Alabama College of Osteopathic Medicine

BEHAVIORAL MEDICINE
DO CLIN 801
2017-2018

Clerkship Chair:  Gary L. Gay, DO
ggay@acomedu.org

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 Year 2 AND COMLEX Part 1. 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:
     - Students will be required to read sections which are deemed important by the preceptor.
   - Additional Resources:
     - 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.
o 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.
  o 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).
  o See Appendix B for Core Problems Necessary for Graduation

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

5. Evaluations:

  o Student Evaluation of Site; Student Evaluation of Preceptor: Must be completed on-line and submitted at the end of the clerkship rotation.
  o 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.
  o 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.

  o Evaluation from preceptor and staff (50%)
  o COMAT Exam score (35%)
  o ACOM Rotation Didactics (15%)
  o Note well:
  o 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.
  o COMAT exam: 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.
  o 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 ($35.00 per examination). To schedule a retake, students must contact the Clinical Sciences Coordinator.
- You must complete and pass the Rotation Didactics element of the rotation. If you fail Rotation Didactics, you will be offered one attempt to remediate the activities through assignments given by the clerkship chair.

- Successful remediation of 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.

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. 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.

X. 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.

XI. 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)
XII. 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.

XIII. 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.
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/Constiposis
   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

7/19/2017
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
112.1. Erectile 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, 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)
- Thoracentesis
- 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: NEEDLE-STICK AND BLOOD-BORNE PATHOGEN EXPOSURE PROCEDURE

NEEDLE-STICK AND BLOOD-BORNE PATHOGEN EXPOSURE

A separate, badge-sized card for needle-stick protocol is required to be worn by all students when in a clinical environment. 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. Then,
2. **Immediately** report the incident to the attending physician or other appropriate supervising physician. Then,
3. **Immediately report to the facility’s emergency room for evaluation and treatment:**
   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).
4. **Contact your regional coordinator and the Associate Dean of Clinical Sciences.**

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.