



**Pacific Northwest University  
Of Health Sciences  
Years III and IV Clerkship Curriculum  
Student Clinical Rotation  
Family Medicine**

<b>Course Title:</b>	<b>FAMILY MEDICINE – FM 701,702</b>
<b>Credit Hour:</b>	8 credits each block
<b>Rotation Length:</b>	Two 4-week rotations are required with one 4-week rotation with emphasis on Rural
<b>Prerequisites:</b>	None

**Syllabus Components**

1. Rotation Description, Purpose and Philosophy
2. Rotation Objectives
3. Orientation to Rotation
4. Required Activities and Assignments
5. Student Performance Evaluation
6. Recommended Resources
7. Standards of Professional Conduct
8. Tips for Successfully Completing the Rotation

Two 4-week rotations are required, with at least 4 weeks dedicated to treating underserved populations (e.g. in rural area). The student will be assigned to a practicing physician or group of physicians in family practice.

*Last update: 12/30/11*

**This syllabus has been reviewed by the Curriculum Committee and Dean's Council with final approval by the Dean.**

## **1. Rotation Description, Purpose, and Philosophy**

The purpose of each 4-week experience is to provide the student with exposure to commonly encountered cases and pathology in the practice of Family Medicine. To accomplish this, the rotation provides broad exposure to both chronic and acute problems, experience in appropriate consultation, outpatient diagnostic testing, patient education and other procedures. To achieve rotation objectives, the student is expected to apply the concepts of diagnosis and management for all phases of outpatient care and, if relevant, develop a working knowledge of both inpatient and outpatient treatment modalities. Throughout the rotation, students will assume as much responsibility for patient care as is commensurate with his/her preparedness.

## **2. Rotation Objectives**

Learning objectives for this rotation should guide the student's learning activities and serve as a baseline for assessment of the student's enhanced knowledge, skills, and professional behavior.

A set of learning objectives for this rotation is provided below. The objectives are intended to be a guide for the student's learning activities and serve as a baseline for assessment of the student's enhanced knowledge, skills, and professional behavior. Not all of the objectives listed below will be encountered during any single rotation. While each student is expected to further expand his/her knowledge base and to care for all assigned patient cases, he/she is also expected to avail him/herself of the educational materials provided and to master the following objectives.

### **Interpersonal and Communication Skills Objectives:**

1. Obtain through an interview, a thorough and accurate medical history of any patient, regardless of age, ethnic or socioeconomic origins. Take into account a patient's mental state, motivation for seeking treatment and ability to communicate. Employ appropriate interviewing techniques, making sure that there is full understanding between the physician and the patient.
2. Communicates effectively with attending, resident, team members and other health care professionals.
3. Documentation in medical records is legible and timely
4. Communicates appropriately and professionally to patient and family members
5. Demonstrate appropriate use of telephone, e-mail, and other communication modalities and acts professionally in communicating with patients and other members of the health care team.

### **Medical Knowledge**

By the end of this rotation, the student will have the following knowledge and skills:

1. Diagnose and manage common acute illnesses and injuries
2. Diagnose and manage common chronic illnesses and injuries
3. Provide health promotion services and primary preventive services
4. Diagnose and manage common mental health conditions including substance abuse disorders

5. Demonstrate self-reflection and self-assessment skills

By the end of the rotation, the student will have knowledge of the following processes:

#### Systems

1. Utilize evidence-based resources to identify best practices
2. Provide coordination of care within the health care system
3. Recognize the contributions of all members of the healthcare team
4. Identify community resources which assist in providing care to underserved and vulnerable populations
5. Identify the impact of health care financing on patient care plans

#### Patient Centered Care

1. Personally advocate for the best interest of the patient
2. Provide continuity of care
3. Provide patient-centered health behavior education
4. Provide culturally relevant and sensitive care
5. Recognize the impact of psychosocial issues on patient care
6. Demonstrate effective communication skills with patients and family members
7. Recognize personal and professional tendencies toward bias and stereotyping, and the impact on physician-patient interaction
8. Identify health beliefs among Hispanic and Native American patients, depending on culture
9. Incorporate the patients' health beliefs in an appropriate medical assessment and treatment plan
10. Be familiar with appropriate and effective use of an interpreter
11. Reinforce his/her understanding of barriers to care

### **Special Objectives for the Rural Rotation**

(4 weeks of the Family Medicine Rotation):

1. Gain an appreciation of the rural osteopathic family physician's role as the physician first contacted in such settings to deliver holistic family-oriented medical care
2. Gain an understanding of family systems concepts, and the impact that family functioning and psychosocial/economic factors have on health and illness, and the importance of involving the family in the treatment of the patient in order to provide overall health care in a rural setting.
3. Gain skills and knowledge in performing procedures commonly done in the office of the rural osteopathic family physician
4. Learn to communicate effectively with patients
5. Learn to better respond to moral/ethical aspects of patient care
6. Learn skills in self-evaluation and self-directed learning in the rural setting
7. Improve osteopathic manipulation skills
8. Become proficient in presenting patients in verbal and written formats
9. Effectively utilize community resources in developing medical care plans and providing patient care.
10. Describe barriers to patient compliance, and demonstrate multicultural factors to enhance medical practice
11. Utilize videoconferencing equipment, and learn to utilize distance learning and telemedicine techniques in the practice of rural medicine

Upon completion of this clerkship you will:

1. gain a deeper appreciation of the primary care practitioner's role as the physician of first contact who delivers holistic, family-oriented, comprehensive, and continuous medical care to those patients entering the health care system
2. develop greater confidence in providing traditional quality medical care in ambulatory settings
3. recognize the importance of the cultural competence of physicians in the treatment of patients
4. recognize the importance of patient safety practices
5. enhance skills to acquire evidence-based medicine information
6. enhance history and physical exam, diagnostic, procedural, OMT, interpersonal communication, psychosocial, and practice management skills to improve patient care
7. gain a better understanding of the moral, ethical, political, legal, economic, and cultural issues affecting the practice of family medicine

These objectives are intended to guide your learning activities and to serve as a baseline for assessment of your knowledge, skills, and professional behavior.

Upon completion of this clerkship, you will be able to:

1. address the ethical, moral, and social challenges that may confront the patient, family, or physician when dealing with health care issues
2. utilize evidence-based medicine research strategies to access information to help develop an effective treatment plan
3. employ patient safety measures in patient management
4. demonstrate interpersonal communication skills that build rapport with patients and their families and facilitate a positive physician-patient relationship
5. demonstrate an advanced level of history and physical exam skills

During the orientation of the rotation in consultation with the preceptor, you should identify any other objectives that would be most beneficial for your medical education to master during this rotation.

1. For each disease or condition you encounter, you should be able to describe/assess the following:
  2. Presenting signs and symptoms
  3. Physical findings
  4. Interpretations of appropriate diagnostic studies
  5. Major differential diagnoses
  6. Management alternatives, including: treatment plans, patient education, and addressing modifiable risk factors
  7. Possible complications
  8. Prognosis
  9. Follow-up care
  10. Somatic dysfunction related to the disease/condition and the osteopathic treatment(s) for the somatic dysfunction
  11. Primary, secondary and tertiary prevention strategies

Students will be expected to:

1. Take an appropriate accurate and systematic history.
2. Demonstrate appropriate communication and psychosocial skills.
3. Demonstrate ability to skillfully perform physical examinations – focused or general-appropriate to patient history.
4. Formulate oral presentations and medical write-ups that are complete, accurate, organized and in a SOAP note format.
5. Perform ancillary tasks necessary for patient care, including interpreting simple x-rays, interpret EKG's, interpret common laboratory data and write prescriptions.
6. Demonstrate knowledge of the characteristics of the most commonly prescribed drugs, including pharmacokinetics, pharmacodynamics, indications for use, contraindications, appropriate dosage, common side effects, drug interactions, interactions with foods, potentials for abuse, cost-effectiveness and inpatient versus outpatient use.
7. Be aware of the adverse effects of drugs and drug combinations on particular patient populations, such as the elderly, children, pregnant women, nursing mothers and their infants, substance abusers, patients with allergies, and patients with chronic diseases or disorders.
8. Demonstrate similar knowledge of the over-the-counter drugs that are commonly used by patients.
9. Demonstrate ability to skillfully perform osteopathic structural examination, make diagnosis of somatic dysfunction, and perform appropriate osteopathic manipulative treatment where indicated.

**Patient Care Objectives:**

1. Demonstrate knowledge of patient-monitoring procedures to assess improvement, deterioration or change of status.
2. Demonstrate the ability to communicate effectively and interview patients and families in various clinical settings.
3. Perform complete and time-efficient physical examinations of patients. Demonstrate an ability to adapt the physical examination procedures to the patient's age and/or condition. Include inspection, palpation, auscultation, and motion testing for systemic and musculoskeletal abnormalities.
4. Communicates effectively with attending, resident, team members and other health care professionals.
5. Documentation in medical records is legible.
6. Demonstrates the ability to integrate the principles of preventive medicine and health promotion in all interactions with patients, including lifestyle change recommendations when appropriate.
7. Demonstrates ability to develop and execute patient care plans appropriate for level of training and follows a problem oriented format (SOAP).
8. Demonstrate the ability to apply Osteopathic principles and treatment to this group of patients.

**Practice Based Learning Objectives:**

1. Demonstrates motivation and a desire to learn.
2. Demonstrates the ability to learn from practice.
3. Demonstrate the ability to understand and apply decision-making tools.
4. Describes quality assurance activities within the scope of the students clinical training
5. Demonstrates recognition of the importance of lifelong learning in medical/surgical practice.
6. Demonstrates the ability to obtain the best available evidence to answer a clinical question efficiently.
7. Demonstrate the ability to communicate evidence (including osteopathic principles and practices to patients and colleagues.
- 8 . Seeks and responds to feedback.

**Professionalism Objectives:**

1. Demonstrates a respect for the right of the patient to be involved in the decisions about their care.
2. Demonstrates a commitment to continuity of patient care.
3. Demonstrates a respect and protection of confidential information
4. Displays a sense of responsibility and respect to patients, families, staff and peers.
3. Demonstrates cultural sensitivity.
4. Maintains a professional appearance, well-groomed, appropriately dressed.
5. Punctual in attendance, prompt and available when called upon.
6. Motivated to learn, shows appropriate assertiveness, flexibility, adaptability toward education.
7. Demonstrates appropriate attitude, cooperative, receptive to feedback.
8. Introduce self to those who you are working with, the patient, attending, resident, other physicians, nurses, staff, etc...

**Systems Based Practice Objectives:**

1. Know where to go for help— personal and professional.
2. Demonstrates an understanding of how to make an appropriate decision relative to the health care delivery systems
3. Attends all required orientations presented by the facility and completes needed paperwork for rotation.
3. Follows policy and procedures set forth by the health care facility and departments within that facility.
4. Recognizes common methods and available resources in health care systems to ensure quality of care.

**3. Orientation to the Rotation**

The rotation orientation provides an opportunity to answer questions and define roles, assess skill level and experience, set expectations, and anticipate and proactively resolve problems. The student should try to meet with the preceptor either prior to or early on the first day of the rotation. Clarifying the following details with the preceptor will help to ensure a rewarding and successful rotation:

1. Student responsibilities on the service.
2. Preceptor expectations of the student on the service.
3. Goals, objectives, and the structure of the rotation.
4. Required rotation assignments and responsibilities in the preceptor's practice (e.g. clinics, lectures, conferences, other didactics, journal clubs, rounds, office hours, morning report).
5. Discuss the Evaluation of Student Clinical Performance form.
6. The student should ask for feedback several times during the rotation, especially at mid-rotation. In addition, he/she should be prepared to share past clinical experiences and personal objectives for this rotation with the preceptor.

#### **4. Required Learning Activities, Assignments, and Responsibilities for ALL PNWU STUDENTS in order to earn credit for this rotation.**

The following activities are required for satisfactory completion of this rotation:

1. Attend and participate in at least 70% of PNWU education day presentations (remote access is acceptable). This is a graduation requirement.
2. Attend and participate in any other workshops, seminars, or professional development activities assigned by the PNWU Regional Dean.
3. Present clinical case conferences, as assigned by the Director Clinical Rotations.
4. Submit the online Student Evaluation through New Innovations. If you need instructions, please ask your PNWU or site staff.
5. Submit Procedures Log through New Innovations.
6. Submit a copy signed by your preceptor of the log summary (from New Innovations) at the end of this rotation.
7. Fulfill all required responsibilities identified by the preceptor during orientation.
8. Complete Med-U fmCases
  - i. All students on rotations have been given access to MedU. For Family Medicine, this involves, "fmCases". This is a set of 33 cases that cover some of the material listed above in the knowledge area. It is recommended that you read the learning objectives of each cases as listed on Moodle. As you work your way through these cases, you will become more proficient in developing differential diagnosis in addition to learning which tests to order in order to rule out that diagnosis. Once you are finished with a particular case you will have access to a quiz on questionmark. Key teaching points will be listed on question mark after you take the quiz. These key teaching points are the knowledge base points from the physical exam, history, labs, differential diagnosis and management that you should have learned from working the case. All 33 cases need to be completed by the end of the second month of the FM rotation.

## 5. Student Performance Evaluation

A student must receive a passing grade from the preceptor in order to pass the rotation. If the preceptor considers the student *Marginal*, then a remediation recommendation should be made by the PNWU Regional Dean, in consultation with the preceptor, and submitted to the Director of Clinical Rotations Dean for approval.

In addition, at the end of the second block of Family Medicine you will be required to take an end of rotation exam. The exam will be given on the last Friday of your rotation. It is a proctored, timed exam at your core site hospital. This is an NBME exam requiring that all electronic devices, coats, hats, and other personal belongings must be left outside of the room. You will need to have a several #2 pencils with you. These exams will comprise 25% of the grade for a core rotation.

## 6. Recommended Resources

### Recommended Text:

Rakel, R. (2002). *Textbook of family practice* (6th ed.). Philadelphia: W.B. Saunders. (available on MD Consult)

**The following have been identified as resources for ALL rotations by PNWU preceptors.**

Cooper, D., H, Krainik, A., J., & Lubner, S., J. (2007). *The Washington manual of medical therapeutics*. (32nd ed.). Philadelphia: Lippincott Williams & Wilkins.

McPhee, S., J., Papadakis, M., A., & Tierney, L., M. (2007). *2007 Current medical diagnosis and treatment*. New York: McGraw-Hill. Also available on AccessMedicine

Ward, R. (2003). *Foundations for osteopathic medicine* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

Medical Dictionary (Dorland, Taber or Stedman)

Available through the PNWU Library

PubMed ([www.pubmed.gov](http://www.pubmed.gov))

PNWU Library Catalog (<http://opac.libraryworld.com/cgi-bin/opac.pl?command=signin&libraryname=MLRC>)

MD Consult with remote access ([www.mdconsult.com](http://www.mdconsult.com))

OSTMED.DR Osteopathic Medicine Digital Repository (<http://www.ostmed-dr.com:8080/vital/access/manager/Index>)

Interlibrary loan is available to PNWU COM students at no charge. Contact the library at 509-249-7745 or at [library@pnwu.org](mailto:library@pnwu.org) for assistance.

A complete list of library resources can be accessed by students by logging into the PNWU network and checking the Library page on Connections (<http://connections/Pages/Default.aspx>). A snapshot of the Library Connections page is attached.

## **7. Standards of Professional Conduct**

PNWU Honor Code applies to all activities in PNWU as well as the Regional campus sites.

Students are encouraged to study together and to share their knowledge freely with one another during the learning process. During examinations, however, no assistance from other students or from outside sources is allowed, unless explicitly permitted by the PNWU office. Books, notes, and other materials must be left at the periphery of the testing area during examinations.

Professional standards required of a member of the Osteopathic profession are a requirement for passing this rotation, as is compliance with the professional standards of the hospital and outpatient offices of the student's preceptor. Students are expected to maintain high professional standards of behaviors. They should exhibit such personal characteristics as honesty and integrity, as well as to maintain patient confidentiality at all times. Unprofessional behavior may result in a failing grade in this rotation, regardless of other academic performance on this rotation, and could subject the student to dismissal from the hospital in which they are based. Professional conduct shall be evaluated by the PNWU Assistant Dean through observation of and interaction with the student, his/her preceptor, other hospital attending physicians and staff.

## **8. Tips for Successfully Completing the Rotation**

Being successful on this rotation requires you to be a proactive student. Taking an interest in the specialty and becoming an active team member of the service is critical to learning in a clinical setting. Remember, the clinical learning environment differs from the classroom. You will be "thinking on your feet" and "learning as you go." To capitalize on "the learning moment," seek out opportunities to ask questions and speak up appropriately.

In addition, be sure to:

1. Review the syllabus to ensure that you understand all requirements.
2. Discuss with your preceptor your previous clinical experiences and personal goals and objectives for this rotation. The rotation orientation is an opportune time to initiate this discussion and to develop positive rapport with you preceptor.
3. Clarify your preceptor's expectations of your activities.
4. Complete your skills and procedure log as you proceed through the rotation; avoid procrastinating until the end.
5. Come prepared to take advantage of the opportunities this rotation has to offer.

*If you have any questions, contact your Site Director, Coordinator or Assistant Dean.*