Alabama College of Osteopathic Medicine

BEHAVIORAL MEDICINE
DO CLIN 801
2019-2020

Clerkship Chair: Bascom Bradshaw, DO, MPH, MAS
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Office Hours: By Appointment (via email only)

Grading: Credit Hours: 4
Final letter grades will be determined in accordance with the ACOM Student Handbook.

I. PRE-REQUISITES:

Beginning the Behavioral Medicine clerkship rotation requires the successful completion of the course of study for Year 2 and being in good standing. Students must have current training in BLS, ACLS, OSHA, HIPAA, Universal Precautions, and Sterile Technique.

II. CLERKSHIP ROTATION DESCRIPTION:

This clerkship rotation is a four-week clinical training experience designed to prepare medical students to promote positive behavior changes necessary for the most effective patient care, regardless of the students' ultimate specialty choice. It will invite and encourage self-reflection and challenge basic assumptions about the nature of human behavior. Students will also have the opportunity to observe, interview, examine, and manage a variety of patients with common neuropsychiatric disorders under the supervision of clinical faculty/preceptors.

III. CLERKSHIP ROTATION GOALS AND OBJECTIVES:

Goals

- Build on the knowledge base obtained from pre-clinical Psychiatry and Behavioral Science experiences.
- Develop universal clinical skills, necessary for effective patient care, to promote and reinforce positive change in health related behaviors.
- Enhance student recognition and understanding of psychiatry symptoms and disorders in a clinical setting.
- Understand and apply the biopsychosocial model as it relates to patient case formulation.
- Develop increasing comfort and understanding of the importance of therapeutic alliance when treating patients with psychiatric disorders.
- Differentiate and understand the range of effective treatments for psychiatric disorders using evidence base and current medical literature.
Specific Learning Objectives:

By the end of this clerkship rotation, students should be able to:

- Demonstrate knowledge and understanding of biomedical concepts, patient-care practices, and basic clinical techniques.
  - Perform a comprehensive mental status examination.
- Perform and document a complete history and physical examination appropriate for patient care.
  - Perform a psychiatric interview.
  - Perform common structured interviews.
- Perform routine basic clinical procedures using appropriate methods/instruments and common clinical rating scales.
- Effectively counsel and instruct patients and their families regarding specific diagnosis, treatment plans, and broader health maintenance.
  - Develop familiarity with the Diagnostic and Statistical Manual of Mental Disorders 5th Edition.
  - Identify symptoms and diagnose common psychiatric disorders.
  - Have a fundamental prescribing knowledge of psychopharmacologic agents.
  - Have a fundamental knowledge of the more common styles of psychotherapy.
  - Have a fundamental knowledge of somatic therapies.
- Effectively and compassionately communicate relevant medical information, both oral and in written, with patients, families, and other health-care professionals. Know how and when to make an appropriate, informed, and expeditious referral.
- Build productive relationships with patients, families, and other health-care professionals regardless of their backgrounds.
- Have a fundamental knowledge of health literacy assessment, basic counseling skills, and be able to articulate the corrosive and basically harmful nature of stigma.
- Formulate and document appropriate initial diagnoses and treatment plans based on patient histories, symptoms, examination findings, lab tests, and imaging studies.
  - Perform suicide risk assessment.
  - Apply guidelines for selection of appropriate treatment setting for suicidal patients.
  - Describe the legal process for involuntary civil commitment and its ethical implications.
- Appropriately use and apply osteopathic principles as well as Osteopathic Manipulative Treatment (OMT) to the patient-care setting.
  - Articulate indications and contraindications.
  - Articulate the psychological meaning and implications of touch.
- Assess, assimilate, and use medical and research literature to enhance clinical decision making.
- Evaluate the risks, benefits, limitations, and costs of different diagnostic and treatment options associated with healthcare.
  - Describe economic, social, and cultural barriers to healthcare.
- Demonstrate knowledge of the business side of medical practice, especially billing, scheduling, and referring.

IV. FORMAT AND PROCEDURES:

Attendance at the clerkship rotation site is required at all times designated by the attending. This will include hospital, meetings, and/or other responsibilities. Students will be expected to attend hospital based educational forums, such as journal club and house staff presentations. Students will be available for any activities, such as night call, if asked by the preceptor. If the preceptor makes house calls, the student is expected to accompany him/her. Students are strongly encouraged to update their portfolios in E*Value daily. Students are expected to complete all assignments in a timely manner and participate in all scheduled interactive didactic sessions, including but not limited to discussion boards, journal clubs, case studies and write-ups, live group discussions via video conferencing, watching lectures, reading articles, and taking post-rotation exams.
V. APPROVAL OF PRECEPTORS WILL BE IN ACCORDANCE WITH ACOM CREDENTIALING POLICY

Approval of preceptors will be by the Clerkship Chair. MD or DO board certified physicians with an ACOM core site are preferred. MD or DO board certified physicians outside a core area may be used if no approved core site physician is available, as determined by the clinical education office.

VI. CLERKSHIP ROTATION REQUIREMENTS:

1. Attendance & Participation:
   - 100% attendance is required to all events defined by the preceptor and as listed below.
   - Absence excused by the preceptor is required to be reported to clerkship chair.
   - Students are expected to complete all reading assignments.
   - It is the responsibility of the student to contact the clerkship rotation site in ample time prior to arrival to learn the expectations for the first day of the clerkship rotation.
   - The extent of student involvement in patient care activities will be determined by the preceptor.
   - Hours of duty, night and weekend coverage, and holiday assignments are at the discretion of the preceptor. **The work week is limited to a minimum of 45 hours per week and maximum of 80 hours per week, averaged over the four-week duration of the clerkship rotation.**
   - Students are to receive one day in seven free from clinical activities averaged over a four-week period.
   - Any absence during scheduled clerkship rotation work hours, for any reason, must be approved by the Preceptor.
   - An absence form a clerkship rotation will be excused only under extreme circumstances. Students cannot be absent from any clerkship rotation experience without permission from the supervising physician. Absence from a clerkship rotation in excess of three days or any unexcused absence will be reviewed by the Associate Dean of Clinical Sciences and may result in repetition or failure of the clerkship rotation.

2. Required Textbook(s) & Equipment:
   - All required and recommended textbooks are located at the following site: [http://libguides.acomedu.org/year3/behavioral](http://libguides.acomedu.org/year3/behavioral)
   - Students should prepare for clinic and hospital rounds by researching and reading about future patient encounters.
   - Sphygmomanometer, stethoscope, and a diagnostic kit which includes an ophthalmoscope and otoscope, reflex hammer, and tuning fork at 512 decibels.
   - **ACOM issued Apple iPad Mini, fully functional.**

3. Assignments & Clinical Skills:
   - Learning Agreements
     - Students are required to meet with their preceptors on the first or second day of the clerkship rotation to complete a learning agreement (see Appendix A). This procedure is designed to help students and preceptors come to an agreement regarding what needs to be accomplished in each specific clerkship rotation. An electronic copy of this form is available on SEAMed. Use this syllabus and/or Appendix B to select the learning objectives that will be used for each specific clerkship rotation. An electronic copy of this list is located on SEAMed. Once the learning agreement is completed and signed by both parties, students are required to upload it to the appropriate software platform. They should also retain a signed copy for their own records.
   - Descriptions and requirements for participation in ACOM didactics specific to this clerkship rotation are described in the course shell on SEAMed. It is the student’s responsibility to review and follow all didactics requirements.
Case Write-Up: This should be on a case you have seen while on rotation. It should include a review of the case and commentary including evidence-based treatment. You must include references. The case write-up should be at least one typewritten page but no more than two typewritten pages (excluding the reference page).

Students must record clinical thinking and procedural skills witnessed by their preceptors in the Competency Portfolio in the Case Logs section of E*Value no later than Thursday during each week of their clerkship rotations. Failure to consistently document on a weekly basis may result in a change of enrollment status.

See Appendix B for Core Problems Necessary for Graduation

See Appendix C for additional FQHC requirements if completing this rotation at an FQHC location.

See Appendix D for additional information if completing this rotation imbedded within a residency program.

4. Post-Rotation Exam

The COMAT subject examination in Behavioral Medicine will be administered on-line on the last day of the clerkship rotation. The Core Site Coordinator or their designee at the core rotation site will proctor the exam in accordance with guidelines set by the NBOME. Students will receive instruction from the Site Coordinator regarding the time and place to report for the exam.

Examination structure, content outline and practice examinations for COMAT exams can be found at http://www.nbome.org/comatmain.asp?m=coll

5. Evaluations:

- **Student Evaluation of Site; Student Evaluation of Preceptor:** Must be completed on-line and submitted at the end of the clerkship rotation.
- **Mid-Rotation Evaluation:** At approximately two weeks into the clerkship rotation, the student should ask for an informal mid-rotation evaluation. The student should review the mid-rotation evaluation form with the preceptor, discuss areas of competency that will be evaluated at the conclusion of the clerkship rotation and ask for input on his or her performance to date and specific recommendations for improvement. This is not intended to be a formal evaluation and the student is not required to submit the mid-rotation evaluation form to ACOM. The student is encouraged to make notes, ask for the preceptor’s signature, and keep the form for his or her records.
- **Preceptor Evaluation of Student:** It is the responsibility of the student to ensure that evaluation forms are completed and submitted online or turned into the Site Coordinator or the Office of Clinical Sciences at the completion of the clerkship rotation. Students should inform the Office of Clinical Resources of any difficulty in obtaining an evaluation by the preceptor at the end of that clerkship rotation.

VII. GRADING PROCEDURES:

The grade for this clerkship rotation will be assigned by the ACOM Clerkship Chair, based on the following grading elements. Students must score 70% or higher on each grading element to pass the clerkship rotation.

- Evaluation from preceptor and staff (50%)
- COMAT Exam score (35%)
- ACOM Rotation Didactics (10%)
- OPP (5%)

Note well:
- A student who scores below 70% on an evaluation completed by his or her preceptor will fail the clerkship rotation and will be required to repeat the clerkship rotation.
- Students who are not successful in passing the COMAT exam will receive a failing grade and must take the COMAT again. Students who require subsequent COMAT attempts will receive a
score of 70% for that exam and may be required to remediate the clerkship rotation at the discretion of the Clerkship Chair.

- The cost of the COMAT subject exam will be covered by ACOM for each initial exam. If a student must retake the examination, he or she may be responsible for the cost ($41.00 per examination). To schedule a retake, students must contact the Clinical Sciences Coordinator.

- Students who fail Rotation Didactics will be offered one opportunity to remediate with an assignment given by the clerkship rotation chair or his designee. Successful remediation of a Rotation Didactics failing grade will be reported as a 70% for that part of the overall course grade. Unsuccessful remediation results in a failing grade for the course and referral to SPC for disposition.

- Students who fail the OPP portion of the course will be offered one opportunity to complete an in-person practical exam, based on any OPP material taught during the OMS I-III years. Students who successfully pass this exam will receive a 70% for that portion of the overall course grade. Students who do not pass this exam will receive a failing grade for the course and be referred to SPC for disposition.

VIII. PROFESSIONALISM

ACOM students are expected to demonstrate high ethical standards with empathy, compassion, honesty, academic, clinical, and personal professionalism at all times. Clerkship physicians and clinical team members will be required to identify these behaviors as part of the ACOM student's final grade on their respective service. Also, unless otherwise indicated by the preceptor, the student should wear a clean, wrinkle-free white ACOM clinic jacket and identification badge. The ID badge should be worn above the waist and visible at all times.

IX. CLINICAL COMPETENCY COMMITTEE

The goal of the Clinical Competency Committee (CCC) is to help students reach their highest level of competitiveness as they prepare for residency placement and performance. A necessary component to achieve this goal is helping students ensure their preparedness for passing COMLEX 2-CE and PE on their first try, as well as help them obtain as many residency auditions and interviews as needed in order to match into the desired residency.

In order to reach these goals, the CCC has identified some criteria listed below which are key Opportunities for Improvement that may apply to several students. These opportunities are listed below.

- Fail COMLEX 1
- Fail 2 or more COMATs
- RemEDIATE didactics in one or more clerkship rotations
- Recommendation from Clerkship Chair
- Receive feedback from Medical Education Director, Core Site Coordinator, or Regional Coordinator regarding concerning behavior

It is the CCC's sincere wish that as they reach out to students to offer time management strategies, study skills, test-taking tips, or anything else they think will assist students as they progress through the clinical curriculum, students will utilize the help offered and work with the CCC to achieve their goals. The entire ACOM family wants students to achieve their dream of matching into their desired residency.
X. VIDEO CONFERENCES
Virtual conference days and times are listed in SEAMed. Although attendance at the video conferences is strongly encouraged, patient care is more important. If you are unable to attend a video conference due to patient care responsibilities, you are required to email the Clerkship Chair (and CC Amanda Gant) prior to the video conference, as soon as you realize that you will not be able to attend.

You must also send a scanned copy of a written statement from your preceptor saying your presence was required. If your service experiences an emergency, you may send the email the following morning. **Failure to send the email and written statement will result in 5% taken off the didactic portion of your score in this course.**

If you do notify the Clerkship Chair following the above guidelines, you will receive a makeup assignment. This makeup assignment should take you about 3-4 hours to complete, and will include watching the recorded session, writing a 1 page report on what you learned, and writing up a de-identified case presentation for the patient you saw during your scheduled video conference time. **Failure to submit a satisfactory makeup assignment by the deadline given will also result in 5% taken off the didactic portion of your score in this course.**

The recorded video conferences will be available within 24 hours of the event.

XI. ACADEMIC INTEGRITY
Each student on this clerkship rotation is expected to abide by the student conduct information as outlined in the ACOM Student Handbook. During examinations you must do your own work. Talking or discussion about the examination contents is not permitted during or after the examinations, nor can you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and disciplinary action.

Each student on this clerkship rotation is expected to abide by the rules established by the **Health Insurance Portability and Accountability Act (HIPAA)** with a focus on maintaining privacy of Protected Health Information (PHI), which includes discussing patient information in an inappropriate manner or inappropriate setting.

XII. COPYRIGHT STATEMENT
The materials on this course website are only for the use by students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. (Title 17, US Code) For more information, see [http://libguides.acomedu.org/copyright/copyright](http://libguides.acomedu.org/copyright/copyright)

XIII. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
In compliance with the ACOM policy and equal access laws, students requesting appropriate academic accommodations should meet with the ACOM Associate Dean of Student Services.

XIV. CHANGES TO THE SYLLABUS
This syllabus is subject to change without advance notification to students.
ACOM Learning Agreement for Behavioral Medicine Clerkship Rotations

To develop a set of mutually-agreed-upon learning objectives, students and preceptors should discuss the questions below on the first or second day of the clerkship rotation.

Student: ________________________________  Preceptor: ________________________________

Rotation Discipline: ____________________________  Site: ______________________________

Rotation Period or Specific Dates: ______________________________

I. What skills or knowledge does the student hope to learn in this clerkship rotation?  
(This section may be completed prior to meeting.)
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

II. What skills or knowledge does the preceptor think the student most needs to learn in this clerkship rotation?
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

III. Based on the two sets of goals above, what specific learning objectives* do the student and preceptor agree should be accomplished in this clerkship rotation? (Please list at least three)
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

*Please note that learning objectives need to describe what the student will be able to do on completing the clerkship rotation. Please use objectives within this clerkship rotation syllabus.

IV. What activities will most help the student accomplish the above learning objectives?  
(rounds, pre-rounds, day start, day end, grand rounds, expected readings, journal clubs, etc.)
1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

SIGNATURES

Student: ________________________________
Preceptor: ________________________________
Date: ________________________________

Students are required to submit this document electronically on the appropriate software platform and strongly encouraged to keep the signed learning agreement for their records.

7/18/2019
APPENDIX B: CORE PROBLEMS NECESSARY FOR GRADUATION

CORE PROBLEMS NECESSARY FOR GRADUATION

Core Problems/Diagnoses: Students should diagnose, treat, and record the following health concerns in their E*Value portfolios.

1. Abdominal Distension
   1.1. Bowel Distention
   1.2. Ascites
   1.3. Other Causes
2. Abdominal Pain/Mass
   2.1. Acute – Diffuse
   2.2. Acute – Localized
   2.3. Acute -- Pediatric
   2.4. Chronic – Constant
   2.5. Chronic – Crampy/Fleeting
   2.6. Chronic – Post-Prandial
3. Abnormal ECG
4. Abnormal Genital Bleeding
5. Abnormal Serum Lipid Profile
   5.1. Combined and Decreased HDL
   5.2. Increased LDL and Increased Triglycerides
6. Abnormal Serum TSH
7. Acid Base Disorders
8. Apparent Life Threatening Event (Pediatric)
   8.1. Acute Illness
   8.2. Witnessed Choking Spell
   8.3. Injury
   8.4. Apnea
9. Adrenal Mass
   9.1. Benign
   9.2. Malignant
10. Allergic Reactions
11. Altered Level of Consciousness
    11.1. Overall Approach to Altered Level of Consciousness
    11.2. GCS ≤ 7
12. Anemia/Pallor
    12.1. Overall Approach to Anemia
    12.2. Anemia with Elevated MCV
    12.3. Anemia with Normal MCV
    12.4. Anemia with Low MCV
13. Anorectal Pain
14. Autoimmune Diseases
    14.1. Infectious
    14.2. Congenital
15. Back Pain
16. Benign Prostatic Hypertrophy
17. Bleeding/ Bruising
    17.1. Coagulation Proteins
    17.2. Platelets and Vascular System
18. Bone Lesion
19. Breast Discharge
20. Breast Disorders
    20.1. Infection
    20.2. Mass
    20.3. Gynecomastia
       20.3.1. Increased Estrogen and Increased HCG
       20.3.2. Increased LH and Decreased Testosterone
21. Burns
22. Chest Discomfort
    22.1. Cardiovascular (Angina Pectoris)
    22.2. Pulmonary/Mediastinal
       22.2.1. Pulmonary Embolus
       22.2.2. Pulmonary Hypertension
       22.2.3. Pleural Effusion
    22.3. Other
23. Chest Trauma
24. Cognitive Impairment
    24.1. Dementias
25. Congenital
    Abnormalities/Deformities/Limps
26. Cough
    26.1. Chronic (Adult)
    26.2. Dyspnea and Fever
    26.3. Acute (Pediatric)
    26.4. Chronic (Pediatric)
27. Deep Vein Thrombosis
28. Dialysis
29. Diarrhea/Constipation
    29.1. Acute Diarrhea (Adult)
    29.2. Chronic Diarrhea (Adult): Small Bowel
    29.3. Chronic Diarrhea (Adult): Steatorrhea and Large Bowel
    29.4. Diarrhea (Pediatric)
    29.5. Constipation (Adult): Altered Bowel Function and Idiopathic
    29.6. Constipation (Adult): Secondary Causes
29.7. Constipation (Pediatric)
    29.8. Stool Incontinence
30. Difficulty Swallowing (Deglutition Disorders)
31. Dizziness/Vertigo
32. Domestic Violence
33. Dypsnea/Breathlessness
33.1. Acute
33.2. Chronic – Cardiac
33.3. Chronic – Pulmonary/Other
33.4. Pediatric

34. Ear Pain, Hearing Loss, Deafness
34.1. Hearing Loss
   34.1.1. Conductive
   34.1.2. Sensorineural
34.2. Otalgia
34.3. Tinnitus
   34.3.1. Objective
   34.3.2. Subjective

35. Electrolyte Disorders
35.1. Hypercalcemia
   35.1.1. Low PTH
   35.1.2. Normal/High PTH
35.2. Hypocalcemia
   35.2.1. High Phosphate
   35.2.2. Low Phosphate
   35.2.3. High/Low PTH
35.3. Hyperkalemia
   35.3.1. Intracellular Shift
   35.3.2. Reduced Excretion
35.4. Hypokalemia
35.5. Hypernatremia
35.6. Hyponatremia
35.7. Hyperphosphatemia
35.8. Hypophosphatemia

36. Elevated Liver Enzymes
37. End-of-Life/Palliative Care
38. Excessive Daytime Sleepiness
39. Eyes/Vision
   39.1. Acute Vision Loss
      39.1.1. Bilateral
      39.1.2. Unilateral
   39.2. Chronic Vision Loss
      39.2.1. Anatomic
   39.3. Amblyopia
   39.4. Diplopia
   39.5. Pupillary Abnormalities
      39.5.1. Isocoria
      39.5.2. Anisocoria
   39.6. Red Eye
      39.6.1. Atraumatic
      39.6.2. Traumatic
   39.7. Strabismus
      39.7.1. Ocular Misalignment
      39.8.1. Visual Field Defects

40. Falls in the Elderly
41. Fatigue
42. Fever/Chills

42.1. Acute Fever
42.2. Fever of Unknown Origin/Chronic Fever

43. Fractures
43.1. Pathologic/Fragility Fractures
43.2. Fracture Healing
43.3. Pediatric Fractures
   43.3.1. Salter Harris Physeal Injury Classification System

44. Gait Disturbance
45. Gastrointestinal Bleeding
   45.1. Upper Gastrointestinal Bleed (Hematemesis/Melena)
   45.2. Lower Gastrointestinal Bleed

46. Genetic Disorders
47. Genital Lesion
48. Hair Loss (Alopecia)
   48.1. Diffuse
   48.2. Localized (focal)
49. Headache
   49.1. Primary
   49.2. Secondary with Red Flag Symptoms
   49.3. Secondary without Red Flag Symptoms

50. Heart Failure
   50.1. Left-Sided
   50.2. Right-Sided
51. Hematuria
52. Hemiplegia
   52.1. Upper Motor Neuron Weakness
53. Hemoptysis
54. Hepatomegaly
55. Hirsutism
   55.1. Hirsutism and Virilization
      55.1.1. Androgen Excess
      55.1.2. Hypertrichosis
56. Hyperglycemia/Diabetes Mellitus
57. Hypertension
   57.1. Pulmonary
   57.2. In Pregnancy
58. Hyperthyroidism
59. Hypoglycemia
60. Hypothyroidism
61. Hypoxemia
62. Immunocompromised/Immunodeficiency
   62.1. Fever in the Immunocompromised Host
63. Infertility and Contraception
   63.1. Female
   63.2. Male
64. Jaundice
   64.1. Adult
64.2. Infant and Neonatal
65. Joint Pain
65.1. Acute Joint Pain – Vitamin CD
65.2. Chronic/Degenerative Change
65.3. Infectious Joint Pain
65.4. Inflammatory Joint Pain
65.5. Vascular Joint Pain
66. Kidney Disease/Injury
66.1. Chronic
66.2. Acute
67. Leukocytosis/Leukopenia
68. Liver Mass
69. Lung Nodule
70. Lymphadenopathy
70.1. Diffuse
70.2. Localized
71. Mechanisms of Pain
72. Mediastinal Mass
73. Menorrhea
73.1. Amenorrhea
73.1.1. Primary
73.1.2. Secondary
73.2. Dysmenorrhea
73.3. Altered Menses
73.4. Abnormal Vaginal Bleeding
74. Metabolic Acidosis
74.1. Elevated Anion Gap
74.2. Normal Anion Gap
75. Metabolic Alkalosis
76. Mood/Neurobehavioral Disorders/Anxiety/Depression
76.1. Anxiety Disorders
76.1.1. Associated with Panic
76.1.2. Recurrent Anxious Thoughts
76.2. Trauma- and Stressor-Related Disorders
76.3. Obsessive-Compulsive and Related Disorders
76.4. Personality Disorders
76.5. Elevated Mood
76.6. Depressed Mood
76.7. Psychotic Disorders
76.8. Somatoform Disorders
76.9. Pediatric Mood and Anxiety Disorders (ADHD, autism, learning disorders)
77. Mouth Disorders
77.1. Adult and Elderly
77.2. Mucous Membrane Disorder (Oral Cavity)
77.3. Pediatric
78. Movement Disorders
78.1. Hyperkinetic
78.2. Tremor
78.3. Bradykinetic
79. Murmur/Abnormal Heart Sounds
79.1. Abnormal Rhythm
79.1.1. Abnormal Rhythm 1 (Types of Arrhythmia)
79.1.2. Abnormal Rhythm 2 (Causes of Arrhythmia)
79.2. Diastolic Murmur
79.3. Systolic Murmur
79.3.1. Benign and Stenotic
79.3.2. Valvular and Other
80. Nail Disorders
80.1. Primary Dermatologic Disease
80.2. Systemic Disease
80.2.1. Clubbing
81. Nausea and Vomiting
81.1. Gastrointestinal Disease (Adult and Pediatric)
81.2. Other Systemic Disease (Adult and Pediatric)
82. Neck Mass
83. Nephrolithiasis
84. Neutrophilia
85. Neutropenia
85.1. Decreased Neutrophils Only
85.2. Bicytopenia and Pancytopenia
86. Numbness/Tingling/Paresthesia/Painful Limb
87. Osteoporosis
88. Ovarian Mass
89. Pap Abnormality
90. Pelvic Mass/Pain
90.1. Acute
90.2. Chronic
91. Pelvic Organ Prolapse
92. Peripheral Weakness
92.1. Weakness
92.2. Sensory Changes
92.2.1. Objective Lower Motor Neuron Weakness
93. Pigmentation Disorders
93.1. Hyperpigmentation
93.2. Hypopigmentation
94. Pleural Effusion
95. Polycythemia
96. Pregnancy/Delivery/Newborns
96.1. Antenatal Care
96.2. Bleeding in Pregnancy
96.2.1. < 20 weeks
96.2.2. 2nd and 3rd Trimesters
96.3. Growth Discrepancy
96.3.1. Small for Gestational Age/Intrauterine Growth Restriction
96.3.2. Large for Gestational Age
96.4. Intrapartum Factors that may affect Fetal Oxygenation
96.5. Intrapartum Abnormal Fetal Heart Rate Tracing
  96.5.1. Variability and Decelerations
  96.5.2. Baseline
96.6. Postpartum Hemorrhage
96.7. Recurrent Pregnancy Loss
96.8. Dermatoses in Pregnancy
  96.8.1. Physiologic Changes
  96.8.2. Specific Skin Conditions
96.9. Preterm Infant Complications
96.10. Failure to Thrive
  96.10.1. Adequate Calorie Consumption
  96.10.2. Inadequate Calorie Consumption
96.11. Hypotonic Infant (Floppy Newborn)
96.12. Depressed/Lethargic Newborn
96.13. Cyanosis in the Newborn
  96.13.1. Respiratory
  96.13.2. Non-Respiratory
96.14. Respiratory Distress in the Newborn
96.15. Sudden Unexpected Death in Infancy (SUDI)

97. Preventive Health Care
  97.1. Vaccinations
  97.2. Cancer Screening
  97.3. STI Screening

98. Prolonged PT (INR)
  98.1. Prolonged PTT
  98.2. Normal PTT

99. Prolonged PTT, Normal PT (INR)
  99.1. Bleeding Tendency
  99.2. No Bleeding Tendency

100. Proteinuria
101. Pruritus
  101.1. Primary Skin Lesion
  101.2. No Primary Skin Lesion

102. Pulmonary Disorders
  102.1. Spirometry

103. Pulmonary Embolus
104. Pulse Abnormalities

105. Renal Cancer

106. Renal Failure
  106.1. Acute
  106.2. Chronic

107. Renal Mass

107.1. Solid
107.2. Cystic

108. Respiratory Sounds
  108.1. Noisy Breathing
    108.1.1. Wheezing (Pediatric)
    108.1.2. Stridor (Pediatric)

109. Scrotal Mass/Pain
110. Seizures/Spells
  110.1. Epileptic Seizure
  110.2. Secondary Organic Seizure
  110.3. Other
  110.4. Pediatric Seizure
    110.4.1. Unprovoked
    110.4.2. Provoked
    110.4.3. Spells

111. Sellar/Pituitary Mass
112. Sexual Dysfunction
113. Shock/Hypotension
114. Skin Lesions
  114.1. Primary Skin Lesion
  114.2. Secondary Skin Lesion

115. Skin Rash
  115.1. Eczematous
  115.2. Papulosquamous
  115.3. Pustular
  115.4. Reactive
  115.5. Vesiculobullous

116. Skin Ulcer by Etiology
  116.1. Physical
  116.2. Vascular
  116.3. Hematologic
  116.4. Neoplastic
  116.5. Neurological
  116.6. Infectious
  116.7. Metabolic
  116.8. Drugs

117. Skin Ulcer by Location
  117.1. Genitals
  117.2. Head and Neck
  117.3. Lower Legs/Feet
  117.4. Oral Ulcers
  117.5. Trunk/Sacral Region

118. Smell Dysfunction
119. Soft Tissue
  119.1. Septic
  119.2. Aseptic

120. Sore Throat/Rhinorrhea/Sinus and Nasal Congestion
121. Speech/Language Abnormalities
  121.1. Dysarthria
  121.2. Aphasia
The Portfolio Process: Each of the health concerns listed above has several core entrustable professional activities (EPAs) that students must self-check. The more problems/diagnoses logged using EPAs, the better a student’s MSPE will be.

1. Gather a history and perform a physical examination
2. Develop a prioritized differential diagnosis and select a working diagnosis following a patient encounter
3. Recommend and interpret common diagnostic and screening tests
4. Enter and discuss patient orders/prescriptions
5. Provide documentation of a clinical encounter in written or electronic format
6. Provide an oral presentation/summary of a patient encounter
7. Form clinical questions and retrieve evidence to advance patient care
8. Give or receive a patient handover to transition care responsibility to another health care provider or team
9. Participate as a contributing and integrated member of an interprofessional team
10. Recognize a patient requiring urgent or emergent care, initiate evaluation and treatment, and seek help
11. Obtain informed consent for tests and/or procedures
12. Perform general procedures of a physician
13. Identify system failures and contribute to a culture of safety and improvement

Procedures: Students should record procedures into their E*Value portfolios.

- Airway Management (specify type in notes section, i.e. nasotracheal, oropharyngeal, etc.)
- APGAR and Dubowitz/Ballard Assessment
- Arterial puncture – for blood gases (ABG)
- Arthrocentesis
- Breast Exam
- Caesarean Section
- Calculate medication dosage by weight and write a prescription; signed by physician
- Cardiac ultrasound and Doppler studies
- Casting/Splinting, Elbow
- Casting/Splinting, Knee/Ankle
- Casting/Splinting, Lower Extremity
- Casting/Splinting, Other (Specify in Notes Section)
- Casting/Splinting, Shoulder
- Casting/Splinting, Thumb Spica
- Casting/Splinting, Upper Extremity
- Casting/Splinting, Wrist/Hand
- Circumcision
- Colposcopy
- Digital Rectal Exam
- Ear, Evaluation and Treatment – Cerumen Removal
- Ear, Evaluation and Treatment, EAC foreign body removal/wick insertion
- Echocardiography
- EKG Interpretation
- Electroencephalogram
- Endoscopy (specify type in notes section)
- Episiotomy and repair
- Eye, Evaluation and Treatment – Evaluation of Corneal Abrasion
- Eye, Evaluation and Treatment – Evaluation of foreign body with lid eversion
- Eye, Evaluation and Treatment – slip lamp use
- Eye, Evaluation and Treatment – Tonometry
- Eye, Evaluation and Treatment of conjunctival foreign body
- Eye, Evaluation and Treatment of corneal foreign body
- Female Pelvic Exam, Bimanual Exam (enter specific pathology found in notes section)
- Female Pelvic Exam, PAP Smear (enter specific pathology found in notes section)
- H&P Prevention / Health Maintenance
- Hernia examination
- History and Physical – Complete/Comprehensive
- Injection – Sub-Q/Intradermal, IM (specify in notes section)
- Intravascular Access, Central Line (specify location in notes section)
- Intravascular Access, Central Line/Subclavian
- Intravascular Access, Intravascular Access, Intraosseous
- Intravascular Access, Peripheral
- Lumbar Puncture
- Male Genital Exam
- Mental Status Exam
- Mouth/Dental Evaluation and Treatment – regional Dental Block
- Mouth/Dental Evaluation and Treatment – Treatment of Aphthous Ulcers
- Mouth/Dental Evaluation and Treatment – treatment of Dry Socket S/P Extraction
- Nasogastric Tube Placement
- Newborn Management, Uncomplicated Delivery
- Newborn Management – Newborn Resuscitation
- Nose, Evaluation and Treatment – foreign body removal
- Nose, Evaluation and Treatment, Epistaxis Control (specify method used in notes section)
- Office Encounter, Chronic Complex Care
- Office Encounter, Routine Acute Problem
- Osteopathic Manipulation Treatment (OMT)
- Osteopathic Structural Exam
- Other Procedures (specify in notes section)
- Paracentesis
- Perform OPP autonemics
- Perform OPP lymphatics
- Peritoneal Lavage, Diagnostic
- Pre-Natal Care
- Provide Health Promotion / Disease Prevention
- Psychiatric Assessment (describe in notes section)
- Pulmonary Function Tests
- Remove sutures or staples
- Resuscitation Team Member (specify role in notes section, i.e. Leader, Compressor, etc.)
- Skin Lesion Excision
- Stress Testing
- Surgical Assist (specify type in notes section)
- Suturing, extremities (indicate type of anesthesia in notes section)
- Suturing, Face (indicate type of anesthesia in notes section)
- Suturing, Hand/digits (specify type of anesthesia in notes section)
- Thoracentrys
- Thoracostomy, Tube or Needle (specify in notes section)
- Ultrasound, bedside – FAST (Focused Assessment with Sonography for Trauma)
- Ultrasound, Other than FAST (specify in comments section)
- Urinalysis by Dipstick
- Urinary Catheter Insertion
- Vaginal Delivery – Spontaneous / Induced / Vacuum Extraction / Forceps (specify in notes section)
- Vaginal Delivery, Spontaneous
- Venipuncture
- Vision Screening
- Well Child Development Exam
- X-Ray Studies (specify type in notes section, i.e. chest, abdominal series, etc.)
APPENDIX C: FQHC REQUIREMENT

FEDERALLY QUALIFIED HEALTH CENTER (FQHC) REQUIREMENT

Clerkship Chair: Richard R. Thacker, DO, FACOI
rthacker@acom.edu

DESCRIPTION

Training in a Federally Qualified Health Center (FQHC), FQHC lookalike, Rural Health Center, or teaching health center approved by the Associate Dean of Clinical Sciences provides an opportunity for students to rotate one-on-one with a physician that provides care at nonprofit, community-owned and operated centers that are governed by volunteer consumer boards (comprised of at least 51% users of the health center). These boards serve as the voice of the community and assure that the needs of their community are being met by their health center. As such, an FQHC is frequently the sole option of care to patients that are working poor, uninsured, low-income elderly, and other medically underserved due to geographic, cultural, and other barriers to accessing health care and preventive services. Students at the end of this rotation will be better equipped to treat patients challenged by difficult socioeconomic circumstances, possess a better understanding of their role in various health care settings, and recognize the value of ancillary health care professionals to help meet patient care needs.

SPECIFIC GOALS AND OBJECTIVES:

The FQHC experience provides an opportunity for students to learn about healthcare delivery on a unique macro and micro level: they will see first-hand how a patient’s life and treatment choices are influenced by each person’s biological, psychological and social context, learn how primary care services are delivered through a Community Health Center, and learn how to perform History and Physical Exams and how the findings and approach are influenced by hardship conditions.

By the end of this clerkship rotation, students should be able to:
- Describe ways their FQHC interacts with its community’s safety-net for health care to its medically underserved and vulnerable populations
- Describe the role of FQHCs in the care of patients with chronic and life-threatening disease
- Recognize from a patient’s perspective barriers to healthcare access.
- Identify and suggest ways to address gaps in patients’ health care community safety-net.
- Identify ways to improve access to healthcare services for their FQHC’s community.
- Perform history and physical exams applying the bio-psychosocial model of healthcare.
- Participate in the formation and implementation of treatment plans for their FQHC patients
- Participate as a team member of a patient panel of their FQHC.

SPECIFIC REQUIREMENTS:

The student must write a reflection paper, choosing from the questions listed on the event page in SEAMed.

GRADING PROCEDURES:

The grade for this component of the core clerkship rotation will be assigned by the FQHC Clerkship Chair and will account for 2% of the overall course grade. Please refer to the Grading Procedures in the previous pages of this syllabus.
APPENDIX D: RESIDENCY PROGRAM REQUIREMENT

IMBEDDED within a RESIDENCY PROGRAM REQUIREMENT

Clerkship Chair: Heath Parker, DO
(334) 944-4049
hparker@acomedu.org

DESCRIPTION:

Students will have four weeks of training imbedded within a residency program's hospital service. The student will observe how the healthcare system responds to patient needs within an academic residency training environment, which will lead to a foundational understanding of medical training within a residency program. This experience is designed to improve the student's competitiveness for residency placement.

This clerkship rotation must be completed in one of the following ACOM core disciplines:
- Behavioral Medicine
- Internal Medicine
- OB/GYN
- General Surgery
- Pediatrics
- Family Medicine
- Emergency Medicine
- Gastroenterology
- Cardiology
- Nephrology
- Pulmonology
- Neurology
- Neurosurgery
- Otolaryngology
- Anesthesiology
- Orthopedics
- Urology
- Inpatient Plastic Surgery
- PM&R
- Cardiothoracic Surgery

SPECIFIC GOALS AND OBJECTIVES

The goal for this experience is to become familiar with the evaluation and treatment of a patient as part of a residency team. Students will gain a foundational understanding of medical training within a residency program.

For more discipline specific objectives, please refer to the main portion of the appropriate syllabus.

V. APPROVAL OF PRECEPTORS WILL BE IN ACCORDANCE WITH ACOM CREDENTIALING POLICY

This clerkship rotation must be done with one of the following as supervising preceptor:
- An ACOM Clinical Faculty or ACOM credentialed preceptor
- A faculty member of a residency program with which ACOM has a formal affiliation agreement
ACOM GUIDELINES FOR STUDENT PARTICIPATION IN THE CLINICAL SETTING

Medical Student Patient Care Duties permitted and prohibited

I. Definitions:

Direct Physician Supervision: The physician must be present in their office suite or on hospital grounds and immediately available to furnish assistance and direction throughout the performance of the function/procedure. It does not mean that the physician must be present in the room when the function/procedure is performed.

Personal Physician Supervision: The physician must be in attendance in the room from beginning to end, without interruption, during the performance of the function/procedure.

Limited Physical Exam: This includes such components as the head/neck, skin, chest, cardiac, abdominal, neurologic and musculoskeletal exams; this specifically excludes genitourinary, breast and rectal exams.

II. Scope of Duties Permitted:

Medical Students will be supervised by ACOM credentialed attending physicians while on ACOM clerkship rotations. Each student’s essential learning task while on clerkship rotations is to improve the ability to do the following:

- Perform an accurate medical history and physical exam based on the presenting complaint and appropriate to the clinical setting.
- Formulate a differential diagnosis appropriate to the patient and the clinical setting.
- Order and accurately interpret tests and procedures in order to narrow the differential diagnosis to a working diagnosis.
- Accurately describe or perform procedures to diagnose and treat the patient’s problem.
- Craft a treatment plan appropriate to the patient’s problems and situation.
- Work with patients and members of the healthcare team ethically and professionally.

By student year, the scope of duties medical students may perform in order to complete the above learning tasks are:

First Year Students:
First Year Students are permitted to perform the following functions only:
- Observation and follow only
- History taking under Personal Physician Supervision

Second Year Students:
Second year Students are permitted to perform the following functions only:
- All functions permitted for First Year Students, as stated above
- History taking under direct physician supervision
- Limited Physical Examination under personal physician supervision until physician determines competency, after which student may perform Limited Physical Examination under direct physician supervision;
Third and Fourth Year Students:

Third and Fourth Year students are permitted to perform the following functions only:

- All functions permitted for First and Second Year Students, as stated above
- Under direct physician supervision, may ‘round’ on patients, to include
  - Gathering lab, radiology, nursing and other information/results
  - Obtaining history
  - Performing Limited Physical Exam
  - Developing interim assessments and recommendations
- For genitourinary, breast or rectal exam, student may perform exam under personal physician supervision, if the supervising physician determines the student’s readiness and a gender-appropriate chaperone is present, as indicated.
- Under direct physician supervision, may write student notes regarding E/M services or procedures:
  - If such student notes are to be placed in the patient chart, they must be clearly labeled as student notes and co-signed by the supervising physician within 48 hours; these student notes are just that – student notes. They are not the progress note for the patient and never stand alone as such.
  - If such notes are strictly for the educational experience of the student and will not be placed in the chart, they must not use patient identifiers and should be shredded as consistent with hospital HIPAA policies.
- May write orders on the chart which must be immediately reviewed and countersigned by supervising physician before any action is taken based on those orders.
- The following procedures may be performed by 3rd or 4th year medical students only if (a) the supervising physician determines the student’s readiness to start to perform the procedure under personal supervision, and (b) the supervising physician has the appropriate privileges, competency and teaching proficiency to perform and educate medical students in their performance, and (c) upon obtaining appropriate patient consent.
  - The following procedures must be performed under the personal supervision of the physician until the physician determines the student is competent to perform the procedure under direct physician supervision:
    - Perform insertion of IVs or draw blood – stick attempts limited to two (2) per patient
    - Ocular Exam with Slit-Lamp
    - Wart treatment
    - Insertion of Foley catheter
  - The following procedures must always be performed by the student under personal physician supervision:
    - Airway Management (i.e. nasotracheal, oropharyngeal, etc.)
    - APGAR and Dubowitz/Ballard Assessment
    - Arterial puncture – for blood gases (ABG)
    - Arthrocentesis
    - Breast Exam
    - Cardiac ultrasound and Doppler studies
    - Casting/Splinting, Elbow
    - Casting/Splinting, Knee/Ankle
    - Casting/Splinting, Lower Extremity
    - Casting/Splinting, Other
    - Casting/Splinting, Shoulder
    - Casting/Splinting, Thumb Spica
    - Casting/Splinting, Upper Extremity
    - Casting/Splinting, Wrist/Hand
- Colposcopy
- Ear, Evaluation and Treatment – Cerumen Removal
- Ear, Evaluation and Treatment, EAC foreign body removal/wick insertion
- Echocardiography
- EKG Interpretation
- Electroencephalogram
- Episiotomy and repair
- Eye, Evaluation and Treatment – Evaluation of Corneal Abrasion
- Eye, Evaluation and Treatment – Evaluation of foreign body with lid eversion
- Eye, Evaluation and Treatment – Tonometry
- Eye, Evaluation and Treatment of conjunctival foreign body
- Intravascular Access, Peripheral
- Intravascular Access, Central
- Lumbar Puncture
- Mouth/Dental Evaluation and Treatment – Treatment of Aphthous Ulcers
- Nasogastric Tube Placement
- Newborn Management, Uncomplicated Delivery
- Newborn Management – Newborn Resuscitation
- Nose, Evaluation and Treatment – foreign body removal
- Nose, Evaluation and Treatment, Epistaxis Control
- Osteopathic Manipulation Treatment (OMT)
- Provide Health Promotion / Disease Prevention
- Psychiatric Assessment
- Pulmonary Function Tests
- Remove sutures or staples
- Resuscitation Team Member (specify role i.e. Leader, Compressor, etc.)
- Skin Lesion Excision
- Surgical Assist
- Suturing, extremities (indicate type of anesthesia)
- Suturing, Face (indicate type of anesthesia)
- Suturing, Hand/digits (indicate type of anesthesia)
- Ultrasound, bedside – FAST (Focused Assessment with Sonography for Trauma)
- Ultrasound, Other than FAST
- Urinalysis by Dipstick
- Urinary Catheter Insertion
- Vaginal Delivery, Spontaneous
- Well Child Development Exam
- X-Ray Studies (i.e. chest, abdominal series, etc.)

The above notwithstanding, duties and activities of students must not conflict with hospital policies.

III. Scope of Duties Prohibited
Medical Students are strictly prohibited from performing any and all functions that are not specifically permitted. Additionally, medical students are specifically prohibited from performing the following:

- Give verbal or telephone orders.
- Write orders regarding end-of-life, such as DNR
APPENDIX F: NEEDLE-STICK AND BLOOD-BORNE PATHOGEN EXPOSURE PROCEDURE

NEEDLE-STICK AND BLOOD-BORNE PATHOGEN EXPOSURE

If a student experiences a needle stick, puncture wound, accident, or sharp injury, or is otherwise exposed to bodily fluids of a patient while on a clinical clerkship, the student should:

1. **Immediately** wash the area, scrubbing skin with soap and water.
2. For exposures to eyes, mouth, and/or other mucous membranes, rinse with running water, normal saline, or sterile eye wash for at least ten minutes. For eye exposure, hold the eye open for irrigation.
3. **Immediately** report the incident to the attending physician or other appropriate supervising physician. See the charge nurse for assistance obtaining contact information for house supervisors or attending physicians.
4. **Immediately report to the appropriate personnel and follow the post-exposure protocol as designated by the core site. This information can quickly be found in E*Value.**
   a. Prompt evaluation and treatment is essential. Post-exposure prophylaxis and other treatment may be indicated and should be started ideally within an hour of exposure.
   b. You will present yourself to the facility's emergency room as a patient for purposes of consent to treat and billing. Your health insurance will be the primary form of insurance used for any such incident(s).
5. **Contact your Regional Coordinator and the ACOM NeedleStick Coordinator. Fill out the NeedleStick Incident Report within 4 hours of the incident.**

Students should also consult the Needle-Stick Policies & Procedures libguide, which provides helpful information regarding site-specific protocols. Students may also access the CDC guide for Post-Exposure Prophylaxis (PEP) as needed.