks or an individual title. Can search [PubMed](#), etc. Use the [Books & Media \(Library Catalog\)](#) to link to individual ebooks. Includes Harrison's.

[UpToDate Online](#) - Browse evidence-based & peer-reviewed clinical information articles written by nearly 3,000 physicians in 20 medical specialties.

[Westlaw Campus Research](#) - Search & browse news (hundreds of U.S newspapers, magazines, trade journals, international & foreign language publications, 400 newswires, newsletters, broadcast transcripts, company information) & law-related content (analytical sources - American Jurisprudence, American Law Journal, 800 law reviews & journals; primary law sources - US Code, federal/state/Supreme Court cases, Code of Federal Regulations, Federal Register, European Union Law). Use [eJournals](#) to link to individual titles.

From the Touro-Harlem Library home page be sure to access PubMed with Linkout to search for biomedical articles and then link directly to the full text of almost all of the journals subscribed to by the Touro-Harlem Medical Library. The link from on-campus is: http://www.ncbi.nlm.nih.gov/sites/entrez?holding=nytoharlib_fft

The link from off-campus is:

http://www.touro.edu/library/commerdb/proxyTC.asp?http://www.ncbi.nlm.nih.gov/sites/entrez?holding=nytoharlib_fft

And please remember you can access the ONLINE CATALOG from the Touro-Harlem Medical Library homepage or directly via <http://library.touro.edu/search~S5> . Search by title or keyword or subject for books (in print and electronic form), CDs, DVDs, flashcards, and journals - in other words, the entire collection held in our library.

Borrowing Policies & Fines

If library materials are not returned by the date due, an overdue notice will be sent to you via e-mail. When you return the late library materials, you will receive a fine notice. Fines should be paid in the library during business hours.

Gentle Reminder: You can access the Touro College of Osteopathic Medicine-Harlem Medical Library electronically from anywhere in the world where you have internet access. Use your remote login and password. If you've forgotten it, call 646-981-4532 or stop by the library.

Places to Find Recommendations for Books for and Other Resources

A bibliography that includes major textbooks, handbooks, manuals, clerkship books and a few PDA resources is available through the central Touro College of Osteopathic Medicine library. Access is available to all student, preceptors, research and academic faculty. These may be found on-line. Recommendations for inclusion on this list are welcomed.

Notes:

The Brandon/Hill Selected List of Print Books and Journals for the Small Medical Library is the main selection tool for libraries and an excellent indication of the value and importance of a medical book or journal. Many preceptors /attendings are familiar with the Brandon-Hill list so it's advantageous to be familiar with the term. Here is a link to the full list http://www.mssm.edu/library/brandon-hill/small_medical/pdf/brandon4.pdf

•All annotations in quotes are from the Majors.com website.

Sites with Clinical Rotation Book Recommendations

- Bookmarc.com <http://www.bookmarc.com/3rdyears.htm>
- UCSD Bookstore <http://bookstore.ucsd.edu/books/medical/clinical/index.htm>
- <http://www.usmle.net/> NOT connected with the National Board of Medical Examiners; nonetheless, this is a wonderful site with thoughtful annotations. Includes books on medical fiction.

Free Medical Book Sites

- Free Books 4 Doctors at freebooks4doctors.com. This site provides access to 630 free full-text online medical books in 11 languages. Although many of the books are well known, the primary requirement for inclusion on this list is that the book is **free**.

Brief Glossary of Library Terms You Should Know

- ILL or interlibrary loan. What you need to ask for when an article or book is not available onsite. Can be called document delivery. DOCLINE is the National Library of Medicine's automated ILL request system.
- Index Medicus - the print version of Medline/PubMed.
- MeSH - medical subject headings. Controlled subject vocabulary used for indexing and cataloging at NLM.
- NLM - National Library of Medicine located in Bethesda, Maryland.

WRITING FOR THE MATCH AND RESIDENCY

Match and Residency Examples: Curriculum Vitae, Personal Statement, Dean's Letter. University of North Carolina, Chapel Hill Medical School., Office of Student Affairs. <http://www.med.unc.edu/md/residency-match>

Strolling Through the Match. American Academy of Family Physicians. Includes strategy, and how to write a curriculum vitae and a personal statement.

<http://www.aafp.org/online/en/home/publications/otherpubs/strolling.html>