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PREFACE

The Four Tenets of Osteopathic Medicine

Professionalism and the Practice of Osteopathic Medicine

The Osteopathic Oath

Core Competencies

Core Entrustable Professional Activities for Entering Residency
The Four Tenets of Osteopathic Medicine

1. The body is a unit
2. Structure and function are interdependent
3. The body has self-healing and self-regulatory capabilities
4. Rational osteopathic care relies on the integration of these tenets in patient care

What is a DO?

Osteopathic Physicians (DOs) are fully licensed to prescribe medicine and practice in all specialty areas including surgery. DOs are trained to consider the health of the whole person and use their hands to help diagnose and treat their patients.
Professionalism and the Practice of Osteopathic Medicine

Code of Ethics

The American Osteopathic Association has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care and to self.

Further, the American Osteopathic Association has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

Section 1. The physician shall keep in confidence whatever she/he may learn about a patient in the discharge of professional duties. The physician shall divulge information only when required by law or when authorized by the patient.

Section 2. The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

Section 3. A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients because of the patient's race, creed, color, sex, national origin or handicap. In emergencies, a physician should make her/his services available.

Section 4. A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.

Section 5. A physician shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

Section 6. The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

Section 7. Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities, which are false or misleading.
Section 8. A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless he is actually licensed on the basis of that degree in the state in which she/he practices. A physician shall designate her/his osteopathic school of practice in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

Section 9. A physician should not hesitate to seek consultation whenever she/he believes it advisable for the care of the patient.

Section 10. In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

Section 11. In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable osteopathic hospital rules or regulations.

Section 12. Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

Section 13. A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

Section 14. In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

Section 15. It is considered sexual misconduct for a physician to have sexual contact with any current patient whom the physician has interviewed and/or upon whom a medical or surgical procedure has been performed.

Section 16. Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

Section 17. From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner. (Approved July 2003)
**Section 18.** A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

**Section 19.** When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

(Reprinted from the AOA website 04/1/13)
The Osteopathic Oath

I do hereby affirm my loyalty to the profession I am about to enter.

I will be mindful always of my great responsibility to preserve the health and life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgement and with my skill and ability, keeping in mind always nature's laws and the body's inherent capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast imputations upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be ever alert to further the application of basic biologic truths to the healing arts and to develop the principles of osteopathy which were first enunciated by Andrew Taylor Still.
Core Competencies

Core Competencies are a key assessment of the WVSOM medical student as they progress in their medical education. This process includes the assessment of the student by main campus staff and/or national licensing examinations. During the third and fourth years the assessment of the medical student by Preceptors or Attending Physicians remains an integral part of this process. The evaluation is essential in determining how the medical student is progressing in the academic program. Feedback by the Preceptor/Attending Physicians on these skills, abilities and attitudes during the rotation with a final evaluation of the student’s performance during the rotation on the Clinical Education Grade Form is of great importance in the student’s success. Written comments are essential in this process.

- **Medical Knowledge, Knowledge of Disease Process, Diagnostic Criteria, and Evaluation of Conditions**: Preceptors/Attendings are expected to evaluate medical knowledge, understanding of disease process, and the student’s ability to apply cognitive skills in differential diagnosis.

- **Osteopathic Philosophy and Osteopathic Manipulative Medicine**: All preceptors (MD and DO) are expected to encourage and verify application of osteopathic principles, and DO preceptors are expected to encourage and evaluate appropriate use of Osteopathic Manipulative Treatment (OMT).

- **Patient Care**: Preceptors are expected to evaluate the student’s ability to consistently demonstrate competence in patient care, including the ability to competently take a history, perform a physical examination, assist with medical procedures, and provide appropriate follow-up care.

- **Interpersonal and Communication Skills**: Preceptors are expected to evaluate the student’s competency in communication and interviewing skill. This evaluation should at minimum include the appropriate communication with the preceptor, peers, and staff, as well as the patient. When interviewing patients, the student should be able to appropriately use open-ended questions, demonstrate active listening and be able to assess contextual factors such as the patient’s beliefs, culture, values, etc. The evaluation of the student’s ability to accept and deal with a patient’s feelings and the use of language that the patient can understand is an important skill to evaluate on an ongoing basis.

- **Professionalism**: Preceptors are expected to evaluate professionalism, including demonstrated ethical, personal and professional qualities deemed necessary for the continued successful study and practice of Osteopathic Medicine.

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1The Four Tenets of Osteopathic Medicine: 1) The body is a unit; 2) Structure and function are interdependent; 3) The body has self-healing and self-regulatory capabilities; 4) Rational osteopathic care relies on the integration of these tenets in patient care.
Medicine; maintaining professional relationships with patients and staff; responsibility, dependability, and reliability.

- **Practice-Based Learning & Improvement:** Preceptors are expected to observe, encourage and evaluate the student’s practice-based learning and improvement skills. This will include at a minimum the student’s ability to integrate evidence-based medicine into the care of patients and the student’s ability to understand what they know and need to study with demonstration of continuous learning during the rotation. The student should demonstrate an understanding of research methods and how the research outcomes modify and affect the practice of medicine.

- **System Based Practice:** Preceptors are expected to evaluate the student’s system based practice skills, including the student’s ability to understand his/her role as a member of the health care team, the student’s understanding of local community medical resources, and the student’s understanding of providing effective and cost effective medicine.
Core Entrustable Professional Activities for Entering Residency

The following information on EPAs is reprinted here with permission from the Association of American Medical Colleges (AAMC). The full publication is available through AAMC’s MedEdPORTAL http://www.mededportal.org/icollaborative/resource/887.

The AAMC has developed thirteen elements that define the requirements at the transition from medical school to residency. These requirements each are referred to as an Entrustable Professional Activity (EPA).

“EPAs are units of professional practice, defined as tasks or responsibilities that trainees are entrusted to perform unsupervised once they have attained sufficient specific competence. EPAs are independently executable, observable, and measurable in their process and outcome, and, therefore, suitable for entrustment decisions.”

The EPAs integrate the core competencies and are assessed in the context of performance. The purpose of this document is to encourage the preceptor and student to incorporate the EPAs into the instruction and evaluation of each of the clinical rotations during the 3rd and 4th years of medical school. The student should work with the preceptor during the rotations to improve their competence in each of the EPAs described.

EPA 1: Gather a history and perform a physical examination

Day 1 residents should be able to perform an accurate complete or focused history and physical exam in a prioritized, organized manner without supervision and with respect for the patient. The history and physical examination should be tailored to the clinical situation and specific patient encounter. This data gathering and patient interaction activity serves as the basis for clinical work and as the building block for patient evaluation and management. Learners need to integrate the scientific foundations of medicine with clinical reasoning skills to guide their information gathering.

History

- Obtain a complete and accurate history in an organized fashion.
- Demonstrate patient-centered interview skills (attentive to patient verbal and nonverbal cues, patient/family culture, social determinants of health, need for interpretive or adaptive services; seeks conceptual context of illness; approaches the patient holistically and demonstrates active listening skills).

- Identify pertinent history elements in common presenting situations, symptoms, complaints, and disease states (acute and chronic).
- Obtain focused, pertinent histories in urgent, emergent, and consultative settings.
- Consider cultural and other factors that may influence the patient’s description of symptoms.
- Identify and use alternate sources of information to obtain history when needed, including but not limited to family members, primary care physicians, living facility, and pharmacy staff.
- Demonstrate clinical reasoning in gathering focused information relevant to a patient’s care.
- Demonstrate cultural awareness and humility (for example, by recognizing that one’s own cultural models may be different from others) and awareness of potential bias (conscious and unconscious) in interactions with patients.

**Physical**
- Perform a complete and accurate physical exam in logical and fluid sequence.
- Perform a clinically relevant, focused physical exam pertinent to the setting and purpose of the patient visit.
- Identify, describe, and document abnormal physical exam findings.
- Demonstrate patient-centered examination techniques that reflect respect for patient privacy, comfort, and safety (e.g., explaining physical exam maneuvers, telling the patient what one is doing at each step, keeping patients covered during the examination).

**EPA 2: Prioritize a differential diagnosis following a clinical encounter**

To be prepared for the first day of residency, all physicians need to be able to integrate patient data to formulate an assessment, developing a list of potential diagnoses that can be prioritized and lead to selection of a working diagnosis. Developing a differential diagnosis is a dynamic and reflective process that requires continuous adaptation to avoid common errors of clinical reasoning such as premature closure.

**Functions**
- Synthesize essential information from the previous records, history, physical exam, and initial diagnostic evaluations.
- Integrate information as it emerges to continuously update differential diagnosis.
- Integrate the scientific foundations of medicine with clinical reasoning skills to develop a differential diagnosis and a working diagnosis.
• Engage with supervisors and team members for endorsement and verification of the working diagnosis in developing a management plan.
• Explain and document the clinical reasoning that led to the working diagnosis in a manner that is transparent to all members of the health care team.
• Manage ambiguity in a differential diagnosis for self and patient and respond openly to questions and challenges from patients and other members of the health care team.

EPA 3: Recommend and interpret common diagnostic and screening tests

This EPA describes the essential ability of the day 1 resident to select and interpret common diagnostic and screening tests* using evidence-based and cost-effective principles as one approaches a patient in any setting.

Functions
• Recommend first-line, cost-effective diagnostic evaluation for a patient with an acute or chronic common disorder or as part of routine health maintenance.
• Provide a rationale for the decision to order the test.
• Incorporate cost awareness and principles of cost-effectiveness and pre-test/post-test probability in developing diagnostic plans.
• Interpret the results of basic diagnostic studies (both lab and imaging); know common lab values (e.g., electrolytes).
• Understand the implications and urgency of an abnormal result and seek assistance for interpretation as needed.
• Elicit and take into account patient preferences in making recommendations.

*Common diagnostic and screening tests include the following:

Plasma/serum/blood studies:
• Arterial blood gases
• Bilirubin
• Cardiac enzymes
• Coagulation studies
• CBC
• Culture and sensitivity
• Electrolytes
• Glucose
• Hepatic proteins
• HgbA1c
• HIV antibodies
• HIV viral load
• Lipoproteins
• Renal function tests
• RPR

Urine studies:
• Chlamydia
• Culture and sensitivity
• Gonorrhea
• Microscopic analysis
• U/A dipstick
**Body fluids (CSF, pleural, peritoneal):**
- Cell counts
- Culture and sensitivity
- Protein(s)

**EPA 4: Enter and discuss orders and prescriptions**

Writing safe and indicated orders is fundamental to the physician’s ability to prescribe therapies or interventions beneficial to patients. It is expected that physicians will be able to do this without direct supervision when they matriculate to residency. Entering residents will have a comprehensive understanding of some but not necessarily all of the patient’s clinical problems for which they must provide orders. They must also recognize their limitations and seek review for any orders and prescriptions they are expected to provide but for which they do not understand the rationale. The expectation is that learners will be able to enter safe orders and prescriptions in a variety of settings (e.g., inpatient, ambulatory, urgent, or emergent care).

**Functions**
- Demonstrate an understanding of the patient’s current condition and preferences that will underpin the orders being provided.
- Demonstrate working knowledge of the protocol by which orders will be processed in the environment in which they are placing the orders (e.g., office, hospital, nursing home, written, computer).
- Compose orders efficiently and effectively, such as by identifying the correct admission order set, selecting the correct fluid and electrolyte replacement orders, and recognizing the needs for deviations from standard order sets.
- Compose prescriptions in verbal, written, and electronic formats.
- Recognize and avoid errors by using safety alerts (e.g., drug-drug interactions) and information resources to place the correct order and maximize therapeutic benefit and safety for patients.
- Attend to patient-specific factors such as age, weight, allergies, pharmacogenetics, and co-morbid conditions when writing or entering prescriptions or orders.
- Discuss the planned orders and prescriptions (e.g., indication, risks) with patients and families and use a nonjudgmental approach to elicit health beliefs that may influence the patient’s comfort with orders and prescriptions.

**EPA 5: Document a clinical encounter in the patient record**

Entering residents should be able to provide accurate, focused, and context-specific documentation of a clinical encounter in either written or electronic formats.
Performance of this EPA is predicated on the ability to obtain information through history, using both primary and secondary sources, and physical exam in a variety of settings (e.g., office visit, admission, discharge summary, telephone call, email). Documentation is a critical form of communication that supports the ability to provide continuity of care to patients and allows all health care team members and consultants to:

1. Understand the evolution of the patient’s problems, diagnostic work-up, and impact of therapeutic interventions.
2. Identify the social and cultural determinants that affect the health of the patient.
3. View the illness through the lens of the patients and family.
4. Incorporate the patient’s preferences into clinical decision making.

The patient record is a *legal document* that provides a record of the transactions in the patient-physician contract.

**Functions**

- Filter, organize, and prioritize information.
- Synthesize information into a cogent narrative.
- Record a problem list, working and differential diagnosis and plan.
- Choose the information that requires emphasis in the documentation based on its purpose (e.g., Emergency Department visit, clinic visit, admission History and Physical examination).
- Comply with requirements and regulations regarding documentation in the medical record.
- Verify the authenticity and origin of the information recorded in the documentation (e.g., avoids blind copying and pasting).
- Record documentation so that it is timely and legible.
- Accurately document the reasoning supporting the decision making in the clinical encounter for any reader (e.g., consultants, other health care professionals, patient and families, auditors).
- Document patient preferences to allow their incorporation into clinical decision making.

**EPA 6: Provide an oral presentation of a clinical encounter**

The day 1 resident should be able to concisely present a summary of a clinical encounter to one or more members of the health care team (including patients and families) in order to achieve a shared understanding of the patient’s current condition. A prerequisite for the ability to provide an oral presentation is synthesis of the information, gathered into an accurate assessment of the patient’s current condition.
Functions

• Present information that has been personally gathered or verified, acknowledging any areas of uncertainty.
• Provide an accurate, concise, and well-organized oral presentation.
• Adjust the oral presentation to meet the needs of the receiver of the information.
• Assure closed-loop communication between the presenter and receiver of the information to ensure that both parties have a shared understanding of the patient’s condition and needs.

EPA 7: Form clinical questions and retrieve evidence to advance patient care

On day 1 of residency, it is crucial that residents be able to identify key clinical questions in caring for patients, identify information resources, and retrieve information and evidence that will be used to address those questions. Day 1 residents should have basic skill in critiquing the quality of the evidence and assessing applicability to their patients and the clinical context. Underlying the skill set of practicing evidence-based medicine is the foundational knowledge an individual has and the self-awareness to identify gaps and fill them.

Functions

• Develop a well-formed, focused, pertinent clinical question based on clinical scenarios or real-time patient care.
• Demonstrate basic awareness and early skills in appraisal of both the sources and content of medical information using accepted criteria.
• Identify and demonstrate the use of information technology to access accurate and reliable online medical information.
• Demonstrate basic awareness and early skills in assessing applicability/generalizability of evidence and published studies to specific patients.
• Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge and application to patient care.
• Apply the primary findings of one’s information search to an individual patient or panel of patients.
• Communicate one’s findings to the health care team (including the patient/family).
• Close the loop through reflection on the process and the outcome for the patient.
EPA 8: Give or receive a patient handover to transition care responsibility

Effective and efficient handover communication is critical for patient care. Handover communication ensures that patients continue to receive high-quality and safe care through transitions of responsibility from one health care team or practitioner to another. Handovers are also foundational to the success of many other types of interprofessional communication, including discharge from one provider to another and from one setting to another. Handovers may occur between settings (e.g., hospitalist to PCP; pediatric to adult caregiver; discharges to lower-acuity settings) or within settings (e.g., shift changes).

Functions for the transmitter of information

- Conduct handover communication that minimizes known threats to transitions of care (e.g., by ensuring you engage the listener, avoiding distractions).
- Follow a structured handover template for verbal communication.
- Provide succinct verbal communication that conveys, at a minimum, illness severity, situation awareness, action planning, and contingency planning.
- Elicit feedback about the most recent handover communication when assuming primary responsibility of the patients.
- Demonstrate respect for patient privacy and confidentiality.

Functions for the receiver of information

- Provide feedback to transmitter to ensure informational needs are met.
- Ask clarifying questions.
- Repeat back to ensure closed-loop communication.
- Ensure that the health care team (including patient/family) knows that the transition of responsibility has occurred.
- Assume full responsibility for required care during one’s entire care encounter.
- Demonstrate respect for patient privacy and confidentiality.

EPA 9: Collaborate as a member of an interprofessional team

Effective teamwork is necessary to achieve the Institute of Medicine competencies for care that is safe, timely, effective, efficient, and equitable. Introduction to the roles, responsibilities, and contributions of individual team members early in professional development is critical to fully embracing the value that teamwork adds to patient care outcomes.
Functions

- Identify team members’ roles and the responsibilities associated with each role.
- Establish and maintain a climate of mutual respect, dignity, integrity, and trust.
- Communicate with respect for and appreciation of team members and include them in all relevant information exchange.
- Use attentive listening skills when communicating with team members.
- Adjust communication content and style to align with team-member communication needs.
- Understand one’s own roles and personal limits as an individual provider and seek help from the other members of the team to optimize health care delivery.
- Help team members in need.
- Prioritize team needs over personal needs in order to optimize delivery of care.

EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management

The ability to promptly recognize a patient who requires urgent or emergent care, initiate evaluation and management, and seek help is essential for all physicians. New residents in particular are often among the first responders in an acute care setting, or the first to receive notification of an abnormal lab or deterioration in a patient’s status. Early recognition and intervention provides the greatest chance for optimal outcomes in patient care. This EPA often calls for simultaneously recognizing need and initiating a call for assistance. Examples of conditions for which first –day interns might be expected to recognize, initiate evaluation and management, and seek help include the following:

1. Chest pain
2. Mental status changes
3. Shortness of breath and hypoxemia
4. Fever
5. Hypotension and hypertension
6. Tachycardia and arrhythmias (e.g., SVT, Afib, heart block)
7. Oliguria, anuria, urinary retention
8. Electrolyte abnormalities (e.g., hyponatremia, hyperkalemia)
9. Hypoglycemia and hyperglycemia

Functions

- Recognize normal vital signs and variations that might be expected based on patient- and disease-specific factors.
- Recognize severity for a patient’s illness and indications for escalating care.
• Identify potential underlying etiologies of the patient’s decompensation.
• Apply basic and advanced life support as indicated.
• Start initial care plan for the decompensating patient.
• Engage team members required for immediate response, continued decision making, and necessary follow-up to optimize patient outcomes.
• Understand how to initiate a code response and participate as a team member.
• Communicate the situation to responding team members.
• Document patient assessments and necessary interventions in the medical record.
• Update family members to explain patient’s status and escalation-of-care plans.
• Clarify patient’s goals of care upon recognition of deterioration (e.g., DNR, DNI, comfort care).

**EPA 11: Obtain informed consent for tests and/or procedures**

All physicians must be able to perform patient care interventions that require informed consent. From day 1, residents may be in a position to obtain informed consent for interventions, test, or procedures they order or perform (e.g., immunizations, central lines, contrast and radiation exposures, blood transfusions). Of note, residents on day 1 should not be expected to obtain informed consent for procedures or tests for which they do not know the indications, contraindications, alternative, risks, and benefits.

**Functions**

- Describes the indications, risks, benefits, alternatives, and potential complications of the procedure.
- Communicates with the patient/family and ensures their understanding of the indications, risks, benefits, alternatives, and potential complications.
- Creates a context that encourages the patient/family to ask questions.
- Enlists interpretive services when necessary.
- Documents the discussion and the informed consent appropriately in the health record.
- Displays an appropriate balance of confidence with knowledge and skills that puts patients and families at ease.
- Understands personal limitations and seeks help when needed.

**EPA 12: Perform general procedures of a physician**

All physicians need to demonstrate competency in performing a few core procedures on completion of medical school in order to provide basic patient care. These procedures include:
• Basic cardiopulmonary resuscitation (CPR)
• Bag and mask ventilation
• Venipuncture
• Inserting an intravenous line

Functions
• Demonstrate the technical (motor) skills required for the procedure.
• Understand and explain the anatomy, physiology, indications, risks, contraindications, benefits, alternatives, and potential complications of the procedure.
• Communicate with the patient/family to ensure pre- and post-procedure explanation and instructions.
• Manage post-procedure complications.
• Demonstrate confidence that puts patients and families at ease.

EPA 13: Identify system failures and contribute to a culture of safety and improvement

Since the publication of the IOM reports “To Err is Human” and “Crossing the Quality Chasm,” the public has been focused on the need to improve quality and safety in health care. Preventing unnecessary morbidity and mortality requires health professionals to have both an understanding of systems and a commitment to their improvement. This commitment must begin in the earliest stages of health professional education and training. Therefore, EPA is critical to the professional formation of a physician and forms the foundation for a lifelong commitment to systems thinking and improvement.

Functions
• Understand systems and their vulnerabilities.
• Identify actual and potential (“near miss”) errors in care.
• “Speak up” in the face of real or potential errors.
• Use system mechanisms for reporting errors (e.g., event reporting systems, chain of command policies).
• Recognize the use of “workarounds” as an opportunity to improve the system.
• Participate in system improvement activities in the context of rotations or learning experiences (e.g., rapid-cycle change using plan-do-study-act cycles; root cause

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analyses; morbidity conferences; failure modes and defects analyses; improvement projects).

- Engage in daily safety habits (e.g., universal precautions, hand washing, time-outs).
- Admit one’s own errors, reflect on one’s contribution, and develop an improvement plan.
1.0 Procedural Statement

The provisions of the 2017-2018 WVSOM Clinical Education Manual do not constitute a contract between the West Virginia School of Osteopathic Medicine and its students. The manual is provided to students to inform them of current procedures, activities and requirements, any of which may be altered from time to time. The most up to date version of this manual can be found on the WVSOM website. The West Virginia School of Osteopathic Medicine reserves the right to change any provisions or requirements at any time prior to the student receiving the degree of Doctor of Osteopathic Medicine. The final procedural authority is found in the Institutional Policy and Procedures Manual.
1.1 Calendar of Events, Class of 2020

West Virginia School of Osteopathic Medicine Calendar of Events

June 2018

- Tokens and ERAS applicant instructions are distributed by the GME office.
- WVOSOM’s ERAS Dean’s Workstation is administered by the Office of Graduate Medical Education. Additional information can be found at [http://www.aamc.org/eras](http://www.aamc.org/eras)

Monday, June 18 - Friday, June 29, 2018

- Orientation of your Statewide Campus Site

Monday, July 2, 2018

- Family Medicine I/Primary Care rotation begins for all students

Friday, August 17, 2018

- Educational Agreement for all Fall elective rotations are due in your Statewide Campus office

Friday, October 5, 2018

- Educational Agreement for all winter elective rotations are due into your Statewide Campus office

Friday, January 11, 2019

- Educational Agreement for all spring elective rotations are due into your Statewide Campus office

Spring 2019 (during 3/11-4/5 block)

- According to your individual schedules, you will participate in 3rd Year OSCE

TBD

- Re-education week for those who fail or receive a conditional pass on the 3rd Year OSCE

Monday, June 3 – Friday, June 28, 2019

- Board Study

June 1, 2019

- First day eligible to take COMLEX 2-PE. You must have received official notification of passage of Year 3 OSCE to be eligible to take the COMLEX 2-PE. All third year requirements must be met.

July 1, 2019

- First opportunity to sit for COMLEX 2 CE (If all third year requirements are met)

September 28, 2019

- Last recommended day to sit for COMLEX 2-CE (first attempt)
April 30, 2020  For students graduating in May, COMLEX 2-PE must be taken and passed by this date. To obtain your score by April 30th it would be wise to take the COMLEX 2-PE by the end of February.

Friday, May 15, 2020  Last day to complete Year 4 curriculum requirements

Monday, May 18, 2020  Begin mandatory time off prior to graduation

Saturday, May 30, 2020  Graduation

Please note: This is being provided to you as a resource and does not contain all important events. OSCE re-education date may be subject to change.
1.2 Clinical Curriculum Description

Third Year Rotations
Contains syllabi and competencies for:

Statewide Campus Orientation 2 weeks
Family Medicine I (Required) 8 weeks
Internal Medicine I (Required) 4 weeks
Internal Medicine II (Required) 4 weeks
Pediatrics I (Required) 4 weeks
Psychiatry (Required) 4 weeks
Surgery I (Required) 4 weeks
Dean’s Selective (Selective) 4 weeks
Emergency Medicine (Required) 4 weeks
OB-GYN (Required) 4 weeks
Electives 4 weeks
Vacation 4 weeks
Board Prep 4 weeks

Fourth Year Rotations
Contains syllabi and competencies for:

Internal Medicine III (Selective) 4 weeks
Internal Medicine IV (Selective) 4 weeks
Surgery II (Selective) 4 weeks
Surgery III (Selective) 4 weeks
Family Medicine II (Selective) 8 weeks
Pediatrics II (Selective) 4 weeks
Electives 10 weeks
Mandatory Time Off 2 weeks
Vacation 8 weeks
### Third Year Rotations

<table>
<thead>
<tr>
<th>CUSHING Module -</th>
<th>JACQUES Module -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains syllabi and competencies for:</td>
<td>Contains syllabi and competencies for:</td>
</tr>
<tr>
<td><strong>Internal Medicine 1</strong></td>
<td><strong>Family Medicine 1</strong></td>
</tr>
<tr>
<td><strong>Internal Medicine 2</strong></td>
<td><strong>OB/GYN</strong></td>
</tr>
<tr>
<td><strong>Surgery 1</strong></td>
<td><strong>Surgery 3/OB-GYN</strong></td>
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<tr>
<td><strong>Psychiatry</strong></td>
<td><strong>Dean's Selective</strong></td>
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<tr>
<td><strong>Dean's Selective</strong></td>
<td><strong>Pediatrics 1</strong></td>
</tr>
<tr>
<td><strong>Elect 1</strong></td>
<td><strong>Pediatrics 2</strong></td>
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</tbody>
</table>

- Orientation: 2 weeks
- Board Study: 2 weeks
- Vacation: 4 weeks

### Fourth Year Rotations

<table>
<thead>
<tr>
<th>Contains syllabi and competencies for:</th>
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<tbody>
<tr>
<td><strong>Emergency Medicine</strong></td>
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<tr>
<td><strong>Family Medicine 2</strong></td>
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<tr>
<td><strong>Internal Medicine 3</strong></td>
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<tr>
<td><strong>Internal Medicine 4</strong></td>
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<tr>
<td><strong>Surgery 2</strong></td>
</tr>
<tr>
<td><strong>Surgery 3</strong></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td><strong>Mandatory Time Off</strong></td>
</tr>
<tr>
<td><strong>Vacation</strong></td>
</tr>
</tbody>
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Students in the Berkeley Medical Center Base Site/WVU Program - Eastern Division are allowed a maximum of 8 weeks of rotations scheduled through WVU-Eastern Division during their 4th year.

If you choose Berkeley Medical Center as your Statewide Campus Site, you will not be eligible to be a GTA as the Jacques/Cushing Modules cannot accommodate a leave.

Students in the Berkeley Medical Center Base Site/WVU Program - Eastern Division follow the prescribed schedule of the program, with no flexibility regarding vacation time, electives, or Dean's Selective.
1.3 Student Involvement on Clinical Rotations

- A student of the West Virginia School of Osteopathic Medicine is not a licensed physician and, therefore, is not legally or ethically permitted to practice medicine. A student may be involved in assisting in the care of a patient, but only under the direction and guidance of a licensed physician. The physician is responsible for medical care of the patient and for approving and countersigning all orders, progress notes, etc., written by the student.

- A student will not administer therapy or medication until a licensed physician has seen the patient, confirming the diagnosis. Any orders written by a student must be countersigned by a licensed physician prior to being implemented.

- Supervision of the student and his/her activities in the clinical setting is the direct responsibility of the supervising physician. Any educational activity involving patients can only be done when the supervising physician is immediately available on the premises to assist and direct the student’s activities.

- Due to legal ramifications, any violation of this policy should be immediately reported by the student to the assistant dean of their Statewide Campus office.

- A student faced with a life-threatening emergency in the absence of the supervising physician should use his/her best judgment in rendering care until the supervising or other physician arrives.

- In the event a supervising physician or other authorized physician is not available the student shall cease patient care activities. If there is a frequency of this situation, the student must notify the appropriate Statewide Campus office.

- If a student finds himself/herself in a questionable situation, he/she should immediately contact the assistant dean of his/her Statewide Campus office.

- Shadowing during years 3 and 4 is not allowed. If this is done outside of the student’s present rotation, it is not covered by malpractice insurance. For example, if the student’s preceptor is done for the day, the student may not go to the ER to see patients or go to the OR to scrub in on a case or observe.

- Continuity of care for the patients a student sees while on a rotation in a hospital is important for gaining a deeper understanding of the patient’s diagnosis. When the student is on a hospital rotation and a patient on the preceptor’s service is scheduled for surgery or a diagnostic procedure, the student may seek permission to attend the procedure to observe. Permission must be obtained from both the student’s attending physician and the physician who will be performing the procedure. This approved observation would be considered to be part the current rotation, and as such, is covered by malpractice insurance.
1.4 Clinical Case Conferences – Statewide Campus Requirement

Students are expected to present Clinical Case Conferences as requested by the supervising physician, Director of Medical Education Office of the institution at which they are rotating, or their Statewide Campus regional office.

Please keep in mind the following when preparing a Clinical Case Presentation:

- Determine the specific content area or topic to be covered.

- Identify what you want the participants to get out of the presentation; in other words, what are the learning objectives.

- Decide in what order you will present the information.
  - A case-based format with progressive disclosure of the history of present illness, physical findings, and diagnostic laboratory and imaging studies being divulged incrementally is a good format to follow. The presenter should solicit information from the audience and provide the events and findings as they occurred. This generally takes 20-30 minutes.
  - Once you have worked through the case with audience participation, spend approximately 15 minutes on the main subject
  - Arrange in advance for any audiovisual equipment or materials you may need:
    - PowerPoint
    - PowerPoint handouts
    - Overheads/Elmo
    - Flipchart and markers
    - Radiographs/Other Images
    - Pathology Slides

- The Clinical Case Conference topic should be submitted by the student for approval to the Statewide Campus Regional Director and Regional Assistant Dean four (4) weeks prior to the presentation. When a PowerPoint presentation will be used it should be submitted to the Statewide Campus personnel at least one week before the presentation date. All presentations are required to include five (5) Board style questions at the end of the presentation. These questions must be presented in a case-based format and be multiple choice with five (5) possible answers. Questions must have answers referring to a specific text with page and paragraph stated. Presentations must include a bibliography and all questions will be compiled in a database and made available for students for COMLEX board review/study.
1.5 Objective Structured Clinical Examination (OSCE)

The COMLEX Level 2 PE exam is usually taken during the 4th year of Medical School. (The COMLEX 2 PE may be taken earlier if all of the CORE rotations are completed and the student has passed the 3rd year OSCE.) This practical exam evaluates clinical skills by putting the student through 12 testing stations using standardized patients in scenarios similar to what would be found in a primary care office.

At the end of the third year you will take an OSCE examination similar in format to the OSCE that you were required to take at the end of your second year. **You will not be able to advance to the fourth year unless you pass this examination.** It is also important to note that passing the third year OSCE is one of the prerequisites for being allowed to take the COMLEX 2-PE.

All third year students are required to participate in the third year OSCE. In order to be eligible to take the third year OSCE, the student must have no more than the present rotation and two additional 4-week rotations remaining on their schedule. Failure to pass the third year OSCE will result in the student returning to campus for re-education. For this reason do not schedule vacation, rotations, COMLEX 2-CE or other activities that would make it difficult for you to return for this required program. Again, it is important to note that passage of all of the third year requirements including the OSCE must occur to advance to the fourth year.

1.6 COMLEX Guidelines

WVSOM Policy E-23 requires that every student pass both the COMLEX Level 2-CE (computer-based exam) and Level 2-PE (standardized patient exam) to qualify for graduation. The **COMLEX Level 2-CE must be taken before September 30th in the 4th year.** It is discouraged to wait until September to take this test as it is close to the mandatory retake date. If a student has passed all 3rd year rotations, the 3rd year OSCE, completed all other 3rd year assignments and requirements, and taken the COMSAE, he/she may take the COMLEX 2-CE. The COMLEX – PE exam may not be taken sooner than June 1st at the end of the 3rd year if the student has completed all of the requirements stated above.

Failure to pass COMLEX 2-CE will require you to enter a Prep Track in accordance with the Procedure for Policy E-23. This procedure is listed on the WVSOM web site. Retaking the examination will require the student to take the exam on the first available date after completion of the 4 week Nominal Prep Track. If the student wishes to retake the COMLEX exam before the end of the Prep Track requirement set out in Section 10.4.1 in the procedure for Policy E-23, he or she must request permission to do so from the Vice President for Academic affairs and Dean. If the student proceeds past the 75th day of the Full COMLEX Prep Track without scheduling the COMLEX exam, the
Director of ONBEC will notify the student of the last date available within the 90-day limit. Any failure will require the student to meet with the Associate Dean for Predoctoral Clinical Education and the Director of ONBEC. In all cases the student will not be able to continue on rotations while on a mandatory Prep Track. Failure of COMLEX-PE will require the student to contact the Associate Dean for Predoctoral Clinical Education and his/her Statewide Campus Regional Assistant Dean. The student will meet with the Associate Dean for Predoctoral Clinical Education to work out a specific written Learning Plan for review. Details regarding COMLEX failures and consequences can be found in Institutional Policy E-23 on the WVSOM web site.

Students will be made eligible by the Dean to register and sign up for both Level 2 exams as soon as a passing score on Level 1 is received and may do so once the exam date calendar has been released which is usually mid fall. Third year students should plan out the spring of their 3rd year and following summer as well as they can in the fall, so that they can accommodate the review time for the Level 2-CE. In addition, the student should determine an exam date that will not conflict with important or audition rotations in their 4th year.

According to the NBOME, the COMLEX Level 2-CE “is a problem-based and symptom-based assessment integrating the clinical disciplines of emergency medicine, family medicine, internal medicine, obstetrics/gynecology, osteopathic principles, pediatrics, psychiatry, surgery, and other areas necessary to solve medical problems as defined by the Level 2-CE blueprint.” While the CE incorporates these disciplines, they are not part of the blueprint for this exam and therefore are not represented by a specific number of questions on the exam. However, family medicine, internal medicine, pediatrics, and OB/GYN (women's health) make up the major portion of the COMLEX 2-CE exam.

The NBOME describes the COMLEX Level 2-PE as “a one-day examination of clinical skills where each candidate will encounter twelve standardized patients over the course of a seven-hour examination day.” Excellent preparation for this exam is provided through the spring 3rd Year OSCE.

The Director of the Office of National Boards and Exam Center will provide a group orientation for COMLEX Level 2-CE to each statewide campus group of students in the late winter. WVSOM procedure, an outline of the exam and review strategies will be covered in this orientation.

You are permitted 2 days off from a rotation (if not taken during scheduled vacation) during 4th year rotations for each exam (unless taken consecutively). You should seek approval from your preceptor regarding these absences and notify your Statewide Campus office of your test dates and locations once scheduled. You are not permitted to take days off from rotation unless approval is given by Regional Assistant Dean & Director prior to the exam via Exception Request Form. You are responsible for scheduling all NBOME exams.

Questions regarding COMLEX may be addressed to the Director of the Office of National Boards and Exam Center at nationalboards@osteo.wvsom.edu or by calling
304.793.6829. Information, including narrated PowerPoint presentations, is also available on eMedley. The NBOME provides information at http://www.nbome.org.

### 1.7 Proctored End of Rotation Exams

Students must complete a proctored COMAT exam near the end of each Core required rotations (excluding IM 1) in the third year. The COMAT exam is an objective assessment of the student’s medical knowledge. The Standard Score (as defined by the National Board of Osteopathic Examiners NBOME) will be used to determine whether or not the student passed or failed the examination. All students will be required to pass the end of rotation exam (COMAT) with a standard score of 80 or greater. A standard score of 80 is currently 2 deviations below the national mean of 100. Standard scores will be converted to a percentage with standard scores greater than 122 being recorded as 100%. The standard score of 79 and below will be listed as 67% and therefore a failure of the COMAT exam. As this is a national standardized exam, failing scores are ineligible for appeal.

For the disciplines of Family Medicine, Internal Medicine II, Peds, Surgery, OB/GYN, Emergency Medicine and Psychiatry, if a student does not receive a passing score on the COMAT exam equal to or greater than a standard score of 80, the student will have failed to successfully complete the core rotation. A single retest of the COMAT will be permitted. If the student passes the retest of the COMAT, a final rotation grade of 70 will be recorded and the rotation will be successfully completed. Retesting is only permitted for a single COMAT failure. This excludes the OPP COMAT as that score is not included in any rotation course grade. Specific guidelines for the OPP COMAT are in Section 1.7.2. If a standard score of at least 80 is not achieved on the repeat COMAT or if a student fails a second COMAT, a failure grade will be recorded and students will have their record remanded to the Student Promotions Committee for review. After review, the committee will make a recommendation to the Associate Dean for Predoctoral Clinical Education (See Institutional Policy E-17).

The Student Promotions Committee may recommend Remediation for this failed rotation which may consist of the following:

- The student will repeat the rotation(s) with a different preceptor either at the same base site or another SWC site as determined by SWC personnel.
- The student will repeat all of the requirements for the failed rotation as outlined in the syllabus.
- The student is required to update his/her Regional Assistant Dean on a weekly basis during the repeat rotation to report progress on studying all materials outlined in the syllabus and any additional work completed to strengthen the student’s knowledge in the specialty, additional reading from required or other written sources, review of NBOME blueprint information, etc.
• The student will retake the COMAT exam After successful remediation including passage of the COMAT exam, the final rotation grade assigned will be 70 in accordance with Institutional Policy E-21.

The Student Promotions Committee can also recommend:
• The student may have to repeat the third year
• The student can be referred to the Dean for dismissal

All COMAT exams, including retests, will be scheduled as to date and time by Statewide Campus personnel. The following important information should be kept in mind when taking the COMAT exam.

• No cell phones or electronic devices are permitted in the exam area during testing.
• Students are expected to be on time for the exam. If a student is late, no additional time will be allowed to take the exam.
• Students with an unexcused absence from the end of rotation COMAT exam will have failed the COMAT exam and will take the COMAT exam at a time designated by the SWC personnel. If the student has more than one unexcused absence, their record will be remanded to the Student Promotions Committee for review. After review the committee will make a recommendation to the Associate Dean for Predoctoral Clinical Education. Exceptions for taking the COMAT end of rotation examination can only be made in the case of dire circumstance or illness at the discretion of the Statewide Campus personnel.
• The COMAT post rotation examination must be passed with an NBOME standard score greater than or equal to 80 and will be 35% of the calculated final rotation grade for the disciplines of Family Medicine, Internal Medicine II, Pediatrics, Surgery, OB/GYN, Emergency Medicine and Psychiatry.
• Professional dress is required at the time of the examination.

1.7.1 Pretest/Posttest (35%)

In the first week of the core rotations Family Medicine, Internal Medicine II, Pediatrics, Surgery, OB/GYN, Emergency Medicine and Psychiatry, all students are encouraged to take the online sample COMAT Rotation exam. This is a 15 question exam located at https://www.nbome.org/exams-assessments/comat/clinical-subjects/. The pretest is strongly recommended, but the score will not be included in the course grade. At the end of the rotation, all students will be expected to take the COMAT Rotation examination covering the material outlined in the course objectives and the reading assignments in the
required texts (and cases where appropriate). The exam consists of 125 questions that need to be completed within a two and ½ hour time limit. This is a proctored exam. The posttest exam will be proctored in a Statewide Campus region determined by the student’s RAD/Site Director and will count as 35% of the final rotation grade. A date and time for the posttest will be provided by your Statewide Campus office.

1.7.2 Pretest/Posttest OPP

In the first week of the FM 1 rotation, all students are encouraged to take the online sample COMAT OPP exam. This is a 15 question exam located at https://www.nbome.org/exams-assessments/comat/clinical-subjects/comat-principles/. The pretest is strongly recommended, but the score will not be included in the course grade. At or near the end of the first four weeks of FM 1, students will take the COMAT OPP examination covering the material outlined in the NBOME objectives and the reading assignments in the required texts suggested by the NBOME. The exam consists of 125 questions that need to be completed within a two and ½ hour time limit. The COMAT OPP exam will be proctored in a Statewide Campus region and will not count as part of the FM1 grade. The date, time, and place for the posttest will be assigned by the student’s Statewide Campus office.

If a student does not receive a passing score on the COMAT OPP exam equal to or greater than a standard (NBOME) score of 80 (2 standard deviations below the NBOME mean score) the student will be required to take a repeat COMAT OPP exam at a time to be determined by Statewide Campus personnel. The Stookey rotation will not count if the student fails the COMAT OPP. Students that fail more than one COMAT OPP exam will have his/her record remanded to the Student Promotions Committee for review per Clinical Education Manual Section 1.7 Proctored End of Rotation Exams. After review the committee will make a recommendation to the Associate Dean for Predoctoral Clinical Education.

Standard scores will be converted to a percentage with standard scores greater than 122 being recorded as 100%. The standard score of 79 and below will be listed as 67% and therefore a failure of the COMAT OPP exam. Remediation for this failed exam will consist of the following if recommended to the Vice President of Academic Affairs and Dean by the Student Promotions Committee:

- The student will not be allowed to count the current FM1 rotation as his/her Stookey rotation. A new Stookey rotation must be scheduled and completed, including all Stookey rotation required components. No rotation can count as a Stookey rotation until the rotation block during which or any rotation block after the student passes the COMAT OPP.
• A remediation plan of no less than four weeks will be made in cooperation with the Associate Dean for OPP including but not limited to additional readings and ComBank questions.
• The student is required to update his/her Regional Assistant Dean on a weekly basis during the remediation to report progress on studying all materials outlined in the syllabus as well as any additional work assigned and completed to strengthen the student’s knowledge in OPP.
• The student will retake the COMAT OPP end of rotation exam per the Clinical Education Manual Section 1.7 and the approval of both the Associate Dean for OPP and his/her Regional Assistant Dean.
• The student will not be allowed to take the third year OSCE or move from third year to fourth year status without passage of the COMAT OPP exam.

1.8 Didactic Programs

Didactic programs are an important part of your clinical education. These programs include Education days once a month at each Statewide Campus Region, MSOPTI programs, formal and informal programs that occur at your base hospitals. If your base hospital has an accredited residency program, you should go to the residency didactic programs especially if it is the same discipline as your core rotation. Your participation in these programs provide additional training and insight in the practice of medicine. Required didactic programs will be communicated to you by your Statewide Campus Personnel on at least a monthly basis.

Permission to be excused must be obtained from the Statewide Campus Regional Assistant Dean or Director prior to the beginning of any required didactic program. Excused absences include, but are not limited to: serious personal matter, death of a family member, bereavement, personal or family illness or injury, and other legitimate extenuating circumstances at the discretion of the Statewide Campus Regional Assistant Dean or Director. Arriving late (ten minutes or more) or leaving early (ten minutes or more) constitutes an unexcused absence. Unexcused absences must be remediated. Remediation is an original paper (double-spaced, minimum three typed pages/each hour missed) on the missed topic accepted by the Statewide Campus Regional Assistant Dean and the Associate Dean of Predoctoral Clinical Education within 3 weeks of the unexcused absence. Failure to remediate as outlined above will result in a professionalism report.

Time that will be spent away from the hospital, clinic, or rotation site during regular duty hours for lectures, conferences, and other programs conducted at outside hospitals or universities must be approved by your Statewide Campus Regional Assistant Dean or Director, and the supervising physician of the rotation service. An appropriate Exception
Request Form or Conference Form must be submitted a minimum of 8 weeks prior to the event. Please see Student Handbook regarding PROCEDURE FOR OFF-CAMPUS STUDENT MEETING ATTENDANCE: https://www.wvsom.edu/About/publications/Student-handbook
1.9 Clinical Rotations Requirements for Graduation

There are 82 weeks of required and elective rotations during the 3rd and 4th clinical years. A passing grade must be received for each rotation during the 82 weeks to fulfill the requirements for graduation.

In the event of illness or a grade of incomplete in any rotation, the weeks of vacation may be utilized to make up the missed time and to complete the required rotation as designated by your Statewide Campus office and/or the Student Promotions Committee.

In the event of a failure in any rotation, the Student Promotions Committee, after a review of the circumstances, may recommend remediation to the Academic Dean. (Institutional Policy E-21)

- All students must complete twelve weeks of rural rotations. Eight weeks must be at a rural West Virginia site. Rural is defined by the Higher Education Policy Commission (HEPC). This definition is subject to change based on the HEPC and its decision on the criteria that will be utilized. The Regional Assistant Deans and Directors will assist you in the determination of what sites will meet the requirement of rural.

- Students must complete either their FM I or FM II rotation with a DO and one must be completed in a rural area. If you do not meet these requirements in your FM I, then you must meet them in your FM II. They can be met within the same rotation (DO & rural) or one rotation may be with a DO and the other one in a rural area.

- All students must pass Levels 1-CE, 2-CE and 2-PE of COMLEX to graduate.

- All students must accurately complete all electronic site/faculty/course evaluations, logs and other rotation specific requirements by the published deadlines.

- Students are required to complete a minimum of one “James R. Stookey” OMT rotation in each of their 3rd and 4th years.
1.10 Student Clinical Education Grade Form

The student is responsible for providing the Clinical Education Grade Form to his/her preceptor if the preceptor does not use the electronic form. If the preceptor has provided an email address then eMedley will automatically send the grade form electronically. The student will need to provide a grade form to the preceptor if the preceptor has not received and completed the form during the last 2-3 days of the rotation. All preceptors may provide input to the supervising physician, who will submit a composite evaluation form to WVSOM. In a case of multiple preceptors (MDs and/or DOs), please list all preceptors on the last page of the grade form with their updated information. This will ensure that each trainer receives the appropriate CME credits.

The student’s grade will be based on the Clinical Education Grade Form, completed by the supervising physician, and the Post Rotation Exam(where applicable). Please refer to section 1.7.

The student’s grade for each third year core rotation, with the exception of IM I, is based on the following:

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Clinical Education Grade Form</td>
<td>65%</td>
</tr>
<tr>
<td>Post Rotation Examination (COMAT)</td>
<td>35%</td>
</tr>
</tbody>
</table>

The grade for IM I is based on the Clinical Education Grade Form (100%), as there is no associated COMAT.

The grade will be reported to the Registrar.

The student will be evaluated based on the seven core competencies. Evaluations should consider the student with respect to other students at the same level of training. Specific documentation for recording a “Failing”, “Needs Improvement”, “Exceptional”, or “Truly Exceptional” grade should be part of the evaluation.

Near the midpoint of the clinical rotation, the supervising physician should conference with the student regarding his/her performance. Students should remind the supervising physician of this conference. A letter grade need not be discussed at this time, but an indication of passing versus failing and areas of strength or needing improvement should be discussed at this time.

The final summative grade given by the supervising physician will be officially approved by the WVSOM Statewide Campus Assistant Dean. Upon receiving a failing grade for a clinical rotation, the Statewide Campus Regional Assistant Dean will immediately notify the Associate Dean for Predoctoral Clinical Education.

A failing grade will occur if the score for the rotation components fall below 70 or the student receives a COMAT end of rotation examination grade of less than a NBOME standard score of 80. The rotation components for calculating the grade include the
supervising physician’s evaluation, and a passing COMAT exam score. A failing grade is recorded for a rotation if any failure box is checked by your preceptor/attending physician on the clinical grade form. In this case, a grade of 65 is recorded for the rotation regardless of any other score in the other rotation components. Failure to comply with the attendance policies will result in a rotation failure and a grade of 65 will be issued. All patient procedure logs and skills checklists along with the preceptor/site/course evaluation must be completed by the last day of the rotation. Failure to comply will result in a professionalism report.

Grade appeal procedures are listed in the WVSOM Student Handbook under “Policy and Procedures for Final Grade Appeal.” Refer to policy ST-01.

The student shall be notified of a failing grade in writing by the Registrar (certified mail/return receipt directed to the student’s permanent address). A failing student will be allowed to complete a successive clinical rotation or vacation period. A clinical rotation failure in year 3 shall be remediated per the recommendation of the Student Promotions Committee if approved by the Dean. This remediation shall occur at a time to be determined by Statewide Campus personnel.

Should a failing grade occur in the final month of year 4, no diploma will be issued until the failure is successfully remediated.

The Regional Dean and Director will notify the Office for Predoctoral Clinical Education of any failing grade and they will send a grade for each student to the Registrar’s Office at the selected times. The Registrar’s Office will record the service title and the grade for each rotation.

During the first week of the rotation, the student must make sure that the preceptor has received a grade form to be completed electronically. The electronic Grade Form can be accessed from the email that the supervising physician receives. If the preceptor has not received the grade form then the student will need to print a form for him/her to complete. During the final week of the rotation, the student should verify that the preceptor still has a copy of the Grade Form and provide another copy of the form if necessary. The paper grade form must be mailed or faxed by the supervising physician in a timely fashion. The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

The Clinical Education Grade Form should not be given to the student to return to the SWC.

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<thead>
<tr>
<th>Fax Number</th>
<th>Region</th>
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<tbody>
<tr>
<td>304.234.8455</td>
<td>Northern Region (Wheeling, Weirton area)</td>
</tr>
<tr>
<td>304.428.4940</td>
<td>Central West Region (Parkersburg, Marietta area)</td>
</tr>
<tr>
<td>304.637.3436</td>
<td>Central East Region (Bridgeport, Morgantown, Elkins area)</td>
</tr>
<tr>
<td>304.720.8831</td>
<td>South Central Region (Charleston, Logan area)</td>
</tr>
</tbody>
</table>
1.11 Student Site Evaluations and Log Books

Site Evaluations:

Upon completion of each rotation it is required that each student must complete the preceptor/site/course evaluation form online. The evaluation will be reviewed by the SWC region Director and Dean. If the evaluation is not completed properly then it will be rejected and the student will have 48 hours to complete the deficiency and resubmit the form. **Failure to complete the preceptor/site/course evaluation will result in a professionalism report.**

Log Books:

Log Books are maintained during all of the 3rd year. Log Books must be completed for the FM II, Peds II and Stookey Rotation in the 4th year. The log books are available from your Statewide Campus office. All patient encounters, procedures, including OMT, etc. should be documented in the log book. At the end of each rotation, the student is responsible for having the preceptor sign the book, validating the student participation in the encounters and procedures. **The log book will be presented to the Statewide Campus Regional Assistant Dean at the end of each rotation for approval.** If additional pages are needed the student is to request a new log book from their Statewide Campus office. The information that is provided in your log books is important to demonstrate your past experiences when applying for postgraduate programs and will prepare the student for the paperwork that is required in residency training.

Throughout the remainder of the students’ undergraduate academic career and beyond, timely completion of all documents and records will be expected. The above preceptor/site/course evaluations and log books are essential in assisting in the evaluation of rotations meeting the academic requirements of the rotations. **The patient procedure logs and skills checklists must be turned in to the Regional Assistant Dean or Director by the last day of the rotation. Failure to comply will result in a professionalism report.**
1.12 International Rotations

International Rotations Procedures

This student checklist is provided so that you can keep accurate track of the steps you have completed and the paperwork you have submitted and what remains outstanding in your application process. Completion of the checklist is solely your responsibility. The checklist will repeatedly say, "No approval will be given without this," and no approval will be given for incomplete application packets by the due date. It is the student applicant’s responsibility to get all required materials to the Center for International Medicine and Cultural Concerns (CIMCC) and copy their SWC Director in a timely fashion. You will not be chased or reminded about missing items. Follow all rules and fill out all forms in a timely fashion. Each applicant's request is reviewed on a case by case basis. Do not assume because a student before you was granted permission to rotate at a given site that all students will be granted the same opportunity. Generally a ROTATION SITE WILL NOT BE APPROVED IF THE HOST COUNTRY APPEARS ON THE UNITED STATES STATE DEPARTMENT’S TRAVEL WARNING LIST or if WVSOM, for whatever reason, deems it unsafe to travel.

International rotations are not a right they are a privilege acknowledged by your Regional Assistant Dean (RAD), The Associate Dean of Clinical Education and the Director of the Center for International Medicine and Cultural Concerns (CIMCC). Please be aware that at any time during the application process or even while a student is on rotation, WVSOM-CIMCC reserves the right to cancel and or deny an international rotation. Our goal is to help make your international rotation as safe and educational as possible.

NOTE: 3rd Year Students:
1. 3rd –year international rotations (IR) cannot start before February 1 of your 3rd –year.
2. ALL of the following first rotations (not necessarily in the listed order) must be completed before an international rotation can be approved: Family Med. 1, Peds 1, OB-GYN 1. Internal Med. 1, Surgery1 and/or ER 1,
3. Third-year students may only receive credit for a 4-week, Family Medicine rotation, after completing all prerequisites.
4. Third-year students are limited to using one of WVSOM-CIMCC’s approved 3rd party rotation providers. A providers list may be obtained from cimcc@osteo.wvsom.edu.

Note: 4th Year Students
1. Fourth-year students may design their own rotation, however they must start this process during their 3rd-year.
2. Fourth-years may also opt to use an approved 3rd party rotation providers (providers list may be obtained from cimcc@osteo.wvsom.edu) using an approved provider is a lot less paperwork.

Note: All students thinking about applying for an international rotation:
1. Your GPA must be 80 or above and you must be in good academic, personal and professional standing to participate in an IR.
2. Pre-applications should be submitted to CIMCC by September 1 of the year proceeding the requested international rotation. You may request a pre-application and full application at cimcc@osteo.wvsom.edu.
3. The full application is due three months (90 days) before the departure date of when the rotation starts and no application will be considered less than 60-days before departure date and the full application must be completed 60-days before departure date.
4. If a student’s preceptor is going on a mission trip while the student is on rotation with said preceptor:
   a. The student may travel with the preceptor if the preceptor in going to an unchallenged area.
   b. The student must notify CIMCC and copy their RAD and Director of their desire to travel with their Preceptor no less than 20-days before departure.
   c. If the students wants international rotation recognition then the student must follow all the guidelines for an international rotation.
5. Mission Trips may only be done on a student’s vacation time unless (point 4 above) the student is traveling with their present preceptor.
6. No student may rotate internationally outside of their scope of education. If you had ER1 in place of Surgery 1 you may not attend a surgery international rotation.
**Check-list for application for an international rotation**

All steps must be followed. If you have any questions please contact [cimcc@osteo.wvsom.edu](mailto:cimcc@osteo.wvsom.edu)

### 2nd-Year Student International Rotation (IR) instructions for possible 3rd-year IR

<table>
<thead>
<tr>
<th>Step</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>As soon as you know who your Regional Assistant Dean (RAD) and Director are, e-mail them that you are considering an international rotation, 3rd-year and gain permission to continue the process. Be sure to include what year and month you wish to rotate. On your site selection preference form, check that you wish to do an International Rotation (IR) during your third-year. Contact your Director to work out your schedule to include an international rotation and that all prerequisite rotations can be completed before your requested international rotation block.</td>
</tr>
<tr>
<td>2</td>
<td>Contact CIMCC (<a href="mailto:cimcc@osteo.wvsom.edu">cimcc@osteo.wvsom.edu</a>) for a pre-application and full application packet and instructions or if you have questions about IRs. If you think you may want to do an IR but you are not sure, you can mail CIMCC a pre-application form anytime during your 2nd-year.</td>
</tr>
<tr>
<td>3</td>
<td>Contact CIMCC to discuss your options and available locations. If you wish to design your own rotation during 4th-year there is a different procedure you need to discuss with CIMCC for that process.</td>
</tr>
</tbody>
</table>

### 3rd & 4th–year IR procedure

<table>
<thead>
<tr>
<th>Step</th>
<th>Details</th>
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<tbody>
<tr>
<td>4</td>
<td><strong>There are a number of parts to the formal International Rotation application</strong></td>
</tr>
</tbody>
</table>
|      | a) The pre-application form is due September 1 of the year preceding your requested rotation date.  
  b) The formal application is due 90-days before departure and the remainder of the paperwork must be completed no less than 60-days before departure date.  
  a) Receive approval from your RAD and have your RAD send an e-mail to [cimcc@osteo.wvsom.edu](mailto:cimcc@osteo.wvsom.edu) stating they approve of your proceeding with the IR process.  
  Application form b) Answer all questions on the form and make sure you have included 4-reference (three professional and one personal) and their contact e-mails. In addition make sure you have contacted your references and inform them they will be receiving an e-mail request from CIMCC. |
| References | cannot be your RAD or Director or a family members. References should be former employers, supervisors, professors, preceptors and a personal friend or family friend. **No approval will be given without 3 professional references.** |
| Additional paperwork | Write a Statement of Purpose, font size 11, spacing 1.5, between 500-800 words and have it signed by you AND your Regional Assistant Dean. This Statement of Purpose should include:  
- Why you should be considered for placement  
- Where you wish to be placed and why  
- What you hope to gain and learn  
- What you hope to give the host community  
- How much time you plan on staying (studying vs. vacation) and travel plans  
Sign your statement and have your Regional Assistant Dean sign your statement. And include your CV/ résumé **No approval will be given without this.** |
| d) Documents to complete. | • WVSOM Policy E-16 Statement of Understanding Regarding International Electives  
Should be read, signed and witnessed by your present preceptor or your Regional Assistant Dean.  
• Complete and return the WVSOM Travel Registration Form  
• Complete and return the Health and Emergency Contact Information  
• Complete and return the Release and Waiver of Liability form which must be **SIGNED, INITIALED WHERE REQUESTED AND NOTARIZED** (Signed and witnessed by the notary). **No approval will be given without this.** |
<p>| | <strong>If you are considering designing your own rotation during your fourth-year, you need to contact CIMCC no less than 120 days before the rotation</strong> |
| | If you are using a company to arrange your rotation make sure they are approved by CIMCC. Contact CIMCC for a list of already approved 3rd party companies and/or to receive clearance for the company you have chosen. |
| | <strong>ALL International Rotations must be approved through CIMCC. DO NOT ASSUME all plans are approved until you have received a “Good to go” e-mail from CIMCC.</strong> |</p>
<table>
<thead>
<tr>
<th>Step 5</th>
<th>What you need to do for yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Obtain needed immunizations and prophylactic medications for your host country. This requires checking the website of your host country and the Center for Disease Control (CDC) website. A copy of your immunization record must be included in your file. Required immunizations for international travel include Hep. A, Hep. A booster, Hep. B, pertussis, and oral typhoid, in addition to those required by the CDC for your specific country and those required by WVGSOM for domestic rotations. <strong>No approval will be given without this. You must personally send a copy of your immunization form.</strong></td>
</tr>
<tr>
<td>b)</td>
<td>Acquire a passport which must not expire within six (6) months after your return date and you must have two consecutive blank sheets (don’t ask why, it’s a USA travel thing). Send a copy of the front two pages of the passport no later than three months before departure date. <strong>No approval will be given without this.</strong> Always carry a copy of your passport and your immunizations separately from your travel documents in case they are lost or stolen.</td>
</tr>
<tr>
<td>c)</td>
<td>Research travel insurance. Travel insurance should include travel reimbursement coverage for unforeseen changes in travel plans, emergency medical issues and emergency evacuation coverage in case of internal crisis within your host country: weather and natural disasters, political upheaval, etc. Include insurance info with your weaver form. <strong>No approval will be given without this.</strong> The recommended company to use is Seven Corners Insurance select “Choice”. <a href="https://www.sevencorners.com/trip-protection-insurance#/quote">https://www.sevencorners.com/trip-protection-insurance#/quote</a></td>
</tr>
<tr>
<td>d)</td>
<td>All students planning to do a rotation in a developing nation must contact CIMCC for instructions regarding cultural awareness education. It is strongly advised that you learn about the country’s culture, read Wikipedia and visit the USA State Department’s country info website. However the more you know the better your experience and less likely the chance of you offending someone.</td>
</tr>
<tr>
<td>e)</td>
<td>Research currency exchange rates and availability of ATMs in your host country. Contact your credit card company and your bank telling them that you will be out of country during your rotation so that they do not put a hold on unexpected out of country charges. In addition check with your credit card company and research international fees which could be charged.</td>
</tr>
<tr>
<td>f)</td>
<td>Acquire needed visas. Check with your host organization and the embassy of your host country to see if you need a visa and how to obtain one (not necessary if you are using an approved company to arrange your rotation. In addition to your visas, some countries may require a copy of your letter of invitation from your host site, a letter of good standing from your Regional Assistant Dean with his/her approval to travel, and your round-trip air tickets.</td>
</tr>
<tr>
<td>g)</td>
<td>Arrange your flights. <strong>Do not make paid arrangements for your flight until you have been instructed to do so by CIMCC. And MAKE SURE that your travel insurance will cover trip cancelation.</strong></td>
</tr>
</tbody>
</table>

**What can cause academic non-recognition of an international rotation?**
1. Not having all paperwork in order before your departure date
2. Not having the approval of the Associate Dean for Predoctoral Clinical Education
3. Not turning in your grade form after your rotation
4. Your host country was not CIMCC approved
5. You failed COMLEX or receive a failing grade from a preceptor.
6. You are not in good professional standing.
7. **WVGSOM reserves the right to deny or remove a student from an international rotation if administration deems it necessary for any reason.**
Completion of the rotation includes the following:

1. A weekly journal with a final written conclusion (total no less than 8000 words, size 11 or 12 font, 1.15 spaced, outlining an overview of your rotation experience. **This narrative must include:**
   - A description of what you experienced (culture and relationship with the host community How prepared were you for entering this culture)
   - Clinical cases and how prepared were you clinically for this experience
   - A description of what you learned and experienced medically – give examples
   - How you presented OPP/OMT to the host community (give examples)
   - What living conditions were like
   - At the conclusion how was the preceptor to work for/study under

We request that students keep a daily journal, but weekly is acceptable, of the events that occur on rotation and either e-mail a copy at the end of each week or if internet is a problem in the host country, then email a copy of the full journal, with the conclusion, as soon as you have internet access. The above written report needs to be turned into both your Director and CIMCC no more than 14-days after rotation. However, if the rotation ends in May, then no less than 14-days before graduation.

**Failure to complete the report/journal and/or exit interview could result in the rotation not counting academically.**

2. You are responsible for getting you grades from your IR preceptor or on-site director and making sure your USA Director receives them in a timely fashion and it is up-loaded to your records. **No completion approval will be given without this.**

3. You must complete and exit interview with either a CIMCC representative or the Assoc. Dean for Pre-doctoral Clinical Education **No completion approval will be given without this.**
EXAMPLE OF COMPLETE INTERNATIONAL ROTATION PACKAGE

1. PRE-APPLICATION

2. FULL APPLICATION

3. FIRST MEETING WITH ADRIENNE BIESEMeyer

4. STATEMENT OF PURPOSE – SUBMITTED WITH FULL APPLICATION

5. STATEWIDE CAMPUS REGIONAL ASSISTANT DEAN APPROVAL EMAIL

6. VISA OR PASSPORT

7. E-STATEMENT OF PURPOSE

8. HEALTH & EMERGENCY CONTACT FORM

9. RELEASE AND WAIVER OF LIABILITY

10. WVSOM INTERNATIONAL TRAVEL REGISTRATION FORM

11. STATEMENT OF UNDERSTANDING REGARDING INTERNATIONAL ELECTIVES

12. ALL FOUR (4) REFERENCES

13. UP-TO-DATE IMMUNIZATIONS

14. TRAVEL INSURANCE

15. DEPARTURE MEETING WITH ADRIENNE BIESEMeyer

16. JOURNAL ENTRIES
The following elective rotations are NOT considered completion of Rural requirements: Research, Health Policy and Anatomy Intensive.

1.13 Student Research and Scholarly Activity and Research (Elective) Rotations during 3rd and 4th year

Students are encouraged to participate in research or other types of scholarly activity either as an elective rotation or while completing regular rotations. The federal Common Rule defines research as “a systematic investigation including research development, testing and evaluation designed to develop or contribute to generalizable knowledge”. (Source: Code of Federal Regulations 45CFR46.102). Other types of scholarly activity include Quality Assurance/Quality Improvement (QA/QI) projects, case reports and literature reviews. Students should consult with their Regional Assistant Dean to determine which types of scholarly activity may qualify as an elective rotation. Regulatory and approval processes will differ depending on the type of project as described below.

Students involved in research projects or other scholarly activity must work with a WVSOM employee who will help guide the student through the approval process and ensure that required permissions are in place, even if the project is not being done as part of an elective rotation. This employee may or may not be the Principal Investigator (PI). For example, if a student works with a PI at a remote clinical facility, the PI at that facility is entirely responsible for the proper conduct of the study. In consultation with the PI, the WVSOM Regional Assistant Dean or other Dean-designated employee will assist the student in obtaining required institutional permissions and will monitor the educational aspects if the project is being done as an elective rotation. Research/Scholarly electives may only be taken in the second six months of the third year during an elective or during the fourth year. All requirements outlined in this document apply to both third and fourth year students who are on-campus or off-campus. No more than a total of eight (8) weeks of elective rotations and/or vacation time may be utilized for a research elective. (Refer to Policy E-16)

Approval Process Overview

The approval process for scholarly activity depends on the nature of the project (summarized in the diagram below). The first step is to determine if the project meets the regulator definition of research. Case reports that are a retrospective analysis of 3 or fewer clinical cases fall into the non-research category. Reporting on more than 3 cases is categorized as research activity and must follow the approval process for research. Quality improvement, which is not classified as research activity, is defined as “a systematic pattern of actions that is constantly optimizing productivity, communication, and value within an organization in order to achieve the aim of measuring the attributes, properties, and characteristics of a product/service in the context of the expectations and needs of customers and users of that product”. Guidance on determining if a project is research or QA/QI can be found at the end of this section and on the ORSP web page. The IRB may be consulted for assistance in
making this determination. Steps that must be taken for approval of research projects and other scholarly activity are described below.

Student Scholarly Activity Flow Chart

Research Project

Yes

Submit ORSP-1 Form² to the Regional Assistant Dean and ORSP@osteo.wvsom.edu.

No

Submit Student Non-Research Scholarly Activity Form² to the Regional Assistant Dean and ORSP@osteo.wvsom.edu.

No

Written confirmation from the Regional Assistant Dean or ORSP that the project is not research³.

Yes

Excerpt for literature review projects, the student must consult with the Privacy or Compliance Officer of the facility where the scholarly activity is being done to ensure HIPAA compliance and obtain necessary approvals or authorizations.

¹Case reports involving 3 or fewer cases and literature reviews are not considered to be research for regulatory purposes. Refer to the guidance document available on the ORSP web page (https://www.wvsom.edu/Research/) for additional information on the differences between QA/QI and research.

²These forms are available on the ORSP web page at https://www.wvsom.edu/Research/ORSP-forms

³
3Contact the WVSOM IRB at irb@osteo.wvsom.edu if assistance in making this determination is needed or to request an official non-human subjects research determination letter.

Timely preparation of all required materials should begin well in advance of project initiation to ensure review and approval by the appropriate Regional Assistant Dean, the PI or supervisor and other administrative departments as needed based on the nature of the project. It is recommended that you begin the approval process at least 60 days prior to the expected start date.

Approval Process for Research Projects

1. A project initiation request form (ORSP-1) must be submitted to the ORSP (ORSP@osteo.wvsom.edu) for all research projects. For projects on which the PI is a WVSOM employee and ORSP approval is already in place, the PI can simply inform the ORSP that the student is being added to the study team. For projects on which the PI is not a WVSOM employee, submit the Project Initiation Request-form (ORSP-1) to ORSP@osteo.wvsom.edu, including all requested details. The form must be approved and signed by the Principal Investigator and the WVSOM liaison (typically the Regional Assistant Dean). WVSOM students may not serve as the Principal Investigator.

2. Following review by the ORSP, students are notified of next steps, including referral for IRB approval and CITI training (which must be completed prior to IRB approval of the project). IRB approval may require a reliance agreement with a remotely located IRB as explained below. Projects that do not involve human subjects may require other approvals such as HIPAA authorization, Animal Care and Use Committee approval or Biosafety Committee approval. Guidance regarding necessary approvals will be provided by the ORSP.

3. If the research is being done as an elective rotation, a Research Plan must then be reviewed and approved by the Regional Assistant Dean. The completed Research Plan must be submitted to your Regional Statewide Campus a minimum of 30 days prior to initiation of the project.

   The Research Plan must include:
   a. The name of the Principal Investigator with contact address, phone and e-mail;
   b. A copy of the ORSP-1 form and ORSP approval;
   c. A copy of IRB or other approval letters or exempt determination letter;
   d. A detailed description of the student’s role in the project; and
   e. Written acceptance of the student into the project by the PI.

All research involving human subjects must be reviewed by the WVSOM IRB, which will make a determination regarding approval and assess whether an IRB agreement is needed with any local IRB. Such an agreement may be needed if a student plans to work under the supervision of a PI who has received IRB approval from a local IRB. If
this is the case, then a reliance agreement must be in place between WVSOM’s IRB and the local IRB. Note: Any such agreement must be in place before the student may begin working on the study.

**QA/QI Projects and other Scholarly Activity**

A Non-Research Scholarly Activity form must be submitted to the Regional Assistant Dean who will confirm, in consultation with the ORSP or IRB as needed, that the project is not classified as research. The student will be notified in writing of this assessment. An official non-human subjects research determination letter may be requested of the IRB by checking the correct box on this form. These letters are required by some journals for publication and must be written prior to initiation of the study. If the project is determined to be research, the student must follow the procedures described in the above section. If the project is not classified as research, the student must still consult with the Privacy Officer of the facility where the project is being done to obtain any necessary authorizations or waivers regarding use of private health information data.

For scholarly activity being done as an elective rotation, a project plan must then be reviewed and approved by the Regional Assistant Dean. This plan must be submitted a minimum of 30 days prior to initiation of the project and must include

a. a copy of the Non-Research Scholarly Activity Form
b. A detailed description of the project and the student’s role in the project
c. For projects involving use of patient data, a copy of any necessary agreements, authorizations, waivers and/or a letter from the facility Privacy Officer approving use of data for the project.
d. Written agreement from the supervisor/mentor to oversee the student project.

As this is an elective portion of the WVSOM program, the following must be understood and agreed to:

- All expenses associated with a special elective or other scholarly activity are borne by the student, i.e., travel, meals, board, and required or optional materials.
- Proof of active health insurance is required.
- Scheduled rotations will not be revised to accommodate a special elective.
- Elective rotations must be overseen by a DO or MD for grading.
- For elective rotations, the final data, article or report must be submitted to the Regional Assistant Dean and the Associate Dean for Predoctoral Clinical Education within 6 weeks of completion of the rotation. For research projects, a copy must also be sent to the Associate Dean for Research and Sponsored Programs who must approve it in order for the student to receive credit for the rotation.
- The term “research” should not be used in any presentations or publications regarding QA/QI projects.
• Students can consult with the Principal Investigator or Associate Dean for Research and Sponsored Programs to inquire about potential funding or travel expenses to present scholarly activity

Summary Checklist for Research or Scholarly Activity Elective Rotations

Submit the following documentation to the Regional Assistant Dean:

A. Copy of the ORSP-1 or Student Non-Research Scholarly Activity form and letters of approval
B. Copy of any additional necessary approvals (IRB approval, HIPAA authorization, etc.)
C. Verification/evidence that the PI has approved student participation in the research project and added the student to the IRB protocol when relevant. For other types of scholarly activity, verification that a supervisor/mentor has agreed to oversee the project
D. Copy of the research protocol or project plan
E. A one-page summary of the educational benefit of the rotation and a signed Elective/Selective Rotation (ESR) Form approving the scholarly activity with the evaluation form.

For elective rotations, a final article or report must be submitted to the Regional Statewide Campus Office upon completion in order to receive academic credit. For research projects, a copy of the report must also be forwarded to the Associate Dean for Research and Sponsored Programs in order to receive credit.
Institutional Guidance Document*
Quality Assurance/Quality Improvement Projects

1. PURPOSE
The purpose of this guidance is to assist faculty, students and other personnel on the definition of Research versus Quality Assurance/Quality Improvement (QA/QI). In addition, the guidance provides resources to support the development of QA/QI projects. Whenever there is uncertainty as to whether a project is considered to be research or QI, the project leader should request guidance from the WVSOM Institutional Review Board (IRB). The IRB cannot retroactively approve research.

It is the responsibility of the project leader who initiates a project to determine if it is research or QA/QI. Research projects must comply with specific policies and regulations designed to protect human subjects and privacy rights. However, it may be difficult for a project leader to determine if his or her project is research or QA/QI. Since this determination may have a significant impact on the project design, procedures, and regulatory compliance, the project leader should not hesitate to ask the IRB for guidance. There are serious consequences for not following WVSOM research policies and procedures and federal regulations when conducting research.

2. APPLICABILITY
This guidance applies to all quality assurance/quality improvement projects undertaken by staff, faculty or students at WVSOM.

3. HOW TO USE THIS GUIDE
The first section provides definitions for Research and Quality Improvement. The second section provides certain characteristics typically associated with research and QI projects. Once you review the definitions and characteristics, you should be able to determine the appropriate category for your project. If you determine that the project is similar to both definitions, the project is research.

Section 1. Definitions

What is research? The federal Common Rule defines research as “a systematic investigation including research development, testing and evaluation designed to develop or contribute to generalizable knowledge”. (Source: Code of Federal Regulations 45CFR46.102).

What is Quality Improvement (QI)? Quality improvement is defined as “a systematic pattern of actions that is constantly optimizing productivity, communication, and value within an organization in order to achieve the aim of measuring the attributes, properties, and characteristics of a product/service in the context of the expectations and needs of customers and
users of that product. The Institute of Medicine (IOM) defines quality in health care as a direct correlation between the level of improved health services and the desired health outcomes of individuals and populations. Source: Institute of Medicine

### Section 2: Characteristics of Research Projects and Quality Improvement Projects

<table>
<thead>
<tr>
<th>Research</th>
<th>Quality Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research projects must meet IRB requirements for protection of human</td>
<td>Quality Improvement projects are not covered by IRB requirements. Members of the</td>
</tr>
<tr>
<td>subjects. Researchers conducting research must also meet HIPAA and</td>
<td>workforce are allowed by HIPAA to use protected health information for Quality</td>
</tr>
<tr>
<td>FERPA requirements regarding authorization to use or disclose protected</td>
<td>Improvement projects without patient authorization.</td>
</tr>
<tr>
<td>health information.</td>
<td></td>
</tr>
<tr>
<td><strong>Characteristics of Research:</strong></td>
<td><strong>Characteristics of Quality Improvement:</strong></td>
</tr>
<tr>
<td>• One of the main goals of the project is to advance general knowledge</td>
<td>• The project identifies specific services, protocols, clinical or educational</td>
</tr>
<tr>
<td>in the academic, scientific, or professional community.</td>
<td>practices, or clinical processes or outcomes within a department, clinical program</td>
</tr>
<tr>
<td>• The project will have a specific hypothesis or research question.</td>
<td>or facility for improvement.</td>
</tr>
<tr>
<td>• The project involves a comprehensive review of relevant literature.</td>
<td>• The project team may review available literature and comparative data, or clinical</td>
</tr>
<tr>
<td>• The project will be conducted using a research design that will lead</td>
<td>programs, practices or protocols at other institutions in order to design</td>
</tr>
<tr>
<td>to scientifically valid findings. Elements of a research design include:</td>
<td>improvement plan, but do not plan a full comprehensive literature review.</td>
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<tr>
<td>control groups; random selection of subjects, statistical tests, sample</td>
<td>• The project design uses established quality improvement methods (such as DMAIC,</td>
</tr>
<tr>
<td>design, etc.</td>
<td>PDSA cycle) aimed at producing change within a health center, hospital and/or</td>
</tr>
<tr>
<td>• Most of the patients/subjects are not expected to derive a personal</td>
<td>community setting.</td>
</tr>
<tr>
<td>benefit from the knowledge gained.</td>
<td>• The project design does not include sufficient research design elements to</td>
</tr>
<tr>
<td>• One goal of the project is to generate, evaluate or confirm an</td>
<td>support a scientifically valid finding.</td>
</tr>
<tr>
<td>expletory theory or conclusion and invite critical appraisal of that</td>
<td>• Most of the patients who participate in the project are expected to benefit</td>
</tr>
<tr>
<td>conclusion by peers through presentation and debate in public forums.</td>
<td>from the knowledge gained.</td>
</tr>
<tr>
<td></td>
<td>• The project does not impose any risk or burden to individuals.</td>
</tr>
<tr>
<td></td>
<td>• The main goal of the project is to improve patient care, clinical care or</td>
</tr>
<tr>
<td></td>
<td>services, and/or educational processes.</td>
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</table>
4. WORKING ON QUALITY IMPROVEMENT PROJECTS WITH CLINICS, HOSPITALS AND OTHER COMMUNITY ORGANIZATIONS

Contacting a clinical mentor or faculty member and also the health care provider (clinic, hospital, social-service agency administrator) where you will be completing a QA/QI project is a good starting point. Health care providers must all meet Health Information and Patient Protection Act (HIPAA) guidelines and may have specific policy and procedure about accessing health care information at their site. They also will discuss HIPAA training requirements if applicable.

5. OTHER QUALITY IMPROVEMENT RESOURCES

http://www.carnegiefoundation.org/resources/publications/continuous-improvement-education/


http://www.squire-statement.org


*Guidance developed by WVSOM Ad Hoc Statewide Campus Research Committee in July 2016; revisions at August 2016 Committee meeting; Committee revised document in December 2016.
1.14 Health Policy Elective

I. Introduction:

A Health Policy elective may only be taken in the second six months of the third year scheduled during an open block or any time during the fourth year. No more than a total of 4 weeks of elective rotation and vacation time may be utilized for a Health Policy Rotation.

Adequate preparation of required materials and adequate time for appropriate review by the appropriate Regional Assistant Dean and the Associate Dean for Predoctoral Clinical Education must be allowed for consideration of a proposal. The completed proposal must be submitted to your Regional Assistant Dean a minimum of 60 days prior to the rotation. The proposal should include: The sponsoring agency, contact person with address, phone and e-mail, inclusive dates of the elective, the benefits of the elective and the objectives listed below that they feel they will meet. Written acceptance by the onsite person in charge must accompany the proposal. Other information may be included or requested as appropriate.

As this is an elective portion of the WVSOM program, the following must be understood and agreed to:

- All expenses associated with a special elective are borne by the student, i.e., travel, meals, board, and required or optional materials.
- Proof of active health insurance.
- Scheduled rotations will not be revised to accommodate a special elective.
- The project must be overseen by a DO or MD for grading. (This may need to be your Assistant Regional Dean)
- Final required written papers must be submitted to and approved by your Regional Assistant Dean to receive credit for the rotation with a copy of the paper being sent to the associate dean for Predoctoral Education.

II. Osteopathic Relevance:

The Health Policy Elective allows students to become familiar with the legislative process and the roles of medical organizations and the individual provider in the development of health policy. This allows the student to understand how each component of the health policy system functions and is interrelated and results in a unified health care system.

III. Rotation Objectives and Core Competencies

1. Osteopathic Philosophy and Manipulative Medicine
   - Relate the Osteopathic Principles to health policy

2. Medical Knowledge
• Relate the concepts and principles of osteopathic, biomedical, clinical, epidemiological, biomechanical, social and behavioral sciences and how they apply to the formation of health policy.
• Relate how new developments in osteopathic medical knowledge and concepts affect health policy over time.
• Use appropriate Informatics to attain the knowledge and skills needed to understand and work on health policy.

3. Patient Care
• Explain how health policy affects the delivery of patient care (include a discussion of access, cost and quality)

4. Interpersonal and Communication Skills
• Demonstrate interpersonal and communication skills that enable and maintain professional relationships with lobbyists, legislators and the health policy team
• Demonstrate effective written and electronic communication

5. Professionalism
• Demonstrate sufficient knowledge of the behavioral and social sciences that provide the foundation for the professionalism competency, including medical ethics, social accountability and responsibility
• Demonstrate humanistic behavior, including respect, compassion, honesty and trustworthiness.
• Demonstrate responsiveness to the needs of society that supersedes self interest
• Demonstrate accountability to patients, society, and the profession, including a duty to act on knowledge of professional behavior of others.
• Demonstrate a commitment to excellence with ongoing professional development as evidence of a commitment to continuous learning behaviors
• Demonstrate knowledge of and apply ethical principles in business practice and health policy research
• Demonstrate awareness and proper attention to issues of culture, religion, age, gender, sexual orientation and mental and physical disabilities.

6. Practice Based Learning and Improvement
• Demonstrate the ability to describe and apply fundamental epidemiologic concepts and evidence based medicine in the development and evaluation of health policy.
• Demonstrate how significance research evidence is used in the development of health policy.
Discuss how health policy influences clinical practice patterns and affects practice based improvements and medical errors.
Discuss and demonstrate an understanding of how a student’s behavior is a reflection of the osteopathic profession and that student’s must lead by example.

7. **System Based Practice**
- Demonstrate an understanding of how patient care and professional practices affect other health professionals, health care organizations and the larger society
- Demonstrate an understanding of health delivery systems and how health policy has affected the practice of osteopathic medicine
- Demonstrate an understanding of the methods of controlling costs and allocating resources in the health care delivery system and how these are shaped by health policy
- Identify effective strategies for being an advocate for patients within the health care system
- Demonstrate the knowledge of and ability to implement safe, efficient, effective, timely, patient-centered and equitable systems of care, recognizing the need to reduce medical errors and improve patient safety.

IV. **Activities**

1. **Within 6 weeks of completion of this rotation you will submit a paper(s) on the following:**
   - A description of the three branches of government and discussion on how they are involved in health care
   - A description of the life of a bill from conception through implementation
   - A description of the legislative process
   - The workings of the office where your elective occurred and each individuals role in the office
   - Give an example of at least one bill and a discussion of unintended consequences that occurred once the bill was implemented
   - Discuss the AOA agenda for the present Congress
   - Create an issue analysis brief to include:
     a) Definition of the problem
     b) What makes this issue pertinent?
     c) Identify the Health Policy Focus (Access, Cost and/or Quality)
     d) Identify the stakeholders
     e) Is there evidence to take a position if not what research is needed?
2. At the end of this rotation you will have researched the following and be prepared to answer the following questions by your Regional Assistant Dean:
   - Who pays for healthcare? Include discussion of private payers (individuals, insurance) and public payers (Medicare, Medicaid, SCHIPS, VA, DOD, Workers Comp)
   - Where are health care dollars being spent?
   - How does Lobbying affect health care?
   - Why is American Health Care rated less than other countries?
   - Congress tends to deal with problems one at a time. As pertains to health care, who is looking at the big picture?

3. Make a presentation to your Region at Education Day on your experience.
1.15 Anatomy Intensive Elective

I. Introduction:

An anatomy intensive elective is offered twice each Spring with up to 4 students participating in each two-week session during their fourth year. The exact timing of this elective will be announced midway through the preceding Fall and applicants may then apply to participate. Applicants will be asked to propose a project that will involve: a) a focused review of clinical literature on a topic related to their upcoming residency, b) a dissection or histological preparation in the gross anatomy laboratory that relates to the content of the literature review, c) a presentation to the WVSOM campus of the findings.

As this is an elective portion of the WVSOM program, the following must be understood and agreed to:
• All expenses associated with a special elective are borne by the student, i.e., travel, meals, board, and required or optional materials.
• Proof of active health insurance.
• Scheduled rotations will not be revised to accommodate a special elective.
• The project must be overseen by a DO or MD for grading. (This may need to be your Assistant Regional Dean)
• Final required presentations must be submitted to and approved by your Regional Assistant Dean to receive credit for the rotation.

II. Osteopathic Relevance:

The Anatomy Intensive Elective brings the fourth year students back to the anatomy laboratory for a focused dissection and review of literature related to their upcoming residency. By reinforcing the importance of structure and its relation to function, this elective allows future osteopathic physicians to deeply engage in the fundamental science related to their education. Furthermore, the increased knowledge of normal anatomical structure will allow each student to diagnose the root causes of dysfunction in a clinical setting. This will help them to intercede in the right time and place to restore the self-regulatory capacity of the human body.

III. Rotation Objectives and Core Competencies

1. Osteopathic Philosophy and Manipulative Medicine
   • Each topic involves the structural study of some region of the human body and this three-dimensional knowledge will assist in the palpatory understanding and manipulative interventions that occur in that region.

2. Medical Knowledge
   • Students will conduct a focused dissection and regional review of the anatomy related to their project. This review not only recapitulates the
anatomical knowledge from their first year but will expand beyond it, aiding students in becoming experts in their subject of interest.

3. Patient Care
- Each project is couched in a review of clinical literature. Students identify an article or overall topic in the literature that relates back to the anatomy of their chosen specialty. The students then explore the deceased human body in order that they may better treat their living patients.

4. Interpersonal and Communication Skills
- Students must communicate effectively with the elective supervisor in order to select and bound their topic and literature review.
- Students must work effectively with their peers inside and outside of the laboratory to accomplish their dissections and construct their presentations.
- Students then develop a short (15-20 minute) portfolio of their work to present to the entire WVSOM campus community. This involves the development of effective presentation building and public speaking skills.

5. Professionalism
- Students are expected to function cohesively with their peers on the elective and to coordinate their presentations for maximum benefit.
- Students return to the gross anatomy laboratory where they must demonstrate a humanistic approach to working with the cadaveric material. Donors are to be respected during the process or dissection.
- Demonstrate humanistic behavior, including respect, compassion, honesty and trustworthiness.
- Demonstrate responsiveness to the needs of society that supersedes self-interest.
- Demonstrate accountability to patients, society, and the profession, including a duty to act on knowledge of professional behavior of others.
- Demonstrate a commitment to excellence with ongoing professional development as evidence of a commitment to continuous learning behaviors.
- Demonstrate awareness and proper attention to issues of culture, religion, age, gender, sexual orientation and mental and physical disabilities.

6. Practice Based Learning and Improvement
- Demonstrate how research evidence is used in the development of health policy and for the improvement of medical procedures.
- Develop a coherent critique of the clinical literature that is reviewed and elaborate ways in which subsequent studies might expand upon it.
- Discuss how such research can be used to change and improve clinical practice and minimize medical errors and morbidity.
• Discuss and demonstrate an understanding of how a student’s behavior is a reflection of the osteopathic profession and that student’s must lead by example.

7. System Based Practice
• Demonstrate an understanding of health delivery systems and how their chosen topic fits into the practice of osteopathic medicine
• Demonstrate an understanding of how research can be conducted while remaining conscious of methods of controlling costs and allocating resources in the health care delivery system.

IV. Activities

1. By the end of this elective you will have conducted a focused review of literature relevant to your topic of interest.
   • Based upon your upcoming residency, you will select a topic of interest before the elective begins.
   • You will conduct a focused review of clinical literature relevant to this topic and identify a paper (or group of papers) that detail a clinical condition, concern, or controversy.
   • During the elective you will explore issues related to the literature in the gross anatomy laboratory.

2. By the end of this elective you will have conducted a laboratory dissection or microanatomical investigation relevant to your focused review of literature.
   • Based on the topic of interest, you will dissect and document the structures that are relevant and review their importance.
   • You will reacquaint yourself with the muscular, nervous, vascular, bony, or visceral structures related to your investigation.
   • You may prepare histology samples that will be excised, sectioned, stained, and scanned for use. This will only be done if it relates directly to your topic.

3. By the end of this elective you will prepare a public presentation of your findings that includes:
   • A brief review of your review of literature.
   • A demonstration of the relevant anatomy and microanatomy from the laboratory.
   • A question and answer session that will give you the opportunity to expand upon your findings or to clarify sections of your presentation.
• If the student’s above activities will include a component of Research, all requirements for a Research Project must be completed. Cadaver dissection and documentation must adhere to the rules and regulations of the Human Gift Registry program.
1.16 Culinary Medicine Elective

| Nutrition and Culinary Medicine Elective |
| Two-week elective (2 weeks) |
| Fall 2019  Credit Hours: 3 credit hours |
| April 8, 2019 to April 19, 2019 (Dates may be changed) |

<table>
<thead>
<tr>
<th>Co-Director</th>
<th>Co-Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Dina Schaper, D.O.</td>
<td>Name: Robert Foster, D.O.</td>
</tr>
<tr>
<td>Office: C327</td>
<td>Office: A410B</td>
</tr>
<tr>
<td>Email: <a href="mailto:dschaper@osteo.wvsom.edu">dschaper@osteo.wvsom.edu</a></td>
<td>Email: <a href="mailto:rfoster@osteo.wvsom.edu">rfoster@osteo.wvsom.edu</a></td>
</tr>
<tr>
<td>Phone: 304-647-6240</td>
<td>Phone: 304-647-6285</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Brian N. Griffith</td>
</tr>
<tr>
<td>Office: A314</td>
</tr>
<tr>
<td>Email: <a href="mailto:bgriffith@osteo.wvsom.edu">bgriffith@osteo.wvsom.edu</a></td>
</tr>
<tr>
<td>Phone: 304-647-6225</td>
</tr>
</tbody>
</table>

Other faculty members who teach in the course are listed in the course outline. Their contact information can be found using this link: [http://my.wvsom.edu/Visitors/Applications/StaffDirectory/index.cfm](http://my.wvsom.edu/Visitors/Applications/StaffDirectory/index.cfm)

**Course Objectives**

1. Students will be able to use techniques, strategies, motivational interviewing, food choices, exercise, counseling techniques and culinary medicine knowledge to help their patients combat diabetes, hypertension, obesity, and other comorbidities.

2. Students will be able to cook using new techniques for preparing food, knife skills, general food preparation skills and etc.

**Osteopathic Relevance**

*By the completion of this Elective Course the student will be able to:*

1. Utilize the four tenets of Osteopathy.
2. Use food as medicine for prevention and healing i.e. reduction of inflammatory processes etc.
Core Competencies
The core competencies can be found using this link: http://www.wvsom.edu/Academics/pre-clinica-competencies

Professionalism
Professionalism will be exhibited each day in class and each student will be expected to adhere to institutional policy ST-01 and their own statement below which was written by the student government association:

“As medical students of the West Virginia School of Osteopathic Medicine, we acknowledge and value the importance of professional conduct. We recognize that the behavior and attitudes of individuals and groups reflects on all of us, our institution, and our profession. Professionalism encompasses but is not limited to the virtues of respect, integrity, honesty, confidentiality, and dependability. We will strive to uphold these values in our endeavors at all times. We will show honesty and integrity to all those we come into contact with, meaning that we will adhere to the moral and ethical principles we have been taught and show soundness of moral character. We will be expected to maintain confidentiality in all settings no matter how small the issue. Above all else we will show self-less service to our patients, colleagues, institution and community.”

For further details that relate to professional behavior, refer to the following institutional policies that can be accessed on the WVSOM Website at http://www.wvsom.edu/About/policies_procedures

Copyright
Materials used in this course may be copyrighted and should not be shared with individuals not currently enrolled in this course. Sharing copyrighted materials outside of WVSOM will result in having a note in the student’s Dean’s file regarding unprofessional conduct.

Course Policies
Attendance Policy
In keeping with WVSOM policy, attendance is expected. Please note that sessions held outside of the regular classroom will not be recorded.

As set forth in the Student Handbook, an absence from a mandatory session must be excused by prior appropriate notification of the Associate Dean for Preclinical Education.

- Do not make appointments, including medical or dental visits, during scheduled mandatory activities unless it is an emergency that would preclude you attending the session.
- Attendance will be taken at random times during all mandatory sessions. It is your responsibility to be present in your assigned seat when attendance is taken.
• If you arrive after attendance is taken, or leave before it is taken, you will be considered absent.

**Evaluation Policies**

Students will receive a pass or fail from this elective. Evaluation will be based on participation, completion of assignments, and laboratory performance.

**Remediation Policy**

There is no remediation for this elective.

**Resources**

Culinary medicine Specialist curriculum: [https://culinarymedicinecertified.com](https://culinarymedicinecertified.com)

**WVSOM Academic Management System**

Handouts containing assignments, objectives, lecture outlines, slides, or notes will be posted to the WVSOM Academic Management System, emedley™, for. Additional course material may be placed there and it is your responsibility to log on to the course page to be aware of what material is there.

**Course Outline**

Please see the course schedule for details regarding hours and modes of learning for each topic. To contact a faculty member, consult the online directory: [https://my.wvsom.edu/Visitors/Applications/StaffDirectory/index.cfm](https://my.wvsom.edu/Visitors/Applications/StaffDirectory/index.cfm)

This syllabus is subject to change upon written notification.
1.17 Stookey Rotations

Students are required to complete a minimum of one “James R. Stookey” OMT rotation in each of their 3rd and 4th years. This requirement can be met on any four-week rotation with a DO preceptor where the student is permitted to actively participate in OMT a minimum of five times per week or more. One James R. Stookey rotation may also be met in either the third or fourth year, but not both, on a two-week rotation in a practice specializing in osteopathic manipulative medicine (OMM).

In order to receive credit for this requirement, your preceptor should be listed in the OMT preceptor search on the “Student Resources” page of the Clinical Education web page. If your preceptor is not listed there, and your preceptor is interested in taking other WVSOM students (at his/her discretion), please ask him/her to complete the James R. Stookey preceptor application online. Otherwise, the Osteopathic Physician may provide documentation in writing to the Statewide Campus site verifying that the student has met this requirement.

Students on a Stookey rotation are required to submit and have approved an electronic SOAP note of an OMT case, and to maintain and submit a log (see table below) of their OMT procedures to complete this requirement.

Stookey Rotation Documentation (example)

<table>
<thead>
<tr>
<th>Age</th>
<th>Location of Interaction</th>
<th>Date(s) of Interaction</th>
<th>Problems and Diagnosis@ (Be Specific)</th>
<th>Documentation</th>
<th>Procedures and OMT Type</th>
<th>Preceptor Involvement-Preceptor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>Office</td>
<td>5/9/2017</td>
<td>Right arm pain, SD Right Shoulder</td>
<td>Yes</td>
<td>ME</td>
<td>Performed</td>
</tr>
<tr>
<td>45</td>
<td>Office</td>
<td>5/9/2017</td>
<td>Tension Headache, SD Cervical Spine</td>
<td>Yes</td>
<td>CS</td>
<td>Performed</td>
</tr>
</tbody>
</table>

ME-Muscle Energy
MF-Myofascial
CS-Counterstrain
CR-Cranial
HVLA-High velocity Low Amplitude
ART-Articulatory technique
LYM-Lymphatic

The EHR SOAP note and the log of OMT procedures must be submitted by the last day of the rotation.
Electronic Health Record (EHR) Stookey OMT SOAP Note:

As a mandatory requirement for successful completion of your OMT Stookey Rotations you will be required to submit 1 SOAP note during your Year 3 Stookey rotation and 1 SOAP note during your Year 4 Stookey rotation on a patient of your choice documented in the WVSOM Greenway PrimeSuites’ EHR.

You will create each patient in the EHR. They will need to be de-identified by using your login ID as the patient’s last name. The first name will be StookeyYear3 and StookeyYear4 (see example below):

jpatton, StookeyYear3
jpatton, StookeyYear4

Enter the patient’s Date of Birth and Sex. Please do not enter a Social Security number or use the patient’s real name.

In order to get credit for this assignment you will need to email your SWC Director and your SWC Administrative Assistant and Jenny Patton (jpatton@osteo.wvsom.edu) and Rebekah Brookman (rbrookman@osteo.wvsom.edu) when you have completed each case. The case will be forwarded to the appropriate grader who will accept or reject the case. Rejected cases must be redone within 10 working days to receive credit.

SOAP notes will be rejected for: 1) failure to use OMT; 2) absence of any required section including Application of Osteopathic Principles. Rejected cases must be redone within 10 working days to receive credit.

The following elements must be included to receive credit for this exercise (see sample Stookey OMT SOAP note):

1. SUBJECTIVE – MUST include:
   1. Age
   2. Chief Complaint
   3. History of Present Illness (problem focused)
   4. Patient History Enter History on Facesheet
   5. Review of Systems (pertinent)
2. OBJECTIVE (include vital signs, postural/structural exam at least 3 regions related to chief complaint, pertinent orthopedic, pertinent neurologic, pertinent visceral)
3. ASSESSMENT (include problem and somatic dysfunction diagnoses)
4. PLAN (include OMT and response, other treatments, diagnostic testing, follow-up)
5. APPLICATION OF OSTEOPATHIC PRINCIPLES (rationale for any OMT listed in Plan)
Logon to Greenway EHR, please use the login information below. Username and Password that were originally assigned to you have been disabled.

1. Username = stookey
2. Password = wvsom

Step by Step instructions for completion of the assignment can be found on eMedley:

1. Go to educate
2. Select 005-1: Statewide Campus Information in the Search box
3. Search for Stookey OMT SOAP Note Instructions and Sample SOAP Note
1.18 Year 4 Interprofessional Activity

Due to accreditation requirements, students must participate in an Interprofessional Experience (IPE) each academic year.

The following is a summary of your Year 4 IPE.

**Interprofessional Experience (IPE)**
Year 4 Osteopathic Medical Students and Semester 7 Pharmacy Students

**Objective:**
Evaluate a patient and, working as a team with a pharmacy student, develop a plan for the patient.

**Procedure:**

1. You will be paired with a pharmacy student (via email) to interact with, regarding a patient case. This will occur in the second semester of Year 4.
2. The patient will have data entered into the EHR to use for discussion.
3. You will have 2 synchronous sessions for discussion (FaceTime, skype, or other agreed upon platform)
   a. The first session you should talk about your education, and ask questions of how the pharmacist can assist you with care of the patient. You will briefly review the patient case and begin initial plans for the patient.
   b. The second session should be discussion of the plan for the patient, with agreement between the two of you.
   c. Between sessions, each of you will search for evidence-based best practices for treatment of your patient.
4. You will then finish a note with the treatment plan for the patient, and will write responses to specific questions about the patient and about team-based care of the patient.
5. Grading:
   a. This will be graded by WVSOM faculty
   b. Grading will be Pass/Fail (P/F). **Achieving a passing performance (P) is a requirement for graduation.**

Failure to complete and pass the Year 4 OMS/Pharmacy student IPE will require remediation prior to graduation. This will be an IPE at the discretion of the Associate Dean of Predoctoral Education and the Director of the Clinical Education Center.
SECTION II THIRD YEAR ROTATION SYLLABI

2.0 Introduction to Clinical Medicine – Year 3

This introductory phase of the student’s clinical education is designed to provide the basics in preparation for the more advanced “Core Clinical Curriculum” (4th Year). Successful completion is required before the fourth academic year can be started.

Year 3 required rotations

Clinical rotations required are:

- Family Medicine I 8 weeks
- Internal Medicine I 4 weeks
- Internal Medicine II 4 weeks
- Pediatrics I 4 weeks
- Surgery I 4 weeks
- Emergency Medicine 4 weeks
- OB/GYN (Women’s Health) 4 weeks
- Psychiatry 4 weeks
- Dean Selective 4 weeks
- Elective 4 weeks
- Vacation 4 weeks
- Board Prep 4 weeks

Rotations are scheduled in such a way that the first rotation is generally a Primary Care rotation. This sequencing is important because of its value in providing the basics for all rotations to follow. The balance of the rotations is sequenced so that all requirements are met at approved sites without overlapping or crowding at those sites.

The supervising physician’s expectation of the level of performance for third year students is usually not as high as that expected for the fourth year students. However, continuous growth during this year of education is fully expected. It is expected that the students will be evaluated on their ability to integrate osteopathic philosophy and concepts into diagnosis and patient management. Professionalism, ethics, interpersonal skills, and general behavior are also a very important part of the performance evaluation.
2.1 Family Medicine I  
Course Number: 806

A. Introduction

Family medicine is an intellectually challenging specialty and is an essential component of the primary care infrastructure of the US health care delivery system. Family medicine provides first contact, ongoing, and preventive care to all patients from Pediatric to Geriatric age groups regardless of gender, culture, care setting or type of problem. The osteopathic family physician must also take into account the four tenets of osteopathic medicine, prevention and screening, coordination of health care, continuity of service, and family and community dynamics.

The principles of Family Medicine are exemplified by these key components:

- Biopsychosocial aspects of care
- Comprehensive care
- Continuity of care
- Contextual care
- Coordination and integration of care
- Population health; patient safety

During your Family Medicine I rotation you, the student, will spend time in the physician’s office, the physician’s business office, and with members of the physician’s health care team. When appropriate, you will accompany the physician to the hospital, nursing home and on home visits.

B. Study Guide

In general, the best approach to studying is to access multiple sources. Universal Notes is a comprehensive online program to facilitate your study.

This can be supplemented by Rakel, the core reference text. Conn’s Current Therapy and Lange Case Files are excellent supplemental sources, especially when you need focused readings, such as time between patients.

It is a good habit to not let any down time go to waste. Don’t forget to actively engage your preceptor in feedback and reading suggestions.

C. COMAT Blueprint information for OPP and Family Medicine

Review the NBOME web site on the COMAT Blueprint for OPP and Family Medicine. This will provide a general roadmap for your studies. However, still take
the time to read about your patient encounters and any additional material that your preceptor suggests. As you can see, similar to the specialty itself, the Family Medicine COMAT content is broad and fairly evenly distributed.

https://www.nbome.org/exams-assessments/comat/exam-series/comat-family-medicine/

https://www.nbome.org/exams-assessments/comat/exam-series/comat-principles/

**Family Medicine is unique in that there are actually two COMAT exams: OPP and Family Medicine**

Please read the following carefully as this will explain the COMATs following the first four weeks of FM 1 (OPP COMAT) and following the second four weeks (Family Medicine).

If you have not done so, please take the time to read section 1.16 on the Stookey Rotations.

**Pretest/Posttest: OPP**

In the first week of the FM 1 rotation, all students are encouraged to take the online sample COMAT OPP exam. This is a 15 question exam located at https://www.nbome.org/exams-assessments/comat/clinical-subjects/. The pretest is strongly recommended, but the score will not be included in the course grade. At or near the end of the first four weeks of FM 1, students will take the COMAT OPP examination covering the material outlined in the NBOME objectives and the reading assignments in the required texts suggested by the NBOME. The exam consists of 125 questions that need to be completed within a two and ½ hour time limit. The posttest exam will be proctored in a Statewide Campus region and will not count as part of the FM1 grade. The date, time, and place for the posttest will be assigned by the student’s Statewide Campus office.

Standard scores will be converted to a percentage with standard scores greater than 122 being recorded as 100 %. A standard score below 80 will be listed as a failure of the COMAT OPP exam.
If failure of this examination occurs, the student will be remanded to the Student Promotions Committee (SPC). The SPC will make remediation recommendations to the Associate Dean for Predoctoral Education to include (but not limited to):

- The student will not be allowed to count the current FM1 rotation or any subsequent rotation as his/her Stookey rotation until the OPP COMAT is passed.
- A remediation plan of no less than four weeks will be made in cooperation with the Associate Dean for OPP including but not limited to additional readings and ComBank questions.
- The student is required to update his/her Regional Assistant Dean on a weekly basis during the remediation to report progress on studying all materials outlined in the syllabus as well as any additional work assigned and completed to strengthen the student’s knowledge in OPP.
- The student will retake the COMAT OPP end of rotation exam with the approval of both the Associate Dean for OPP and his/her Regional Assistant Dean.
- The student will not be allowed to proceed to the third year without passage of the OPP COMAT examination and completion of the Stookey rotation.
- Other recommendations as deemed appropriate by the SPC

**Pretest/Posttest: Family Medicine (35%)**

In the first week of the rotation, all students are encouraged to take the online sample COMAT Rotation exam. This is a 15 question exam located at https://www.nbome.org/exams-assessments/comat/clinical-subjects/. The pretest is strongly recommended, but the score will not be included in the course grade. Near or at the end of this rotation, all students will be expected to take the COMAT Rotation examination covering the material outlined in the course objectives and the reading assignments in the required texts *(and cases where appropriate)*. The exam consists of 125 questions that need to be completed within a two and ½ hour time limit. This is a proctored exam. The posttest exam will be proctored in a Statewide Campus region determined by the student’s RAD/Site Director and will count as 35% of the final rotation grade. A date and time for the posttest will be provided by your Statewide Campus office.

Standard scores will be converted to a percentage with standard scores greater than 122 being recorded as 100%. A standard score below 80 will be listed as a failure of the COMAT exam.

A student who does not achieve a COMAT exam score equal to or greater than a standard (NBOME) score of 80 will have failed the examination. As per grading policy E-17, it will be determined at that time if the student is eligible for a single retest.
As per policy E-17, the student will be allowed one retest of a failed COMAT during the designated retest period. If the retest is passed by a standard score of at least 80, then a grade of 70 will be recorded for the rotation. If a second COMAT failure occurs, the student will have a failure for the rotation recorded and will be remanded to the student promotions committee.

D. Required Textbooks

*Textbook of Family Medicine, Rakel, et al; Elsevier 9th ed.*
*Foundations for Osteopathic Medicine*, Lippincott Williams and Wilkins 4th ed
Diagnosis and Plan for Manual Medicine (refer to this for your Family Medicine H&P case write-up).

E. Other Resources

**Recommended Texts:** These are additional textbooks that you may find helpful and have additional information on the topics for the COMAT blueprint. You will see some of these textbooks listed in the other disciplines as you progress through the Core Courses in the 3rd year.

*Essentials of Family Medicine, Sloane, et al; Lippincott, Williams and Wilkins 6th ed*
*Ham’s Primary Care Geriatrics;* Elsevier, 6th ed.
*Conn’s Current Therapy 2018;* Elsevier

F. Didactic and Reading assignments

**Universal Notes (www.myuniversalnotes.com)**

The free online resource, *Universal Notes*, offers for each clerkship:

- Study plan
- Study material
- Question bank

**Steps to get started with Universal Notes and the Study Plan:**
1. Go to www.myuniversalnotes.com
2. Click SIGN UP
3. Complete SIGN UP and choose Medical Student for version
4. Sign in to Medical Student version using the information (email and password) you used for SIGN UP
5. Click on Chapter 3: Study Plans
6. Choose Study Plans for Medical Student Clerkships
7. Choose Study Plan for Family Medicine

If you have any questions or problems with accessing or using Universal Notes, please contact: senioreditor@myuniversalnotes.com

The list of topics for the Family Medicine Study Plan is found below. Students should focus their reading on weekdays for topics that involve the common patient conditions seen in the clinical setting, and reserve weekend reading for conditions that are unlikely to be encountered during the rotation. Pairing patient encounters with related material improves understanding, enjoyment, and retention. At a minimum, students should try to get through 1-2 topics each weekday and 20 on each weekend day in order to cover the essential material. This is in addition to any articles or readings as assigned by your preceptor, journal club, didactics, case presentations, etc.

Universal Notes Family Medicine Study Outline

Introduction

Students should be familiar with the sections on History Taking, Physical Exam, Labs, Tests, and Treatments as well as pharmacology as well.

Week One

Human Development and Milestones

1. Geriatrics and the Aging Process (Falls, Physiologic Changes)
2. Adult Preventative Health

Cardiovascular

3. Aortic and Abdominal Aneurysm
4. Aortic dissection
5. Atherosclerosis
6. Atrial Fibrillation and Atrial Flutter
7. Cardiac arrest
8. Carotid Artery Stenosis
9. Chest Pain (Angina)
10. Congestive Heart Failure
11. Coronary Artery Disease
12. Deep Venous Thrombosis (DVT)
13. Edema and Hypervolemia
14. Hyperlipoproteinemias (Hyperlipidemia, Hypertriglyceridemia, Familial Hypercholesterolemia)
15. Hypertensive Emergency and Urgency
16. Hypotension (Including Orthostatic Hypotension)
17. Murmurs
18. Myocardial Infarction (MI or Heart Attack)
19. Palpitations
20. Peripheral Arterial Disease (Arterial Occlusion, Claudication)

Ear, Nose, and Throat

22. Labyrinthitis (Vestibular Neuritis)
23. Meniere’s Disease
24. Obstructive Sleep Apnea and Obesity Hypoventilation Syndrome (Pickwickian Syndrome)
25. Otitis Externa
26. Otitis Media and Perforated Tympanic Membrane
27. Pharyngitis
28. Sialadenitis, Parotitis, and Salivary Gland Stones
29. Sinusitis

Endocrine

30. Adrenal Insufficiency (Addison disease)
31. Cushing Syndrome and Disease (Hypercortisolism)
32. Diabetes Mellitus
33. Diabetic Ketoacidosis
34. Diarrhea
35. Galactorrhea (Nipple Discharge)
36. Hyperparathyroidism
37. Hyperthyroidism (Graves Disease)
38. Hypothyroidism (Hashimoto)
39. Obesity

Week Two
Gastrointestinal

40. Abdominal Pain (Flank, Pelvic, Suprapubic Pain)
41. Anal Disorders (Fissures, Hemorrhoids, Abscesses, and Fistulas)
42. Appendicitis
43. Celiac Disease (Celiac sprue, Gluten-sensitive enteropathy)
44. Cholelithiasis, Choledocholithiasis, and Cholecystitis
45. Constipation
46. Diverticular Disease (Diverticulosis, Diverticulitis)
47. Gastritis
48. Gastroenteritis
49. Gastroesophageal Reflux Disease (GERD) and Barrett Esophagus
50. Gastrointestinal Bleeding (Melena, Hematemesis)
51. Inflammatory Bowel Disease
   a. Crohn's Disease
   b. Ulcerative Colitis
52. Irritable Bowel Syndrome (IBS)
53. Pancreatitis
54. Peptic Ulcer Disease (PUD)

Hematology

55. Overview of Anemia
56. Anemia of Chronic Inflammation (Chronic Disease)
57. Blood Loss Anemia
58. Folate Deficiency Anemia
59. Iron Deficiency Anemia
60. Vitamin B12 (Cobalamin) Deficiency and Pernicious Anemia

Infectious Agents and Conditions

61. Sepsis, Shock, Systemic Inflammatory Response Syndrome (SIRS)
62. Bacteria
   a. *Borrelia burgdorferi* (Lyme Disease)
   b. *Chlamydia trachomatis* (Lymphogranuloma venereum)
   c. *Escherichia coli*
   d. *Gardnerella vaginalis* (Bacterial Vaginosis)
   e. *Haemophilus influenzae*
   f. *Helicobacter pylori*
   g. *Moraxella catarrhalis*
   h. *Mycobacterium tuberculosis*
   i. *Mycoplasma pneumoniae*
   j. *Neisseria gonorrhoeae*
   k. *Neisseria meningitidis*
   l. *Staphylococcus aureus*
   m. *Streptococcus pneumoniae*
   n. *Streptococcus pyogenes*
   o. *Treponema pallidum*

Week Three

63. Fungi
   a. Candida species (Candidiasis, Thrush, Onychomycosis)
   b. Pityriasis versicolor (Tinea versicolor, Malassezia furfur)
   c. Tinea species
64. Parasites and Protozoa
   a. *Sarcopes scabei* (Scabies)
   b. *Trichomonas vaginalis*
65. Viruses
   a. Epstein-Barr Virus (Mononucleosis)
   b. Overview of Enteroviruses
   c. Hepatitis A
   d. Hepatitis B
   e. Hepatitis C
   f. Herpes Simplex Virus 1, 2 (HSV)
   g. Human Immunodeficiency Virus (HIV)
   h. Human Papillomavirus (HPV, Condyloma Acuminata, Anogenital Warts)
   i. Influenza
   j. Parainfluenza
   k. Respiratory Syncytial Virus (RSV)
   l. Rhinovirus (Common Cold)

Integumentary

66. Conditions
   a. Acne Vulgaris
   b. Actinic Keratosis
   c. Atopic Dermatitis (Eczema)
   d. Basal Cell Carcinoma
   e. Contact Dermatitis
   f. Epidermal Inclusion Cyst (Sebaceous Cyst)
   g. Keratoacanthoma
   h. Melanoma
   i. Seborrheic Dermatitis
   j. Seborrheic Keratosis
   k. Squamous Cell Carcinoma
   l. Urticaria
   m. Warts (Verrucae)

67. Procedures
   a. Suturing Sutures (Lacerations)

Week Four
Musculoskeletal

68. Ankle Sprain
69. Back Pain (Lumbago)
70. Carpal Tunnel Syndrome
71. Compartment Syndrome
72. Costochondritis (Tietze Syndrome)
73. Dislocations
   a. Hip
   b. Shoulder
74. Epicondylitis (Tennis or Golfer's Elbow)
75. Fractures
   a. Fractures and Fracture Terminology
   b. Geriatrics and the Aging Process (Falls, Physiologic Changes)
76. Gout
77. Joint Pain and Swelling (Arthritis, Bursitis)
78. Meniscal Knee Injuries
79. Osteoarthritis (Degenerative Joint Disease)
80. Osteomyelitis
81. Osteoporosis
82. Rheumatoid Arthritis
83. Rotator Cuff Injury
84. Septic Arthritis (Septic Joint)
85. Tarsal Tunnel Syndrome
86. Tendonitis (Tendinopathy)
87. Patellofemoral Pain Syndrome

Neurologic

88. Facial Nerve Palsy (Bell Palsy)
89. Headache (Cluster, Migraine, Tension)
90. Major or Minor Neurocognitive Disorders (Formerly Dementias)
91. Meningitis
92. Peripheral Neuropathy
93. Seizures in Adults (Status Epilepticus, Epilepsy)
94. Seizures in Children (Status Epilepticus, Epilepsy, Febrile Seizures)
95. Spinal Cord Injury and Disease (Brown-Sequard Syndrome)
96. Stroke (Cerebrovascular Accident, CVA, Subarachnoid Hemorrhage)
97. Temporal Arteritis (Giant Cell Arteritis)
98. Trigeminal Neuralgia
99. Vertigo and Dizziness

Week Five

Oncology

100. Overview of Neoplasia and Terminology
101. Tumor Growth and Metastasis
102. Neutropenia (Immunosuppression)
103. Neutropenic Fever
104. Introduction to Brain and Nervous System Tumors
105. Bladder Cancer
106. Cervical Cancer
107. Colorectal Cancer
108. Lung Cancer
109. Lymphoma (Hodgkin, Non-Hodgkin)
110. Multiple Myeloma
111. Prostate Cancer

Ophthalmology

112. Conjunctivitis and Red Eye
113. Glaucoma
114. Macular Degeneration
115. Retinopathy (Diabetic, Hypertensive)

Psychiatric
116. Anxiety Disorders
   a. Introduction to Anxiety Disorders
   b. Specific Phobia
   c. Social Anxiety Disorder (Social Phobia)
   d. Panic Disorder
   e. Agoraphobia
   f. Generalized Anxiety Disorder
   g. Cognitive and Behavioral Therapies for Anxiety

117. Depressive Disorders

118. Somatic Disorders
   a. Introduction to Somatic Symptoms and Related Disorders
   b. Somatic Symptom Disorder

119. Suicide

120. Substance Related and Addictive Disorders
   a. Introduction to Substance-Related and Addictive Disorders
   b. Alcohol Use Disorder
   c. Cannabis Use Disorder
   d. Opioid Use Disorder
   e. Sedative-Hypnotic and Anxiolytic Use Disorder
   f. Stimulant Use Disorder

Renal

121. Acute Kidney Injury (Acute Renal Failure)
122. Acute Tubular Necrosis (ATN)
123. Chronic Kidney Disease (CKD) and Endstage Renal Disease (ESRD)
124. Glomerular Disease
   a. Overview of Glomerular Disease
   b. Nephrotic Syndrome and Diseases
      i. Diabetic Nephropathy
      ii. Nephrotic Syndrome
125. Hematuria
126. Hypertension
127. Secondary Hypertension
128. Reproductive

Week Six

Gynecology

129. Amenorrhea
130. Bartholin Cyst and Abscess
131. Breast Abnormalities
   a. Fibroadenoma
   b. Fibrocystic Breast Disease
   c. Mastitis and Breast Abscess
132. Dysmenorrhea (Premenstrual Syndrome)
133. Endometriosis
134. Menopause
135. Ovarian Cyst
136. Ovarian Torsion
137. Pelvic Inflammatory Disease (Endometritis)

Obstetrics

138. Normal
   a. Maternal Physiology
      i. Overview of Pregnancy
      ii. Physiological Changes of Pregnancy
   b. Antepartum Care
      i. Overview of Pregnancy, Gravidity, and Parity
      ii. Prenatal Screening Tests
      iii. Prenatal Diagnosis of Genetic Disease
   c. Intrapartum Care
      i. Normal Labor
   d. Postpartum Care
      i. Newborn Screening Tests
   e. Lactation

139. Abnormal
   a. Abnormal Labor and Delivery
   b. Spontaneous Abortion and Termination of Pregnancy
   c. Ectopic Pregnancy
   d. Prolonged Labor, Arrest, Shoulder Dystocia, Malpresentation
   e. Postpartum Hemorrhage
      i. Postpartum Pituitary Infarction (Sheehan's Syndrome)
      ii. Postpartum Hemorrhage (Uterine Atony)
   f. Intrapartum Fever (Chorioamnionitis)
   g. Postpartum Cardiomyopathy
   h. Postpartum Depression (PPD)

Respiratory

140. Allergic Rhinitis
141. Allergies
   a. Environmental
   b. Food

Week Seven

142. Asthma and Status Asthmaticus
   a. Adults
   b. Children
143. Bronchitis (Acute and Chronic)
144. Chronic Obstructive Pulmonary Disease (COPD)
145. Croup (Laryngotracheobronchitis)
146. Foreign Body Aspiration
147. Pneumonia
148. Pneumothorax
149. Pulmonary Embolus
150. Restrictive Pulmonary Disease
   a. Overview of Restrictive Lung Disease
Abuse, Toxicology and Environmental Injuries

152. Tobacco Abuse (Second Hand Smoke)
153. Abuse Toxicology and Environmental Injuries
154. Child Abuse and Neglect
155. Domestic Violence, Elder Abuse, Stalking
156. Heat Related Illness (Non-Febrile Hyperthermia, Heat Stroke)
157. Ticks (Tick Bite)
158. Trauma

Urinary

159. Cystitis (Urinary Tract Infection)
160. Dysuria
161. Erectile Dysfunction
162. Pyelonephritis
163. Urethral Discharge (Urethritis)
164. Urinary Incontinence

Week Eight

Review!

G. Additional Recommendations

Suggested Readings from Rakel's and Conn’s Current Therapy:

In addition to the Universal Notes, Rakel’s Textbook of Family Medicine is a core reference text. Both primary and supplemental readings are strongly encouraged. Conn’s Current Therapy has brief overviews of commonly encountered conditions and may be especially useful for a quick review, especially when you encounter patients in the office and have limited time.

You can use the Universal Notes subjects as well as the COMAT categories to guide your additional readings.

Because Family Medicine is so broad, there will be significant overlap between sources; don’t hesitate to consult your Internal Medicine, OB/GYN, Pediatric, and Emergency Medicine texts and references as well.

DocCom cases
- Communicating in Specific Situations: # 20 “Family Interview”,

85
• Communicating in Specific Situations # 24 “Tobacco Intervention”
• Communicating in Specific Situations # 25 “Motivating Healthy Diet and Physical Activity”

Complete the Discussion Questions. To access the Doc.Com Cases visit: http://webcampus.drexelmed.edu/doccom/user/ you will log in using your Email address and Password.

H. Electronic Health Record (EHR) Family Medicine Note

As a mandatory requirement for successful completion of your Rotations, you will be required to submit 1 Family Medicine note during your Year 3 rotation and 1 Family Medicine note during your Year 4 Rotation on a patient of your choice documented in the WVSOM Greenway PrimeSuites’ EHR. This must be submitted electronically by the fifth Friday of the rotation.

You will create each patient in the EHR. They will need to be de-indentified by using your login ID as the patient’s last name. The first name will be FamMedYear3 and FamMedYear4 (see example below):
  jpatton, FamMedYear3
  jpatton, FamMedYear4

Enter the Patient’s Date of Birth and Sex. Please Do not enter a Social Security number or use the Patient’s real name.

In order to get credit for this assignment you will need to email your SWC Director and Administrative Assistant and Jenny Patton and Rebekah Brookman - jpatton@osteo.wvsom.edu and rbrookman@osteo.wvsom.edu when you have completed each case. The case will be forwarded to the appropriate grader who will accept or reject the case. Rejected cases must be redone within 10 days to receive credit.

**If the Family Medicine Case is not successfully completed, the student will receive an Incomplete “I” for the rotation. If the “I” is not successfully resolved by six weeks following the completion date of the rotation, the rotation grade will be changed to a Failure.**

Students are required to submit a History and Physical on a case study utilizing osteopathic diagnosis and treatment to be completed during the Family Medicine I rotations (refer to The Medical Write-Up section below for specific instructions). This case study, in which the student actively participated, must document and demonstrate the utilization of osteopathic philosophy and, if appropriate, osteopathic diagnosis and osteopathic manipulative treatment in assessment and care of the patient. This must be a case that was actually seen during the rotation in consultation with the supervising physician: false documentation could lead to serious academic sanctions, up to and including dismissal. The case must be completed and submitted in the Electronic Health Records (Greenway Primesuites’ EHR) by Friday of the fifth week of the rotation. It will be graded by WVSOM full time faculty and the graded case study returned to the student electronically with the
grader’s comments. **No paper submissions will be accepted.** If the case is unsatisfactory, it will be rejected with comments to improve the H&P. The student will resubmit the case within 10 working days for final review and grade of Pass (>= 70) or Fail (<70). It is strongly recommended that you work with your Regional Assistant Dean if your case is rejected and you are not sure how to improve.

Logon to the Greenway EHR, please use the login information below. The username and Password that were originally assigned to you have been disabled.

- **Username = familymed**
- **Password = wvsom**

Step by Step instructions for completion of the assignment are available on eMedley:

- Go to **educate**
- Select 005-1: Statewide Campus Information in the Search box
- Search for Family Medicine H&P Case Study Instructions

**The Medical Write-Up**

One of the goals of the Family Medicine rotation is that the student becomes adept at the art of the H&P—gathering, synthesizing and documenting the information important to the care of their patients. There are many good resources available regarding the elements of a complete H&P.

Each student in Family Medicine I and Family Medicine II will be required to do a complete H&P, which includes an osteopathic musculoskeletal exam that is submitted electronically as discussed in section 2.

The Chief Complaint is the statement of why the patient is being seen. It is generally given in the patient’s own words.

Regarding the History of Chief Complaint, this should be a chronological history of the chief complaint. Remember OLDCAARTS. For the Past Medical History and Social history, remember MMAISHIFT and HORSSES.

For allergies remember to list the reaction the patient had to the allergen, eg hives or nausea. Nausea is an adverse reaction and not a true allergy.

For medications, be sure to list the name of the medication, the dosage, frequency and how it is being taken. Remember to include OTC’s and herbals and how they are taking these.

For the family history list the age, health/death of immediate family—parents, siblings, grandparents and children. If they do not know their family history or were adopted make note of that.
Your Review of systems (ROS) should include at a minimum 10 organ systems: General, Skin, Head, EENT (eyes, ears, nose, throat and mouth), Neck, Cardiovascular, Respiratory, Breasts, Lymphatic’s, Gastrointestinal, Genitourinary, Musculoskeletal, Neurologic, Hematological, Endocrine, and Psychiatric.

**Do not state “noncontributory” or “none” in the history.** If the patient tells you they have not had a particular problem it is better to word it as “the patient denies…” Under the physical, do not leave a section blank or state “noncontributory” or “normal” or “WNL”. Tell us what you saw/observed. When insurance companies review your records and see this type of verbiage they will assume it was not done and you could end up losing money. Same goes for the genital/rectal exam. Do not leave it blank or state “deferred”. State why it was not done. Did the patient refuse the exam? If so state, “deferred due to patient request”, or something to that effect. Maybe they had a genital/rectal exam done less than one year ago—then state that. Under the musculoskeletal/osteopathic exam be sure to refer to your Clinical Skills I and OPP texts to be sure you have the necessary elements included here. Do not list your conclusions; tell us what you found on the physical examination. For example, gait, posture, seated and standing flexion tests, straight leg raising, areas of TART, etc.

There is a space available to list the results of labs, imaging studies or other tests that may have been obtained or are related to the patient’s chief complaint or prior work-up.

The assessment (diagnosis) is derived from the information obtained in the H&P. This is where you commit to a diagnosis and provide insight into your reasoning. When you are unsure of an exact diagnosis you still commit to what you think is most likely and why. List it in order from the most likely to the least likely. To help you develop your assessment you should develop a problem list first. This list is not included in the submitted H&P. The problem list is a ranked list (most important to least important) of all the patient’s active health problems. It is not a list of diagnosis. The list allows you to recognize patterns and help make diagnoses that are less obvious, or help you focus your differential diagnosis in a complicated patient. The problem list can also remind you of important medical issues that may be distinct from the chief complaint but still needs to be addressed. For example, a patient with COPD presents with cough and shortness of breath. His admission labs show a mild microcytic anemia and an elevated glucose. It would be easy to treat his pneumonia, watch him improve, and send him home without addressing the fact that he may have diabetes and may be having blood loss from a potentially serious condition such as colon cancer.

The plan should logically follow from the assessment. Be specific in what you plan to do. The plan should consist of 3 parts: additional diagnostic maneuvers needed, e.g. labs, X-rays, etc.; therapeutic procedures or medications that will be employed, e.g. OMM; and patient education. Remember to include when the patient is to follow-up next and what your plan is if the patient does not respond to your
treatment. If you did OMT include a brief statement on how the patient responded. For example, “OMT was done using muscle energy to the thoracic spine. The patient tolerated the procedure well and noted improvement in his/her symptoms.” The H&P is the core component of the encounter between a doctor and patient and is common to all forms of medical practice around the world. Doing the H&P is your chance to really get to know your patient. It is not a “chore”, but is a skill you will be using for the rest of your career as a physician. The H&P is your key to the study of medicine.

Discuss the four tenets of Osteopathic Medicine and how it assisted you in developing your plan of care and consideration for use of Osteopathic Manipulative therapy. This should be included at the end of the H&P.

Each preceptor/site may have other activities that you may be required to do as well. In family medicine, you will be expected to spend time in the physician’s office. Try to spend time in the physician’s business office and spend some time with the other members of the physician’s health care team in order to better understand their roles in the practice of medicine.

When appropriate, you will be expected to accompany the physician on hospital rounds, or to the nursing home and home visits. This may include some weekend hours.

I. Patient Procedure Logs

You are required to maintain a log of your activities while on your rotation. This is important to document the experiences that you are exposed to in the clinical setting. You should get used to maintaining a log as this will continue during your residency. A well-documented log will help you to know the cases and procedures that you are exposed to and those that you may need to see in the future of your education. The log books need to be initialed by the preceptor documenting the accuracy of your entries. The logs need to be reviewed by your Regional Assistant Dean and accepted as proper documentation of your rotation experience. There is limited space but if you need to use more than one line to document, do so.

You should make sure that you make a notation in the log:
- When you see a patient
- Note if the patient was seen in the Office/Hospital or other i.e. Nursing home
- Make sure that you list the diagnosis/problem that the patient presents with, making sure that you do this in enough detail. (Example: Acute Exacerbation of COPD, or Uncontrolled DM type 2 not just COPD, or DM)
- Document if you write admit notes in the hospital, progress notes in the office or hospital, discharge summaries and if you did an oral presentation to the preceptor on an encounter.
• List in detail the procedures that you observed (O), assisted (A) or performed (P).

It is always wise to make a copy of the log for your own records. You may want to review your logs as you participate in your 4th year audition rotations so you can respond to any questions of your experiences in doing certain procedures.

**J. Family Medicine Procedure Log:** This form (see below) is to be signed by your preceptor and turned into your Regional Assistant Dean at the end of your rotation. Failure to comply will result in a professionalism report.
FAMILY MEDICINE PROCEDURE LOG

The student will be exposed to the following skills: (to be signed by your preceptor)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Reference</th>
<th>Performed</th>
<th>Observed</th>
<th>Not Done (why)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP&amp;P</td>
<td>OP&amp;P texts and videos</td>
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<tr>
<td>Demonstrate: Palpatory diagnostic skills</td>
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<tr>
<td>Ability to do functional exam</td>
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<tr>
<td>Ability to record findings of exam</td>
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<tr>
<td>Ability to record treatment procedures used</td>
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<tr>
<td>Ability to use any of the following: Soft tissue, muscle energy, myofascial, Strain/counterstrain, HVLA, craniocasal, Articular</td>
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<tr>
<td>Interpret resting 12-lead EKG</td>
<td>EKG &amp; ACLS texts, EKG Basics—LSU*, ECG Learning Center*, ECG Library*, Rhythm Simulator*</td>
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<tr>
<td>Knowledge of venipuncture/phlebotomy</td>
<td>Clinical Skills II Handbook and video</td>
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<td>Knowledge of parenteral injections</td>
<td>Clinical Skills II Handbook</td>
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<td>Ability to suture</td>
<td>Clinical Skills II Handbook and video</td>
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<td>Knowledge of splint/cast application</td>
<td>Clinical Skills II Handbook</td>
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<td>Knowledge of proper sterile procedures</td>
<td>Clinical Skills II Handbook</td>
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<td>Knowledge of urinary bladder catheterization</td>
<td>Clinical Skills II Handbook</td>
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<td>Knowledge of spirometry and interpreting PFT’s</td>
<td>Clinical Skills II Handbook</td>
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<tr>
<td>Interpretation of CXR—PA and lat</td>
<td>Radiology textbook, Basic CXR Review—Dept of Radiology, Uniformed Services*</td>
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<tr>
<td>Skin biopsy and excisions</td>
<td>Clinical Skills II—suture, Clinical Keys: Skin Biopsy Techniques</td>
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<td>Joint injections</td>
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<tr>
<td>Ear lavage</td>
<td>Clinical Keys: Cerumen Impaction</td>
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<td>Analscopy</td>
<td>Clinical Skills II Handbook</td>
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<tr>
<td>Flexible sigmoidoscopy</td>
<td>Clinical Skills II Handbook</td>
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<tr>
<td>I&amp;D of abscess: 1st type of abscess</td>
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</table>

Other:

*EKG Basics—LSU: [www.sh.lsuhsc.edu/fammed/OutpatientManual/EKG/eoghome.html]
* ECG Learning Center: [http://library.med.utah.edu/fkw/ecg/]
* ECG Library: [www.ecglibrary.com/ecghome.html]
* Rhythm Simulator: [www.skillsstat.com/tools/ecg-simulator]
*Basic CXR Review—Dept. of Radiology, Uniformed Services, University of Health Sciences, Bethesda, MD: [http://rad.usuhs.mil/rad/chest_review/index.html]

Preceptor’s signature: ______________________ Date: ____________
K. Grading/Calculations

1. Preceptor grade 65%
2. Family Medicine COMAT end of rotation examination 35%
3. Completion of Patient Procedure Logs, Family Medicine Procedure Log and Preceptor/Site/Course Evaluation
4. Case Study (must be turned in by Friday of the 5th week and score must be passing to receive credit)

- The patient procedure log and family medicine procedure log along with the preceptor/site/course evaluation must be turned in by the last day of the rotation. Failure to comply will result in a professionalism report.

- The Family Medicine Case Study in Year 3 must be submitted by the fifth Friday of the rotation. A grade of “incomplete “I” will be recorded until the case study is successfully completed. If they are not completed after six weeks, the “I” will be converted to a rotation failure “F” and the student will be remanded to the student promotions committee “SPC”.

- Note that you will have a standard score of 80 or greater on the COMAT end of rotation exam to pass the Family Medicine rotation/course. Should you score less than a standard score of 80, you will have failed the examination and will be evaluated as per grading policy E-17 to assess for eligibility to retest.

- If the retest is passed with a standard score of at least 80, a 70 will be recorded as the final rotation course grade.

- If the retest COMAT score is below standard score of 80, this will be recorded as a rotation course failure and your file will be remanded to the Student Promotions Committee for review. The committee will make recommendations to the Associate Dean for Predoctoral Clinical Education to repeat the course or other sanctions up to and including dismissal. Please see Institutional Policy: E-17.

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has
received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
2.2 Internal Medicine I

Course Number: 810

See discussion of Internal Medicine requirements under section 2.3.

2.3 Internal Medicine II

Course Number: 811

A. Introduction

Studying the discipline of Internal Medicine provides the foundational knowledge to formulate a diagnostic and therapeutic plan for all adult medical patients.

The Internal Medicine core course is divided into two four-week rotations, which will address the care provided in the ambulatory and hospital settings. During these two four-week rotations it is important that you read and study the conditions that you see in each of the different settings. It is critically important that you integrate your knowledge of pathology, physiology, pharmacology, OPP, and other basic sciences as you note the patient presentation, signs, symptoms, and laboratory and imaging findings. This will allow you to develop a broad differential diagnosis and ultimately will lead you to a diagnosis and treatment plan. This analytical process will be the foundation for your evaluation and care of patients throughout your career.

B. Study Plan

In general, the best approach to studying clinical medicine is to use multiple sources. For Internal Medicine, the foundational required reading and study guide will be the online IM Essentials by the American College of Physicians. However, this should be supplemented by other sources such as the required texts and readings assigned to you by your preceptor.

C. COMAT Blueprint

Review the NBOME web site on the COMAT Blueprint for Internal Medicine. This will provide a general roadmap for your studies. However, still take the time to read about your patient encounters and any additional material that your preceptor suggests.

As you can see, similar to the specialty itself, the COMAT content is broad and fairly evenly distributed across the ten disciplines of Internal Medicine.
Pretest/Posttest (35%)

In the first week of the rotation, all students are encouraged to take the online sample COMAT Rotation exam. This is a 15 question exam located at https://www.nbome.org/exams-assessments/comat/clinical-subjects/. The pretest is strongly recommended, but the score will not be included in the course grade. At the end of the IM 2 rotation, all students will be expected to take the COMAT Rotation examination covering the material outlined in the course objectives and the reading assignments in the required texts (and cases where appropriate). The exam consists of 125 questions that need to be completed within a two and ½ hour time limit. This is a proctored exam. The posttest exam will be proctored in a Statewide Campus region determined by the student’s RAD/Site Director and will count as 35% of the final rotation grade. A date and time for the posttest will be provided by your Statewide Campus office.

Standard scores will be converted to a percentage with standard scores greater than 122 being recorded as 100%. A standard score below 80 will be listed as a failure of the COMAT exam.

A student who does not achieve a COMAT exam score equal to or greater than a standard (NBOME) score of 80 will have failed the examination. As per grading policy E-17, it will be determined at that time if the student is eligible for a single retest.

As per policy E-17, the student will be allowed one retest of a failed COMAT during the designated retest period. If the retest is passed by a standard score of at least 80, then a grade of 70 will be recorded for the rotation. If a second COMAT failure occurs, the student will have a failure for the rotation recorded and will be remanded to the student promotions committee.

D. Required Textbooks

*Goldman: Goldman’s Cecil Medicine, 25th edition, 2016. Saunders*
*Andreoli and Carpenter’s Cecil Essentials of Medicine, 9th edition, 2016. Saunders*
*Ham’s Primary Care Geriatrics, Sixth Edition, 2014. Saunders*
*Foundations of Osteopathic Medicine, 3rd edition, 2011. Lippincott, Williams and Wilkins*
E. Other Resources

*Pocket Medicine: the Massachusetts General Hospital Handbook of Internal Medicine*, Sabatine. 2017

*Ferri’s Clinical Advisor 2018*. Elsevier*


*available for free on ClinicalKey through the WVSOM library*

The American Academy of Dermatology (AAD) has excellent free resources available for study

1. The comprehensive skin exam:
   [https://www.aad.org/education/basic-derm-curriculum/suggested-order-of-modules/the-skin-exam](https://www.aad.org/education/basic-derm-curriculum/suggested-order-of-modules/the-skin-exam)

2. Other common dermatological conditions frequently encountered in Internal Medicine:
   [https://www.aad.org/education/basic-derm-curriculum/video-library](https://www.aad.org/education/basic-derm-curriculum/video-library)

F. Didactics and Reading assignments

The foundation of your required study will be composed of the ACP: IM Essentials online tutorial.

You are required to join ACP as a student member:
[https://www.acponline.org/membership/medical-students](https://www.acponline.org/membership/medical-students)

After you have joined, you will have access to ACP IM Essentials, a comprehensive course designed by the ACP for foundational IM learning. It includes didactic readings, tables, graphs, charts, videos and a comprehensive self-test. While this will not be graded or monitored, it is an excellent program and it is a requirement of IM 1 and 2.

[https://ime.acponline.org/](https://ime.acponline.org/)

Subjects Topics Covered

- Cardiovascular Medicine
- Endocrinology and Metabolism
- Gastroenterology and Hepatology
- General Internal Medicine
- Hematology
- Infectious Diseases
- Nephrology
- Neurology
- Oncology
Additionally, the student is expected to set time aside each day for reading about their patient encounters, preceptor assigned reading and commonly encountered conditions.

G. Additional Recommendations

1. The required texts are excellent resources.
2. *Cecil’s Essentials of Medicine* is a foundational textbook and should be in the personal library and heavily referred to by every medical student.

DocCom Cases
- IM 1: Communicating in Specific Situations #36: Ending Doctor-Patient Relationships
- IM 2: Giving Bad News #33
  **Complete the Discussion Questions.** To access the Doc.Com Cases visit: [http://webcampus.drexelmed.edu/doccom/user/](http://webcampus.drexelmed.edu/doccom/user/) students will log in using Email address and Password.

H. Procedures/Clinical Skills

Skills the student must learn to perform independently:
- Complete H&P*
  - Perform a complete head to toe exam and document the exam (at least once per week)
- Present pertinent information from the H&P to the attending in concise fashion (oral presentation)
- Progress Note documentation (at least one per day)*

*if unable to document in the EHR, student is expected to handwrite or type

Activities the student may observe, assist or perform:
- Cardiac stress test
- Basic cardiac life support (BCLS) and advanced cardiac life support (ACLS)
- Phlebotomy
- Administration of intradermal, subcutaneous, and intramuscular injections
- Peripheral intravenous access
- Central line placement
- PICC line placement
- Endotracheal intubation
- Nasogastric tube insertion
- Foley catheter insertion in both male and female patients
- Incision and drainage of a simple abscess, and collect fluid from an abscess for testing, as appropriate
- Colonoscopy
- Upper endoscopy
- Bronchoscopy
- Joint injections/aspirations
- Trigger point injections
- Thoracentesis
- Paracentesis
- Biopsy (example: skin, liver, bone marrow), including review with the pathologist
- Wound care and dressing
- Echocardiography
- Autopsy, if available

The student should demonstrate competency in the basic interpretation of the following laboratory and radiologic studies:
- CBC, including peripheral blood smear
- UA, including microscopic analysis
- PTT, PT, INR (International Ratio) – Coagulation Studies
- Anemia Studies including iron, ferritin, TIBC, reticulocyte count, B12, MCV, RDW
- Fluid Analysis (Thoracentesis, Paracentesis, CSF, etc.), Cell Counts, Culture and Sensitivity, and Proteins
- Lipid profile
- Hepatic Profile
- Hepatitis B and C antigens and antibodies
- Bilirubin
- Thyroid function tests
- Glucose, Hemoglobin A1C
- Electrolytes and Renal Function tests
- Cardiac Enzymes
- RPR
- HIV Antibodies and viral load
- PFT (Pulmonary Function Testing) – How to perform and interpret
- EKGs – How to perform and interpret
- ABGs – How to perform and interpret
- X-ray – Systematic interpretation and approach
  - CXR – Normal
  - KUB – Normal
I. Patient Procedure Logs

You are required to maintain a log of your activities while on both Internal Medicine I and Internal Medicine II rotations. This is important to document the experiences that you are exposed to in the clinical setting. You should get used to maintaining a log, as this will continue during your residency. A well-documented log will help you to know the cases and procedures that you are exposed to and those that you may need to see in the future of your education. The log books need to be initialed by the preceptor, documenting the accuracy of your entries. The logs need to be reviewed by your Regional Assistant Dean and accepted as proper documentation of your rotation experience. You should make sure that you make a notation in the log:

- When you see a patient.
- Note if the patient was seen in the Office/Hospital or other, i.e., Nursing Home.
- Make sure that you list the diagnosis/problem that the patient presents with, making sure that you do this in enough detail. (Example: Acute Exacerbation of COPD, or Uncontrolled DM type 2, not just COPD or DM)
- Document if you write admit notes in the hospital, progress notes in the office or hospital, discharge summaries and if you did an oral presentation to the preceptor on an encounter.
- List in detail the procedures that you observed (O), assisted (A), or performed (P).

It is always wise to make a copy of the log for your own records. You may want to review your logs as you participate in your 4th year audition rotations so you can respond to any questions of your experiences in doing certain procedures.

J. Grading/Calculations

**Internal Medicine I**

1. Preceptor grade 100 %
2. Completion of Patient Procedure Logs and Preceptor/Site/Course Evaluation
   - The patient and procedure logs along with the preceptor/site/course evaluation must be turned in by the last day of the rotation. Failure to comply will result in a professionalism report.

**Internal Medicine II**

1. Preceptor grade 65%
2. COMAT IM II end of rotation exam 35%
3. Completion of Patient Procedure Logs and Preceptor/Site/Course Evaluation
   - The patient and procedure logs along with the preceptor/site/course evaluation must be turned in by the last day of the rotation. Failure to comply will result in a professionalism report.
• Note that you will have a standard score of 80 or greater on the IM 2 COMAT end of rotation exam to pass the Internal Medicine rotation/course. Should you score less than a standard score of 80, you will have failed the examination and will be evaluated as per grading policy E-17 to assess for eligibility to retest.

• If the retest is passed with a standard score of at least 80, a 70 will be recorded as the final IM 2 rotation course grade.

• If the retest COMAT score is below a standard score of at least 80, this will be recorded as an IM 2 rotation course failure and your file will be remanded to the Student Promotions Committee for review. The committee will make recommendations to the Associate Dean for Predoctoral Clinical Education to repeat the course or other sanctions up to and including dismissal. Please see Institutional Policy: E-17.

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
2.4 Pediatrics I

Course Number: 815

A. Introduction

Pediatrics I is the first formal introduction to pediatrics in which students learn about the care of infants, children and adolescents. Children are not “little adults”, as they have unique physiology as they develop, along with a multitude of age specific diseases and conditions.

Pediatrics encompasses preventative and medical care, which includes evaluation of developmental, emotional, and social well-being. Students must learn developmental milestones and become proficient at obtaining psychosocial and developmental histories and performing physical examinations.

In addition, pediatrics provides an introduction to the medical profession to the young patient and can set the tone for future interactions with the healthcare system. Pediatrics is often one of the most fun and rewarding rotations of the third year.

B. Study Guide

The core foundation study program of the Pediatrics rotation is the Universal Notes program. Do your best to cover as much of the program as you can. More in-depth readings can be accessed using the reference texts, especially Nelson’s Essentials.

C. COMAT Exam

Take the time to review the NBOME website in regards to the Pediatric COMAT exam.

https://www.nbome.org/exams-assessments/comat/exam-series/comat-pediatrics/

Note that up to 70% of the exam may be focused on:

- Cardiovascular and Respiratory
- CNS, Behavior/Psychiatry
- Gastrointestinal
- Hematology/Oncology/Lymphatic
- Normal Growth and Development

Pretest/Posttest (35%)  

In the first week of the rotation, all students are encouraged to take the online sample COMAT Rotation exam. This is a 15 question exam located at https://www.nbome.org/exams-assessments/comat/clinical-subjects/ . The pretest is strongly recommended, but the score will not be included in the course grade. At the
end of this rotation, all students will be expected to take the COMAT Rotation examination covering the material outlined in the course objectives and the reading assignments in the required texts (and cases where appropriate). The exam consists of 125 questions that need to be completed within a two and ½ hour time limit. This is a proctored exam. The posttest exam will be proctored in a Statewide Campus region determined by the student’s RAD/Site Director and will count as 35% of the final rotation grade. A date and time for the posttest will be provided by your Statewide Campus office.

Standard scores will be converted to a percentage with standard scores greater than 122 being recorded as 100 %. A standard score below 80 will be listed as a failure of the COMAT exam.

A student who does not achieve a COMAT exam score equal to or greater than a standard (NBOME) score of 80 will have failed the examination. As per grading policy E-17, it will be determined at that time if the student is eligible for a single retest.

As per policy E-17, the student will be allowed one retest of a failed COMAT during the designated retest period. If the retest is passed by a standard score of at least 80, then a grade of 70 will be recorded for the rotation. If a second COMAT failure occurs, the student will have a failure for the rotation recorded and will be remanded to the student promotions committee.

D. Curriculum Resources and Required Textbooks

Reading is an essential component to a successful experience and performance on all rotations and their respective COMAT exams. It is suggested that students read a minimum of 2 hours each weeknight, and 8 hours each weekend, and complete a minimum of 500 practice questions prior to their COMAT exam. The more a student reads and the more practice questions that are completed, the better the exam performance.

Universal Notes (www.myuniversalnotes.com)

The free online resource, Universal Notes, offers for each clerkship:

- Study plan
- Study material
- Question bank

Steps to get started with Universal Notes and the Study Plan:
1. Go to www.myuniversalnotes.com
2. Click SIGN UP
3. Complete SIGN UP and choose Medical Student for version
4. Sign in to Medical Student version using the information (email and password) you used for SIGN UP
5. Click on Chapter 3: Study Plans
6. Choose Study Plans for Medical Student Clerkships
7. Choose Study Plan for Pediatrics

If you have any questions or problems with accessing or using Universal Notes, please contact:
senioreditor@myuniversalnotes.com

The list of topics for the Pediatrics Study Plan is found below. Students should focus their reading on weekdays for topics that involve the common patient conditions seen in the clinical setting, and reserve weekend reading for conditions that are unlikely to be encountered during the rotation. Pairing patient encounters with related material improves understanding, enjoyment, and retention. At a minimum, students should try to get through 15 topics each weekday and 20 on each weekend day in order to cover the essential material.

Required Textbooks:

Nelson’s Essentials of Pediatrics, 7th edition
Pediatrics: A Competency-Based Companion

E. Other Resources

• Bright Futures, 4th edition
• Harriet Lane Handbook, 21st edition
• Nelson’s Textbook of Pediatrics, 20th edition
• Redbook 2015: Report of the Committee on Infectious Diseases, 20th edition
• UpToDate (www.uptodate.com)
F. Didactic and Reading Assignments

Universal Notes Pediatrics Study Plan

Introduction

The Pediatrics Study Plan contains topics that are considered the highest yield for understanding pediatrics and performing well on the COMAT examination.

Students should focus their reading on **weekdays** for topics that involve the **common patient conditions** seen in the clinical setting, and reserve **weekend reading** for conditions that are **unlikely to be encountered** during the rotation. Pairing patient encounters with related material improves understanding, enjoyment, and retention.

At a **minimum**, students should try to get through 15 topics each weekday and 20 on each weekend day in order to cover the essential material.

Students who complete the entire study outline routinely score 99th percentile on their COMAT exams.

Students who experience any issues with Universal Notes related to log-in, technical difficulties, or other general questions should send an email with the associated issue to senioreditor@myuniversalnotes.com.

**Proposed Study Plan:**

- **WEEK 1: NORMAL GROWTH & DEVELOPMENT**
  - Overview and Assessment of Variability
  - The Newborn
  - The First Year
  - The Second Year
  - The Preschool Years
  - Middle Childhood
  - Adolescence
  - Assessment of Growth
  - Developmental-Behavioral Screening & Surveillance
  - Assessment & Interviewing
  - Pediatric Pharmacokinetics
  - Principles of Drug Therapy
  - The Oral Cavity
  - Immunization Practices

- **WEEK 2 – CARDIOLOGY/RESPIRATORY/GYN**
  - Evaluation of the Cardiovascular System
  - Laboratory Evaluation
  - Congenital Heart Disease
  - Cardiac Arrhythmias
Essential Pediatric Topics to Read in Universal Notes Study Plan

1. History Taking
   a. History Taking in Newborns
   b. History Taking in Infants and Children
   c. History Taking in Adolescents (Preparticipation Sports History)

2. Physical Exam
   a. Physical Exam of the Newborn
   b. Physical Exam of the Infant
   c. Physical Exam of the Adolescent (Preparticipation Sports Physical)
   d. Health Maintenance: Birth - 12 Months
   e. Health Maintenance: 15 months - 5 Years
   f. Health Maintenance: 6 -18 Years
   g. Dental Care (Teeth Hygiene, Teething)

3. Growth and Development
   a. Developmental Milestones: Birth
   b. Developmental Milestones: 1 - 6 Months
   c. Developmental Milestones: 9 - 12 Months
   d. Developmental Milestones: 15 Months to 5 Years
   e. Developmental Milestones: 6-10 Years
   f. Developmental Milestones: 11-12 Years
   g. Developmental Milestones: 13-18 Years
   h. Tanner Stages (Puberty and Pubertal Development)
   i. Stranger Anxiety Disorder
j. Sleep or Night Terror Disorder, Nightmares

4. Immunizations (Vaccines)
   a. Introduction to Immunizations
   b. Immunization Schedule
   c. Special Immunization Considerations
   d. Influenza Vaccine

5. Breast Feeding and Breast Milk
   a. Breast Feeding Benefits and Education
   b. Breast Milk Composition and Supplementation
   c. Breast Feeding Complications and Contraindications

6. Failure to Thrive

7. Malnutrition and BMI

8. Obesity

9. Prematurity and Nutrition

10. Vitamin Abnormalities
    a. Vitamin D Deficiency
    b. Vitamin K Deficiency (Hemorrhagic Disease of Newborn)

11. Overview of Pediatric Heart Disease

12. Fetal Circulation

13. Murmurs

14. Early cyanotic heart diseases
    a. Hypoplastic Left Heart Syndrome
    b. Tetralogy of Fallot
    c. Total Anomalous Pulmonary Venous Connection
    d. Transposition of the Great Vessels
    e. Truncus Arteriosus

15. Acyanotic Heart Disease and Structural Abnormalities
    a. Atrial Septal defect
    b. Coarctation of Aorta
    c. Patent Ductus Arteriosus
    d. Ventricular Septal Defect

16. Valvular Disorders
    a. Aortic Stenosis
    b. Mitral Stenosis

17. Miscellaneous Conditions
    a. Cardiomyopathy (Hypertrophic Obstructive Cardiomyopathy)
    b. Kawasaki Disease (Mucocutaneous Lymph Node Syndrome)
    c. Patent Foramen Ovale (PFO)
    d. Rheumatic Heart Disease (Rheumatic Fever)

18. Skin Conditions in Newborns
    a. Acne Neonatorum
    b. Erythema Toxicum Neonatorum

19. Skin Conditions of Infants and Children
    a. Acne vulgaris
    b. Eczema (Atopic Dermatitis, Dyshidrotic Eczema, Nummular Eczema)
    c. Diaper Rash (Diaper Dermatitis)
d. Hemangioma  
e. Mongolian Spots (Congenital Dermal Melanocytosis)  
f. Seborrheic Dermatitis (Dandruff, Cradle Cap)  
g. Viral Exanthems and Enanthems
20. Infections Conditions of the Skin
   a. Cellulitis  
   b. Impetigo  
   c. Molluscum Contagiosum  
   d. Staphylococcal Scalded Skin Syndrome (SSSS, Ritter Disease)  
   e. Toxic Shock Syndrome  
   f. Warts (Verrucae)  
21. Other Conditions
   a. Contact Dermatitis (Allergic, Irritant)  
   b. Drug Allergies (Drug Reactions) and Drug Fever  
   c. Erythema Multiforme  
   d. Pityriasis Rosea  
   e. Stevens-Johnson Syndrome and Toxic Epidermal Necrolysis  
   f. Urticaria (Wheals, Hives)  
22. Conditions of the Lips, Mouth, Parotid, Teeth, and Tongue
   a. Ankyloglossia (Tongue-Tied)  
   b. Aphthous Ulcer (Aphthous Stomatitis, Canker Sore)  
   c. Dental Caries (Cavities), Periapical Abscess, Periodontal Abscess, Pulpitis  
   d. Cleft Palate and Lip (Orofacial Cleft)  
   e. Teeth Abnormalities (Natal Teeth, Fluorosis, Trauma)  
23. Conditions of the Ear
   a. Foreign Body in Ear Including Cerumen Impaction  
   b. Mastoiditis  
   c. Otitis externa  
   d. Otitis Media and Perforated Tympanic Membrane  
24. Conditions of the Neck
   a. Branchial Cleft Cyst (Branchial Sinus)  
   b. Neck Masses  
   c. Thyroglossal Duct Cyst  
   d. Torticollis  
25. Conditions of the Nose and Sinuses
   a. Allergic rhinitis (Hay Fever)  
   b. Epistaxis (Nose Bleed)  
   c. Foreign body: Nose  
   d. Sinusitis  
26. Conditions of the Throat (Larynx, Pharynx)
   a. Epiglottitis  
   b. Laryngotracheobronchitis (Croup)  
   c. Pharyngitis  
   d. Retropharyngeal Abscess  
   e. Tonsillitis and Peritonsillar Abscess  
27. Conditions of Growth and Development
a. Precocious Puberty
b. Short Stature

28. Conditions of the Pancreas
   a. Diabetes Mellitus (DM)
   b. Diabetic Ketoacidity (DKA)
   c. Infant of Diabetic Mother

29. Conditions of the Thyroid
   a. Congenital Hypothyroidism (Cretinism)
   b. Hyperthyroidism (Grave's Disease)
   c. Hypothyroidism

30. Gastrointestinal Conditions of Neonates
   a. Diaphragmatic Hernia
   b. Esophageal and Duodenal Atresia
   c. Gastroschisis
   d. Hirschsprung Disease (Congenital Aganglionic Megacolon)
   e. Jaundice in Neonates (Direct Hyperbilirubinemia, including Dubin-Johnson and Rotor Syndromes)
   f. Jaundice in Neonates (Indirect Hyperbilirubinemia, Kernicterus, including Gilbert-Syndrome)
   g. Meconium Ileus and Meconium Plug
   h. Necrotizing Enterocolitis (NEC)
   i. Omphalocele
   j. Tracheoesophageal Fistula

31. Conditions of Infants and Children
   a. Celiac Disease (Celiac sprue, Gluten-sensitive enteropathy)
   b. Constipation and Fecal Impaction
   c. Foreign Body Ingestion
   d. Fussy Infant (Colic)
   e. Intussusception
   f. Malrotation of the Midgut with Volvulus
   g. Meckel Diverticulum
   h. Mesenteric Lymphadenitis
   i. Pyloric Stenosis

32. Biochemical Disorders
   a. Galactosemia
   b. Glucose-6-Phosphate Dehydrogenase Deficiency (G6PD)
   c. Phenylketonuria (PKU)

33. Genetic Abnormalities
   a. Angelman Syndrome
   b. Cystic Fibrosis (CF)
   c. DiGeorge Syndrome (Velocardiofacial Syndrome, Thymic Aplasia)
   d. Fetal Alcohol Syndrome (FAS)
   e. Fragile X Syndrome
   f. Kallman Syndrome
   g. Klinefelter Syndrome
   h. Marfan Syndrome
i. Noonan Syndrome
j. Osteogenesis Imperfecta
k. Potter Syndrome (Sequence)
l. Prader-Willi Syndrome
m. Sickle Cell Trait
n. Tuberous Sclerosis
o. Turner Syndrome (45 XO)
p. Wiskott-Aldrich Syndrome
q. Xeroderma Pigmentosum

34. Trisomies
   a. Trisomy 13 (Patau Syndrome)
   b. Trisomy 18 (Edwards Syndrome)
   c. Trisomy 21 (Down Syndrome)

35. Genitourinary Disorders
   a. Cryptorchidism (Undescended Testes)
   b. Epididymitis and Orchitis
   c. Hydrocele
   d. Hypospadias and Epispadias
   e. Posterior Urethral Valves
   f. Testicular Torsion
   g. Ureteropelvic Junction Obstruction
   h. Urinary Tract Infection (Cystitis)
   i. Varicocele
   j. Vesicoureteral Reflux

36. Anemias and Associated Disorders
   a. Overview of Anemia
   b. Anemia in Newborns, Infants, and Children
   c. Overview of Hemolytic Anemias
   d. Iron Deficiency Anemia
   e. Sickle Cell Disease (Sickle Cell Anemia)
   f. Thalassemia
   g. Transient Erythroblastopenia of Childhood (TEC)

37. Bleeding Disorders
   a. Factor VIII Deficiency (Hemophilia A)
   b. Factor IX Deficiency (Hemophilia B, Christmas Disease)
   c. Immune Thrombocytopenia (ITP)
   d. von Willebrand's Disease

38. Henoch Schönlein Purpura
39. Hereditary spherocytosis
40. Splenectomy (Asplenia)
41. Splenic Injury (Spleen Trauma)
42. Immune Disorders
   a. Selective IgA Deficiency
   b. Severe Combined Immunodeficiency (SCID)
43. Infectious Agents and Conditions
   a. Bacteremia, SIRS, Sepsis
b. Bacteria
   i. Bordetella pertussis
   ii. Borrelia burgdorferi
   iii. Chlamydia trachomatis
   iv. Clostridium difficile
   v. Escherichia coli
   vi. Haemophilus influenzae
   vii. Mycobacterium tuberculosis
   viii. Mycoplasma pneumoniae
   ix. Neisseria gonorrhoeae
   x. Neisseria meningitidis
   xi. Pasteurella multocida
   xii. Staphylococcus aureus
   xiii. Streptococcus agalactiae
   xiv. Streptococcus pneumoniae
   xv. Streptococcus pyogenes

c. Fungi
   i. Candida species (Candidiasis, Thrush, Onychomycosis)
   ii. Pityriasis versicolor (Tinea versicolor, Malassezia furfur)
   iii. Tinea species

d. Parasites and Protozoa
   i. Enterobius vermicularis (pinworm)
   ii. Pediculus humanus (Lice)
   iii. Sarcoptes scabiei (Scabies)

e. Viruses
   i. Congenital Cytomegalovirus (CMV)
   ii. Congenital Herpes Simplex Virus
   iii. Congenital Rubella
   iv. Congenital Syphilis
   v. Congenital Toxoplasmosis
   vi. Overview of Enteroviruses
      1. Coxsackieviruses A and B (Hand, Foot, and Mouth)
      2. Echovirus
      3. Poliovirus
   vii. Epstein Barr Virus (mononucleosis)
   viii. Hepatitis A
   ix. Hepatitis B
   x. Hepatitis C
   xi. Herpes Simplex Virus 1, 2
   xii. Human Herpes Viruses 6, 7 (Roseola, Exanthem Subitum)
   xiii. Human Papillomavirus (HPV, Condyloma Acuminata, Anogenital Warts)
   xiv. Influenza
   xv. Measles
   xvi. Mumps
   xvii. Parainfluenza
   xviii. Parvovirus B19 (Erythema infectiosum, Fifth disease)
xix. Respiratory syncytial virus
xx. Rhinovirus
xxi. Rotavirus
xxii. Rubella Virus (German measles)
xxiii. Varicella-Zoster Virus (Chicken Pox, Shingles)
xxiv. Yellow fever
44. Musculoskeletal and Rheumatology
   a. Club foot (Talipes Equinovarus)
   b. Costochondritis (Tietze Syndrome)
   c. Developmental Dysplasia of Hip
   d. Legg Calve Perthes disease (Avascular Necrosis of Proximal Femur)
   e. Muscular Dystrophy (Becker, Duchenne)
   f. Osgood Schlatter Disease
   g. Radial head subluxation (Nursemaid elbow)
   h. Rickets
   i. Scoliosis
   j. Slipped capital femoral epiphysis (SCFE)
   k. Torticollis
45. Nervous System Conditions of Neonates
   a. Arnold-Chiari Malformation
   b. Dandy-Walker Malformation
   c. Intraventricular Hemorrhage (Germinal Matrix Hemorrhage, IVH)
   d. Neural Tube Defects (Anencephaly, Spina Bifida, Meningocele, Meningomyelocele, Rachischisis)
46. Nervous System Conditions of Infants and Children
   a. Cerebral Palsy
   b. Concussion (Mild Traumatic Brain Injury, MTBI)
   c. Encephalitis
   d. Epidural Hematoma (Extradural Hemorrhage)
   e. Headaches in Children
   f. Hydrocephalus in Infants and Children
   g. Meningitis
   h. Seizures in Children (Status Epilepticus, Epilepsy)
   i. Subdural hematoma
   j. Syncope
47. Oncology
   a. Ewing Sarcoma
   b. Leukemia (ALL, AML, CLL, CML, Hairy Cell)
   c. Lymphoma (Hodgkin, Non-Hodgkin)
   d. Introduction to Brain and Nervous System Tumors
   e. Nephroblastoma (Wilms tumor)
   f. Neuroblastoma
   g. Osteosarcoma
   h. Retinoblastoma
48. Ophthalmology
   a. Conjunctivitis
b. Corneal Abrasion and Ulcer
c. Ophthalmia Neonatorum (Neonatal Conjunctivitis)
d. Periorbital and Orbital Cellulitis
e. Retinopathy of Prematurity (ROP)
f. Strabismus/Esotropia/Exotropia

49. Psychiatry and Behavioral Medicine
a. Anxiety Disorders
   i. Introduction to Anxiety Disorders
   ii. Separation Anxiety Disorder
   iii. Panic Disorder
   iv. Agoraphobia
   v. Generalized Anxiety Disorder
   vi. Substance-Induced Anxiety Disorder
   vii. Cognitive and Behavioral Therapies for Anxiety
b. Attention Deficit Hyperactivity Disorder (ADHD)
c. Autism spectrum disorder
d. Conduct disorder
e. Mood Disorders
   i. Bipolar Disorder (Bipolar I and Bipolar II)
   ii. Depressive Disorders
f. Eating Disorders
   i. Anorexia Nervosa
   ii. Bulimia Nervosa
g. Elimination disorders
   i. Encopresis
   ii. Enuresis
h. Intermittent Explosive Disorder
   i. Oppositional Defiant Disorder
   j. Suicide

50. Renal, Electrolyte, and Acid-Base Disorders
a. Fluid and Electrolyte Management
   i. Dehydration
   ii. Intravenous and Intraosseous Fluids (Lactated Ringers, Normal Saline)
b. Overview of Glomerular Disease
   i. Minimal Change Disease
   ii. Postinfectious Glomerulonephritis
c. Proteinuria
d. Pyelonephritis

51. Reproductive, Obstetrical, and Gynecological
a. Amenorrhea
b. Imperforate Hymen
c. Labial Adhesion
d. Ovarian Cyst
e. Ovarian Torsion
f. Pelvic Inflammatory Disease (Endometritis)
g. Pregnancy
52. Respiratory
   a. Anaphylaxis
   b. Apnea, Apnea of Prematurity, and Periodic Breathing
   c. Asthma in Children
   d. Breath-Holding Spell (Temper-Tantrums)
   e. Bronchiolitis
   f. Foreign body Aspiration
   g. Neonatal Respiratory Distress Syndrome (Hyaline Membrane Disease)
   h. Pneumonia
   i. Sudden Infant Death Syndrome (SIDS)
   j. Transient Tachypnea of Newborn (TTN)

53. Abuse Disorders
   a. Introduction to Substance-Related and Addictive Disorders
   b. Alcohol Use Disorder
   c. Cannabis Use Disorder
   d. Cocaine
   e. Inhalant Abuse (Hydrocarbons)
   f. Lysergic Acid Diethylamide (LSD)
   g. Neonatal Abstinence Syndrome (NAS, Neonatal Withdrawal)
   h. Opioid Use Disorder
   i. Stimulant Use Disorder
   j. Phencyclidine (PCP) Abuse

54. Overdose
   a. Acetaminophen Toxicity
   b. Aspirin Overdose
   c. Iron Toxicity

55. Environmental Injuries
   a. Bites (Cats, Dogs, Humans, Rodents, Spiders)
   b. Burns
   c. Child Abuse and Neglect
   d. Gunshot Wounds (Firearms)
   e. Heat Related Illness (Non-Febrile Hyperthermia, Heat Stroke)
   f. Shaken Baby Syndrome (Abusive Head Trauma)
   g. Snake Bites
   h. Ticks (Tick Bites)

56. Toxins
   a. Carbon Monoxide Toxicity
   b. Caustic Ingestion (Acids and Alkalis)
   c. Lead Toxicity
   d. Organophosphate Toxicity
Topics a student should make sure that they have read about and learned regardless of whether they see a patient with this condition:

- Well child care
  - Normal Growth and Development
    - Assessment and documentation
  - Evaluation
    - Newborn to 1 year of age
    - Year 1 through year 4
    - Year 5 through year 10
    - Year 11 to year 21
  - Immunization schedule
  - Milestones development
  - Nutrition
  - Age appropriate history and physical
  - Anticipatory guidance and injury prevention
- Respiratory Illnesses
  - Acute respiratory distress and failure
  - Acute infections
    - Pneumonia
      - Viral
      - Bacterial
    - Otitis media and externa
    - Pertussis
    - Pharyngitis
    - Etc.
  - Reactive airway disease
    - Asthma
    - Bronchiolitis
- Cardiac
  - Congenital heart disease
  - Heart murmurs evaluation
  - Cardiac dysrhythmias
  - Heart Failure
- Gastrointestinal
  - Constipation/encopresis
  - Abdominal pain
  - Neonatal Jaundice
  - Vomiting
  - Diarrhea
  - Dehydration
  - Pyloric stenosis
  - Intussusception
  - Inflammatory bowel diseases
  - Malabsorption
- Nutrition
• Failure to thrive
  o Vitamin deficiency
  o Iron deficiency
  o Obesity
  o Breast feeding
• Genitourinary
  o Urinary tract infections
  o Congenital abnormalities
    ▪ Hypospadias
    ▪ Imperforate hymen
    ▪ Ambiguous genitalia
  o Tanner classification
  o Amenorrhea
  o Undescended testicle
  o Torsion of testicle
• Bone and Joint
  o Juvenile rheumatoid arthritis
  o Sports injuries
  o Bone tumors
  o Painful joint
  o Gait abnormalities
  o Scoliosis
  o Congenital hip dysplasia
  o Trauma/child abuse
  o Neuromuscular disorders
  o Somatic Dysfunction
• Endocrine
  o Diabetes Mellitus type 1 and 2
  o Hypothyroidism
  o Growth hormone deficiency
• Nervous System
  o Developmental delay
  o Speech delay
  o Learning disabilities
  o Autism spectrum disorders
  o Seizures
    ▪ Febrile
    ▪ Epilepsy
    ▪ Other
  o Fetal Alcohol syndrome
  o Genetic disorders
  o Concussions
  o Headache
• Behavior/psychiatric disorders
  o Attention deficit disorders
  o Depression
o Childhood suicide
o Child abuse
o Oppositional defiant disorder
o Complications of maternal drug and alcohol use
o Eating disorders
  ▪ Anorexia
  ▪ Bulimia
o Infections
  ▪ Meningitis
  ▪ Encephalitis
• Hematology/oncology
  o Anemias
  o Leukemia
  o Solid tumors
    ▪ Retinoblastoma
    ▪ Wilm’s tumor
    ▪ Neuroblastoma
• Dermatology
  o Rashes
  o Viral exanthemas
• Therapeutics
  o Medication dosing for age
  o Fluid management
  o Drug and alcohol use and abuse
  o Poisoning
• Medical legal issues
  o Informed consent
  o Emancipation
  o Child abuse and neglect

G. Additional Recommendations

DocCom Cases
  Communicating in Specific Situations # 21: Communication and Relationships with Children and Parents
  Communicating in Specific Situations #22: The Adolescent Interview
  Complete the Discussion Questions. To access the Doc.Com Cases visit: http://webcampus.drexelmed.edu/doccom/user/ you will log in using your Email address and Password.
H. Procedures and Clinical Skills

Students should log patient encounters, procedures, and clinical skills during their Pediatric Clerkship Experience.

**Pediatric Skills Checklist:**

This checklist initialed by the preceptor must be turned into the appropriate SWC office on the last day of the rotation.

You should keep a copy for your own records, as this will be important documentation throughout your career for credentialing purposes.

Failure to turn in your Pediatric Skills Checklist will lead to a professionalism report.

The following Pediatrics Skills Checklist can be found at: [https://www.wvsom.edu/sites/default/files/u127/Pediatric%20Skills%20Checklist%20revised%205.15.18.pdf](https://www.wvsom.edu/sites/default/files/u127/Pediatric%20Skills%20Checklist%20revised%205.15.18.pdf)
# WVSOM Pediatric Skills Checklist

## Ambulatory Patient Encounters

<table>
<thead>
<tr>
<th>Patient Type</th>
<th>Date</th>
<th>Patient Age</th>
<th>Preceptor Initials</th>
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</thead>
<tbody>
<tr>
<td>Well Visits</td>
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<td></td>
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<tr>
<td>Well visit newborn</td>
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<tr>
<td>Well visit 1-month-old</td>
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<td>Well visit 2-month-old</td>
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<td>Well visit 4-month-old</td>
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<tr>
<td>Well visit 6-month-old</td>
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<tr>
<td>Well visit 9-month-old</td>
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<tr>
<td>Well visit 12-month-old</td>
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<td>Well visit 15-month-old</td>
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<tr>
<td>Well visit 18-month-old</td>
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<tr>
<td>Well visit 2-year-old</td>
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<tr>
<td>Well visit 3-year-old</td>
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<td>Well visit 4-year-old</td>
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<tr>
<td>Well visit 5 to 6-year-old</td>
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<tr>
<td>Well visit 7 to 11-year-old</td>
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<tr>
<td>Well visit 12 to 18-year-old FEMALE</td>
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<tr>
<td>Well visit 12 to 18-year-old MALE</td>
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<tr>
<td>Sick Visits</td>
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<td></td>
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<tr>
<td>Abdominal pain</td>
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<tr>
<td>Asthma</td>
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<tr>
<td>Back pain</td>
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<tr>
<td>Behavioral concern (e.g. ADHD)</td>
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<tr>
<td>Cardiac concern (e.g. chest pain, palpitations)</td>
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<tr>
<td>Child abuse (suspected or confirmed)</td>
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<tr>
<td>Constipation</td>
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<tr>
<td>Cough</td>
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<tr>
<td>Developmental concerns (e.g. motor, speech)</td>
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<tr>
<td>Diarrhea</td>
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<tr>
<td>Dizziness (vertigo, lightheadedness, presyncope)</td>
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<tr>
<td>Dysuria</td>
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<tr>
<td>Ear complaint (pulling ears, ear pain)</td>
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<tr>
<td>Eye complaint (red eye, drainage, pain, vision)</td>
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<tr>
<td>Gastroesophageal reflux (GERD, Spitting up)</td>
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<tr>
<td>Fever</td>
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<tr>
<td>Fussy infant (colic, irritability)</td>
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<tr>
<td>Headache</td>
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<tr>
<td>Hematuria</td>
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<tr>
<td>Injury (burn, laceration)</td>
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<tr>
<td>Jaundice</td>
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<tr>
<td>Lymphadenopathy (enlarged lymph nodes)</td>
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<tr>
<td>Musculoskeletal complaint (back, neck)</td>
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<tr>
<td>WVSOM PEDIATRIC SKILLS CHECKLIST</td>
<td>NAME: ___________________</td>
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<tr>
<td>Musculoskeletal complaint (lower extremity)</td>
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<tr>
<td>Musculoskeletal complaint (upper extremity)</td>
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<tr>
<td>Nasal concern (congestion, rhinorrhea, epistaxis)</td>
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<tr>
<td>Rash (neonate &lt; 28 days)</td>
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<tr>
<td>Rash (infant 1-12 months)</td>
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<tr>
<td>Rash (child 1-11 years)</td>
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<tr>
<td>Rash (adolescent 12-18 years)</td>
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<tr>
<td>Sore throat</td>
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<tr>
<td>Testicular concern (pain, swelling)</td>
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<tr>
<td>Vomiting (nausea)</td>
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</tbody>
</table>
WVSOM PEDIATRIC SKILLS CHECKLIST

Clinical Skills and Procedures

<table>
<thead>
<tr>
<th>Procedure or Clinical Skill</th>
<th>Date</th>
<th>Patient Age</th>
<th>Preceptor Initials</th>
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</thead>
<tbody>
<tr>
<td>Administration and evaluation of ADHD Vanderbilt forms for parent and teacher</td>
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<tr>
<td>Administration and evaluation of Autism Spectrum Disorder MCHAT form</td>
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<tr>
<td>Perform Physical Exam Newborn</td>
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<tr>
<td>Perform Physical Exam Infant 1-12 months</td>
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<tr>
<td>Perform Physical Exam 1-4 years</td>
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<tr>
<td>Perform Physical Exam 5-11 years</td>
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<tr>
<td>Perform Physical Exam 12-18 FEMALE</td>
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<td>Perform Physical Exam 12-18 MALE</td>
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<tr>
<td>Perform vital signs on infant 0-12 months (length, weight, head circumference, respiratory rate, pulse, oxygen saturation, temperature)</td>
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<tr>
<td>Perform vital signs on child 1-4 years (height, weight, respiratory rate, pulse, oxygen saturation, blood pressure, temperature)</td>
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<tr>
<td>Perform vital signs on child 5-11 years (height, weight, respiratory rate, pulse, blood pressure, temperature)</td>
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<tr>
<td>Perform vital signs on adolescent 12-18 years (height, weight, respiratory rate, pulse, blood pressure, temperature)</td>
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<tr>
<td>Procedures (Observe or Perform)</td>
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<tr>
<td>Circumcision</td>
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<td>Cryotherapy (liquid nitrogen)</td>
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<td>EKG lead placement</td>
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<td>Hearing screening</td>
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<td>Immunizations</td>
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<tr>
<td>Incision and drainage</td>
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<tr>
<td>Intravenous line placement</td>
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<td>Lumbar puncture</td>
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<td>Nasal swab</td>
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<tr>
<td>Nebulizer treatment</td>
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<tr>
<td>Newborn resuscitation with APGAR scores</td>
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<tr>
<td>Phlebotomy finger stick</td>
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<tr>
<td>Phlebotomy heel stick</td>
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<tr>
<td>Phlebotomy venous stick</td>
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<td>Silver nitrate application to umbilical granuloma</td>
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<td>Throat swab</td>
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<tr>
<td>Urinary catheterization</td>
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<tr>
<td>Vision screening</td>
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</tbody>
</table>

Page 3 of 3
I. Patient Procedure Logs

Students should submit a total of 2 History and Physical Exams and 2 Progress Notes (one well visit and one sick visit). These should be submitted to your Regional Assistant Dean along with your Patient Procedure Log Book.

History and Physical Exam for a Newborn should contain:

- Maternal history
- Family history
- Prenatal history
- Labor and delivery history
- Newborn exam
- Relevant labs and diagnostics from mother and newborn
- Assessment and Plan for newborn
- Anticipatory guidance for discharge including
  - Bathing
  - Breast feeding/Formula feeding
  - Circumcision
  - Exposure to crowds
  - Fever
  - Umbilical cord care

History and Physical Exam for the infant, child, and adolescent should contain:

- Chief complaint
- History of Present Illness
- Past Medical History including hospitalizations with relevant dates
- Birth History
- Past Surgical History
- Medications
- Allergies and reactions
- Family history
- Immunizations
- Dietary history
- Social history
- Review of Symptoms
- Physical Exam
- Relevant Labs and Diagnostics
- Assessment and Plan

The progress notes should contain:
You are required to maintain a log of your activities while on your rotation. This is important to document the experiences that you are exposed to in the clinical setting. You should get used to maintaining a log as this will continue during your residency. A well-documented log will help you to know the cases and procedures that you are exposed to and those that you may need to see in the future of your education. The log books need to be initialed by the preceptor documenting the accuracy of your entries. The logs need to be reviewed by your Regional Assistant Dean and accepted as proper documentation of your rotation experience. There is limited space but if you need to use more than one line to document, do so.

You should make sure that you make a notation in the log:

- When you see a patient.
- Note if the patient was seen in the Office/Hospital or other.
- Make sure that you list the diagnosis/problem that the patient presents with making sure that you do this in enough detail. (Example: Acute Exacerbation of COPD, or Uncontrolled DM type 2, not just COPD or DM.)
- Document if you write admit notes in the hospital, progress notes in the office or hospital, discharge summaries and if you did an oral presentation to the preceptor on an encounter.
- List, in detail, the procedures that you observed (O), assisted (A), or performed (P).

It is always wise to make a copy of the log for your own records. You may want to review your logs as you participate in your 4th year audition rotations so you can respond to any questions of your experiences in doing certain procedures.

J. Grading/Calculations

1. Preceptor grade 65%
2. Pediatric COMAT end of rotation examination 35%
3. Completion of Patient Procedure Logs, 2 H&Ps, 2 Progress Notes, Pediatric Skills Checklist and Preceptor/Site/Course Evaluation
• The Patient Procedure Logs, 2 H&Ps, 2 Progress Notes, Pediatric Skills Checklist, and the Preceptor/Site/Course Evaluation must be turned in by the last day of the rotation. Failure to comply will result in a professionalism report.

• Note that you will have a standard score of 80 or greater on the COMAT end of rotation exam to pass the Pediatrics I rotation/course. Should you score less than a standard score of 80, you will have failed the examination and will be evaluated as per grading policy E-17 to assess for eligibility to retest.

• If the retest is passed with a standard score of at least 80, a 70 will be recorded as the final rotation course grade.

• If the retest COMAT score is below standard score of at least 80, this will be recorded as a rotation course failure and your file will be remanded to the Student Promotions Committee for review. The committee will make recommendations to the Associate Dean for Predoctoral Clinical Education to repeat the course or other sanctions up to and including dismissal. Please see Institutional Policy: E-17.

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
2.5 Psychiatry

Course Number: 801

A. Introduction

No matter which field of medicine you pursue, it is important to understand how a patient's behavioral health affects their general wellbeing. This rotation will expose you to the complexities of psychiatric diagnoses and psychopharmacology.

Psychiatric diagnoses can be complex, as often longitudinal interviewing is necessary to form an accurate assessment. Many patients have two or three concurrent diagnoses, such as anxiety and depression. The situation can be further complicated by issues such as substance use disorders and social instability. Past students have recommended the benefit of learning about psychotropic medications. This study should include mechanisms of action, drug-drug interactions and common side effects. Many of your medical standardized examinations will emphasize these topics.

We encourage you to meet with as many patients as possible. Each patient brings a different story and will help you build a foundation of psychiatric knowledge.

We will approach each person individually, utilizing the biopsychosocial model, to come up with diagnoses and treatment plans.

B. Study Plan

In general, the best approach to studying psychiatry medicine is to use multiple sources. For Psychiatry, the foundational required reading and study guide will be Kaplan and Sadock. In addition, First Aid for Psychiatry Clerkship is an excellent overall summary of fundamental concepts. First Aid should be used more as an overall outline, with more in-depth study with Kaplan. This should be supplemented by other sources such as readings assigned to you by your preceptor.

C. COMAT Exam

Take the time to review the NBOME web site on the COMAT exam. In addition https://www.nbome.org/exams-assessments/comat/exam-series/comat-psychiatry/

Note that up to 78% of the exam focuses on the following concepts:

- Adjustment Disorders
- Anxiety Disorders/Trauma-Related Disorders/Obsessive Compulsive Disorders
- Mood Disorders
- Neurocognitive Disorders
- Neurodevelopmental Disorders
**Pretest/Posttest (35%)**

In the first week of the rotation, all students are encouraged to take the online sample COMAT Rotation exam. This is a 15 question exam located at [https://www.nbome.org/exams-assessments/comat/clinical-subjects/](https://www.nbome.org/exams-assessments/comat/clinical-subjects/). The pretest is strongly recommended, but the score will not be included in the course grade. At the end of this rotation, all students will be expected to take the COMAT Rotation examination covering the material outlined in the course objectives and the reading assignments in the required texts (*and cases where appropriate*). The exam consists of 125 questions that need to be completed within a two and ½ hour time limit. This is a proctored exam. The posttest exam will be proctored in a Statewide Campus region determined by the student’s RAD/Site Director and will count as 35% of the final rotation grade. A date and time for the posttest will be provided by your Statewide Campus office.

Standard scores will be converted to a percentage with standard scores greater than 122 being recorded as 100%. A standard score below 80 will be listed as a failure of the COMAT exam.

A student who does not achieve a COMAT exam score equal to or greater than a standard (NBOME) score of 80 will have failed the examination. As per grading policy E-17, it will be determined at that time if the student is eligible for a single retest.

As per policy E-17, the student will be allowed one retest of a failed COMAT during the designated retest period. If the retest is passed by a standard score above 79, then a grade of 70 will be recorded for the rotation. If a second COMAT failure occurs, the student will have a failure for the rotation recorded and will be remanded to the student promotions committee.

**D. Required Textbooks**

*First Aid for the Psychiatry clerkship, 4th edition:*  
This is a high yield guide to the psychiatry rotation, and gives you the core information you need to understand the most important concepts in the rotation.

*Kaplan and Sadock, Synopsis of Psychiatry 11th edition:*  
This is an excellent reference book and provides narrative and descriptive information for most topics you will experience during your clinical rotation.

*DSM 5:*  
The full edition of DSM 5 is an excellent reference book and provides detailed, descriptive information. If you are not planning to make a career of psychiatry, it may be more information than you need for your rotation. Your preceptor will certainly have a copy of the full DSM 5, which you should periodically review. We recommend
that you at least purchase the pocket size version; the material is condensed, with shorter narrative explanations.

*Case Files Psychiatry 5th edition*: This book provides a wide variety of cases and sample question. It is a useful tool to help you think about patient presentations and stimulate discussion with your preceptor.

**E. Other Resources**

*Stahl’s Essential Psychopharmacology*:
The full textbook tells you how diseases act in the brain and how drugs act on the diseases. It reviews the psychotropic medications, including their assumed mechanisms of action and side effect profiles.

**F. Didactic and Reading Assignments:**

Review these to topics in Synopsis of Psychiatry, Case Files: Psychiatry, or First Aid for Psychiatry. It is important not only to read in preparation for COMAT, but also about patient conditions that you encounter. Be proactive about asking for additional readings from your preceptors.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-topic</th>
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<tbody>
<tr>
<td>Child Psychiatry</td>
<td>Autism spectrum Disorders</td>
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<td>ADHD and Disruptive Disorders</td>
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<td>Mood Disorders</td>
<td>Major Depression</td>
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<td>Bipolar Disorder</td>
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<td>Anxiety Disorders</td>
<td>Generalized Anxiety Disorder</td>
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<td>Panic Disorder</td>
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<td>Phobias</td>
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<td>Trauma Disorders</td>
<td>Post-Traumatic Stress Disorder</td>
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<td>Psychotic Disorders</td>
<td>Schizophrenia</td>
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<td>Eating Disorders</td>
<td>Anorexia Nervosa</td>
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<td>Bulimia Nervosa</td>
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<td>Personality Disorders</td>
<td>Cluster A, B and C</td>
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<td>Substance Abuse</td>
<td>Opioid Disorders</td>
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<td>Alcohol Use Disorders</td>
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<td>Emergency Psychiatry</td>
<td>Suicide</td>
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<td>Neurocognitive Disorders</td>
<td>Dementia</td>
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<td>Delirium</td>
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<td>Obsessive-compulsive and related disorders</td>
<td>OCD</td>
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<td>Trichotillomania</td>
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<td>Dissociative disorders</td>
<td>Depersonalization/derealization disorders</td>
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<td>Dissociative amnesia</td>
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<tr>
<td>Somatic Symptom and related disorders</td>
<td>Somatic symptoms disorder</td>
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<td>Sleep-wake disorders</td>
<td>Insomnia disorder</td>
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<td></td>
<td>Breathing-related sleep disorder</td>
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<tr>
<td>Paraphilic disorders</td>
<td>Voyeuristic disorder</td>
</tr>
</tbody>
</table>

G. Additional Recommendations

DocCom Cases:
- Communicating in Specific Situations #26: Anxiety and Panic Disorder
- Communicating in Specific Situations #29: Alcohol: Interviewing and Advising

Complete the Discussion Questions. To access the Doc.Com Cases visit: [http://webcampus.drexelmed.edu/doccom/user/](http://webcampus.drexelmed.edu/doccom/user/) you will log in using your Email address and Password.

H. Procedures and Clinical Skills

As with other areas of medicine, patients will come to your office with a list of signs and symptoms rather than a medical diagnosis. You will need to be able to understand how signs and symptoms overlap among a variety of diagnoses. Below are listed several presenting complaints with examples of overlap. We have started the list to help you appreciate the overlap. You should develop your own list during this rotation.

Presenting complaints:

1) Depression - Depression can be found with major depressive disorder, dysthymia, bipolar disorder, anxiety, posttraumatic stress disorder, psychotic disorders, substance use disorders and a variety of personality disorders. Consider other diagnoses where you have seen depressed mood as a presenting symptom. Importantly, do not jump to a major depressive disorder diagnosis when the patient starts the interview by stating they are depressed. Stay open to other possible diagnoses.
2) Anxiety - Anxiety can be found in social phobia, panic disorder, obsessive-compulsive disorder, somatic disorder, depressive disorders, delirium, substance use disorders, personality disorders as well as other illnesses. Consider the variety of diagnoses where you have seen anxiety as a presenting complaint.

3) Fatigue - Fatigue can be found among patients with depression and anxiety. You should also think about sleep disorders and substance use disorders as well as others. Consider laboratory data to explore medical causes of fatigue to include thyroid disorder and anemia.

4) Gastrointestinal distress - Gastrointestinal distress is often seen with anxiety disorders and as a side effect to medication. Consider how chronic alcohol use affects the gastrointestinal system.

Psychiatry, like most of medicine, is best served by a collaborative team approach. The team extends beyond the walls of your rotation facility. You will learn about numerous resources in the community. It is recommended that you attend at least one AA (Alcoholics Anonymous) meeting or NA (Narcotics Anonymous) meeting. You should consider attending a meeting of NAMI (National Alliance on Mental Illness) or meetings of other advocacy groups. If permitted, you should observe a drug court proceeding.

To learn more about involuntary commitments, it is recommended that you attend at least one such hearing. You should familiarize yourself with the process and criteria for an involuntary commitment as well as the implications for the patient and provider.

There is probably a crisis facility near your rotation site. It would be valuable to meet with members of a crisis team to discuss their role in the field psychiatry. If there is an ACT (Assertive Community Treatment) team in your area, you would find it valuable to schedule a visit and learn about their role in treating patients. You might also find it valuable to interview members of an emergency response team (ambulance, firefighters, and police department) to learn about their perspective on interactions with psychiatry patients.

You should volunteer to present new cases to your treatment team and become familiar with the unique format for psychiatric evaluations. You should also present a didactic topic to your treatment team after a review of the literature.

I. Patient Procedure Logs

It is important to document your clinical experiences during this rotation. By maintaining a log of your activities, you will be able to assess whether you have participated in a sufficiently broad number of clinical cases. Your log will also help you prepare for future exams and point out areas where you might need further study. Your log should include a wide variety of demographic groups as well as
diagnostic categories. The logbooks need to be initialized by the preceptor. The logs also need to be reviewed by your Regional Assistant Dean and accepted as proper documentation of your psychiatry rotation experience. Your log should include:

- Time and date that you met with the patient.
- Type of facility in which you met the patient.
- Diagnosis and presenting complaints.
- Type of note (e.g. admission notes for a hospital, progress notes for a hospital or outpatient clinic, discharge summary). You should also annotate whether you provided an oral presentation to the preceptor on this patient.
- Any procedures that you observed, assisted, or performed in treating this patient (e.g. IV injection).

Your log should document your experiences with evaluations, follow-up progress visits, mental status exams, relevant physical exams, pharmacological treatment, therapy treatment, OMT, office diagnostic screen (e.g. depression, anxiety, and autism) and more lengthy psychological testing. Additionally, you should document any observations of electro-convulsive therapy, vagal nerve stimulation, transcranial stimulation, neuro feedback, hypnosis or other unique treatments.

J. Grading/Calculations

1. Preceptor grade 65%
2. Psychiatry COMAT end of rotation examination 35%
3. Completion of Patient Procedure Logs and Preceptor/Site/Course Evaluation
   - The patient procedure logs along with the preceptor/site/course evaluation must be turned in by the last day of the rotation. Failure to comply will result in a professionalism report.

- Note that you will have a standard score of 80 or greater on the COMAT end of rotation exam to pass the Psychiatry rotation/course. Should you score less than a standard score of 80, you will have failed the examination and will be evaluated as per grading policy E-17 to assess for eligibility to retest.

- If the retest is passed with a standard score of at least 80, a 70 will be recorded as the final rotation course grade.

- If the retest COMAT score is below standard score of 80, this will be recorded as a rotation course failure and your file will be remanded to the Student Promotions Committee for review. The committee will make recommendations to the Associate Dean for Predoctoral Clinical Education to repeat the course or other sanctions up to and including dismissal. Please see Institutional Policy: E-17.
Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
2.6 General Surgery

Course Number: 825

A. Introduction

The third year general surgery rotation is your introduction to the surgical disciplines. The student will learn how to evaluate patients with presenting complaints that may require surgical intervention. Although scrubbing and assisting with various surgeries is an important component of this rotation, the evaluation of the pre-operative and the care of the post-operative patients compose the core content for the third year osteopathic medical student.

As there are strict protocols in the operating room, communication with your preceptor is critically important. It is excellent practice to review the expectations and duties of this rotation, either just prior (by email if possible) or on the first day of your rotation.

Surgical rotation days typically are long. Your preceptor may have you round on his/her patients early in the morning, scrub into surgeries, then round on his/her post-operative patients at the end of the day.

Helpful Hints:
- Be prepared: read the relevant anatomy and pathology of the scheduled surgeries beforehand. You do not have to know the surgical techniques in detail, but you should know the anatomical structures involved.
- Important data on surgical patients: Vital signs, oxygen saturation, fluid intake and output, pain level, electrolyte levels, CBC parameters, po intake, and degree of activity level tolerated.
- Have the surgical tech review scrub techniques with you. Never touch anything without direction. Stay quiet during surgeries unless a question is directed towards you. Save your questions for either prior to or after the surgery is complete.

B. Study Plan

In general, the best approach to studying clinical medicine is to use multiple sources. For General Surgery, the Mann and Lange Surgery on Call are excellent resources and are portable enough to carry to the hospital or office.

In surgery, it is especially important to read about the anatomy and pathology of the surgical cases before you scrub in.

Sabiston is the classic reference text and is the go to source for more in-depth explanations of common procedures.
Supplement your readings with other sources such as readings assigned to you by your preceptor.

C. COMAT General Surgery Blueprint

Review the NBOME web site on the COMAT Blueprint for Surgery. This will provide a general roadmap for your studies. However, still take the time to read about your patient encounters and any additional material that your preceptor suggests.


(Note: the majority of the surgery COMAT exam is focused on endocrine/breast, fluids, gastrointestinal, hepatobiliary, hernias, and trauma.)

Pretest/Posttest (35%)

In the first week of the rotation, all students are encouraged to take the online sample COMAT Rotation exam. This is a 15 question exam located at https://www.nbome.org/exams-assessments/comat/clinical-subjects/. The pretest is strongly recommended, but the score will not be included in the course grade. At the end of this rotation, all students will be expected to take the COMAT Rotation examination covering the material outlined in the course objectives and the reading assignments in the required texts (and cases where appropriate). The exam consists of 125 questions that need to be completed within a two and ½ hour time limit. This is a proctored exam. The posttest exam will be proctored in a Statewide Campus region determined by the student’s RAD/Site Director and will count as 35% of the final rotation grade. A date and time for the posttest will be provided by your Statewide Campus office.

Standard scores will be converted to a percentage with standard scores greater than 122 being recorded as 100%. A standard score below 80 will be listed as a failure of the COMAT exam.

A student who does not achieve a COMAT exam score equal to or greater than a standard (NBOME) score of 80 will have failed the examination. As per grading policy E-17, it will be determined at that time if the student is eligible for a single retest.

As per policy E-17, the student will be allowed one retest of a failed COMAT during the designated retest period. If the retest is passed by a standard score of at least 80, then a grade of 70 will be recorded for the rotation. If a second COMAT failure occurs, the student will have a failure for the rotation recorded and will be remanded to the student promotions committee.
D. Required Textbooks

Surgery: A Competency-Based Companion, Mann
Essentials of General Surgery, Lawrence

E. Other Resources

Surgery on Call, 4th edition, Lange
Zollinger's Atlas of Surgical Operations
Sabiston Textbook of Surgery, 20th edition
Core Topics in General and Emergency Surgery, 5th edition

F. Didactic and Reading Assignments

The following is a list of topics that should be reviewed during your rotation in surgery.
Specific recommended sources include Lawrence, Mann, and the Lange Surgery on Call.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sub-Topic</th>
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<tbody>
<tr>
<td>Abdominal Defects and Hernias</td>
<td>Hernia</td>
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<td>Endocrine</td>
<td>Thyroid</td>
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<td>Parathyroid</td>
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<td>Preoperative Care and Risk Assessment</td>
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<td>Adrenal</td>
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<td>Pancreas</td>
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<td>Breast</td>
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<td>Fluids</td>
<td>Shock</td>
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<td>Fluids and Electrolytes</td>
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<td>Surgical Nutrition</td>
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<td>Coagulation, Blood</td>
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<td>Gastrointestinal</td>
<td>Esophagus</td>
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<td>Diaphragm</td>
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<td>Stomach and Duodenum</td>
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<td>Small Intestine</td>
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<td>Section</td>
<td>Topic</td>
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<tr>
<td>Large Intestine and Rectum</td>
<td>Appendix</td>
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<tr>
<td>General Surgery in:</td>
<td>Urology</td>
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<td></td>
<td>Pediatrics</td>
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<td>Hepatobiliary</td>
<td>Pancreas</td>
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<td>Biliary Tract</td>
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<td>Liver</td>
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<td>Spleen</td>
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<td>Vascular</td>
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<td>Surgical Oncology</td>
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<td>Trauma</td>
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<tr>
<td>Wounds and Infections</td>
<td>Skin and subcutaneous tissues</td>
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<td>Anesthesia</td>
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<td>Postoperative Care</td>
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Wise MD/Aquifer cases
You will be required to complete Wise MD Cases. These are not a substitute for the required readings, but are to be done in addition to them. You will receive a registration email inviting you to join Aquifer/WiseMD. Follow the instructions in this email to set up your password. To access the WiseMD Cases go to https://aquifer.org/
You can access and work on WiseMD courses via the website on your computer as well as on the go, on or offline, via a simple app download to your Apple or Android mobile device. Your work will automatically sync between devices, so you can start a case on one device and finish it on another. The student dashboard will let you track your own case completion and performance. If you have technical problems with the Aquifer Cases please email support@aquifer.org or submit a ticket through the Aquifer helpdesk https://aquifer.org/resources-tools/support-ticket/

Wise MD: Inguinal Hernia
Wise MD: Pediatric Hernia
Wise MD: Thyroid Nodule
Wise MD: Hypercalcemia
Wise MD: Adrenal Adenoma
Wise MD: Pancreatitis
Wise MD: Breast Cancer
Wise MD: Bowel Obstruction
G. Additional Recommendations

DocCom cases

- Communicating in Specific Situations: #32 “Advance Directives”

**Complete the Discussion Questions.** To access the Doc.Com Cases visit: [http://webcampus.drexelmed.edu/doccom/user/](http://webcampus.drexelmed.edu/doccom/user/) you will log in using your Email address and Password.

There are conditions that have been classified as conditions with high potential for increased morbidity and mortality if not diagnosed in a timely fashion.

- Abdominal Aortic Aneurysm (AAA)
- Perforated “viscous"
- Acute arterial occlusion
- Compartment syndrome
- DVT/PE
- Acute Appendicitis
- Ischemic Bowel
- Biliary tract disease
- Acute Burns – Assessment & Stabilization
### H. Procedures/Clinical Skills

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<thead>
<tr>
<th>Procedure</th>
<th>Observe</th>
<th>Assist</th>
<th>Perform</th>
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<tbody>
<tr>
<td>Sterile technique</td>
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<tr>
<td>Basic Wound Closure (staples, sutures)</td>
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<tr>
<td>Suture and Staple removal</td>
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<td>Wound care and dressing changes</td>
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<td>Foley Catheter Placement</td>
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<td>IV Insertion</td>
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<td>Laceration repair</td>
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<td>Central line</td>
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<td>Chest tube placement</td>
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<td>Fine needle aspiration</td>
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<td>Arterial line insertion</td>
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<td>Colonoscopy</td>
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<td>Upper endoscopy</td>
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<td>Herniorrhaphy</td>
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<td>Appendectomy</td>
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<td>Breast biopsy</td>
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<td>Thyroidectomy</td>
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<td>Sentinel lymph node biopsy</td>
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<tr>
<td>Trauma resuscitation</td>
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### I. Patient Procedure Logs

You are required to maintain a log of your activities while on your rotation. This is important to document the experiences that you are exposed to in the clinical setting. You should get used to maintaining a log as this will continue during your residency. A well-documented log will help you to know the cases and procedures.
that you are exposed to and those that you may need to see in the future of your education. The log books need to be initialed by the preceptor documenting the accuracy of your entries. The logs need to be reviewed by your Regional Assistant Dean and accepted as proper documentation of your rotation experience. There is limited space, but if you need to use more than one line to document, do so. You should make sure that you make a notation in the log:

- When you see a patient.
- Note if the patient was seen in the Office/Hospital or other, i.e. Nursing home.
- Make sure that you list the diagnosis/problem that the patient presents with, making sure you do this in enough detail. (Example: Acute Exacerbation of COPD, or Uncontrolled DM type 2, not just COPD or DM.)
- Document if you write admit notes in the hospital, progress notes in the office or hospital, discharge summaries and if you did an oral presentation to the preceptor on an encounter.
- List in detail the procedures that you observed (O), assisted (A), or performed (P).

It is always wise to make a copy of the log for your own records. You may want to review your logs as you participate in your 4th year audition rotations so you can respond to any questions of your experiences in doing certain procedures.

**J. Grading/Calculations**

1. Preceptor grade 65%
2. Surgery COMAT end of rotation examination 35%
3. Completion of Patient Procedure Logs and Preceptor/Site/Course Evaluation
   - The patient procedure logs along with the preceptor/site/course evaluation must be turned in by the last day of the rotation. Failure to comply will result in a professionalism report.

- Note that you will have a standard score of 80 or greater on the COMAT end of rotation exam to pass the General Surgery rotation/course. Should you score less than a standard score of 80, you will have failed the examination and will be evaluated as per grading policy E-17 to assess for eligibility to retest.

- If the retest is passed with a standard score of at least 80, a 70 will be recorded as the final rotation course grade.

- If the retest COMAT score is below standard score of 80, this will be recorded as a rotation course failure and your file will be remanded to the Student
Promotions Committee for review. The committee will make recommendations to the Associate Dean for Predoctoral Clinical Education to repeat the course or other sanctions up to and including dismissal. Please see Institutional Policy: E-17.

**Please note the following:**

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
2.7 Dean’s Selective
Course Numbers: 831, 832, 833

A. Introduction

This is a four week rotation specific to each base site facility within the Statewide Campus regions. The rotations are identified by the regional assistant deans to permit a range of specialties for student selection. This rotation provides the student a greater opportunity to identify areas of interest or topics to broaden their experience base during their first clinical year. These rotations may be scheduled as a 4 week rotation or 2 two week rotations which may or may not occur in a consecutive 4 week time period (i.e. vacation and the dean’s selective may be scheduled together for 2 four week blocks).

The supervising physician is required, midway through the rotation, to review with the student his/her progress toward fulfilling the educational objectives. If not offered, the student should request this opportunity.

As in all of the CORE 3rd year rotations, you will need to improve your physical diagnosis skills.

B. Study Guide

This will be rotation dependent.

Students should focus their reading on weekdays for topics that involve the common patient conditions seen in the clinical setting, and reserve weekend reading for conditions that are unlikely to be encountered during the rotation. Pairing patient encounters with related material improves understanding, enjoyment, and retention.

C. COMAT Blueprint

There is no COMAT exam associated with the Dean’s selective unless this is used as a Stookey rotation.

D. Required textbooks

Dependent upon the rotation selected. You are encouraged to ask the preceptor for his/her recommendations for a reference(s).

E. Other resources

Evidence Medicine Sites:
F. Didactic and reading assignments

Reading assignments will often be required by your preceptor.

G. Additional Recommendations

None

H. Procedures and Clinical Skills

The student will discuss the objectives of the rotation with the preceptor.

- The student will:
  - Be able to explain the pathogenesis of the most common conditions seen in the specialty selected.
  - Formulate a differential diagnosis based on the history and physical.
  - Select, utilize and interpret the appropriate laboratory tests, imaging exams and other procedures, and consulting services to aid in narrowing the differential diagnosis.
  - Develop a plan based on the differential diagnosis, including osteopathic manipulative therapy.
  - Given a number of clinical questions, the student will be able to use various resources to answer the questions based on best medical evidence.

I. Patient Procedure Logs

You are required to maintain a log of your activities while on your rotation. This is important to document the experiences that you are exposed to in the clinical setting. You should get used to maintaining a log as this will continue during your residency. A well-documented log will help you to know the cases and procedures that you are exposed to and those that you may need to see in the future of your education. The log books need to be initialed by the preceptor documenting the accuracy of your entries. The logs need to be reviewed by your Regional Assistant Dean and accepted as proper documentation of your rotation experience. There is limited space but if you need to use more than one line to document, do so.

You should make sure that you make a notation in the log:

- When you see a patient.
- Note if the patient was seen in the Office/Hospital or other, i.e. Nursing home.
- Make sure that you list the diagnosis/problem that the patient presents with, making sure that you do this in enough detail. (Example: Acute Exacerbation of COPD, or Uncontrolled DM type 2, not just COPD or DM)
• Document if you write admit notes in the hospital, progress notes in the office or hospital, discharge summaries and if you did an oral presentation to the preceptor on an encounter.
• List in detail the procedures that you observed (O), assisted (A) or performed (P).

It is always wise to make a copy of the log for your own records. You may want to review your logs as you participate in your 4th year audition rotations so you can respond to any questions of your experiences in doing certain procedures.

All preceptors (MD and DO) are expected to encourage and verify application of osteopathic principles, and DO preceptors are expected to encourage and evaluate appropriate use of Osteopathic Manipulative Treatment (OMT).

J. Grading/Calculations

1. Preceptor grade 100%
2. Completion of Patient Procedure Logs and Preceptor/Site/Course Evaluation
   • The patient procedure logs along with the preceptor/site/course evaluation must be turned in by the last day of the rotation. Failure to comply will result in a professionalism report.

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
2.8 Emergency Medicine

Course Number: 802

A. Introduction

The Emergency Medicine rotation will cover a wide spectrum of patients and presentations: from infants to the elderly and from the routine respiratory infections to the critically ill. The job of the ER physician revolves around timely and accurate triage: identifying the unstable patient, the stable ill patient requiring hospital admission, and those who can be safely treated and sent home with proper follow-up.

The history and physical will initially be more focused on the presenting complaint. You will find that the vital signs are often of paramount importance. It is a prudent approach to never ignore an abnormal vital sign, historical findings, a focused accurate physical exam, and developing a differential diagnosis.

Utilize ancillary tests to support or refute your differential diagnosis. In Emergency Medicine, we have to be comfortable with some amount of uncertainty; often treatment is initiated before a firm diagnosis can be established. Therefore, observing the patient’s response to treatment and making rapid modifications if necessary is a pivotal component of this rotation.

During your rotation you will be expected to learn specific procedures such as suturing, starting an IV, and other EM procedures. The Emergency Department works as a team and expects you to be a part of that team in taking care of seriously ill or injured patients.

You will be challenged to have a basic knowledge of clinical medicine and expected to read the required reading list of topics, your patient’s diagnoses, or topics as suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation.

B. Study Guide

In general, the best approach to studying clinical medicine is to use multiple sources. For Emergency Medicine, Tintinalli is the original and classic core reference textbook used by almost every Emergency Room. Although it is a large reference textbook, it is foundational and strongly recommended as your primary source of study. It is should also be supplemented by other sources such as readings assigned to you by your preceptor.
C. COMAT Emergency Medicine Blueprint

Review the NBOME web site on the COMAT Blueprint for Internal Medicine. This will provide a general roadmap for your studies. However, still take the time to read about your patient encounters and any additional material that your preceptor suggests.


(Note: up to a third of the COMAT exam is focused on altered mental status or changes in cognition, musculoskeletal complaints, and evaluation of dyspnea.)

Pretest/Posttest (35%)

In the first week of the rotation, all students are encouraged to take the online sample COMAT Rotation exam. This is a 15 question exam located at https://www.nbome.org/exams-assessments/comat/clinical-subjects/. The pretest is strongly recommended, but the score will not be included in the course grade.

At the end of this rotation, all students will be expected to take the COMAT Rotation examination covering the material outlined in the course objectives and the reading assignments in the required texts (and cases where appropriate). The exam consists of 125 questions that need to be completed within a two and ½ hour time limit. This is a proctored exam. The posttest exam will be proctored in a Statewide Campus region determined by the student’s RAD/Site Director and will count as 35% of the final rotation grade. A date and time for the posttest will be provided by your Statewide Campus office.

Standard scores will be converted to a percentage with standard scores greater than 122 being recorded as 100 %. A standard score below 80 will be listed as a failure of the COMAT exam.

A student who does not achieve a COMAT exam score equal to or greater than a standard (NBOME) score of 80 will have failed the examination. As per grading policy E-17, it will be determined at that time if the student is eligible for a single retest.

As per policy E-17, the student will be allowed one retest of a failed COMAT during the designated retest period. If the retest is passed by a standard score of at least 80, then a grade of 70 will be recorded for the rotation. If a second COMAT failure occurs, the student will have a failure for the rotation recorded and will be remanded to the student promotions committee.
D. Required Textbooks

*Tintinalli’s Emergency Medicine A Comprehensive Study Guide, 8th edition*
(Available on Access Medicine on WVSOM Online Library)

E. Other Resources

*Marx: Rosen’s Emergency Medicine, Mosby, 9th Ed.*

F. Didactic and Reading assignments:

The reading assignments are intentionally broad.
The core textbook of Emergency Medicine is the “big' Tintinalli. It is also the
reference book for the COMAT. Therefore, it is strongly suggested that you choose
this text for the foundation of your Emergency Medicine readings.
In addition to the suggested topics, read about your individual patient encounters
and anything additional that your preceptor assigns.

Suggested Topics:

- Abdominal Pain
- Mental Status change/Weakness
- Chest Pain
- Environmental/Travel Disorders
- HEENT Disorders
- Gastrointestinal Bleeding
- Poisoning/Overdose
  - Carbon Monoxide Overdose
  - Overdose of Toxic Alcohols
- Psychiatric/Behavioral
  - Psychosis
  - Depression
  - Substance Abuse
  - Suicide
- Resuscitation/Shock
  - Airway Management
- Shortness of Breath
- Traumatic Injuries
- OB/Gyn
- Wound Care
G. Additional Recommendations

- DocCom cases: Advanced Elements: #13-“Responding to strong emotions”

  Complete the Discussion Questions. To access the Doc.Com Cases visit: http://webcampus.drexelmed.edu/doccom/user/ you will log in using your Email address and Password.

- Review ACLS

H. Procedures/Clinical Skills:

Observed, Assisted and/or performed the following:

- Dictation (written) note of patient encounter
  - Chief complaint
  - History
  - ROS
  - Social history
  - Exam
  - Differential diagnosis
  - Lab/x-ray
  - Impression
  - Treatment
  - Disposition
  - Follow-up
- Obtain IV access
- Suturing simple laceration
- Splinting
- Endotracheal intubation
- Arterial Blood Gas draw
- Central Venous Catheter insertion
- Abscess Incision & Drainage
- Pelvic Exam
- Eye exam including tonometry & fluorescein staining
- Lumbar puncture
- Ear lavage
- Foley insertion
- NG insertion
- Nail trephination
- Wound care
- Control of epistaxis
- Phlebotomy
- Chest tubes
- CPR
- ACLS
- Needle aspiration of joints
- Interosseous access
- Utilization of ultrasound in emergency department

**Selected Specific Learner-Centered Objectives for Emergency Medicine:**
For the discipline of Emergency Medicine, the student will be required to demonstrate the ability to diagnose and manage selected patient presentations and clinical situations involving, but not limited to the following:

1. **Abdominal Pain:** Aortic aneurysm, appendicitis, bowel obstruction, cholecystitis/cholelithiasis and diverticulitis.
2. **Mental Status Change/Weakness:** Cerebrovascular disease, hypoglycemia, infection, seizure, syncope, and metabolic disorders.
3. **Chest Pain:** Acute Coronary Syndromes, Aortic dissection, pneumothorax, and pulmonary embolism.
4. **Environmental/Travel Disorders:** Chemical and Thermal burns, envenomation and hypothermia/hyperthermia.
5. **HEENT Disorders:** Infections, headache including migraine and subarachnoid hemorrhage, glaucoma, epistaxis, and trauma.
6. **Gastrointestinal Bleeding:** Upper including peptic ulcer disease and variceal, and lower including diverticulosis, hemorrhoids and malignancy.
7. **Poisoning/overdose:** Anion gap acidosis, decontamination, and overdoses of acetaminophen, carbon monoxide, opioids, salicylates, tricyclic antidepressants and toxic alcohols.
8. **Psychiatric/Behavioral:** Psychosis, depression, substance abuse and suicidal ideation or attempt.
9. **Resuscitation/Shock:** Basic airway management, cardiopulmonary resuscitation, dysrhythmia identification and treatment and the first minute of a code, treatment of shock states including anaphylaxis, cardiogenic, hypovolemia, and septic.
10. **Shortness of Breath:** Airway obstruction, asthma/COPD, heart failure, pulmonary embolism, and infections including pneumonia, bronchitis, and epiglottitis.
11. **Traumatic injuries:** Abdomen including bowel, hepatic, and splenic injuries, chest including hemothorax, pneumothorax, and tension pneumothorax, Extremities including dislocations, fractures and splinting, Head injuries including epi-/subdural hematomas, Neck including cervical fractures and spinal cord damage, and pediatric non-accidental trauma/domestic violence.
12. **OB/GYN:** Abortion including complete, incomplete, inevitable and threatened, ectopic pregnancy, placenta Previa and placental abruption. Infections including Pelvic inflammatory disease and sexual transmitted infections.

13. **Wound Care:** Irrigation, local anesthesia, primary closure, and tetanus prophylaxis

I. **Patient Procedure Logs**

You are required to maintain a log of your activities while on your rotation. This is important to document the experiences that you are exposed to in the clinical setting. You should get used to maintaining a log, as this will continue during your residency. A well-documented log will help you to know the cases and procedures that you are exposed to and those that you may need to see in the future of your education. The log books need to be initialed by the preceptor, documenting the accuracy of your entries. The logs need to be reviewed by your Regional Assistant Dean and accepted as proper documentation of your rotation experience. There is limited space but if you need to use more than one line to document, do so.

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- Document if you write admit notes in the hospital, progress notes in the office or hospital, discharge summaries, and if you did an oral presentation to the preceptor on an encounter.
- List in detail the procedures that you observed (O), assisted (A), or performed (P).

It is always wise to make a copy of the log for your own records. You may want to review your logs as you participate in your 4th year audition rotations so you can respond to any questions of your experiences in doing certain procedures.

J. **Grading/Calculations**

1. Preceptor grade 65%
2. EM COMAT end of rotation examination 35%
3. Completion of Patient Procedure Logs and Preceptor/Site/Course Evaluation
• The patient procedure logs along with the preceptor/site/course evaluation must be turned in by the last day of the rotation. Failure to comply will result in a professionalism report.

• Note that you will have a standard score of 80 or greater on the COMAT end of rotation exam to pass the Emergency Medicine rotation/course. Should you score less than a standard score of 80, you will have failed the examination and will be evaluated as per grading policy E-17 to assess for eligibility to retest.

• If the retest is passed with a standard score of at least 80, a 70 will be recorded as the final rotation course grade.

• If the retest COMAT score is below standard score of 80, this will be recorded as a rotation course failure and your file will be remanded to the Student Promotions Committee for review. The committee will make recommendations to the Associate Dean for Predoctoral Clinical Education to repeat the course or other sanctions up to and including dismissal. Please see Institutional Policy: E-17.

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
2.9 Obstetrics and Gynecology/Women’s Health

Course Number: 803

A. Introduction

The Women’s Health/OB-GYN clinical course is a four-week rotation focusing on the healthcare provided to female patients. Clinical learning activities should include experiences in labor and delivery, the operating room, and the outpatient office. This specialty encompasses preventive health, reproductive health, maternal care and gynecologic surgery for women of all ages.

Regardless of the final specialty choice that the student makes they will be providing care of women. The rotation is challenging with the goal to prepare each medical student to develop competence in the areas of reproductive and preventive care for women.

B. Study Plan

In general, the best approach to studying OB/GYN is utilizing multiple sources. This area is complicated by the fact that it is a relatively short time to learn an area that includes medical and surgical components. The APGO/UWISE resource provides an excellent introduction to common topics. The extensive test questions are an excellent foundation from which to base your review and readings Beckman is a core OB/GYN text and is highly recommended. For a shorter “handbook” style reference, the Obstetrics, Gynecology, and Infertility Handbook would be a useful resource during downtime in clinic or as a quick review before a surgery.

C. COMAT Blueprint

Review the NBOME web site on the COMAT Blueprint for OB/GYN. This will provide a general roadmap for your studies. However, still take the time to read about your patient encounters and any additional material that your preceptor suggests.

https://www.nbome.org/exams-assessments/comat/exam-series/comat-obgyn/

As you can see, similar to the specialty itself, the COMAT content is broad and fairly evenly distributed over the following topics:

- Abnormal Obstetrics
- General Gynecology
- Gynecologic Oncology
- Normal Obstetrics
- Reproductive Endocrinology
Pretest/Posttest (35%)

In the first week of the rotation, all students are encouraged to take the online sample COMAT Rotation exam. This is a 15 question exam located at https://www.nbome.org/exams-assessments/comat/clinical-subjects/. The pretest is strongly recommended, but the score will not be included in the course grade. At the end of this rotation, all students will be expected to take the COMAT Rotation examination covering the material outlined in the course objectives and the reading assignments in the required texts (and cases where appropriate). The exam consists of 125 questions that need to be completed within a two and ½ hour time limit. This is a proctored exam. The posttest exam will be proctored in a Statewide Campus region determined by the student’s RAD/Site Director and will count as 35% of the final rotation grade. A date and time for the posttest will be provided by your Statewide Campus office.

Standard scores will be converted to a percentage with standard scores greater than 122 being recorded as 100 %. A standard score below 80 will be listed as a failure of the COMAT exam.

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As per policy E-17, the student will be allowed one retest of a failed COMAT during the designated retest period. If the retest is passed by a standard score of at least 80, then a grade of 70 will be recorded for the rotation. If a second COMAT failure occurs, the student will have a failure for the rotation recorded and will be remanded to the student promotions committee.

D. Required textbooks

*Obstetrics and Gynecology: a Competency-Based Companion*. 2010 Saunders/Elsevier  
*Obstetrics, Gynecology & Infertility: Handbook for Clinicians*

E. Other resources

WVSOM has an active subscription to the Association of Professors of Gynecology and Obstetrics (APGO) uWISE self-assessment tool which allows you to have a personal subscription while you are in the ob/gyn clerkship rotation. The APGO Undergraduate Web-Based Interactive Self-Evaluation (uWISE) is a 600-question
interactive self-exam designed to help medical students acquire the necessary basic knowledge in obstetrics and gynecology. Students find this resource to be an extremely valuable study tool since it allows you to gain feedback on each of the questions as you move through the various exams.

Students will receive an email link for login access at the start of their OB/GYN rotation.

After you register, you can also access the APGO YouTube channel that has brief videos as listed below. (You must be a registered user to view the videos.)

https://www.youtube.com/playlist?list=PLy35JKgvOASnHHXni4mjXX9kwVA_YMDpq

<table>
<thead>
<tr>
<th>Topic</th>
<th>Videos and uWise question topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAP Smears and Cultures</td>
<td>#3</td>
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<tr>
<td><strong>You will note that Pap smears are emphasized on the COMAT testing. If you read any Pap guidelines, you will see that the recommendations somewhat vary as to timing and test(s) of choice. Instead of memorizing specific timing intervals, focus on what the Pap and HPV tests are screening for and have a general idea as to what the different classifications of abnormal Paps signify. UptoDate provides an excellent general overview.</strong></td>
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<tr>
<td>Preventive Care and Health Management</td>
<td>#7</td>
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<td>Maternal-Fetal Physiology</td>
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<td>Preconception Care</td>
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<td>Antepartum Care</td>
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<td>Intrapartum Care</td>
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<td>Postpartum Care</td>
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<td>Lactation</td>
<td>#14</td>
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<td>Ectopic Pregnancy</td>
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<tr>
<td>Preeclampsia-Eclampsia Syndrome</td>
<td>#18</td>
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<td>Abnormal Labor</td>
<td>#22</td>
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<td>Third-Trimester Bleeding</td>
<td>#23</td>
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<td>Preterm Labor</td>
<td>#24</td>
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<td>Premature Rupture of Membranes</td>
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<td>Intrapartum Fetal Surveillance</td>
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<td>Postpartum Hemorrhage</td>
<td>#27</td>
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<tr>
<td>Post term Pregnancy</td>
<td>#30</td>
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</table>
G. Additional Recommendations:

The following is a list of common procedures that you should take the time to view:
(Consider using the Procedures Consult web site)

- Vacuum Assisted Delivery
- Forceps
- Circumcision
- IUD insertion and removal
- Nexplanon insertion
- 1st Trimester Ultrasound
- Endometrial Biopsy
- C-Section

DocCom Cases:
Communicating in Specific Situations: #28-Domestic Violence

Complete the Discussion Questions. To access the Doc.Com Cases visit:
http://webcampus.drexelmed.edu/doccom/user/ you will log in using your Email address and Password.
H. Procedures and Clinical Skills:

It is highly suggested that you perform, at least once, each of the skills listed below. See the checklist below for a summary of essential OB/GYN experiences.

**Obstetrics**
1. Perform history and physical examination on the obstetrical patient.
2. Properly perform a bladder catheterization on an obstetrical patient in the delivery room.
3. Properly scrub, gown and glove, and maintain sterile technique.
4. Do an accurate vaginal examination on a patient in labor and delivery then describe to the attending the fetal position, station, cervical dilation and effacement.
5. Perform a normal vaginal delivery with supervision.
6. Perform, adequately, a bulb and DeLee suction of an infant with supervision.
7. Properly clamp and cut the umbilical cord and obtain cord blood samples.
8. Properly deliver the placenta and examine its surface maternal and fetal sides.
9. Evaluate post-delivery of the placenta the cervix and vagina for lacerations.
10. Adequately assist during or watch a Cesarean section.
11. Write a post-partum note and post-op note.

**Gynecology/Gynecological Surgery**
1. Adequately perform a speculum exam and pelvic exam.
2. Properly obtain a PAP smear.
3. Perform a history and physical examination on a gynecological surgery patient.
4. Perform and write up a consult on a gynecologic patient.

**Procedures to observe and know the indications for:**
1. Endometrial Biopsy
2. Ablation of the endometrium
3. Hysterectomy
4. Episiotomy/laceration repair
5. Obstetrical and Gynecologic ultrasound
# WVSOM OB/GYN Skills Checklist

<table>
<thead>
<tr>
<th>Clinical Skills and Procedures</th>
<th>Date</th>
<th>Patient MRN</th>
<th>Preceptor Initials</th>
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<tbody>
<tr>
<td><strong>Clinical Skills</strong></td>
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<tr>
<td>Pelvic Exam/Pap Smear</td>
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<td>Clinical Breast Exam</td>
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<td>Follow an OB patient from admission to delivery</td>
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<td>Assessment of cervical exam during labor</td>
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<td>Admission H&amp;P &amp; L&amp;D note for OB patient</td>
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<td>Progress note for: 1) OB patient in office  2) gyn patient in office  3) well female exam</td>
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<tr>
<td><strong>Procedures (Observe, Assist, or Perform)</strong></td>
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<tr>
<td>Circumcision</td>
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<td>Cryotherapy of cervix</td>
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<td>IUD insertion/removal</td>
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<td>Endometrial biopsy</td>
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<td>Vulvar biopsy</td>
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<td>Colposcopy</td>
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<td>Vaginal hysterectomy</td>
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<td>Abdominal hysterectomy</td>
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<td>Laparoscopy</td>
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<td>Dilation &amp; curettage (D&amp;C)</td>
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<td>Tubal ligation</td>
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<td>SVD (spontaneous vaginal delivery)</td>
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<td>Cesarean section</td>
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<td>Laceration Repair (1st/2nd degree)</td>
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<td>Laceration Repair (3rd/4th degree)</td>
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J. Grading/Calculations

1. Preceptor grade 65%
2. Women’s Health/OB/GYN COMAT end of rotation examination 35%
3. Completion of Patient Procedure Logs and Preceptor/Site/Course Evaluation
   - The patient procedure logs along with the preceptor/site/course evaluation must be turned in by the last day of the rotation. Failure to comply will result in a professionalism report.

- Note that you will have a standard score of 80 or greater on the COMAT end of rotation exam to pass the Obstetrics and Gynecology/Women’s Health rotation/course. Should you score less than a standard score of 80, you will
have failed the examination and will be evaluated as per grading policy E-17 to assess for eligibility to retest.

- If the retest is passed with a standard score of at least 80, a 70 will be recorded as the final rotation course grade.

- If the retest COMAT score is below standard score of 80, this will be recorded as a rotation course failure and your file will be remanded to the Student Promotions Committee for review. The committee will make recommendations to the Associate Dean for Predoctoral Clinical Education to repeat the course or other sanctions up to and including dismissal. Please see Institutional Policy: E-17.

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
SECTION III FOURTH YEAR ROTATION SYLLABI

3.0 Introduction to Fourth Year

All students must have successfully completed the requirements of year three before being permitted to begin year four. Rotations include eight (8) weeks of Family Medicine II (scheduled consecutively at the same site); four (4) weeks of Internal Medicine III; four (4) weeks of Internal Medicine IV; four (4) weeks of Surgery II; four (4) weeks of Surgery III; four (4) weeks of Pediatrics II; (10) weeks of electives; and two weeks of Mandatory Time Off. During year four, each student must complete one of the above rotations so it satisfies the Stookey rotation requirement.

Training received during year 3 serves as the prerequisite for these advanced rotations.

The supervising physician’s level of expectation of the fourth year student’s performance must be, of course, considerably higher than year three. Described competency levels and grading criteria readily reflect this, but also permit the supervising physician sufficient latitude to determine more exact criteria for determining competency.

The students must understand that these are advanced rotations, and the supervising physicians are not expected to re-educate in areas considered basic and already covered during earlier rotations.

The supervising physician’s responsibilities are directed toward:

- Bringing the student up from one level of competency to the next
- Supplying new information and teaching new skills
- Assisting in “refining” previously learned skills
- Preparing the students for postdoctoral training upon graduation

At this level of clinical education, the students must not misinterpret a less structured academic program as being a lesser opportunity to learn. Self-motivation to seek out knowledge is an essential ingredient for the successful physician. Fourth year students are expected to display this quality as they pursue, on their own, the additional studies required during each rotation.
3.1 Internal Medicine III and Internal Medicine IV (Selective)

Course Numbers: 910, 916, 917, 911, 912, 913

A. Introduction

This is an extension of the internal medicine rotations taught during the student’s third year. It is expected that the student has grasped the basics of the earlier medicine experience and is now adequately prepared to devote time to improving these skills and becoming more involved with the diagnosis and treatment of conditions commonly seen by the general internist and subspecialist. An increased level of patient care and medical/osteopathic management is expected of students on this rotation.

Internal Medicine III and IV will be at a site of the student’s choosing. These may also be scheduled as four (4) two-week rotations. These will be graded as two (2) or four (4) separate rotations in general internal medicine or a subspecialty. See section 4.1 Approved Selective Rotations.

The students will have an opportunity to accompany their supervising physician while making hospital rounds, perform histories and physicals, participate in patient care, utilize their skills in osteopathic diagnosis, principles, practice and treatment, attending hospital lectures, and be generally introduced to hospital routine. Students in Medicine are expected to attend morning report, internal medicine conferences, and medical grand rounds. Presentation of cases by students should be encouraged early and their performance should be observed and critiqued.

Time will be provided for independent research, study, reading of journals, and evaluation.

B. Study Plan

Continued use of ACP IM Essentials Online Program for Medical Students
This should be supplemented by other sources such as the required texts and readings assigned to you by your preceptor.

C. COMAT Blueprint

Not applicable

D. Required Textbooks
Students should be attending all morning report, internal medicine conferences, and medical grand rounds while on these rotations

**E. Other Resources:**

*Pocket Medicine: the Massachusetts General Hospital Handbook of Internal Medicine*, Sabatine. 2017  
*Ferri’s Clinical Advisor 2018*. Elsevier*  
*available for free on ClinicalKey through the WVSOM library*  

The American Academy of Dermatology (AAD) has excellent free resources available for study  

4. The comprehensive skin exam:  
   https://www.aad.org/education/basic-derm-curriculum/suggested-order-of-modules/the-skin-exam  

5. Other common dermatological conditions frequently encountered in Internal Medicine:  
   https://www.aad.org/education/basic-derm-curriculum/video-library  

**F. Didactics and Reading Assignments**

The foundation of your required study will be continued use of the ACP: IM Essentials online tutorial.  

It includes didactic readings, tables, graphs, charts, videos and a comprehensive self-test. While this will not be graded or monitored, it is an excellent program and it is a requirement of IM 1 and 2.

https://ime.acponline.org/  

Subjects Topics Covered  
- Cardiovascular Medicine  
- Endocrinology and Metabolism
Additionally, the student is expected to set time aside each day for reading about their patient encounters, preceptor assigned reading and commonly encountered conditions.

G. Additional Recommendations:
- The required texts are excellent resources.
- *Cecil’s Essentials of Medicine* is a foundational textbook and should be in the personal library and heavily referred to by every medical student.
- Can access the free online program Universal Notes for supplemental review questions (program already used in FM 1 and 2 and Pediatrics)

H. Procedures/Clinical Skills

Continue to advance the skills learned in IM1. Review the core competencies and the EPAS.

Skills the student must continue to progress with the goal of being able to perform independently (list is not comprehensive and should serve as a foundational skills list as the student approaches post graduate training programs:
- Complete H&P*
  - Perform a complete head to toe exam and document the exam (at least once per week)
- Present pertinent information from the H&P to the attending in concise fashion (oral presentation)
- Progress Note documentation (at least one per day)*

*if unable to document in the EHR, student is expected to handwrite or type

Activities the student may observe, assist or perform:
- Cardiac stress test
- Basic cardiac life support (BCLS) and advanced cardiac life support (ACLS)
- Phlebotomy
- Administration of intradermal, subcutaneous, and intramuscular injections
- Peripheral intravenous access
- Central line placement
- PICC line placement
- Endotracheal intubation
- Nasogastric tube insertion
- Foley catheter insertion in both male and female patients
- Incision and drainage of a simple abscess, and collect fluid from an abscess for testing, as appropriate
- Colonoscopy
- Upper endoscopy
- Bronchoscopy
- Joint injections/aspirations
- Trigger point injections
- Thoracentesis
- Paracentesis
- Biopsy (example: skin, liver, bone marrow), including review with the pathologist
- Wound care and dressing
- Echocardiography
- Autopsy, if available

The student should demonstrate competency in the basic interpretation of the following laboratory and radiologic studies:
- CBC, including peripheral blood smear
- UA, including microscopic analysis
- PTT, PT, INR (International Ratio) – Coagulation Studies
- Anemia Studies including iron, ferritin, TIBC, reticulocyte count, B12, MCV, RDW
- Fluid Analysis (Thoracentesis, Paracentesis, CSF, etc.), Cell Counts, Culture and Sensitivity, and Proteins
- Lipid profile
- Hepatic Profile
- Hepatitis B and C antigens and antibodies
- Bilirubin
- Thyroid function tests
- Glucose, Hemoglobin A1C
- Electrolytes and Renal Function tests
- Cardiac Enzymes
- RPR
- HIV Antibodies and viral load
- PFT (Pulmonary Function Testing) – How to perform and interpret
• EKGs – How to perform and interpret
• ABGs – How to perform and interpret
• X-ray – Systematic interpretation and approach
  o CXR – Normal
  o KUB – Normal

I. Patient and Procedure Logs – N/A

J. Grading - Calculations

1. Preceptor grade 100 %
2. Completion of Preceptor/Site/Course Evaluation

• The preceptor/site/course evaluation must be submitted electronically by the last day of the rotation. Failure to comply will result in a professionalism report.

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
3.2 Surgery II and Surgery III (Selectives)

Course Numbers: 920, 921, 922, 925, 926, 927

A. Introduction

Surgery II and Surgery III (Selective) are designed to further train the student in basic surgical skills, preoperative patient evaluations, operating room procedures, and postoperative patient care. During these rotations the student will:

- Continue to develop skills in their performance of a detailed pre-surgical history and physical examination
- Learn the indications for the selection of common pre-surgical tests
- Become involved with all parameters of a patient’s evaluation needed to reach a diagnosis
- Learn the method of grading operative risks
- Exposure to the considerations employed in the selection of the anesthetic agents
- Become familiar with operating room protocol.

The student should have the opportunity to provide assistance on certain operative procedures and be expected to follow the patient’s care from admission to discharge. They are expected to become familiar with hospital surgical record requirements and should gain experience in ambulatory surgical diagnosis and postoperative follow-up.

Surgery II & Surgery III are selectives and may be scheduled as (4) two-week rotations, and may be done in a training hospital of the student’s own choosing. It may be done in a surgical subspecialty such as urology, gynecology, orthopedics, or others (in accordance with the Approved Rotations List found in section 4.1) that the student may identify as an area of personal interest or need in his/her program.

On completion of the selective, the student is required to complete and submit to the Office of Clinical Education the Site Evaluation and Log Form. No grade will be recorded in the Registrar’s Office until the site evaluation/log form is received.

B. Study Plan

In general, the best approach to advance your study of clinical medicine is to use multiple sources. For General Surgery, the Mann and Lange Surgery on Call are excellent resources and are portable enough to carry to the hospital or office.

In surgery, it is especially important to read about the anatomy and pathology of the surgical cases before you scrub in.
Sabiston is the classic reference text and is the go to source for more in-depth explanations of common procedures.

C. COMAT Resources

Not applicable

D. Required Textbooks

*Surgery: A Competency-Based Companion, Mann*
*Essentials of General Surgery, Lawrence*

E. Other Resources

*Surgery on Call, 4th edition, Lange*
*Zollinger’s Atlas of Surgical Operations*
*Sabiston Textbook of Surgery, 20th edition*
*Core Topics in General and Emergency Surgery, 5th edition*

F. Didactics and Reading Assignments

Discuss specific topics with your preceptor
Review and reinforce basic anatomy and pathophysiology prior to each case
Review the following common surgical topics and any additional topics as recommended by your preceptor as encountered during the rotation:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hernia</td>
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<tr>
<td>Thyroid</td>
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<tr>
<td>Parathyroid</td>
<td>Large Intestine and Rectum</td>
</tr>
<tr>
<td>Fever in perioperative period</td>
<td>Appendix</td>
</tr>
<tr>
<td>Adrenal</td>
<td>Urology</td>
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<tr>
<td>Pancreas</td>
<td>Pediatrics</td>
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<tr>
<td>Breast</td>
<td>Pancreas</td>
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<tr>
<td>Shock</td>
<td>Biliary Tract</td>
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<td>Fluids and Electrolytes</td>
<td>Liver</td>
</tr>
<tr>
<td>Surgical Nutrition</td>
<td>Spleen</td>
</tr>
<tr>
<td>Coagulation, Blood</td>
<td>Post-operative complications</td>
</tr>
<tr>
<td>Esophagus</td>
<td>Hemostasis</td>
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<td>-----------</td>
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<tr>
<td>Diaphragm</td>
<td></td>
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<tr>
<td>Stomach and Duodenum</td>
<td>Skin and subcutaneous tissues</td>
</tr>
<tr>
<td>Small Intestine</td>
<td></td>
</tr>
</tbody>
</table>

**G. Additional Recommendations:**

Review the Wise MD videos on specific procedures:

- Wise MD: Inguinal Hernia
- Wise MD: Pediatric Hernia
- Wise MD: Thyroid Nodule
- Wise MD: Hypercalcemia
- Wise MD: Adrenal Adenoma
- Wise MD: Pancreatitis
- Wise MD: Breast Cancer
- Wise MD: Bowel Obstruction
- Wise MD: Colon Cancer
- Wise MD: Diverticulitis
- Wise MD: Anorectal Disease
- Wise MD: Appendicitis
- Wise MD: Cholecystitis
- Wise MD: Abdominal Aortic Aneurysms
- Wise MD: Carotid Stenosis
- Wise MD Lung Cancer
- Wise MD: Skin Cancer
- Wise MD: Trauma Resuscitation
- Wise MD: Burn Management
- Wise MD: Best Practices
- Wise MD: Foley Catheter Placement
- Wise MD: Suturing and Instrument Tie
- Wise MD: Two Handed Knot tie
- Wise MD: Ultrasound Basics Principles
- Wise MD: Ultrasound: For Vascular Access
- Wise MD: Ultrasound: E-Fast Exam
H. Patient and Procedure Logs – N/A

I. Grading – Calculations

1. Preceptor grade 100%
2. Completion of Preceptor/Site/Course Evaluation

- The preceptor/site/course evaluation must be submitted electronically by the last day of the rotation. Failure to comply will result in a professionalism report.

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
3.3 Family Medicine II  
Course Number: 931, 932, 933

A. Introduction

Between FMI and FM II students must complete at least one of these rotations with a DO and at least one must be completed in a rural area. You may choose to meet these two requirements within the same rotation (DO & rural), or you may choose one rotation with a DO and one in a rural area. This rotation must run 8 weeks consecutively with the same preceptor. With an approved Exception Request, this rotation may be divided into two 4-week rotations if the student is auditioning for FM residencies. This rotation takes place in a clinic or other outpatient setting. It is expected that he/she will gain considerable experience in the evaluation and treatment of a wide variety of cases that are seen in general practice. It is anticipated that the clinical skills acquired during training in Family Medicine I will be expanded in this advanced rotation.

Family Medicine II is an advanced rotation where the student demonstrates a significant level of maturation and responsibility in the application of physician skills toward the diagnosis and treatment of those conditions commonly seen by the family practitioner.

The supervising physician is required, midway through the rotation, to review with the student his/her progress toward fulfilling the educational objectives. If not offered, the student should request this opportunity.

Completion of the final end of rotation Clinical Education Grade Form by the supervising physician should be in the presence of the student, so that the medical student can benefit from a frank discussion of his/her abilities. The supervising physician should add comments on the reverse side of the Clinical Education Grade Form, using additional paper if necessary. If a competency has not been demonstrated, the supervising physician should so indicate.

At this level of clinical education, the student must not misinterpret a less structured academic program as being a lesser opportunity to learn. Self-motivation to seek out knowledge is an essential ingredient for the successful physician. Fourth year students are expected to display this quality as they pursue, on their own, the additional studies required during each rotation.

B. Study Guide

In general, the best approach to studying is to access multiple sources. Universal Notes as used in FM 1 is a comprehensive online program to facilitate your study.
This can be supplemented by Rakel, the core reference text.

Conn’s Current Therapy and Lange Case Files are excellent supplemental sources, especially when you need focused readings, such as time between patients.

It is a good habit to not let any down time go to waste. Don’t forget to actively engage your preceptor in feedback and reading suggestions.

C. COMAT Blueprint

Not applicable.

D. Required Textbooks

Textbook of Family Medicine, Rakel, et al; Elsevier 9th ed.
Foundations for Osteopathic Medicine, Lippincott Williams and Wilkins 4th ed
Diagnosis and Plan for Manual Medicine (refer to this for your Family Medicine H&P case write-up).

E. Other resources

Recommended Texts: These are additional textbooks that you may find helpful and have additional information on the topics for the COMAT blueprint. You will see some of these textbooks listed in the other disciplines as you progress.

Cecil Essentials of Medicine; Elsevier, 9th ed.
Essentials of Family Medicine, Sloane, et al; Lippincott, Williams and Wilkins 6th ed
Ham’s Primary Care Geriatrics; Elsevier, 6th ed.
Case Files Family Medicine; McGraw Hill/Lange 4th ed.
Conn’s Current Therapy 2018; Elsevier

F. Didactic and Reading Assignments

Read about the specific patients you encounter during the week. Try to read at least two hours during the work week and six hours daily on off days. Use the recommended and required texts. You can also use online resources for further in-depth readings on the WVSOM library.
Use Universal Notes to read about subjects that you didn’t cover or want to review from FM 1.
Electronic Health Record (EHR) Family Medicine Note

As a mandatory requirement for successful completion of your Rotations, you will be required to submit 1 Family Medicine note during your Year 3 rotation and 1 Family Medicine note during your Year 4 Rotation on a patient of your choice documented in the WVSOM Greenway PrimeSuites’ EHR. This must be submitted electronically by the **fifth Friday of the rotation**.

You will create each patient in the EHR. They will need to be de-indentified by using your login ID as the patient’s last name. The first name will be FamMedYear3 and FamMedYear4 (see example below):

jpatton, FamMedYear3
jpatton, FamMedYear4

Enter the Patient’s Date of Birth and Sex. Please **Do not** enter a Social Security number or use the Patient’s real name.

**In order to get credit for this assignment** you will need to email your SWC Director and Administrative Assistant and Jenny Patton and Rebekah Brookman - jpatton@osteo.wvsom.edu and rbrookman@osteo.wvsom.edu when you have completed each case. The case will be forwarded to the appropriate grader who will accept or reject the case. Rejected cases must be redone within **10 days** to receive credit.

**If the Family Medicine Case is not successfully completed, the student will receive an Incomplete “I” for the rotation. If the “I” is not successfully resolved by six weeks following the completion date of the rotation, the rotation grade will be changed to a Failure.**

**Students are required** to submit a History and Physical on a case study utilizing osteopathic diagnosis and treatment to be completed during the Family Medicine I rotations (**refer to The Medical Write-Up section below for specific instructions**). This case study, in which the student actively participated, must document and demonstrate the utilization of osteopathic philosophy and, if appropriate, osteopathic diagnosis and osteopathic manipulative treatment in assessment and care of the patient. This must be a case that was actually seen during the rotation in consultation with the supervising physician: false documentation could lead to serious academic sanctions, up to and including dismissal. The case must be completed and submitted in the Electronic Health Records (Greenway Primesuites’ EHR) by Friday of the fifth week of the rotation. It will be graded by WVSOM full time faculty and the graded case study returned to the student electronically with the grader’s comments. **No paper submissions will be accepted.** If the case is unsatisfactory, it will be rejected with comments to improve the H&P. The student will resubmit the case within 10 working days for final review and grade of Pass (>= 70) or Fail (<70). It is strongly recommended that you work with your Regional Assistant Dean if your case is rejected and you are not sure how to improve.

Logon to the Greenway EHR, please use the login information below. The username and Password that were originally assigned to you have been disabled.
Step by Step instructions for completion of the assignment are available on eMedley:

- Go to educate
- Select 005-1: Statewide Campus Information in the Search box
- Search for Family Medicine H&P Case Study Instructions

The Medical Write-Up
One of the goals of the Family Medicine rotation is that the student becomes adept at the art of the H&P—gathering, synthesizing and documenting the information important to the care of their patients. There are many good resources available regarding the elements of a complete H&P.

Each student in Family Medicine I and Family Medicine II will be required to do a complete H&P, which includes an osteopathic musculoskeletal exam that is submitted electronically as discussed in section 2.

The Chief Complaint is the statement of why the patient is being seen. It is generally given in the patient’s own words.

Regarding the History of Chief Complaint, this should be a chronological history of the chief complaint. Remember OLDCAARTS. For the Past Medical History and Social history, remember MMAISHIFT and HORSSES.

For allergies remember to list the reaction the patient had to the allergen, eg hives or nausea. Nausea is an adverse reaction and not a true allergy.

For medications, be sure to list the name of the medication, the dosage, frequency and how it is being taken. Remember to include OTC’s and herbals and how they are taking these.

For the family history list the age, health/death of immediate family—parents, siblings, grandparents and children. If they do not know their family history or were adopted make note of that.

Your Review of systems (ROS) should include at a minimum 10 organ systems: General, Skin, Head, EENT (eyes, ears, nose, throat and mouth), Neck, Cardiovascular, Respiratory, Breasts, Lymphatic’s, Gastrointestinal, Genitourinary, Musculoskeletal, Neurologic, Hematological, Endocrine, and Psychiatric.

**Do not state “noncontributory” or “none” in the history.** If the patient tells you they have not had a particular problem it is better to word it as “the patient denies…”
Under the physical, do not leave a section blank or state “noncontributory” or “normal” or “WNL”. Tell us what you saw/observed. When insurance companies review your records and see this type of verbiage they will assume it was not done and you could end up losing money. Same goes for the genital/rectal exam. Do not leave it blank or state “deferred”. State why it was not done. Did the patient refuse the exam? If so state, “deferred due to patient request”, or something to that effect. Maybe they had a genital/rectal exam done less than one year ago—then state that. Under the musculoskeletal/osteopathic exam be sure to refer to your Clinical Skills I and OPP texts to be sure you have the necessary elements included here. Do not list your conclusions; tell us what you found on the physical examination. For example, gait, posture, seated and standing flexion tests, straight leg raising, areas of TART, etc.

There is a space available to list the results of labs, imaging studies or other tests that may have been obtained or are related to the patient’s chief complaint or prior work-up.

The assessment (diagnosis) is derived from the information obtained in the H&P. This is where you commit to a diagnosis and provide insight into your reasoning. When you are unsure of an exact diagnosis you still commit to what you think is most likely and why. List it in order from the most likely to the least likely. To help you develop your assessment you should develop a problem list first. This list is not included in the submitted H&P. The problem list is a ranked list (most important to least important) of all the patient’s active health problems. It is not a list of diagnosis. The list allows you to recognize patterns and help make diagnoses that are less obvious, or help you focus your differential diagnosis in a complicated patient. The problem list can also remind you of important medical issues that may be distinct from the chief complaint but still needs to be addressed. For example, a patient with COPD presents with cough and shortness of breath. His admission labs show a mild microcytic anemia and an elevated glucose. It would be easy to treat his pneumonia, watch him improve, and send him home without addressing the fact that he may have diabetes and may be having blood loss from a potentially serious condition such as colon cancer.

The plan should logically follow from the assessment. Be specific in what you plan to do. The plan should consist of 3 parts: additional diagnostic maneuvers needed, e.g. labs, X-rays, etc.; therapeutic procedures or medications that will be employed, e.g. OMM; and patient education. Remember to include when the patient is to follow-up next and what your plan is if the patient does not respond to your treatment. If you did OMT include a brief statement on how the patient responded. For example, “OMT was done using muscle energy to the thoracic spine. The patient tolerated the procedure well and noted improvement in his/her symptoms.”

The H&P is the core component of the encounter between a doctor and patient and is common to all forms of medical practice around the world. Doing the H&P is your chance to really get to know your patient. It is not a “chore”, but is a skill you will be
using for the rest of your career as a physician. The H&P is your key to the study of medicine.

Discuss the four tenets of Osteopathic Medicine and how it assisted you in developing your plan of care and consideration for use of Osteopathic Manipulative therapy. This should be included at the end of the H&P.

Each preceptor/site may have other activities that you may be required to do as well. In family medicine, you will be expected to spend time in the physician's office. Try to spend time in the physician's business office and spend some time with the other members of the physician’s health care team in order to better understand their roles in the practice of medicine.

When appropriate, you will be expected to accompany the physician on hospital rounds, or to the nursing home and home visits. This may include some weekend hours.

G. Patient and Procedure Logs

You are required to maintain a log of your activities while on your rotation. This is important to document the experiences that you are exposed to in the clinical setting. You should get used to maintaining a log as this will continue during your residency. A well-documented log will help you to know the cases and procedures that you are exposed to and those that you may need to see in the future of your education. The log books need to be initialed by the preceptor documenting the accuracy of your entries. The logs need to be reviewed by your Regional Assistant Dean and accepted as proper documentation of your rotation experience. There is limited space but if you need to use more than one line to document, do so.

You should make sure that you make a notation in the log:

- When you see a patient
- Note if the patient was seen in the Office/Hospital or other i.e. Nursing home
- Make sure that you list the diagnosis/ problem that the patient presents with, making sure that you do this in enough detail. (Example: Acute Exacerbation of COPD, or Uncontrolled DM type 2 not just COPD, or DM)
- Document if you write admit notes in the hospital, progress notes in the office or hospital, discharge summaries and if you did an oral presentation to the preceptor on an encounter.
- List in detail the procedures that you observed (O), assisted (A) or performed (P).

It is always wise to make a copy of the log for your own records. You may want to review your logs as you participate in your 4th year audition rotations so you can respond to any questions of your experiences in doing certain procedures.
**H. Family Medicine Procedure Log:** This form (see below) is to be signed by your preceptor and turned into your Regional Assistant Dean at the end of your rotation. Failure to comply will result in a professionalism report.
# FAMILY MEDICINE PROCEDURE LOG

The student will be exposed to the following skills: (to be signed off by your preceptor)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Reference</th>
<th>Performed</th>
<th>Observed</th>
<th>Not Done (why)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR/P</td>
<td>OR&amp;P texts and videos</td>
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<tr>
<td>Demonstrate</td>
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<tr>
<td>Palpatory diagnostic skills</td>
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<tr>
<td>Ability to do functional exam</td>
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<tr>
<td>Ability to record findings of exam</td>
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<tr>
<td>Ability to record treatment procedures</td>
<td></td>
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<tr>
<td>used</td>
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<tr>
<td>Ability to use any of the following</td>
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<tr>
<td>Soft tissue, muscle energy, myofascial,</td>
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<tr>
<td>Strain/counterstrain, HVLA, craniosacral,</td>
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<td>Articulatory</td>
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<tr>
<td>Interpret resting 12-lead EKG</td>
<td>EKG &amp; ACLS texts</td>
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<td></td>
<td>EKG Basics—LSU*</td>
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<td>ECG Learning Center*</td>
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<td>ECG Library*</td>
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<td></td>
<td>Rhythm Simulator*</td>
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<tr>
<td>Knowledge of venipuncture/veneletomy</td>
<td>Clinical Skills II Handbook and video</td>
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<td>Knowledge of parenteral injections</td>
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<td>IM, SC</td>
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<td>Ability to suture</td>
<td>Clinical Skills II Handbook</td>
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<td>Knowledge of splint/cast application</td>
<td>Clinical Skills II Handbook</td>
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<td>Knowledge of proper sterile procedures</td>
<td>Clinical Skills II Handbook</td>
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<td>Knowledge of urinary bladder catheterization</td>
<td>Clinical Skills II Handbook</td>
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<tr>
<td>Knowledge of spirometry and interpreting</td>
<td>Clinical Skills II Handbook</td>
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<tr>
<td>interpreting PFT's</td>
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<tr>
<td>Interpretation of CXR—PA and LAT</td>
<td>Radiology text/notes</td>
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<td>Basic CXR Review—Dept of Radiology, Uniformed Services*</td>
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<tr>
<td>Skin biopsy and excisions</td>
<td>Clinical Skills II—surgery</td>
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<td></td>
<td>Clinical Keys: Skin Biopsy Techniques</td>
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<td>Joint injections</td>
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<td>Ear lavage</td>
<td>Clinical Keys: Cerumen Impaction</td>
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<tr>
<td>Anoscopy</td>
<td>Clinical Skills II Handbook</td>
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<tr>
<td>Flexible sigmoidoscopy</td>
<td>Clinical Skills II Handbook</td>
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<tr>
<td>I&amp;D of abscess: list type of abscess</td>
<td></td>
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</tbody>
</table>

* ECG Learning Center: [http://library.med.utah.edu/kw/ecg/](http://library.med.utah.edu/kw/ecg/)
* ECG Library: [www.ecglibrary.com/ecg/index.html](http://www.ecglibrary.com/ecg/index.html)
* Basic CXR Review—Dept. of Radiology, Uniformed Services, University of Health Sciences, Bethesda, MD: [http://rad.usuhs.mil/radcheck_review/index.html](http://rad.usuhs.mil/radcheck_review/index.html)

Preceptor's signature: ___________________________  Date: ___________________________
I. Grading - Calculations

1. Preceptor grade 100%
2. Completion of Patient Procedure Logs, Family Medicine Procedure Log and Preceptor/Site/Course Evaluation
3. Case Study (must be turned in by Friday of the 5th week and score must be passing to receive credit)

- The patient procedure logs, family medicine procedure logs and the preceptor/site/course evaluation must be turned in by the last day of the rotation. Failure to comply will result in a professionalism report.

- The Family Medicine Case Study in Year 4 must be submitted by the fifth Friday of the rotation. A grade of “incomplete “I” will be recorded until the case study is successfully completed. If they are not completed after six weeks, the “I” will be converted to a rotation failure “F” and the student will be remanded to the student promotions committee “SPC”.

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
3.4 Pediatrics II

**Course Numbers: 950, 951, 952**

A. Introduction

The Pediatrics II rotation is designed to further refine the knowledge and skills required for the unique care of infants, children and adolescents. This rotation is a continuation of the Pediatrics I course. This rotation should be on a Children’s hospital general pediatric ward, in a NICU or PICU, or with a pediatric sub specialist and not with a general pediatrician in an office-based practice. Greater emphasis should be placed on the study of diagnostic technologies and management aspects during Pediatrics II than in Pediatrics I. This may be a four week rotation or two 2-week rotations.

B. Study Guide

The core foundation study program of the Pediatrics rotation is continuing use of the Universal Notes program. Do your best to cover as what you were unable to get to during Pediatrics 1. The specific topics will vary depending on the service you are assigned. Your preceptor can help guide you to specific resources. Also, in-depth readings can be accessed using the reference texts, especially Nelson’s Essentials.

C. COMAT Exam

Not applicable

D. Curriculum Resources and Required Textbooks

**Universal Notes (www.myuniversalnotes.com)**

The free online resource, Universal Notes, offers for each clerkship:

- Study plan
- Study material
- Question bank

Required Textbooks:
- *Pediatrics: A Competency-Based Companion*

E. Other Resources
• *Bright Futures*, 4th edition
• *Harriet Lane Handbook*, 21st edition
• *Nelson’s Textbook of Pediatrics*, 20th edition
• *Redbook 2015: Report of the Committee on Infectious Diseases*, 20th edition
• UpToDate (www.uptodate.com)

**F. Didactic and Reading Assignments**

This will vary based upon your specific service and the patient presentations. Use your preceptor’s recommendations for specific readings. Use the core texts for common topics and more in-depth explorations.

The Universal Notes program is also useful as a rather comprehensive review of pediatrics for the medical student, including review questions.

**G. Additional Recommendations**

Review the basic components of the pediatric normal physical exam, including newborn, infant, and toddler, including developmental milestones. Frequent review of preventive care, such as parental counseling on diet and safety as well as vaccination schedules is prudent.

**H. Pediatric Skills Checklist**

A hard copy of this checklist initialed by the preceptor must be turned into the appropriate SWC office on the last day of the rotation.

You should keep a copy for your own records, as this will be important documentation throughout your career for credentialing purposes.

Failure to turn in your Pediatric Skills Checklist will result in a professionalism report. The following Pediatrics Skills Checklist can be found at: https://www.wvsom.edu/sites/default/files/u127/Pediatric%20Skills%20Checklist%20revised%205.15.18.pdf
# WVSOM Pediatric Skills Checklist

## Ambulatory Patient Encounters

<table>
<thead>
<tr>
<th>Patient Type</th>
<th>Date</th>
<th>Patient Age</th>
<th>Preceptor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well Visits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well visit newborn</td>
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<td></td>
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<tr>
<td>Well visit 1-month-old</td>
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<tr>
<td>Well visit 2-month-old</td>
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<tr>
<td>Well visit 4-month-old</td>
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<tr>
<td>Well visit 6-month-old</td>
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<tr>
<td>Well visit 9-month-old</td>
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<tr>
<td>Well visit 12-month-old</td>
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<tr>
<td>Well visit 15-month-old</td>
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<tr>
<td>Well visit 18-month-old</td>
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<tr>
<td>Well visit 2-year-old</td>
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<td>Well visit 3-year-old</td>
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<td>Well visit 4-year-old</td>
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<tr>
<td>Well visit 5 to 6-year-old</td>
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<tr>
<td>Well visit 7 to 11-year-old</td>
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<tr>
<td>Well visit 12 to 18-year-old FEMALE</td>
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<tr>
<td>Well visit 12 to 18-year-old MALE</td>
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<tr>
<td>Sick Visits</td>
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<td></td>
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<tr>
<td>Abdominal pain</td>
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<tr>
<td>Asthma</td>
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<tr>
<td>Back pain</td>
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<tr>
<td>Behavioral concern (e.g. ADHD)</td>
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<tr>
<td>Cardiac concern (e.g. chest pain, palpitations)</td>
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<tr>
<td>Child abuse (suspected or confirmed)</td>
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<tr>
<td>Constipation</td>
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<tr>
<td>Cough</td>
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<tr>
<td>Developmental concerns (e.g. motor, speech)</td>
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<tr>
<td>Diarrhea</td>
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<tr>
<td>Dizziness (vertigo, lightheadedness, presyncope)</td>
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<tr>
<td>Dysuria</td>
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<tr>
<td>Ear complaint (pulling ears, ear pain)</td>
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<tr>
<td>Eye complaint (red eye, drainage, pain, vision)</td>
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<tr>
<td>Gastroesophageal reflux (GERD, Spitting up)</td>
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<tr>
<td>Fever</td>
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<tr>
<td>Fussy infant (colic, irritability)</td>
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<tr>
<td>Headache</td>
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<tr>
<td>Hematuria</td>
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<tr>
<td>Injury (burn, laceration)</td>
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<tr>
<td>Jaundice</td>
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<tr>
<td>Lymphadenopathy (enlarged lymph nodes)</td>
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<tr>
<td>Musculoskeletal complaint (back, neck)</td>
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</table>

Page 1 of 3
<table>
<thead>
<tr>
<th>WVSOM PEDIATRIC SKILLS CHECKLIST</th>
<th>NAME: ____________________________</th>
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<tbody>
<tr>
<td>Musculoskeletal complaint (lower extremity)</td>
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<tr>
<td>Musculoskeletal complaint (upper extremity)</td>
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<tr>
<td>Nasal concern (congestion, rhinorrhea, epistaxis)</td>
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<tr>
<td>Rash (neonate &lt; 28 days)</td>
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<tr>
<td>Rash (infant 1-12 months)</td>
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<td>Rash (child 1-11 years)</td>
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<tr>
<td>Rash (adolescent 12-18 years)</td>
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<tr>
<td>Sore throat</td>
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<td>Testicular concern (pain, swelling)</td>
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<tr>
<td>Vomiting (nausea)</td>
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<tr>
<td>Procedure or Clinical Skill</td>
<td>Date</td>
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<tr>
<td>Administration and evaluation of ADHD Vanderbilt forms for parent and teacher</td>
<td></td>
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<tr>
<td>Administration and evaluation of Autism Spectrum Disorder MCHAT form</td>
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<tr>
<td>Perform Physical Exam Newborn</td>
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<tr>
<td>Perform Physical Exam Infant 1-12 months</td>
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<tr>
<td>Perform Physical Exam 1-4 years</td>
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<tr>
<td>Perform Physical Exam 5-11 years</td>
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<tr>
<td>Perform Physical Exam 12-18 FEMALE</td>
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<tr>
<td>Perform Physical Exam 12-18 MALE</td>
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<tr>
<td>Perform vital signs on infant 0-12 months (length, weight, head circumference, respiratory rate, pulse, oxygen saturation, temperature)</td>
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<tr>
<td>Perform vital signs on child 1-4 years (height, weight, respiratory rate, pulse, oxygen saturation, blood pressure, temperature)</td>
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<tr>
<td>Perform vital signs on child 5-11 years (height, weight, respiratory rate, pulse, blood pressure, temperature)</td>
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<tr>
<td>Perform vital signs on adolescent 12-18 years (height, weight, respiratory rate, pulse, blood pressure, temperature)</td>
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<tr>
<td><strong>Procedures (Observe or Perform)</strong></td>
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<tr>
<td>Circumcision</td>
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<tr>
<td>Cryotherapy (liquid nitrogen)</td>
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<td>EKG lead placement</td>
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<td>Hearing screening</td>
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<tr>
<td>Immunizations</td>
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<tr>
<td>Incision and drainage</td>
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<td>Intravenous line placement</td>
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<td>Lumbar puncture</td>
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<td>Nasal swab</td>
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<td>Nebulizer treatment</td>
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<tr>
<td>Newborn resuscitation with APGAR scores</td>
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<tr>
<td>Phlebotomy finger stick</td>
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<tr>
<td>Phlebotomy heel stick</td>
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<tr>
<td>Phlebotomy venous stick</td>
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<tr>
<td>Silver nitrate application to umbilical granuloma</td>
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<tr>
<td>Throat swab</td>
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<tr>
<td>Urinary catheterization</td>
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<tr>
<td>Vision screening</td>
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</tbody>
</table>
I. Patient and Procedure Logs

You are required to maintain a log of your activities while on your rotation. This is important to document the experiences that you are exposed to in the clinical setting. You should get used to maintaining a log as this will continue during your residency. A well-documented log will help you to know the cases and procedures that you are exposed to and those that you may need to see in the future of your education. The log books need to be initialed by the preceptor documenting the accuracy of your entries. The logs need to be reviewed by your Regional Assistant Dean and accepted as proper documentation of your rotation experience. There is limited space, but if you need to use more than one line to document, do so.

You should make sure that you make a notation in the log:

- When you see a patient.
- Note if the patient was seen in the Office/Hospital or other, i.e. Nursing home.
- Make sure that you list the diagnosis/problem that the patient presents with, making sure that you do this in enough detail. (Example: Acute Exacerbation of COPD, or Uncontrolled DM type 2, not just COPD or DM)
- Document if you write admit notes in the hospital, progress notes in the office or hospital, discharge summaries and if you did an oral presentation to the preceptor on an encounter.
- List in detail the procedures that you observed (O), assisted (A), or performed (P).

It is always wise to make a copy of the log for your own records. You may want to review your logs as you participate in your 4th year audition rotations so you can respond to any questions of your experiences in doing certain procedures.

J. Grading

1. Preceptor grade 100%
2. Completion of Patient Procedure Logs, Pediatric Skills Checklist and Preceptor/Site/Course Evaluation

- The patient procedure logs, pediatric skills checklist and the preceptor/site/course evaluation must be turned in by the last day of the rotation. Failure to comply will result in a professionalism report.

Please note the following:
The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
SECTION IV SCHEDULING ROTATIONS

4.0 Selectives – Directed Electives

Students may choose selective rotations with the supervising physician and institution of their choice. These directed electives must be in the subject area required, but this flexibility in site selection allows the student to design the experience to better fit his/her own personal needs. In addition, selectives afford the student an opportunity to be visible at hospitals where he or she may wish to complete postdoctoral education, but which are not in the WVSOM system. This allows the student to be more competitive in the resident selection process (match program).

Applications for approval of selective rotations must be submitted to the Statewide Campus Office no later than 90 days prior to the start date of the rotation. Students should communicate with their Statewide Campus office when considering these rotations to initiate the affiliation agreement process (see ESR process in section 4.5).

To request a rotation in another Statewide Campus Region you must go through your respective Regional Director for initiation and approval.

A confidential mid-rotation evaluation with the student and their supervising physician should be done verbally or in writing. Completion of the final end of rotation Clinical Education Grade Form by the supervising physician should be in the presence of the student, so that the medical student can benefit from a frank discussion of his/her abilities. The supervising physician should add comments on the Clinical Education Grade Form, using additional paper if necessary. If a competency has not been demonstrated, the supervising physician should so indicate.

It is important that the form be completed on the last day of the student’s rotation and faxed, emailed or delivered promptly (the student may provide the Preceptor with a stamped envelope addressed to the SWC Regional office) to the appropriate WVSOM Statewide Campus office by the supervising physician:

The Clinical Education Grade Form should be submitted via email, FAX or US mail and not given to the student to return to the Statewide Campus Regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students must complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.

A table of approved rotations appears on the following pages.
### 4.1 Approved Selective Rotations

<table>
<thead>
<tr>
<th>Internal Medicine III (2 or 4 weeks) *</th>
<th>Internal Medicine IV (2 or 4 weeks) *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allergy/Immunology</td>
<td>Allergy/Immunology</td>
</tr>
<tr>
<td>Cardiology</td>
<td>Cardiology</td>
</tr>
<tr>
<td>Critical Care/ICU</td>
<td>Critical Care/ICU</td>
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<tr>
<td>Dermatology</td>
<td>Dermatology</td>
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<tr>
<td>Endocrinology</td>
<td>Endocrinology</td>
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<tr>
<td>Gastroenterology</td>
<td>Gastroenterology</td>
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<tr>
<td>General Internal Medicine</td>
<td>General Internal Medicine</td>
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<tr>
<td>Geriatrics (Must be with IM Board Certified Geriatrician)</td>
<td>Geriatrics (Must be with IM Board Certified Geriatrician)</td>
</tr>
<tr>
<td>Hematology/Oncology</td>
<td>Hematology/Oncology</td>
</tr>
<tr>
<td>Infectious Disease</td>
<td>Infectious Disease</td>
</tr>
<tr>
<td>Invasive Cardiology</td>
<td>Invasive Cardiology</td>
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<tr>
<td>Nephrology</td>
<td>Nephrology</td>
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<tr>
<td>Neurology</td>
<td>Neurology</td>
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<tr>
<td>Occupational Medicine</td>
<td>Occupational Medicine</td>
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<tr>
<td>Palliative Care</td>
<td>Palliative Care</td>
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<tr>
<td>Pulmonology</td>
<td>Pulmonology</td>
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<tr>
<td>Rehabilitation Medicine</td>
<td>Rehabilitation Medicine</td>
</tr>
<tr>
<td>Rheumatology</td>
<td>Rheumatology</td>
</tr>
<tr>
<td>Sleep Medicine**</td>
<td>Sleep Medicine**</td>
</tr>
</tbody>
</table>

*No more than 4 weeks total of any subspecialty may be used between Internal Medicine III and IV*

**No more than 2 weeks and can only be done for IM III OR IM IV, not both.

### Pediatrics II (2 or 4 weeks)

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Adolescent Medicine</td>
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<tr>
<td>Pediatric Cardiology</td>
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<tr>
<td>Critical Care (NICU) or (PICU)</td>
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<tr>
<td>Developmental Pediatrics</td>
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<td>Pediatric Endocrinology</td>
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<td>Pediatric Infectious Disease</td>
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<td>Pediatric Rheumatology</td>
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*All subspecialties listed above are Pediatric subspecialties.*
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<tr>
<th>Surgery II (2 or 4 weeks) *</th>
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<td>Vascular Surgery</td>
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<td>Wound Care (must be done with a board certified surgeon)</td>
<td>Wound Care (must be done with a board certified surgeon)</td>
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*No more than 4 weeks total of any subspecialty may be used between Surgery II and III
4.1.1 Allergy/Immunology

A. Introduction

During the allergy/immunology rotation you will be exposed to selected topics and patients in the areas of allergy and immune diseases. This is where you learn how to do focused History and Physical exams. These are done on patients with specific symptoms based on the patient’s presenting complaint. You may need to only evaluate the specific reason for that visit. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks


C. Other Resources

D. Didactic and Reading Assignments

- Approach to the Patient with Allergic or Immunologic Diseases
- Primary Immunodeficiency
- Allergic Rhinitis and Chronic Sinusitis
- Urticaria and Angioedema
- Systemic Anaphylaxis, Food Allergy, and Insect Sting Allergy
- Drug Allergy
- Mastocytosis
- The Innate Immune System
- The Adaptive Immune System
- Mechanisms of Immune-Mediated Tissue Injury
- Mechanisms of Inflammation and Tissue Repair
- Transplantation Immunology
- Complement System Disease
You will also have recommendations from the Preceptor as to sources and topics to read.

E. Procedures and Clinical Skills

F. Logs – N/A

G. Core Competencies

1. Medical Knowledge
   a. Acquire knowledge and understanding of the immune response and hypersensitivity reactions as well as the management of such severe hypersensitivity reactions.
   b. Acquire knowledge and skills in the diagnosis, management, and follow-up of asthma.
   c. Acquire knowledge and skills in the diagnosis, management, and follow-up of rhinitis.
   d. Acquire knowledge and skills in the diagnosis, management, and follow-up of dermatitis, urticarial, and adverse reactions to various exposures.
   e. To attain an understanding of the indications, use, and limitations of skin testing, IGE RAST testing, and pulmonary function testing.
   f. Perform a history and physical exam related to allergy/immunology.
   g. Know when to refer the complicated patient.

2. Patient Care
   a. Demonstrate how to approach an allergy/immunology patient.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
   g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
   h. Educate patient and evaluate their comprehension of their treatment plan.
   i. Participate with the health care team to provide patient care.

3. Interpersonal and Communication Skills
   a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
   b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
   c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
d. Demonstrate the ability to put the patient and their family at ease.
e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
f. Use appropriate terminology/language with patient and family.
g. Learn the documentation expectations the hospital or office.
h. Demonstrate a personal self-awareness of their interaction with the patient.

4. **Professionalism**
   a. Display respect for peers.
   b. Demonstrate a team approach to treating patients.
   c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
   d. Dress appropriately:
      - Professional attire as defined in the institution’s dress code.
      - If personal clothing is worn, it should be washed after each shift.

5. **Practice-Based Learning and Improvement**
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
   d. Make appropriate referrals.
   e. Arrange outpatient testing and follow-up with other providers.
   f. Be aware of medication and treatment costs (direct patient costs).
   g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
   h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
   i. Understand EMTALA and HIPAA.
   j. Recognize how to reduce medical errors and patient and staff safety.
1. Recognize cost effective health care that does not compromise patient care.
2. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
3. Understand and be able to discuss any medical disparities in the community being served.

7. Osteopathic Philosophy and Osteopathic Manipulative Medicine
   a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient's surroundings.
   b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
   c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
   d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical, and family needs.
   e. Consider the application of OMT only if safe in the context of the patient's current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. Grading - Calculations
   1. Preceptor Grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.
The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students **must** complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.2 Anesthesiology

A. Introduction

During the anesthesiology rotation you will be exposed to selected topics and patients in the practice of anesthesia in the hospital or a surgical center. This is where you learn how to evaluate a patient who will be going to surgery and the types of different anesthetics, indications and contraindications. You must learn to gather important History and Physical data, and develop an understanding of the need for specific anesthesia dependent on the patient’s medical condition and acuity.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

* Faust’s Anesthesiology Review, 4th ed., Elsevier (Clinical Key)

C. Other Resources

Suggested Text:
  * Anesthesia: A Comprehensive Review, 4th ed., Mayor Foundation for Medical Education and Research
  * Clinical Cases in Anesthesia, 4th ed., Saunders
  * Essence of Anesthesia Practice, 3rd ed., Saunders

D. Didactic and Reading Assignments

- Carbon Dioxide retention and capnography
- Tracheal Tubes
- Pulse oximetry
- Intermittent noninvasive blood pressure monitoring
- Depth of anesthesia
- Interpretation of arterial blood gases
- Factors affecting pulmonary compliance and airway resistance
- Pulmonary ventilation and perfusion
- Physiologic determinants of cardiac output
- Myocardial oxygen supply and demand
- Tachyarrhythmias
- Bradyarrhythmias
- The autonomic system: Anatomy and receptor pharmacology
- The parasympathetic nervous system: Anatomy and receptor pharmacology
- Factors affecting cerebral blood flow
- Electrolyte abnormalities: potassium, sodium, calcium and magnesium.
- Spinal cord anatomy and blood supply
- Brachial plexus anatomy
- Central venous cannulation
- Inhalation anesthetic agents
- Nitrous oxide
- Cardiovascular effects of inhalation agents
- Central nervous system effects of the inhalation agents
- Renal effects of inhalation agents
- Hepatic effects of inhalation agents
- Thiopental
- Propofol
- Etomidate
- Opioid pharmacology
- Cardiovascular effects of opioids
- Opioid side effects: Muscle rigidity and biliary colic
- Nondepolarizing neuromuscular blocking agents
- Succinylcholine side effects
- Pharmacology of atropine, scopolamine, and glycopyrrolate
- Type screen and crossmatch of red blood cells
- Preoperative evaluation of the patient with cardiac disease for noncardiac operations
- Tobacco use in surgical patients
- Obstructive sleep apnea
- Postoperative nausea and vomiting
- Local anesthetic agents: mechanism of action
- Local anesthetic agents: pharmacology
- Toxicity of local anesthetic agents
- Spinal and Epidural anesthesia
- Malignant Hyperthermia
- Anaphylactic and anaphylactoid reactions

Your attending may provide you with additional topics to read or journal articles. The above list is recommended for Anesthesiology rotations that are 4 weeks in duration. If the student is on a 2 week rotation the student should discuss with the preceptor at the beginning of the rotation the topics that are most important to read. Student must read the last two items on the list whether it is a 2 or 4 week rotation.
E. Procedures and Clinical Skills

The following procedures will be allowed at the discretion of the Preceptor.
- Intubation
- Starting IVs
- Placement of foley catheters in male and female patient if indicated
- Placement of central venous access under direct supervision

F. Logs – N/A

G. Core Competencies

1. Medical Knowledge
   a. Appreciate and understand the various skills required in the induction of
general anesthesia, mechanical ventilation, deep line access and
maintenance and regional anesthesia.
   b. Acquire an understanding of the use and hazards of general anesthesia.
   c. Acquire an understanding of various local and regional anesthetic agents.
   d. Start to develop proficiency in endotracheal intubation.
   e. Start to develop proficiency in the skills of central venous line placement and
arterial catheter placement.
   f. Acquire knowledge regarding the indications and limitations of the skills
necessary for the administration of regional anesthesia.

2. Patient Care
   a. Demonstrate how to approach patients in the anesthesia department setting.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
   g. Discuss with their attending the referral of the patient for subsequent
healthcare services to insure proper transition of care including OMT.
   h. Educate patient and evaluate their comprehension of their treatment plan.
   i. Participate with the health care team to provide patient care.

3. Interpersonal and Communication Skills
   a. Demonstrate ability to effectively communicate with acutely ill or injured
patients.
   b. Demonstrate ability to identify and communicate with family members,
medical power of attorney, or person of authority to speak on behalf of the
patient.
   c. Demonstrate the ability to identify the person with key information about
the patient. Demonstrate the ability to identify themselves to the patient
and their role in their care.
d. Demonstrate the ability to put the patient and their family at ease.

e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.

f. Use appropriate terminology/language with patient and family.

g. Learn the documentation expectations the hospital or office.

h. Demonstrate a personal self-awareness of their interaction with the patient.

4. Professionalism
   a. Display respect for peers.
   b. Demonstrate a team approach to treating patients.
   c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
   d. Dress appropriately:
      • Professional attire as defined in the institution’s dress code.
      • If personal clothing is worn, it should be washed after each shift.

5. Practice-Based Learning and Improvement
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. Systems-Based Practice
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
   d. Make appropriate referrals.
   e. Arrange outpatient testing and follow-up with other providers.
   f. Be aware of medication and treatment costs (direct patient costs).
   g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
   h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
   i. Understand EMTALA and HIPAA.
   j. Recognize how to reduce medical errors and patient and staff safety.
   k. Recognize cost effective health care that does not compromise patient care.
I. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.

m. Understand and be able to discuss any medical disparities in the community being served.

7. **Osteopathic Philosophy and Osteopathic Manipulative Medicine**
   a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient’s surroundings.
   b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
   c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
   d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
   e. Consider the application of OMT only if safe in the context of the patient’s current medical condition and patient care environment.

H. **COMAT Blueprint Information - N/A**

I. **Grading – Calculations**
   1. Preceptor Grade 100%

**Please note the following:**

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
Students must complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.3 Cardiology

A. Introduction

During the cardiology rotation you will be exposed to selected topics and patients in the area of cardiovascular medicine. This is where you learn how to do focused History and Physical exams. These are done on patients with specific symptoms based on the patient’s presenting complaint. You may need to only evaluate the specific reason for that visit. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

 Goldman’s Cecil Medicine, 25th ed., Saunders

C. Other Resources

 Suggested Text:
   The Washington Manual of Medical Therapeutics, 34th ed., Lippincott, Williams & Wilkins
   Braunwald’s Heart Disease: A Textbook of Cardiovascular Medicine, 9th ed., Saunders
   Clinical Electrocardiography: A Simplified Approach, 8th ed., Saunders
   Clinical Recognition of Congenital Heart Disease, 6th ed., Saunders
   Hypertension: A Companion to Braunwald’s Heart Disease, 2nd ed., Saunders

D. Didactic and Reading Assignments

  1. Epidemiology of Cardiovascular Disease
  2. Heart Failure: Pathophysiology and Diagnosis
  3. Heart Failure: Management and Prognosis
  4. Diseases of the Myocardium and Endocardium
  5. Principles of Electrophysiology
  6. Approach to the Patient with Suspected Arrhythmia
7. Approach to Cardiac arrest and Life-Threatening Arrhythmias
8. Cardiac Arrhythmias with Supraventricular Origin
9. Ventricular Arrhythmias
10. Electrophysiologic Intervention Procedures and Surgery
11. Arterial Hypertension
12. Pulmonary Hypertension
13. Angina Pectoris and Stable Ischemic Heart Disease
15. Valvular Heart Disease
16. Infective Endocarditis
17. Pericardial Disease
18. Other topics provided by the Attending Preceptor

E. Procedures and Clinical Skills

The procedures that you should observe during this rotation include the following:
1. Stress testing
2. Echocardiography
3. Cardiac Catheterization and Angiography
4. Noninvasive Cardiac Imaging
5. You should spend time reviewing Electrocardiograms

F. Logs – N/A

G. Core Competencies

1. **Medical Knowledge**
   a. Characterize the principles of cardiac physical examination, noninvasive examination and laboratory interpretation.
   b. Identify indications and limitations of invasive examinations such as cardiac catheterizations.
   c. Identify the pathophysiology and management and rehabilitative measures for coronary artery disease, arrhythmias, hypertension, congestive heart failure, thromboembolic disease, congenital heart and valvular disease, and other cardiac disorders.
   d. Perform history and physical examination related to the cardiovascular system.
   e. Order and interpret diagnostic tests such as EKG, chest x-ray.
   f. Perform resuscitation using fluids, basic CPR and Advanced Life Support, and antiarrhythmic medications and electrical cardioversion.
   g. Manage patients with chest pain, acute myocardial infarction, arrhythmias, heart failure, cardiogenic shock, and conduction abnormalities.
h. Be familiar with advanced diagnostic treatment measures and regimens such as thrombolytics, Swan-ganz, echo and electrophysiologic studies, angioplasty.

2. **Patient Care**
   a. Demonstrate how to approach a cardiovascular patient.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
   g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
   h. Educate patient and evaluate their comprehension of their treatment plan.
   i. Participate with the health care team to provide patient care.

3. **Interpersonal and Communication Skills**
   a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
   b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
   c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
   d. Demonstrate the ability to put the patient and their family at ease.
   e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
   f. Use appropriate terminology/language with patient and family.
   g. Learn the documentation expectations the hospital or office.
   h. Demonstrate a personal self-awareness of their interaction with the patient.

4. **Professionalism**
   a. Display respect for peers.
   b. Demonstrate a team approach to treating patients.
   c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
   d. Dress appropriately:
      • Professional attire as defined in the institution’s dress code.
      • If personal clothing is worn, it should be washed after each shift.

5. **Practice-Based Learning and Improvement**
   a. Apply fundamental epidemiologic concepts to practice improvement.
b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
c. Demonstrate ability to identify personal knowledge deficits.
d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
e. Display commitment to continuous quality improvement.
f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
   d. Make appropriate referrals.
   e. Arrange outpatient testing and follow-up with other providers.
   f. Be aware of medication and treatment costs (direct patient costs).
   g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
   h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
   i. Understand EMTALA and HIPAA.
   j. Recognize how to reduce medical errors and patient and staff safety.
   k. Recognize cost effective health care that does not compromise patient care.
   l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
   m. Understand and be able to discuss any medical disparities in the community being served.

7. **Osteopathic Philosophy and Osteopathic Manipulative Medicine**
   a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient’s surroundings.
   b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
   c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
   d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
   e. Consider the application of OMT only if safe in the context of the patient’s current medical condition and patient care environment.
H. COMAT Blueprint Information – N/A

I. Grading – Calculations
   1. Preceptor Grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students must complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.4 Dermatology

A. Introduction

The dermatology rotation is unique in that you will be exposed to selected topics and patients. This is where you learn how to perform a focused History and Physical exams on patients with Dermatology complaints. These are done with specific symptoms based on the patient’s presenting complaint. You will normally need to only evaluate the specific reason for that visit, however you must remember that dermatologic problems may have a systemic origin. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

Clinical Dermatology: A Color Guide to Diagnosis and Therapy, 6th ed., Elsevier

C. Other Resources

Suggested Text:
Goldman’s Cecil Medicine, 24th ed., Saunders
Pediatric Dermatology, Elsevier
Dermatology, 3rd ed., Elsevier
Treatment of Skin Disease: Comprehensive Therapeutic Strategies, 4th ed., Elsevier

D. Didactic and Reading Assignments

You will need to review the anatomy of the skin and be able to describe the lesions using the appropriate terminology. The following list of chapters are suggested for your reading while on a dermatology rotation.

1. Topical therapy and topical corticosteroids
2. Exzema
3. Contact dermatitis
4. Atopic dermatitis
5. Acne, rosacea and related disorders
6. Psoriasis
7. Superficial fungal infections
8. Exanthems and drug eruptions
9. Hypersensitivity syndromes and vasculitis
10. Benign Skin Tumors
11. Premalignant and malignant nonmelanoma skin tumors
12. Nevi and malignant melanoma
13. Dermatologic surgical procedures

E. Procedures and Clinical Skills

F. Logs – N/A

G. Core Competencies

1. Medical Knowledge
   a. Characterize the normal anatomy and physiology of the skin.
   b. Recognize risk factors and preventive measures for skin problems.
   c. Identify dermatologic manifestations of systemic disease or toxicity.
   d. Recognize dermatologic conditions requiring emergency treatment.
   e. Recognize that the skin is a very important organ in mirroring the emotions and recognize that the patient who presents with dermatological complaints may have a serious disorder or has significant concerns even with what appears to be very minor problems.
   f. Develop a systematic approach toward categorizing skin lesions by etiology i.e. infectious, allergic, vascular, and neoplastic.
   g. Manage common skin problems utilizing topical, systemic, and physical agents.
   h. Evaluate those skin disorders representing serious illness.
   i. Observe skin culture, scraping, biopsy, curettage, excision, cauterity, and cryosurgery and intra-lesional injection.
   j. Counsel patient regarding skin problems.

2. Patient Care
   a. Demonstrate how to approach a dermatology patient.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
   g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
   h. Educate patient and evaluate their comprehension of their treatment plan.
i. Participate with the health care team to provide patient care.

3. **Interpersonal and Communication Skills**
   a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
   b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
   c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
   d. Demonstrate the ability to put the patient and their family at ease.
   e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
   f. Use appropriate terminology/language with patient and family.
   g. Learn the documentation expectations the hospital or office.
   h. Demonstrate a personal self-awareness of their interaction with the patient.

4. **Professionalism**
   a. Display respect for peers.
   b. Demonstrate a team approach to treating patients.
   c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
   d. Dress appropriately:
      - Professional attire as defined in the institution’s dress code.
      - If personal clothing is worn, it should be washed after each shift.

5. **Practice-Based Learning and Improvements**
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need to
reduce medical errors and improve patient safety.
d. Make appropriate referrals.
e. Arrange outpatient testing and follow-up with other providers.
f. Be aware of medication and treatment costs (direct patient costs).
g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
i. Understand EMTALA and HIPAA.
j. Recognize how to reduce medical errors and patient and staff safety.
k. Recognize cost effective health care that does not compromise patient care.
l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
m. Understand and be able to discuss any medical disparities in the community being served.

7. **Osteopathic Philosophy and Osteopathic Manipulative Medicine**
a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient’s surroundings.
b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
e. Consider the application of OMT only if safe in the context of the patient’s current medical condition and patient care environment.

H. **COMAT Blueprint Information - N/A**

I. **Grading – Calculations**
   1. Preceptor Grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the
Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students **must** complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.5 Endocrinology

A. Introduction

The endocrinology rotation you will be exposed to selected topics and patients
who have abnormalities for the endocrine system. You learn how to do focused
History and Physical exams on patients with specific symptoms that are due to
abnormalities of the endocrine system. You may normally need to only evaluate
the specific reason for that visit. You must learn to gather important History and
Physical data, develop a differential diagnosis and utilize ancillary tests to rule in
or out your diagnosis. You will then learn to develop a plan of treatment for
specific medical conditions.

During your rotation you will be expected to become familiar with specific
procedures as outlined below. This rotation requires a student to be an effective
communicator and to quickly organize and analyze medical information. You will
be expected to work as a team and to be a part of that team in taking care of
seriously ill patients. You will be challenged to have a basic knowledge of clinical
medicine and expected to read on topics of interesting cases or topics suggested
by your attending physician. You must always remember you represent WVSOM
in a professional manner on every rotation. It is important that students look and
act professional during their rotation.

B. Required Textbooks

Goldman's Cecil Medicine, 24th ed., Saunders

C. Other Resources

Suggested Text:
The Washington Manual of Medical Therapeutics, 34th ed., Lippincott Williams &
Wilkins
Williams Textbook of Endocrinology, 12th ed., Saunders
Churchill's Pocketbook of Diabetes, 2nd ed., Elsevier
Clinical Management of Thyroid Disease, Saunders

D. Didactic and Reading Assignments

1. Neuroendocrinology and the Neuroendocrine System
2. Anterior Pituitary
3. Posterior Pituitary
4. Thyroid
5. Adrenal Cortex
6. Adrenal Medulla, Catecholamines, and Pheochromocytoma
7. Type 1 Diabetes Mellitus
8. Type 2 Diabetes Mellitus
9. Hypoglycemia/Pancreatic Islet Cell Disorders
10. Polyglandular disorders
11. Carcinoid Syndrome
12. Other reading as assigned by the preceptor

E. Procedures and Clinical Skills

1. You should become familiar with Diabetic Ketoacidosis diagnosis and treatment.
2. You should become familiar with the use of all types of insulin both in hospital and in treatment of the patient in the outpatient setting.
3. Imaging studies for the thyroid and pituitary glands.

F. Logs – N/A

G. Core Competencies

1. Medical Knowledge
   a. Characterize the principles of history, physical examination and diagnostic interpretation of common problems encountered in patients with common endocrinopathies.
   b. Be able to develop an adequate differential diagnosis.
   c. Be able to create and implement an appropriate, thorough and cost efficient diagnosis and treatment plan for common problems in endocrinology.
   d. Be familiar with such problems as diabetes, thyroid disease, Addison’s disease, pituitary disorders, and other endocrinopathies.
   e. Order, perform, and interpret appropriate diagnostic tests.
   f. Know when to refer the complicated patient.

2. Patient Care
   a. Demonstrate how to approach an endocrinology patient.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
   g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
   h. Educate patient and evaluate their comprehension of their treatment plan.
   i. Participate with the health care team to provide patient care.
3. **Interpersonal and Communication Skills**
   a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
   b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
   c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
   d. Demonstrate the ability to put the patient and their family at ease.
   e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
   f. Use appropriate terminology/language with patient and family.
   g. Learn the documentation expectations the hospital or office.
   h. Demonstrate a personal self-awareness of their interaction with the patient.

4. **Professionalism**
   a. Display respect for peers.
   b. Demonstrate a team approach to treating patients.
   c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
   d. Dress appropriately:
      - Professional attire as defined in the institution’s dress code.
      - If personal clothing is worn, it should be washed after each shift.

5. **Practice-Based Learning and Improvement**
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need
to reduce medical errors and improve patient safety.

d. Make appropriate referrals.

e. Arrange outpatient testing and follow-up with other providers.

f. Be aware of medication and treatment costs (direct patient costs).

g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.

h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.

i. Understand EMTALA and HIPAA.

j. Recognize how to reduce medical errors and patient and staff safety.

k. Recognize cost effective health care that does not compromise patient care.

l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.

m. Understand and be able to discuss any medical disparities in the community being served.

7. Osteopathic Philosophy and Osteopathic Manipulative Medicine

a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient’s surroundings.

b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.

c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.

d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.

e. Consider the application of OMT only if safe in the context of the patient’s current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. Grading – Calculations

1. Preceptor Grade  100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The
student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students **must** complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.6 Gastroenterology (GI)

A. Introduction

During the GI rotation you will be exposed to selected topics and patients who have diagnosis involving the GI system. You will be expected to perform focused History and Physical exams on patients with specific symptoms based on the patient’s presenting complaint. You may need to only evaluate the specific reason for that visit. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

* Goldman’s Cecil Medicine, 24th ed., Saunders

C. Other Resources

Suggested Text:

D. Didactic and Reading Assignments

1. Diagnostic Imaging Procedures in Gastroenterology
2. Gastrointestinal Endoscopy
3. Gastrointestinal Hemorrhage and Occult Gastrointestinal Bleeding
5. Diseases of the Esophagus
6. Acid Peptic Ulcer Disease
7. Approach to the Patient with Diarrhea and Malabsorption
8. Inflammatory Bowel Disease
9. Inflammatory and Anatomic Diseases of the Intestine, Peritoneum, Mesentery and Omentum.
10. Vascular Diseases of the Gastrointestinal Tract
11. Pancreatitis
12. Diseases of the Rectum and Anus
13. Acute Viral Hepatitis
14. Diseases of the Gallbladder and Bile Ducts

E. Procedures and Clinical Skills

1. Observe Upper and Lower Endoscopy
2. Become familiar with the indications and contraindications for ERCP, Upper and Lower Endoscopy.
3. Become familiar with laboratory and imaging studies indications.

F. Logs – N/A

G. Core Competencies

1. Medical Knowledge
   a. Recognize and develop evaluation and treatment strategies for gastroenterology diseases of the adult.
   b. Develop a plan to care for these patients utilizing the student’s knowledge as well as the specialist’s expertise.
   c. Generate a complete problem list for each patient including a reasonable number of differential diagnoses where appropriate.
   d. Perform a thorough and accurate history and physical exam and diagnostic interpretation of common problems encountered in gastroenterology.
   e. Manage patients with common GI problems.
   f. Know when to refer the complicated patient.

2. Patient Care
   a. Demonstrate how to approach a GI patient.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
   g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
   h. Educate patient and evaluate their comprehension of their treatment plan.
   i. Participate with the health care team to provide patient care.

3. Interpersonal and Communication Skills
   a. Demonstrate ability to effectively communicate with acutely ill or injured
patients.

b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.

c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.

d. Demonstrate the ability to put the patient and their family at ease.

e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.

f. Use appropriate terminology/language with patient and family.

g. Learn the documentation expectations the hospital or office.

h. Demonstrate a personal self-awareness of their interaction with the patient.

4. Professionalism

a. Display respect for peers.

b. Demonstrate a team approach to treating patients.

c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.

d. Dress appropriately:
   • Professional attire as defined in the institution’s dress code.
   • If personal clothing is worn, it should be washed after each shift.

5. Practice-Based Learning and Improvement

a. Apply fundamental epidemiologic concepts to practice improvement.

b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.

c. Demonstrate ability to identify personal knowledge deficits.

d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.

e. Display commitment to continuous quality improvement.

f. Demonstrate ability to teach both peers and lay audiences.

6. Systems-Based Practice

a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.

b. Recognize how delivery systems differ: controlling health care costs, allocating resources.

c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.

d. Make appropriate referrals.

e. Arrange outpatient testing and follow-up with other providers.
f. Be aware of medication and treatment costs (direct patient costs).
g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
i. Understand EMTALA and HIPAA.
j. Recognize how to reduce medical errors and patient and staff safety.
k. Recognize cost effective health care that does not compromise patient care.
l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
m. Understand and be able to discuss any medical disparities in the community being served.

7. Osteopathic Philosophy and Osteopathic Manipulative Medicine
   a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient’s surroundings.
   b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
   c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
   d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
   e. Consider the application of OMT only if safe in the context of the patient’s current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. Grading-Calculations

1. Preceptor Grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the
Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students **must** complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.7 Hematology/Oncology

A. Introduction

The hematology/oncology rotation is unique in that you will be exposed to selected topics and patients that require evaluation for abnormal blood chemistries and individuals that have or are being evaluated for the diagnosis of cancer. This is where you learn how to do focused History and Physical exams. These are done on patients with specific symptoms based on the patient’s presenting complaint. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

*Goldman’s Cecil Medicine, 25th ed., 2015 Saunders (Clinical Key)*

C. Other Resources

Suggested Text:

*The Washington Manual of Medical Therapeutics, 35th ed., Lippincott, Williams & Wilkins*

*Wintrobe’s Clinical Hematology, 13th ed., Lippincott Williams & Wilkins*

*Abeloff’s Clinical Oncology, 5th ed., Elsevier (Clinical Key)*

*Manual of Pediatric Hematology and Oncology, 5th or 6th ed., Academic Press (Clinical Key)*

D. Didactic and Reading Assignments

- Approach to the Anemias
- Microcytic and Hypochromic Anemias
- Auto immune and Intravascular Hemolytic Anemias
- Hemolytic Anemias: Red Blood Cell Membrane and Metabolic Defects
- The Thalassemias
- Sickle Cell and other Hemoglobinopathies
- Megaloblastic Anemias
- Aplastic Anemia and related Bone Marrow Failure States
• Polycythemia Vera, Essential
• Thrombocytopenia and Primary Myelofibrosis
• Leukocytosis and leukopenia
• Approach to the A Patient with Lymphadenopathy and Splenomegaly
• Disorders of Phagocyte Function
• Eosinophilic Syndromes
• Thrombocytopenia
• Von Willebrand Disease and Hemorrhagic Abnormalities of Platelet and Vascular Function
• Hemorrhagic Disorders: Coagulation Factor Deficiencies
• Hemorrhagic Disorders: Disseminated Intravascular Coagulation, Liver Failure and Vitamin K Deficiency
• Thrombotic Disorders: Hypercoagulable States
• Transfusion Medicine
• Epidemiology of Cancer
• Cancer Biology and Genetics
• Myelodysplastic Syndromes
• The Acute Leukemias
• The Chronic Leukemias
• Non-Hodgkin Lymphomas
• Hodgkin Lymphoma
• Plasma Cell Disorders
• Amyloidosis
• Tumors of the Central Nervous System
• Head and Neck Cancer
• Lung Cancer and other Pulmonary Neoplasms
• Neoplasms of the Esophagus and Stomach
• Neoplasms of the Small and Large Intestine
• Pancreatic Cancer
• Pancreatic Neuroendocrine Tumors
• Liver and Biliary Tract Cancers
• Tumors of the Kidney, Bladder, Ureters and Renal Pelvis
• Breast Cancer and Benign Breast Disorders
• Gynecologic Cancers
• Testicular Cancer
• Prostate Cancer
• Malignant Tumors of Bone, Sarcomas and Other Soft Tissue Neoplasms
• Melanoma and Nonmelanoma Skin Cancers

E. Procedures and Clinical Skills

F. Logs – N/A
G. Core Competencies

1. **Medical Knowledge**
   a. Characterize the principles of history, physical examination and diagnostic interpretation of common problems encountered in hematological and oncological disorders.
   b. Be able to develop an adequate differential diagnosis within this subspecialty.
   c. Be able to create and implement an appropriate, thorough and cost efficient diagnostic and treatment plan for common problems in hematology/oncology.
   d. Develop the knowledge, skills and attitudes necessary to address the general principals of oncology care including supportive care, screening, prevention, staging, and treatment options.
   e. Manage patients with common hematological problems.

2. **Patient Care**
   a. Demonstrate how to approach a hematology/oncology patient.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
   g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
   h. Educate patient and evaluate their comprehension of their treatment plan.
   i. Participate with the health care team to provide patient care.

3. **Interpersonal and Communication Skills**
   a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
   b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
   c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
   d. Demonstrate the ability to put the patient and their family at ease.
   e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
   f. Use appropriate terminology/language with patient and family.
   g. Learn the documentation expectations the hospital or office.
   h. Demonstrate a personal self-awareness of their interaction with the patient.

4. **Professionalism**
a. Display respect for peers.
b. Demonstrate a team approach to treating patients.
c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
d. Dress appropriately:
   • Professional attire as defined in the institution’s dress code.
   • If personal clothing is worn, it should be washed after each shift.

5. **Practice-Based Learning and Improvement**
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
   d. Make appropriate referrals.
   e. Arrange outpatient testing and follow-up with other providers.
   f. Be aware of medication and treatment costs (direct patient costs).
   g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
   h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
   i. Understand EMTALA and HIPAA.
   j. Recognize how to reduce medical errors and patient and staff safety.
   k. Recognize cost effective health care that does not compromise patient care.
   l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
   m. Understand and be able to discuss any medical disparities in the community being served.

7. **Osteopathic Philosophy and Osteopathic Manipulative Medicine**
   a. Demonstrate Osteopathic diagnostic skills adapted to the physical
limitations of the patient’s surroundings.

b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.

c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.

d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.

e. Consider the application of OMT only if safe in the context of the patient’s current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. Grading – Calculations

1. Preceptor grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students must complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.8 Diagnostic Imaging (Radiology)

A. Introduction

The imaging rotation is unique in that you will be exposed to selected topics and patients in the area of radiological medicine. This is where you learn how to do focused History and Physical exams. These are done on patients with specific symptoms based on the patient’s presenting complaint. You will normally need to only evaluate the specific reason for that visit. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

C. Other Resources

Suggested Text:
- Chapman & Nakielny’s Aids to Radiological Differential Diagnosis, 6th ed., Elsevier Ltd
- Essentials of Radiology, 3rd ed., Saunders
- Grainger & Allison’s Diagnostic Radiology Essentials, Elsevier Ltd

D. Didactic and Reading Assignments

E. Procedures and Clinical Skills

F. Logs – N/A

G. Core Competencies

1. Medical Knowledge
   a. Be able to interpret the most commonly ordered plain films.
   b. Understand the techniques for doing plain radiographs, ultrasounds, nuclear medicine studies, CT scans, MRI, mammograms, and fluoroscopic procedures.
c. Understand the indications for CT guided and stereotactic biopsies.
d. Understand the risks and complications surrounding certain types of
diagnostic studies including risks of radiation exposure.
e. Appreciate the appropriate techniques and specialty consultations in the
diagnostic imaging and nuclear medicine therapy of body systems.
f. Appreciate the radiographic film/diagnostic imaging interpretation and nuclear
medicine therapy pertinent to primary care.

2. Patient Care
a. Demonstrate how to approach patients in the imaging department setting.
b. Demonstrate the ability to identify the chief complaint.
c. Perform a focused exam related to chief complaint.
d. Demonstrate effective patient management skills.
e. Demonstrate the ability to develop an evaluation and treatment plan.
f. Demonstrate the ability to monitor the response to therapeutic interventions.
g. Discuss with their attending the referral of the patient for subsequent
healthcare services to insure proper transition of care including OMT.
h. Educate patient and evaluate their comprehension of their treatment plan.
i. Participate with the health care team to provide patient care.

3. Interpersonal and Communication Skills
a. Demonstrate ability to effectively communicate with acutely ill or injured
patients.
b. Demonstrate ability to identify and communicate with family members,
medical power of attorney, or person of authority to speak on behalf of the
patient.
c. Demonstrate the ability to identify the person with key information about
the patient. Demonstrate the ability to identify themselves to the patient
and their role in their care.
d. Demonstrate the ability to put the patient and their family at ease.
e. Consolidate and organize pertinent information for presentation to attending
physician. Use the appropriate medical terminology while communicating
with other medical staff Demonstrate effective communication techniques
with other members of the healthcare team and ancillary staff.
f. Use appropriate terminology/language with patient and family.
g. Learn the documentation expectations the hospital or office.
h. Demonstrate a personal self-awareness of their interaction with the patient.

4. Professionalism
a. Display respect for peers.
b. Demonstrate a team approach to treating patients.
c. Demonstrate responsibility, dependability, and reliability including being
punctual and providing notification of an absence.
d. Dress appropriately:
   • Professional attire as defined in the institution’s dress code.
   • If personal clothing is worn, it should be washed after each shift.
5. **Practice-Based Learning and Improvement**
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
   d. Make appropriate referrals.
   e. Arrange outpatient testing and follow-up with other providers.
   f. Be aware of medication and treatment costs (direct patient costs).
   g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
   h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
   i. Understand EMTALA and HIPAA.
   j. Recognize how to reduce medical errors and patient and staff safety.
   k. Recognize cost effective health care that does not compromise patient care.
   l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
   m. Understand and be able to discuss any medical disparities in the community being served.

7. **Osteopathic Philosophy and Osteopathic Manipulative Medicine**
   - Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient’s surroundings.
   - Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
   - Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
   - Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
Consider the application of OMT only if safe in the context of the patient’s current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. Grading – Calculations
   1. Preceptor Grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students must complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.9 Nephrology

A. Introduction

The nephrology rotation is unique in that you will be exposed to selected topics and patients who will have varying diagnosis and at different stages of chronic kidney disease. This is where you learn how to do History and Physical exams that focus on renal pathology. These are done on patients with specific symptoms based on the patient’s presenting complaint. You may need to only evaluate the specific reason for that visit. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to review normal renal physiology and pathology. You will need to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

*Goldman’s Cecil Medicine, 24th ed.*, Saunders

C. Other Resources

Suggested Text:

*Comprehensive Clinical Nephrology, 4th ed.*, Saunders
*Brenner and Rector’s the Kidney, 9th ed.*, Saunders
*The Washington Manual of Medical Therapeutics, 34th ed.*, Lippincott Williams & Wilkins

D. Didactic and Reading Assignments:

During this rotation you should plan on reading on the following topics:

1. Disorders of Sodium and Water Homeostasis
2. Potassium disorders
3. Acid-Base disorders
4. Disorders of magnesium and Phosphorus
5. Acute Kidney Injury
6. Glomerular Disorders and Nephrotic Syndromes
7. Tubulointerstitial Diseases
8. Obstructive Uropathy
9. Diabetes and the Kidney
10. Vascular disorders of the Kidney
11. Nephrolithiasis
12. Cystic Kidney Diseases
13. Hereditary Nephropathies and Developmental Abnormalities of the Urinary tract
14. Benign Prostatic Hyperplasia and Prostatitis
15. Chronic Kidney Disease
16. Treatment of irreversible Renal Failure

E. Procedures and Clinical Skills

F. Logs – N/A

G. Core Competencies

1. Medical Knowledge
   a. Develop the knowledge skills for understanding common diagnoses in nephrology.
   b. Develop the management skills necessary for common nephrologic conditions.
   c. Understand renal anatomy, physiology, and pathology.
   d. Be able to evaluate and manage essential and secondary hypertension.
   e. Be able to evaluate and manage disorders of fluids, electrolytes, and acid-base regulation.
   f. Understand the pathogenesis, evaluation, and management of urinary tract infections.
   g. Appreciate clinical pharmacology including drug metabolism and pharmacokinetics and the effects of drugs on renal structure and function.
   h. Understand nutritional aspects of renal disorders.
   i. Have the knowledge of normal mineral metabolism and its alteration in renal diseases, metabolic bone disease, and nephrolithiasis.
   j. Understand the pathogenesis, natural history, and management of congenital and acquired diseases of the urinary tract and renal diseases associated with systemic disorders such as diabetes, collagen-vascular disease and pregnancy.
   k. Understand tubule-interstitial renal diseases as well as glomerular and vascular diseases including glomerulonephritis.

2. Patient Care
   a. Demonstrate how to approach patients in the nephrology department setting.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
e. Demonstrate the ability to develop an evaluation and treatment plan.
f. Demonstrate the ability to monitor the response to therapeutic interventions.
g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
h. Educate patient and evaluate their comprehension of their treatment plan.
i. Participate with the health care team to provide patient care.

3. Interpersonal and Communication Skills
   a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
   b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
   c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
   d. Demonstrate the ability to put the patient and their family at ease.
   e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
   f. Use appropriate terminology/language with patient and family.
   g. Learn the documentation expectations the hospital or office.
   h. Demonstrate a personal self-awareness of their interaction with the patient.

4. Professionalism
   a. Display respect for peers.
   b. Demonstrate a team approach to treating patients.
   c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
   d. Dress appropriately:
      • Professional attire as defined in the institution’s dress code.
      • If personal clothing is worn, it should be washed after each shift.

5. Practice-Based Learning and Improvement
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. Systems-Based Practice
a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
d. Make appropriate referrals.
e. Arrange outpatient testing and follow-up with other providers.
f. Be aware of medication and treatment costs (direct patient costs).
g. Appreciate Patient's rights and responsibilities and that shared decision making improve understanding and compliance.
h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
i. Understand EMTALA and HIPAA.
j. Recognize how to reduce medical errors and patient and staff safety.
k. Recognize cost effective health care that does not compromise patient care.
l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
m. Understand and be able to discuss any medical disparities in the community being served.

7. **Osteopathic Philosophy and Osteopathic Manipulative Medicine**
   a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient's surroundings.
   b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
   c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
   d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
   e. Consider the application of OMT only if safe in the context of the patient's current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. **Grading – Calculations**
   1. Preceptor Grade 100%

**Please note the following:**
The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students must complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.10 Neurology

A. Introduction

The neurology rotation is you will be exposed to selected topics and patients in the area of neurological medicine. This is where you learn how to do focused History and Physical exams. These are done on patients with specific symptoms based on the patient's presenting complaint. You may need to only evaluate the specific reason for that visit. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

Goldman’s Cecil Medicine, 24th ed., Saunders

C. Other Resources

Suggested Text:

The Washington Manual of Medical Therapeutics, 34th ed., Lippincott Williams & Wilkins
Bradley’s Neurology in Clinical Practice, 6th ed., Saunders
Netter’s Neurology, 2nd ed., Saunders
Swaiman’s Pediatric Neurology: Principles and Practice, 5th ed., Elsevier

D. Didactic and Reading Assignments

While you are on this rotation you should read on the following topics:

1. Headaches and other head pain
2. Traumatic Brain Injury and Spinal Cord injury
3. Regional Cerebral Dysfunction: Higher Mental Functions
4. Alzheimer’s disease and Other Dementias
5. Epilepsies
6. Coma, Vegetative state and Brain Death
7. Disorders of Sleep
8. Approach to Cerebrovascular Diseases
9. Ischemic Cerebrovascular Diseases
10. Hemorrhagic Cerebrovascular Diseases
11. Parkinsonism
12. Other Movement Disorders
13. Amyotrophic Lateral Sclerosis and Other Motor Neuron Diseases
14. Multiple Sclerosis and Demyelinating Conditions
15. Meningitis: Bacterial, Viral and Other
16. Brain Abscess and Parameningeal Infections
17. Acute Viral Encephalitis
18. Nutritional and Alcohol-Related Neurologic Disorders
19. Autonomic Disorders and their management
20. Peripheral Neuropathies

E. Procedures and Clinical Skills

F. Logs – N/A

G. Core Competencies

1. Medical Knowledge
   a. Characterize the principles of history, physical examination and diagnostic interpretation of common problems encountered in neurology with emphasis on the neurologic and mental status exam including the pediatric developmental exam.
   b. Be able to identify the patient’s problem as being within the nervous system.
   c. Be able to localize the abnormal process within the general level of the nervous system (hemisphere, brain stem, cerebellum, spinal cord, peripheral nerve, myoneural nerve, myoneural junction or muscle).
   d. Assess the acuity and prognosis of the problem as it relates to the immediate management and the need for more expert assistance.
   e. Know the appropriate indication for special procedures in neurology and neuroradiology such as CT, MRI, arteriography, etc. EEG/EMG/sensory evoked responses, etc. lumbar puncture, caloric testing.
   f. Observe specific procedures such as lumbar puncture, skull and spine radiographs, audiologic testing.
   g. Have a special understanding of the neurologic disabilities of elderly patients and the importance of assessing, restoring, and maintaining functional capacity.

2. Patient Care
   a. Demonstrate how to approach a neurology patient.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.

h. Educate patient and evaluate their comprehension of their treatment plan.

i. Participate with the health care team to provide patient care.

3. **Interpersonal and Communication Skills**
   
a. Demonstrate ability to effectively communicate with acutely ill or injured patients.

b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.

c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.

d. Demonstrate the ability to put the patient and their family at ease.

e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.

f. Use appropriate terminology/language with patient and family.

g. Learn the documentation expectations of the hospital or office.

h. Demonstrate a personal self-awareness of their interaction with the patient.

4. **Professionalism**
   
a. Display respect for peers.

b. Demonstrate a team approach to treating patients.

c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.

d. Dress appropriately:
   - Professional attire as defined in the institution’s dress code.
   - If personal clothing is worn, it should be washed after each shift.

5. **Practice-Based Learning and Improvement**
   
a. Apply fundamental epidemiologic concepts to practice improvement.

b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.

c. Demonstrate ability to identify personal knowledge deficits.

d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.

e. Display commitment to continuous quality improvement.

f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   
a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.

b. Recognize how delivery systems differ: controlling health care costs, allocating resources.

c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
d. Make appropriate referrals.
e. Arrange outpatient testing and follow-up with other providers.
f. Be aware of medication and treatment costs (direct patient costs).
g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
i. Understand EMTALA and HIPAA.
j. Recognize how to reduce medical errors and patient and staff safety.
k. Recognize cost effective health care that does not compromise patient care.
l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
m. Understand and be able to discuss any medical disparities in the community being served.

7. Osteopathic Philosophy and Osteopathic Manipulative Medicine
a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient’s surroundings.
b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
e. Consider the application of OMT only if safe in the context of the patient’s current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. Grading – Calculations
   1. Preceptor Grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the
Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students **must** complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.11 Ophthalmology

A. Introduction

The ophthalmology rotation that you will be exposed to selected topics and patients in the area of ophthalmological medicine. This is where you learn how to do focused History and Physical exams. These are done on patients with specific symptoms based on the patient’s presenting complaint. You may need to only evaluate the specific reason for that visit. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

*Ophthalmic Surgery: Principles and Practice, 4th edition, Elsevier*

C. Other Resources

Suggested Text:

*Goldman’s Cecil Medicine, 24th ed., Saunders*

D. Didactic and Reading Assignments

You should read during this rotation the following and assignments from the Preceptor:

1. The evaluation and surgery of Cataracts
2. Corneal Surgery
3. Glaucoma evaluation and management medical and surgical
4. Laser surgery of the eye
5. Principles of vitreoretinal surgery
6. Retinal detachment and PVR
7. Proliferative diabetic retinopathy
8. Oncology

E. Procedures and Clinical Skills
F. Logs – N/A

G. Core Competencies

1. **Medical Knowledge**
   a. Identify common eye disorders such as blepharitis, conjunctivitis, hordeolum, foreign bodies, and trauma.
   b. Characterize appropriate screening methods to prevent sequelae from common conditions such as amblyopia, glaucoma.
   c. Recognize advanced forms of ophthalmologic testing and intervention e.g. fluorescein angiography, laser, etc.
   d. Conduct an appropriate history and physical examination of the eye and adnexal structures.
   e. Diagnose and treat common eye problems.
   f. Distinguish and refer those eye problems which require specialist care.
   g. Interpret simple measures of visual health such as visual acuity, intraocular pressure, visual fields, etc.
   h. Participate in ongoing care of patients being treated by ophthalmologists, i.e. diabetics, cataracts, glaucoma, etc.

2. **Patient Care**
   a. Demonstrate how to approach an ophthalmology patient.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
   g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
   h. Educate patient and evaluate their comprehension of their treatment plan.
   i. Participate with the health care team to provide patient care.

3. **Interpersonal and Communication Skills**
   a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
   b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
   c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
   d. Demonstrate the ability to put the patient and their family at ease.
   e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
   f. Use appropriate terminology/language with patient and family.
g. Learn the documentation expectations the hospital or office.

h. Demonstrate a personal self-awareness of their interaction with the patient.

4. **Professionalism**
   a. Display respect for peers.
   b. Demonstrate a team approach to treating patients.
   c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
   d. Dress appropriately:
      - Professional attire as defined in the institution’s dress code.
      - If personal clothing is worn, it should be washed after each shift.

5. **Practice-Based Learning and Improvement**
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
   d. Make appropriate referrals.
   e. Arrange outpatient testing and follow-up with other providers.
   f. Be aware of medication and treatment costs (direct patient costs).
   g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
   h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
   i. Understand EMTALA and HIPAA.
   j. Recognize how to reduce medical errors and patient and staff safety.
   k. Recognize cost effective health care that does not compromise patient care.
   l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
   m. Understand and be able to discuss any medical disparities in the community being served.

7. **Osteopathic Philosophy and Osteopathic Manipulative Medicine**
   a. Demonstrate Osteopathic diagnostic skills adapted to the physical
limitations of the patient's surroundings.
b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
e. Consider the application of OMT only if safe in the context of the patient's current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. Grading – Calculations
   1. Preceptor grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students must complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.12 Orthopedics

A. Introduction

The orthopedics rotation is unique in that you will be exposed to selected topics and patients who have disorders of the bones, joints, tendons, ligaments and muscles. This is where you will learn to do focused History and Physical exams one on patients with specific symptoms based on the patient’s presenting complaint. You may need to only evaluate the specific reason for that visit. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

*Practical Orthopedics*, 6th ed. Elsevier (access on Clinical Key)
*Essential Orthopaedics*, Saunders (access on Clinical Key)

C. Other Resources

Suggested Text:
*Imaging of the Musculoskeletal System*, Saunders
*Netter’s Orthopaedic Clinical Examination: An Evidence Based Approach*, 2nd ed., Saunders
*Tachdjian’s Pediatric Orthopaedics*, 5th ed., Saunders

D. Didactic and Reading Assignments

The reading assignment are listed below and there may be specific reading that your preceptor will require. The following are topics you should read to gain an appreciation of the discipline of Orthopedics. The textbook *Essential Orthopaedics* (English spelling) has 40 video that demonstrate evaluation and injections procedures for specific joints. The reading can be done in either of the two books listed above.

1. Orthopedic Physical Examination
2. Fractures General Management
3. The Shoulder
4. The Elbow
5. The Hip
6. The Knee
7. The Ankle and Foot
8. Infections of Bone and Joints
9. The Arthritides
10. Sports Medicine
12. Rehabilitation

E. Procedures and Clinical Skills

Joint injections indications and contraindications
Dose of medications for joint injections
Medications for pain control

F. Logs – N/A

G. Core Competencies

1. Medical Knowledge
   a. Identify sprains, fractures, congenital, and other orthopedic problems.
   b. Characterize those problems typically related to specific activities or lifestyles and their prevention.
   c. Recognize the range of surgical or bracing procedures utilized for various disorders.
   d. Perform a complete examination of the back, joints, extremities, and musculoskeletal system.
   e. Utilize and interpret imaging and other diagnostic studies of the musculoskeletal system.
   f. Diagnose and manage simple fractures and sprains, etc.
   g. Recognize and refer those musculoskeletal problems requiring specialist care.
   h. Evaluate and stabilize the emergency patient with musculoskeletal injury.
   i. Perform simple casting or splinting procedures.
   j. Assist with operative procedures as requested.

2. Patient Care
   a. Demonstrate how to approach an orthopedic patient.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
f. Demonstrate the ability to monitor the response to therapeutic interventions.
g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
h. Educate patient and evaluate their comprehension of their treatment plan.
i. Participate with the health care team to provide patient care.

3. **Interpersonal and Communication Skills**
   a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
d. Demonstrate the ability to put the patient and their family at ease.
e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
f. Use appropriate terminology/language with patient and family.
g. Learn the documentation expectations the hospital or office.
h. Demonstrate a personal self-awareness of their interaction with the patient.

4. **Professionalism**
   a. Display respect for peers.
b. Demonstrate a team approach to treating patients.
c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
d. Dress appropriately:
   - Professional attire as defined in the institution’s dress code.
   - If personal clothing is worn, it should be washed after each shift.

5. **Practice-Based Learning and Improvement**
   a. Apply fundamental epidemiologic concepts to practice improvement.
b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
c. Demonstrate ability to identify personal knowledge deficits.
d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
e. Display commitment to continuous quality improvement.
f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health
care professionals, health care organizations, and the larger society.
b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
d. Make appropriate referrals.
e. Arrange outpatient testing and follow-up with other providers.
f. Be aware of medication and treatment costs (direct patient costs).
g. Appreciate Patient's rights and responsibilities and that shared decision making improve understanding and compliance.
h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
i. Understand EMTALA and HIPAA.
j. Recognize how to reduce medical errors and patient and staff safety.
k. Recognize cost effective health care that does not compromise patient care.
l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
m. Understand and be able to discuss any medical disparities in the community being served.

7. Osteopathic Philosophy and Osteopathic Manipulative Medicine
a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient's surroundings.
b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
e. Consider the application of OMT only if safe in the context of the patient's current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. Grading – Calculations
   1. Preceptor Grade  100%

Please note the following:
The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to
complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

**Students must** complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.13 Otolaryngology

A. Introduction

During the otolaryngology rotation you will be exposed to a variety of diagnoses and patients that are seen and evaluated by the Otolaryngologist (ENT surgeon). This is where you learn the types of diagnoses and inpatient/outpatient surgeries that the ENT surgeon handles in their daily practice. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary to assist in diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

ENT Secrets, 4th ed., Elsevier Copyright 2016 (Clinical Key)

C. Other Resources

Suggested Text:

Pediatric Otolaryngology: The Requisites in Pediatrics, 1st ed., Mosby, Inc
Atlas of Head and Neck Surgery, Saunders

D. Didactic and Reading Assignments

- ENT Emergencies
- Deep Neck Infections
- Antimicrobials and Pharmacotherapy
- Snoring and Obstructive Sleep Apnea
- Facial Pain and Headache
- Skin Cancer
- Diseases of the Oral Cavity and Oropharynx
- Cancer of the Hypopharynx, Larynx, and Esophagus
- Diseases of the Thyroid and Parathyroid Glands
- Neck Dissection
The reading list above is for the 4 week rotation. If the student has a 2 week rotation it is recommended that the Preceptor assigns readings to be discussed from the list above or select journal articles. Other reading that the preceptor feels is important the student should add to the reading during this rotation.

E. Procedures and Clinical Skills

F. Logs – N/A

G. Core Competencies

1. Medical Knowledge
   a. Identify common problems related to the nose, throat, and pharynx, such as epistaxis, sinusitis, polyps, otitis, etc.
   b. Characterize common head and neck masses and their causes.
   c. Identify those head and neck problems requiring surgical treatment.
   d. Perform a complete head and neck examination.
e. Diagnose and treat common ENT infections and other disorders.
f. Refer for timely surgical management as appropriate.
g. Participate in care of hospitalized and operative patients.
h. Assist in airway management of emergency patients.
i. Interpret tympanograms, sinus films, audiograms, and other common ENT tests.

2. **Patient Care**
a. Demonstrate how to approach an ENT patient.
b. Demonstrate the ability to identify the chief complaint.
c. Perform a focused exam related to chief complaint.
d. Demonstrate effective patient management skills.
e. Demonstrate the ability to develop an evaluation and treatment plan.
f. Demonstrate the ability to monitor the response to therapeutic interventions.
g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
h. Educate patient and evaluate their comprehension of their treatment plan.
i. Participate with the health care team to provide patient care.

3. **Interpersonal and Communication Skills**
a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
d. Demonstrate the ability to put the patient and their family at ease.
e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
f. Use appropriate terminology/language with patient and family.
g. Learn the documentation expectations the hospital or office.
h. Demonstrate a personal self-awareness of their interaction with the patient.

4. **Professionalism**
a. Display respect for peers.
b. Demonstrate a team approach to treating patients.
c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
d. Dress appropriately:
   - Professional attire as defined in the institution’s dress code.
   - If personal clothing is worn, it should be washed after each shift.
5. **Practice-Based Learning and Improvement**
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
   d. Make appropriate referrals.
   e. Arrange outpatient testing and follow-up with other providers.
   f. Be aware of medication and treatment costs (direct patient costs).
   g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
   h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
   i. Understand EMTALA and HIPAA.
   j. Recognize how to reduce medical errors and patient and staff safety.
   k. Recognize cost effective health care that does not compromise patient care.
   l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
   m. Understand and be able to discuss any medical disparities in the community being served.

7. **Osteopathic Philosophy and Osteopathic Manipulative Medicine**
   a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient’s surroundings.
   b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
   c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
   d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
e. Consider the application of OMT only if safe in the context of the patient’s current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. Grading – Calculations
   1. Preceptor Grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students must complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.14 Physical Medicine & Rehabilitation

A. Introduction

During the PM&R rotation you will be exposed to selected topics and patients that require focused evaluation and care due to an alteration in their ability to function at home, work or in recreational activities. This is where you learn how to do focused History and Physical exam, evaluation of the patient physical disability and note the plan that is developed to address the deficit/injury. These are done on patients with specific symptoms based on the patients presenting complaint. You will normally need to only evaluate the specific reason for that visit. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

C. Other Resources

Suggested Text:
*Physical Medicine & Rehabilitation Secrets, 3rd ed.*, Mosby (on Clinical Key)
*Braddom’s Physical Medicine and Rehabilitation, 5th ed.*, Elsevier (Clinical Key)

The above two textbooks are very good references for the PM&R rotation. The *Braddom’s Physical Medicine and Rehabilitation* has 51 videos for your reference and offers detailed information on topics pertinent in PM&R.

*The Washington Manual of Medical Therapeutics, 34th ed.*, Lippincott Williams & Wilkins
*Goldman’s Cecil Medicine, 25th ed.*, Saunders

D. Didactic and Reading Assignments

All reading for this rotation should be based on the type of patients that are seen and assignments that are given to the student by the preceptor.
E. Procedures and Clinical Skills

F. Logs – N/A

G. Core Competencies

1. **Medical Knowledge**
   a. Understand and appreciate the anatomy and physiology of the central and peripheral nervous system as well as the muscular system.
   b. Understand basic management and rehabilitation and treatment of patients after stroke, traumatic brain injury, or spinal cord injury.
   c. Appreciate and understand the medical problems encountered by traumatic brain injury, spinal cord injury, or stroke.
   d. Provide primary conservative care of common musculoskeletal problems.
   e. Understand the initial workup and appropriate use of imaging techniques for musculoskeletal problems.
   f. Refine the skills with regards to the neuromusculoskeletal H&P.
   g. Understand the uses of allied health professionals and appreciate appropriate referrals.
   h. Observe electrodiagnostic studies and understand their potential benefits and limitations.
   i. Attempt to interface with Physical Therapy, Occupational Therapy, Speech Pathology, and Prosthetics.

2. **Patient Care**
   a. Demonstrate how to approach a PM&R patient.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
   g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
   h. Educate patient and evaluate their comprehension of their treatment plan.
   i. Participate with the health care team to provide patient care.

3. **Interpersonal and Communication Skills**
   a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
   b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
   c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
d. Demonstrate the ability to put the patient and their family at ease.
e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
f. Use appropriate terminology/language with patient and family.
g. Learn the documentation expectations the hospital or office.
h. Demonstrate a personal self-awareness of their interaction with the patient.

4. **Professionalism**
   a. Display respect for peers.
   b. Demonstrate a team approach to treating patients.
   c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
   d. Dress appropriately:
      - Professional attire as defined in the institution’s dress code.
      - If personal clothing is worn, it should be washed after each shift.

5. **Practice-Based Learning and Improvement**
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
   d. Make appropriate referrals.
   e. Arrange outpatient testing and follow-up with other providers.
   f. Be aware of medication and treatment costs (direct patient costs).
   g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
   h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
   i. Understand EMTALA and HIPAA.
   j. Recognize how to reduce medical errors and patient and staff safety.
   k. Recognize cost effective health care that does not compromise patient care.
I. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.

m. Understand and be able to discuss any medical disparities in the community being served.

7. Osteopathic Philosophy and Osteopathic Manipulative Medicine
   a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient’s surroundings.
   b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
   c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
   d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
   e. Consider the application of OMT only if safe in the context of the patient’s current medical condition and patient care environment.

H. COMAT Blueprint Information - N/A

I. Grading – Calculations
   1. Preceptor Grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.
Students **must** complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.15 Pulmonology

A. Introduction

The pulmonology rotation is unique in that you will be exposed to selected topics and patients in the area of pulmonological medicine. This is where you learn how to do focused History and Physical exams. These are done on patients with specific symptoms based on the patient’s presenting complaint. You will normally need to only evaluate the specific reason for that visit. You must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to rule in or out your diagnosis. You will then learn to develop a plan of treatment for specific medical conditions.

During your rotation you will be expected to learn specific procedures as outlined below. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. You will be expected to work as a team and to be a part of that team in taking care of seriously ill patients. You will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician. You must always remember you represent WVSOM in a professional manner on every rotation. It is important that students look and act professional during their rotation.

B. Required Textbooks

*Goldman’s Cecil Medicine, 25th ed.*, Saunders

C. Other Resources

Suggested Text:
*The Washington Manual of Medical Therapeutics, 35th ed.*, Lippincott Williams & Wilkins

*Clinical Respiratory Medicine, 4th ed.*, Elseviers/Saunders

*Principles of Pulmonary Medicine, 6th ed.*, Saunders

D. Didactic and Reading Assignments

- Imaging in Pulmonary Disease
- Respiratory Function: Mechanisms
- Disorders of Ventilatory Control
- Asthma
- Chronic Obstructive Pulmonary Disease
- Cystic Fibrosis
- Bronchiectasis, Atelectasis, Cysts and Localized Lung Disorders
- Alveolar Filling Disorders
- Interstitial Lung Disease
- Occupational Lung Diseases
- Physical and Chemical Injuries of the Lung
- Sarcoidosis
- Acute Bronchitis and Tracheitis
- Overview of Pneumonia
- Pulmonary Embolism
- Diseases of the Diaphragm, Chest Wall, Pleura and Mediastinum
- Obstructive Sleep Apnea
- Interventional and Surgical Approaches to Lung Diseases
- Approach to the Patient in Critical Care Setting
- Respiratory Monitoring in Critical Care
- Acute Respiratory Failure
- Mechanical Ventilation

E. Procedures and Clinical Skills

F. Logs – N/A

G. Core Competencies

1. **Medical Knowledge**
   a. Diagnose common lung problems utilizing history, physical exam, laboratory, imaging, and pulmonary function data.
   b. Learn to correctly interpret arterial blood gases, pulmonary function data, and imaging such as chest x-rays.
   c. Learn the indications for intubation and how to manage a patient on a ventilator.
   d. Manage patients with common problems related to pulmonology such as pneumonia, etc.
   e. Know when to refer the complicated patient.

2. **Patient Care**
   a. Demonstrate how to approach a pulmonology patient.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
   g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
   h. Educate patient and evaluate their comprehension of their treatment plan.
   i. Participate with the health care team to provide patient care.
3. **Interpersonal and Communication Skills**
   a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
   b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
   c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
   d. Demonstrate the ability to put the patient and their family at ease.
   e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
   f. Use appropriate terminology/language with patient and family.
   g. Learn the documentation expectations the hospital or office.
   h. Demonstrate a personal self-awareness of their interaction with the patient.

4. **Professionalism**
   a. Display respect for peers.
   b. Demonstrate a team approach to treating patients.
   c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
   d. Dress appropriately:
      - Professional attire as defined in the institution’s dress code.
      - If personal clothing is worn, it should be washed after each shift.

5. **Practice-Based Learning and Improvement**
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
   d. Make appropriate referrals.
e. Arrange outpatient testing and follow-up with other providers.
f. Be aware of medication and treatment costs (direct patient costs).
g. Appreciate Patient's rights and responsibilities and that shared decision making improve understanding and compliance.
h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
i. Understand EMTALA and HIPAA.
j. Recognize how to reduce medical errors and patient and staff safety.
k. Recognize cost effective health care that does not compromise patient care.
l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
m. Understand and be able to discuss any medical disparities in the community being served.

7. Osteopathic Philosophy and Osteopathic Manipulative Medicine
   a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient's surroundings.
   b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
   c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
   d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.
   e. Consider the application of OMT only if safe in the context of the patient's current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. Grading – Calculations
   1. Preceptor Grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the
form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students must complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.1.16 Wound Care

A. Introduction

During the wound care rotation the student will be exposed to patients with wounds in various stages of healing. This is where the student will learn to evaluate the wound, be able to obtain a history and perform a physical on patients to better understand the healing process as well as the treatment modalities available. The student must learn to gather important History and Physical data, develop a differential diagnosis and utilize ancillary tests to develop the treatment plan for the patient.

During the rotation the student will be expected to learn specific procedures used in the care of acute and chronic wound care. This rotation requires a student to be an effective communicator and to quickly organize and analyze medical information. The student is expected to work as part of the team. The student will be challenged to have a basic knowledge of clinical medicine and expected to read on topics of interesting cases or topics suggested by your attending physician.

B. Required Textbooks

*Essentials of Surgery, Becker,* Elsevier, Chapter 9 Wound Healing
*Wounds and Lacerations,* 4th ed., Elsevier

C. Other Resources

Suggested Text:
*The Washington Manual of Medical Therapeutics,* 34th ed., Lippincott Williams & Wilkins
*Goldman’s Cecil Medicine,* 25th ed., Saunders

D. Didactic and Reading Assignments

See Required Reading above.

E. Procedures and Clinical Skills

F. Logs – N/A

G. Core Competencies

1. **Medical Knowledge**
   a. Characterize the principles of history, physical examination and diagnostic interpretation of common problems encountered in the wound care setting.
b. Be able to develop an adequate differential diagnosis to include possibilities from any subspecialty.

c. Be able to create and implement an appropriate, cost-efficient diagnostic and treatment plan for common problems seen in the wound care department.

d. Be familiar with and able to carry out certain wound care techniques such as debridement and dressings.

e. Manage patients with common wound care problems including the use of medications and topical treatments.

f. Know when to refer the complicated patient.

2. Patient Care
   a. Demonstrate how to approach patients in the wound care department setting.
   b. Demonstrate the ability to identify the chief complaint.
   c. Perform a focused exam related to chief complaint.
   d. Demonstrate effective patient management skills.
   e. Demonstrate the ability to develop an evaluation and treatment plan.
   f. Demonstrate the ability to monitor the response to therapeutic interventions.
   g. Discuss with their attending the referral of the patient for subsequent healthcare services to insure proper transition of care including OMT.
   h. Educate patient and evaluate their comprehension of their treatment plan.
   i. Participate with the health care team to provide patient care.

3. Interpersonal and Communication Skills
   a. Demonstrate ability to effectively communicate with acutely ill or injured patients.
   b. Demonstrate ability to identify and communicate with family members, medical power of attorney, or person of authority to speak on behalf of the patient.
   c. Demonstrate the ability to identify the person with key information about the patient. Demonstrate the ability to identify themselves to the patient and their role in their care.
   d. Demonstrate the ability to put the patient and their family at ease.
   e. Consolidate and organize pertinent information for presentation to attending physician. Use the appropriate medical terminology while communicating with other medical staff. Demonstrate effective communication techniques with other members of the healthcare team and ancillary staff.
   f. Use appropriate terminology/language with patient and family.
   g. Learn the documentation expectations the hospital or office.
   h. Demonstrate a personal self-awareness of their interaction with the patient.

4. Professionalism
   a. Display respect for peers.
   b. Demonstrate a team approach to treating patients.
   c. Demonstrate responsibility, dependability, and reliability including being punctual and providing notification of an absence.
   d. Dress appropriately:
• Professional attire as defined in the institution’s dress code.
• If personal clothing is worn, it should be washed after each shift.

5. **Practice-Based Learning and Improvement**
   a. Apply fundamental epidemiologic concepts to practice improvement.
   b. Demonstrate understanding of medical informatics/Evidence-Based Medicine/Research.
   c. Demonstrate ability to identify personal knowledge deficits.
   d. Demonstrate ability to locate educational resources and strengthen personal medical knowledge.
   e. Display commitment to continuous quality improvement.
   f. Demonstrate ability to teach both peers and lay audiences.

6. **Systems-Based Practice**
   a. Recognize how patient care and professional practice affect other health care professionals, health care organizations, and the larger society.
   b. Recognize how delivery systems differ: controlling health care costs, allocating resources.
   c. Use patient-centered, equitable systems of care that recognize the need to reduce medical errors and improve patient safety.
   d. Make appropriate referrals.
   e. Arrange outpatient testing and follow-up with other providers.
   f. Be aware of medication and treatment costs (direct patient costs).
   g. Appreciate Patient’s rights and responsibilities and that shared decision making improve understanding and compliance.
   h. Describe the ramifications of limited patient financial resources and the need to apply for Medicaid assistance.
   i. Understand EMTALA and HIPAA.
   j. Recognize how to reduce medical errors and patient and staff safety.
   k. Recognize cost effective health care that does not compromise patient care.
   l. Understand how information technology is used to solve patient care problems, improve knowledge base, and develop case presentations and demonstrate these skills by utilizing the local Electronic Medical Record (EMR), on-line resources, and accessing local patient instruction protocols to provide patient instructions.
   m. Understand and be able to discuss any medical disparities in the community being served.

7. **Osteopathic Philosophy and Osteopathic Manipulative Medicine**
   a. Demonstrate Osteopathic diagnostic skills adapted to the physical limitations of the patient’s surroundings.
   b. Recognize and diagnose somatic dysfunction in the context of common patient pain presentations.
   c. Recognize and apply osteopathic treatment modalities appropriate to the orthopedic environment for somatic dysfunction.
d. Develop an appreciation for the need to treat the entire patient including emotional, spiritual, physical and family needs.

e. Consider the application of OMT only if safe in the context of the patient’s current medical condition and patient care environment.

H. COMAT Blueprint Information – N/A

I. Grading – Calculations
   1. Preceptor Grade 100%

Please note the following:

The preceptor (if an email address is on file) will receive an email with a link to the Clinical Education Grade Form to complete before the end of the rotation. The student needs to inquire if the preceptor/supervising physician has received the email with the link to the form. If the Preceptor/Supervising physician did not receive the email, then the student must provide a paper grade form to be completed and Faxed or mailed to the SWC regional office.

The student is responsible for ensuring that the Grade form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

Students must complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.
4.2 Electives

During the third year, students are permitted to select one (1), 4 week or two (2), 2 week elective rotations. All students are strongly encouraged to do at least fifty percent (50%) of all electives in the 3rd and 4th years with an osteopathic physician.

Electives in the areas of Pediatrics, Obstetrics/Gynecology, Ophthalmology, Radiology, Cardiology, Gastroenterology, Pathology, OP&P/OMT, ENT, Nephrology, and Dermatology are recommended during year three. More advanced subspecialties such as Critical Care, Orthopedics, Rheumatology, Plastic Surgery, Neurosurgery, etc., should be reserved for 4th year after the basic core rotations have been completed.

A confidential mid-rotation evaluation with the student and their supervising physician should be done verbally or in writing. Completion of the final end of rotation Clinical Education Grade Form by the supervising physician should be in the presence of the student, so that the medical student can benefit from a frank discussion of his/her abilities. The supervising physician should add comments on the second page of the Clinical Education Grade Form, using additional paper if necessary. If a competency has not been demonstrated, the supervising physician should so indicate.

It is important that the form be completed on the last day of the student's rotation and faxed, emailed or delivered promptly (the student may provide the Preceptor with a stamped envelope addressed to the SWC Regional office) to the appropriate WVSOM Statewide Campus office by the supervising physician:

The Clinical Education Grade Form should not be given to the student to return to the SWC.

The student is responsible for ensuring that the Grade Form is submitted in a timely fashion and should follow-up with the preceptor, if necessary.

For addresses and more detailed contact info, please see back of this manual.

Students must complete Preceptor/Site/Course Evaluations by the last day of the rotation. Failure to comply will result in a Professionalism report.

Throughout year 3 and 4 rotations, the student will not be permitted to participate with the same preceptor for more than 12 weeks. Also, the student will not be permitted to rotate more than 16 weeks in any specialty or subspecialty with the exception of Family Medicine, General Pediatrics and General Internal Medicine. For example, students wishing to rotate in orthopedics could use their surgery selective (4 weeks) in orthopedics and then no more than 12 weeks of elective time in orthopedics.
4.3 Student Involvement on Clinical Rotations

A student of the West Virginia School of Osteopathic Medicine is not a licensed physician, and therefore is not legally or ethically permitted to practice medicine. A student may be involved in assisting in the care of a patient, but only at the direction and guidance of a licensed physician. The physician is responsible for medical care of the patient and for approving and countersigning all orders, progress notes, etc., written by the student.

A student will not administer therapy or medication until a licensed physician has seen the patient and has confirmed the diagnosis. Before treatment is administered, the student’s orders must be countersigned.

Supervision of the student and his or her activities in the clinical setting is the direct responsibility of the supervising physician. Any educational activity involving patients can only be done when the supervising physician is immediately available on the premises to assist and direct the student’s activities.

Due to legal ramifications, the student should immediately report any violation of this policy to his/her WVSOM Statewide Campus office.

A student faced with a life-threatening emergency in the absence of the supervising physician should use his/her best judgment in rendering care until the supervising or other physician arrives.

In the event a supervising physician or other authorized and appropriately licensed and privileged staff supervisor physician is not available, the student shall cease patient care activities. If such situations are frequent, the student must notify his/her WVSOM Statewide Campus office.

Shadowing during years 3 and 4 is not allowed. If this is done outside of the student’s present rotation, it is not covered by malpractice insurance. For example, if the student’s preceptor is done for the day, the student may not go to the ER to see patients or go to the OR to scrub in on a case or observe.

Continuity of care for the patients a student sees while on a rotation in a hospital is important for gaining a deeper understanding of the patient’s diagnosis. When the student is on a hospital rotation and a patient on the preceptor’s service is scheduled for surgery or a diagnostic procedure, the student may seek permission to attend the procedure to observe. Permission must be obtained from both the student’s attending physician and the physician who will be performing the procedure. This approved observation would be considered to be part the current rotation, and as such, is covered by malpractice insurance.

If a student finds him or herself in a questionable situation, he/she should immediately contact his/her WVSOM Statewide Campus office.
4.4 Rotations with Relatives

No required or selective rotation will be approved with a family member. Only an elective rotation will be approved with a family member. Elective rotations with a relative should not exceed four (4) weeks. A family member is defined as: parent, sibling, aunt, uncle, cousin, grandparent, or relative-in-law.

4.5 Elective and Selective Request Form (ESR)

The ESR forms are available online and at each Statewide Campus regional office and are specific to each region. The online version may be obtained by logging on to eMedley. The form can be found in the eKeeper application under Reference Documents.

PLEASE NOTE THAT A ROTATION IS NOT APPROVED UNTIL ALL PAPERWORK IS COMPLETED, IN THE STATEWIDE CAMPUS OFFICE, AND RECORDED ON THE ONLINE SCHEDULE. TO AVOID THE CONSEQUENCES OF PARTICIPATING IN AN UNAPPROVED ROTATION, STUDENTS MUST BE AWARE OF THE FOLLOWING:

1. Students may not start a rotation unless it appears on the online schedule.
2. No credit will be given for an unapproved rotation.
3. No student liability coverage is extended for an unapproved rotation.

The ESR form is to be used as a method of rotation confirmation for a student’s 3rd year elective and 4th year selective and elective rotations. The completion and timely submission of the ESR form is the responsibility of the student. Students should contact their Statewide Campus Director or Administrative Assistant to discuss the ESR form and any additional steps required when requesting rotations. For most rotations the following steps should be used to set up a rotation.

1. The student should complete the student portion of the ESR and send it to their regional Statewide Campus (SWC) staff when requesting a rotation from a facility.
2. The regional SWC staff will check to see if there is an active Affiliation Agreement in place with the site (facility).
3. If an Affiliation Agreement is not in place at WVSOM with the facility, the regional SWC staff will send an Affiliation Agreement to the site to be signed by a legal representative of that facility.
4. Once the Affiliation Agreement has been completed, or if WVSOM has a prior agreement that is active, the ESR will be sent to the facility for the appropriate signature and confirmation of the rotation.
5. It is only after the rotation is confirmed with a properly executed Affiliation Agreement in place, that the SWC staff can notify the student and place the approved rotation on the student’s online schedule.
6. Should the rotation be denied or an affiliation agreement between WVSOM and the rotation site fail to be executed, the student will be notified by the SWC staff.

The Affiliation Agreement process often takes several months, involving legal representatives from WVSOM and the rotation facility to negotiate specific language. The student portion of the ESR form must be submitted to the SWC office at least 90 days prior to the start of the rotation to ensure adequate time for all documents to be returned. Failure to follow this procedure will result in the student being listed as on vacation or unscheduled if their vacation is used up. This may result in the delay of the student’s graduation.

4.6 WVSOM Scheduling Policy

Required Year 3 rotations are scheduled for the student through the student’s Statewide Campus office and cannot be changed.

Electives and Selectives are scheduled by the student as follows:

- Complete an Elective and Selective Rotation Request Form (ESR Form) for each rotation. This form, specific to your Statewide Campus office, may be obtained by logging on to eMedley. The form can be found in the eKeeper application under Reference Documents.

- An ESR Form, Affiliation Agreement and all other required documentation must be completed before the rotation will be approved by the Statewide Campus regional office.

- If a student would like to schedule an elective or selective rotation within the statewide system they must complete an ESR form and submit it to their regional director. Their regional director will then contact the region of the rotation to make arrangements. In this situation, students are not to contact preceptors.

You cannot change rotations once your rotation has been approved by the rotation site and added to the student schedule.

Electives and Selectives must meet the requirements as stated in the Clinical Education Manual.

COMPLETED is defined as:
All information on the ESR Form has been legibly completed.

If ANY requested information is not supplied on the form at the time it is turned in, the ESR Form will not be accepted.
IF APPROVED PAPERWORK FROM THE ROTATION SITE IS NOT RECEIVED BY THE STATEWIDE CAMPUS OFFICE AT LEAST 7 DAYS BEFORE THE START DATE OF THE ROTATION:

1. THE STUDENT WILL BE PLACED ON VACATION. IF A STUDENT HAS NO REMAINING VACATION TIME, THE STUDENT WILL HAVE “UNSCHEDULED” PLACED ON THEIR SCHEDULE. THIS MAY RESULT IN THE DELAY OF THE STUDENT GRADUATING.

4.7 Limits on Rotations

Throughout 3rd and 4th year rotations, the student will not be permitted to participate with the same preceptor for more than 12 weeks. Also, the student will not be permitted to rotate more than 16 weeks in any specialty or subspecialty with the exception of Family Medicine, General Pediatrics and General Internal Medicine. For example, students wishing to rotate in orthopedics could use their surgery selective (4 weeks) in orthopedics and then no more than 12 weeks of elective time in orthopedics. Students may exceed the 16 week limit by submitting an Exception Request Form to do no more than 4 weeks of an additional Elective 5 rotation using no more than 4 weeks of their vacation time.

4.8 Elective 5

During the fourth year, students are permitted to use up to 4 weeks of vacation time for rotations. It is permissible for these 4 weeks to supercede the 16 week limit on rotations in any specialty or subspecialty:

1. Students must submit an Exception Request Form to substitute Elective 5 for vacation time.
2. Please note: The procedure for scheduling Elective 5 rotations is the same as for any Elective or Selective.
3. Students may not start an Elective 5 rotation until it is posted to their online schedule.
4. The Elective 5 rotation grade will be recorded on the student’s transcript, but will not count toward the student’s GPA or toward Class Rank.
4.9 Scheduling Rotations for Residency Auditions

Open blocks of time, particularly between July and December of the 4th year, can be used to schedule rotations at institutions that have Graduate Medical Education (GME) programs in which you are interested.

Students will want to contact the GME office at their institutions of interest no later than spring of the 3rd year, to be aware of all deadlines for interviews and internship and residency program applications. Checking the web is a good place to begin.

For AOA Programs: http://opportunities.osteopathic.org/

For AMA Programs: https://www.ama-assn.org/life-career/search-ama-residency-fellowship-database

If any rotations are scheduled during the 3rd-year OSCE re-education time and a student is required to participate in the OSCE re-education, the student will have to leave the rotation to attend re-education (no exceptions).
4.10 Mandatory Time Off and Vacation

Class of 2020

Mandatory Time Off

- The week prior to graduation week and the week of graduation:
  - Weeks of 5/18/20 – 5/29/20 (2 weeks)

If a student is off-cycle and would like to remain on rotation the week of 5/18/19 – 5/22/19, a written request must be submitted to the Vice President for Academic Affairs and Dean with a copy to the Statewide Campus office.

Permitted Time Off

- In the 4th year students are permitted 2 days off to take COMLEX 2-CE and COMLEX PE (if not taken during vacation) during rotations for each exam (unless taken consecutively). Students should seek approval from their preceptor regarding these absences and notify their Statewide Campus office of the test dates and locations once scheduled. Students are not permitted to take days off from rotation for any reason unless approval is given by the Regional Assistant Dean and Director via the Exception Request Form. Students are responsible for scheduling all NBOME exams.

Vacation

3rd Year
- 4 weeks of vacation scheduled during “open blocks” of time. Vacation may be taken in 2 or 4 week increments.

4th Year
- 8 weeks of vacation scheduled by the student. Vacation may be taken in 1 or more week increments.
4.11 Exception Request

An Exception Request Form must be completed for any exception regarding scheduling or policy/procedures. This form is available online or from your Statewide Campus office. The request must be approved by the Statewide Campus Director, who will then forward the request to the Statewide Campus Assistant Dean for final approval.

The form may be obtained by logging on to eMedley. The form can be found in the eKeeper application under Reference Documents.

An Exception Request Form must be approved by the Regional Assistant Dean prior to missing any days of a rotation that are planned or immediately after being absent due to illness. In the case of illness the Statewide Campus office and preceptor must be notified of the absence on the 1st day of illness. The Regional Assistant Dean will determine if the Exception Request will be approved and will direct the student as to the makeup plan that will be required.

4.12 West Virginia Rural Rotation Request and Resources

Student Requirements for Rural Rotations:

Since the fall of 1994, all health sciences students in the University System of West Virginia schools and programs have been required to complete rural rotations. The requirements for the rural are as follows:

WVSOM students must complete 12 weeks of rural rotations during the 3rd and 4th years. At least 8 weeks of the 12 weeks must be within the State of West Virginia as defined by HEPC. Rural rotations outside of West Virginia are approved by the SWC office. The Statewide Campus offices have the most recent requirements and information of areas that meet the requirement.
## Student Rotation Worksheet

### Class of 2020 Third Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Rotation</th>
<th>Date</th>
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<th>Rotation</th>
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</tbody>
</table>

**Pre/Posttest (FM and OPP)**

- Family Medicine I * Required 8 weeks
- Internal Medicine I Required 4 weeks
- Internal Medicine II Required 4 weeks
- Pediatrics I Required 4 weeks
- Psychiatry Required 4 weeks
- Surgery I Required 4 weeks
- Emergency Medicine Required 4 weeks
- OB/GYN Required 4 weeks
- Dean’s Selective 4 weeks
- Elective 1 4 weeks
- Vacation 4 weeks
- Board Study 4 weeks

*H&P (Due 5th week of the Family Medicine I rotation)

Must complete EHR OMT SOAP Note on Stockey Rotation

**Note:** All rotations start on a Monday and end on a Friday. The dates posted above are all Mondays. Year 3 Orientation will be held June 18-June 29, 2018.
### Student Rotation Worksheet

#### Class of 2020 Fourth Year

<table>
<thead>
<tr>
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<td>Internal Medicine III</td>
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<tr>
<td>Family Medicine II</td>
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<tr>
<td>Surgery III</td>
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<td>Elective 4</td>
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<tr>
<td>Vacation</td>
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*Mandatory time off 1 week - Graduation off 1 week*  
*Graduation is May 30, 2020*

James R. Stookey OMT rotation 3rd and 4th Year. Must complete EHR OMT SOAP Note.

**Family Medicine II**
- Must be Rural and/or w/D.O. depending on Family Medicine I
- H&P due 5th week of this rotation
- Must be 8 weeks together
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<tr>
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Family Medicine I Required 8 weeks Pre/Posttest (FM and OPP)
Internal Medicine I Required 4 weeks
Internal Medicine II Required 4 weeks Pre/Posttest
Pediatrics I Required 4 weeks Pre/Posttest
**Pediatrics II** Selective 4 weeks
Psychiatry Required 4 weeks Pre/Posttest
Surgery I Required 4 weeks Pre/Posttest
OB/GYN Required 4 weeks Pre/Posttest
**Surgery 3/OB-GYN** Selective 2 weeks
Dean's Selective 4 weeks
**Elective 1** 2 weeks
Vacation 4 weeks
Board Study 3 weeks

James R. Stookey requirement for 3rd year will be scheduled depending upon availability of preceptor. Must complete EHR OMT SOAP Note as part of Stookey requirement.

Note: All rotations start on a Monday and end on a Friday. The dates posted above are all Mondays. Year 3 Orientation will be held June 25 - June 29, 2018.

Highlighted Rotations are different from Traditional WVSOM Student Scheduling.
<table>
<thead>
<tr>
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**Emergency Medicine**  
**Required**  
4 weeks (To Be Completed 4th Year)

Family Medicine 2  
Selective  
8 weeks

Internal Medicine 3  
Selective  
4 weeks

Internal Medicine 4  
Selective  
4 weeks

Surgery 2  
Selective  
4 weeks

Surgery 3  
Selective  
2 weeks (Completed 2 weeks in 3rd Year)

Pediatrics 2  
Selective  
0 weeks (Completed 4 weeks in 3rd Year)

Elective 1  
Elective  
2 weeks (To Be Completed in 4th Year)

Elective 2  
Elective  
4 weeks

Elective 3  
Elective  
4 weeks

Elective 4  
Elective  
2 weeks

Vacation  
Elective  
8 weeks

James R. Stookey requirement must be done 4th year under a DO Physician. Must complete EHR OMT SOAP Note.

Family Medicine 2  
* Must be with a DO (rural requirement met with FM1 for BMC students)  
* Must be 8 weeks consecutive

OMT Case Study due 5th week of this rotation

Family Medicine Patient & Procedure Log due at the end of this rotation (see syllabus)

Mandatory time off – 5/18/20 to 5/22/20 and Graduation Week – 5/25/20 to 5/29/20

Highlighted Rotations are different from Traditional WVSOM Student Scheduling
Educational Agreement

ELECTIVE and SELECTIVE ROTATION REQUEST FORM

Please return to:
WVSOM (West Virginia School of Osteopathic Medicine)
Mistie Crowder, SWC Administrative Assistant
St. Mary’s Medical Center, #6022
2900 First Avenue
Huntington, WV 25702
Phone: 304.399.7591
FAX: 304.399.7593
mstewart@osteo.wvsom.edu

SECTION I – TO BE COMPLETED BY STUDENT AND SENT TO STATEWIDE CAMPUS OFFICE

*PLEASE MAKE SURE YOU COMPLETE ALL SECTIONS OF THE EDUCATIONAL AGREEMENT, OTHERWISE YOUR SWC WILL NOT BE ABLE TO COMPLETE YOUR REQUEST*

Please Print or Type:  
Student Name: ___________________________ Class Year: _______

WVSOM Email: __________________________ Cell: __________________

Elective IM3 IM4 Surg 2 Surg 3 FM2 Peds 2 Vacation

Rotation/Specialty: __________________________ Dates: Beginning ______ Ending ______

I need housing: YES ______ NO ______ if housing is NOT available, I still want rotation? YES ______ NO ______

(Marking “YES” does NOT confirm that housing will be available to you)

Preceptor Name: __________________________ Degree: _______

Phone Number: __________________________ Fax Number: _______

Address: __________________________
City: __________________________ State: _______ Zip: _______

Preceptor Email Address: __________________________

Hospital/Clinic Name: __________________________

Contact Person: __________________________ Email Address: __________________________

Phone Number: __________________________ Fax Number: _______

Address: __________________________
City: __________________________ State: _______ Zip: _______

SECTION II – TO BE COMPLETED BY PRECEPTOR, DME, OR DESIGNEE AND MAILED OR FAXED TO WVSOM AT ABOVE ADDRESS OR FAX NUMBER

Is housing available for the student? YES ______ NO ______ by marking “YES” you are confirming that the student will have housing for the dates of this clerkship as listed in Section I.

Send Good Standing Letter to: __________________________ Title: __________________________
Address IF different from Hospital/Clinic stated above: __________________________

THIS IS TO CERTIFY THAT THE ABOVE NAMED STUDENT HAS BEEN

☑ ACCEPTED ☐ DENIED

FOR THE CLINICAL ROTATION LISTED DURING THE DATES SPECIFIED.

Signature __________________________ Date: __________

WVSOM/CLIN ED/SWC/FORMS/ESR

UPDATED: 06/13/18
Educational Agreement

ELECTIVE and SELECTIVE ROTATION REQUEST FORM

Please return to:
WVSOM (West Virginia School of Osteopathic Medicine)
Cindy Stowen, SWC Administrative Assistant
Raleigh General Hospital-WVSOM
1710 Harper Road
Beckley, WV 25801
Phone: 304.256.4400
FAX: 304.254.3018
cstowers@osteowvsom.edu

SECTION I - TO BE COMPLETED BY STUDENT AND SENT TO STATEWIDE CAMPUS OFFICE

*PLEASE MAKE SURE YOU COMPLETE ALL SECTIONS OF THE EDUCATIONAL AGREEMENT, OTHERWISE YOUR SWC WILL NOT BE ABLE TO COMPLETE YOUR REQUEST*

Please Print or Type: First Middle Last

Student Name

WVSOM Email

Cell:

Elective IM3 IM4 Surg 2 Surg 3 FM2 Peds 2 Vacation

Rotation/Specialty:

Dates: Beginning Ending

I need housing: YES NO If housing is NOT available, I still want rotation? YES NO

(Marking “YES” does NOT confirm that housing will be available to you)

Preceptor Name:

Degree:

Phone Number: Fax Number:

Address:

City: State: Zip:

Preceptor Email Address:

Hospital/Clinic Name:

Contact Person: Email Address:

Phone Number: Fax Number:

Address:

City: State: Zip:

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Address IF different from Hospital/Clinic stated above: ____________________________

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☐ ACCEPTED ☐ DENIED

FOR THE CLINICAL ROTATION LISTED DURING THE DATES SPECIFIED.

Signature ____________________________ Date: ____________________________

WVSOM/CLIN ED/SWC/FORMS/ESR

UPDATED: 09/13/18
Educational Agreement

ELECTIVE and SELECTIVE CLERKSHIP REQUEST FORM

Please return to:
WVSOM (West Virginia School of Osteopathic Medicine)
Carolyn Cox, MA Statewide Campus Regional Director
WVU Health Sciences, Eastern Division
2500 Foundation Way
Martinsburg, WV 25401
ccox@osteo.wvsom.edu
Phone: 304.596.6334
FAX: 304.267.0642

SECTION I - TO BE COMPLETED BY STUDENT AND SENT TO STATEWIDE CAMPUS OFFICE

*PLEASE MAKE SURE YOU COMPLETE ALL SECTIONS OF THE EDUCATIONAL AGREEMENT, OTHERWISE YOUR SWC WILL NOT BE ABLE TO COMPLETE YOUR REQUEST*

Please Print or Type: First Middle Last

Student Name: ___________________________________________ Class Year: __________

WVSOM Email: ___________________________________________ Cell: __________________

Elective BM3 BM4 Surg 2 Surg 3 FM2 Peds 2 Vacation

Rotation/Specialty: __________________________ Dates: Beginning __________ Dates: Ending __________

I need housing: YES NO If housing is NOT available, I still want rotation? YES NO

(Marking “YES” does NOT confirm that housing will be available to you)

Preceptor Name: __________________________________________ Degree: __________

Phone Number: __________________________ Fax Number: __________________________

Address: _____________________________________________________________

City: __________________________ State: __________ Zip: __________

Preceptor Email Address: __________________________

Hospital/Clinic Name: __________________________________________

Contact Person: __________________________ Email Address: __________________________

Phone Number: __________________________ Fax Number: __________________________

Address: _____________________________________________________________

City: __________________________ State: __________ Zip: __________

SECTION II – TO BE COMPLETED BY PRECEPTOR, DME, OR DESIGNEE AND MAILED OR FAXED TO WVSOM AT ABOVE ADDRESS OR FAX NUMBER

Is housing available for the student? YES NO By marking “YES” you are confirming that the student will have housing for the dates of this clerkship as listed in Section I.

Send Good Standing Letter to: __________________________________________ Title: __________

Address: IF different from Hospital/Clinic stated above: __________________________

______________________________
THIS IS TO CERTIFY THAT THE ABOVE NAMED STUDENT HAS BEEN

☐ ACCEPTED ☐ DENIED

FOR THE CLINICAL ROTATION LISTED DURING THE DATES SPECIFIED.

Signature: __________________________________________ Date: __________

WVSOM/CLIN ED/SWC/FORMS/ESR

UPDATED: 10/4/17

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# Educational Agreement

**ELECTIVE and SELECTIVE ROTATION REQUEST FORM**

Please return to:
WVSOM (West Virginia School of Osteopathic Medicine)
Karen Sadd, SWC Regional Director
CAMC Memorial; WVU Bldg. Room 3012
3110 MacCorkle Avenue, SE
Charleston, WV 25304
Phone: 304.720.8833
FAX: 304.720.8831
ksadd@osteowvsom.edu

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**SECTION I - TO BE COMPLETED BY STUDENT AND SENT TO STATEWIDE CAMPUS OFFICE**

*PLEASE MAKE SURE YOU COMPLETE ALL SECTIONS OF THE EDUCATIONAL AGREEMENT, OTHERWISE YOUR SWC WILL NOT BE ABLE TO COMPLETE YOUR REQUEST*

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<th>Surg 3</th>
<th>FM2</th>
<th>Peds 2</th>
<th>Vacation</th>
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<tr>
<th>Rotation/Specialty:</th>
<th>Dates: Beginning</th>
<th>Dates: Ending</th>
</tr>
</thead>
</table>

I need housing: YES ____ NO ____ If housing is NOT available, I still want rotation? YES ____ NO ____

(Marking “YES” does NOT confirm that housing will be available to you)

<table>
<thead>
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<th>Preceptor Name</th>
<th>Degree:</th>
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Preceptor Email Address:

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**SECTION II - TO BE COMPLETED BY PRECEPTOR, DME, OR DESIGNEE AND MAILED OR FAXED TO WVSOM AT ABOVE ADDRESS OR FAX NUMBER**

Is housing available for the student? YES ____ NO ____ By marking “YES” you are confirming that the student will have housing for the dates of this clerkship as listed in Section I.

Send Good Standing Letter to: ___________________________ Title: ___________________________

Address IF different from Hospital/Clinic stated above: ___________________________

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**THIS IS TO CERTIFY THAT THE ABOVE NAMED STUDENT HAS BEEN**

☑ ACCEPTED ☐ DENIED

**FOR THE CLINICAL ROTATION LISTED DURING THE DATES SPECIFIED.**

Signature: ___________________________ Date: __________________

WVSOM/CLIN ED/SWC/FORMS/ESR

UPDATED: 05/12/17
Educational Agreement

ELECTIVE and SELECTIVE ROTATION REQUEST FORM

Please return to:
WVSOM (West Virginia School of Osteopathic Medicine)
Mary Beth Fitch, SWC Regional Director
Room 230, Ed & Admin. Building
2000 Eoff Street
Wheeling, WV 26003
mitch@osteowvsom.edu
Phone: 304.231.3842
FAX: 304.234.4455

SECTION I - TO BE COMPLETED BY STUDENT AND SENT TO STATEWIDE CAMPUS OFFICE

*PLEASE MAKE SURE YOU COMPLETE ALL SECTIONS OF THE EDUCATIONAL AGREEMENT. OTHERWISE YOUR SWC WILL NOT BE ABLE TO COMPLETE YOUR REQUEST*

Please Print or Type:  First           Middle           Last

Student Name: ___________________________          Class Year: ______

WVSOM Email: ___________________________          Cell: ___________________________

Elective ______ Selective ______ Rotation/Specialty: ___________________________

Dates: Beginning: ___________________________  Ending: ___________________________

I need housing: YES  NO  If housing is NOT available, I still want rotation?  YES  NO

(Marking "YES" does NOT confirm that housing will be available to you)

Preceptor Name: ___________________________          Degree: ___________________________

Phone Number: ___________________________          Fax Number: ___________________________

Address: ___________________________

City: ___________________________          State: ___________________________          Zip: ___________________________

Preceptor Email Address: ___________________________

Hospital/Clinic Name: ___________________________

Contact Person: ___________________________          Email Address: ___________________________

Phone Number: ___________________________          Fax Number: ___________________________

Address: ___________________________

City: ___________________________          State: ___________________________          Zip: ___________________________

SECTION II – TO BE COMPLETED BY PRECEPTOR, DME, OR DESIGNEE AND MAILED OR FAXED TO WVSOM AT ABOVE ADDRESS OR FAX NUMBER

Is housing available for the student? YES  NO  By marking "YES" you are confirming that the student will have housing for the dates of this clerkship as listed in Section I.

Send Good Standing Letter to: ___________________________          Title: ___________________________

Address IF different from Hospital/Clinic stated above: ___________________________

THIS IS TO CERTIFY THAT THE ABOVE NAMED STUDENT HAS BEEN

☐ ACCEPTED  ☐ DENIED

FOR THE CLINICAL ROTATION LISTED DURING THE DATES SPECIFIED.

Signature: ___________________________          Date: ___________________________

WVSOM/ClinEd/SWC/Forms/ESR

UPDATED: 9/21/16

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Educational Agreement

ELECTIVE and SELECTIVE ROTATION REQUEST FORM

Please return to:
WVSOM (West Virginia School of Osteopathic Medicine)
Joan Gates, SWC Regional Director
WVSOM, Central West Region
936 Market Street, 2nd Floor
Parkersburg, WV 26101
Phone: 304.428.4930
FAX: 304.428.4940
jgates@osteowvsom.edu

SECTION I – TO BE COMPLETED BY STUDENT AND SENT TO STATEWIDE CAMPUS OFFICE

“PLEASE MAKE SURE YOU COMPLETE ALL SECTIONS OF THE EDUCATIONAL AGREEMENT, OTHERWISE YOUR SWC WILL NOT BE ABLE TO COMPLETE YOUR REQUEST.”

Please Print or Type:

First              Last
Student Name                                               Class Year:
WVSOM Email                                                Cell:

Elective IM3 IM4 Surg 2 Surg 3 FM2 Peds 2 Vacation
Rotation/Specialty: Dates: Beginning Dates: Ending

I need housing: YES  NO  if housing is NOT available, I still want rotation? YES  NO

(Marking “YES” does NOT confirm that housing will be available to you)

Preceptor Name:  Degree:
Phone Number:  Fax Number:  
Address:
City:  State:  Zip:  
Preceptor Email Address:

Hospital/Clinic Name:
Contact Person:  Email Address:  
Phone Number:  Fax Number:  
Address:
City:  State:  Zip:  

SECTION II – TO BE COMPLETED BY PRECEPTOR, DME, OR DESIGNEE AND MAILED OR FAXED TO WVSOM AT ABOVE ADDRESS OR FAX NUMBER

Is housing available for the student? YES  NO  by marking “YES” you are confirming that the student will have housing for the dates of this clerkship as listed in Section I.

Send Good Standing Letter to:  Title:
Address IF different from Hospital/Clinic stated above:


THIS IS TO CERTIFY THAT THE ABOVE NAMED STUDENT HAS BEEN

☑ ACCEPTED  ☐ DENIED

FOR THE CLINICAL ROTATION LISTED DURING THE DATES SPECIFIED.

Signature: ____________________________ Date: ___________

WVSOM/CLIN ED/SWC/FORMS/ESR  UPDATED:05/12/17
Educational Agreement

ELECTIVE and SELECTIVE ROTATION REQUEST FORM

Please return to:
WVSOM (West Virginia School of Osteopathic Medicine)
Adrienne Tucker, SWC Regional Director
Davis Medical Center
Physicians Professional Building
909 Gorman Avenue, Suite 102
Elkins, WV 26241
Phone: 304.637.3740
FAX: 304.637.3436
stucker@osteo.wvsom.edu

SECTION I – TO BE COMPLETED BY STUDENT AND SENT TO STATEWIDE CAMPUS OFFICE

“PLEASE MAKE SURE YOU COMPLETE ALL SECTIONS OF THE EDUCATIONAL AGREEMENT, OTHERWISE YOUR SWC WILL NOT BE ABLE TO COMPLETE YOUR REQUEST”

Please Print or Type: First Middle Last Class Year:_______

WVSOM Email ___________________________ Cell: ___________________________

Elective IM3 IM4 Surg 2 Surg 3 FM2 Peds 2 Vacation

Rotation/Specialty: ___________________________ Dates: Beginning ___________________________ Dates: Ending ___________________________

I need housing: YES ___ NO ___ if housing is NOT available, I still want rotation? YES ___ NO ___

(Marking “YES” does NOT confirm that housing will be available to you)

Preceptor Name: ___________________________ Degree:_________________________

Phone Number: ___________________________ Fax Number: ___________________________

Address: ___________________________ City: ___________________________ State: ________ Zip: ___________________________

Preceptor Email Address: ___________________________

Hospital/Clinic Name: ___________________________

Contact Person: ___________________________ Email Address: ___________________________

Phone Number: ___________________________ Fax Number: ___________________________

Address: ___________________________ City: ___________________________ State: ________ Zip: ___________________________

SECTION II – TO BE COMPLETED BY PRECEPTOR, DME, OR DESIGNEE AND MAILED OR FAXED TO WVSOM AT ABOVE ADDRESS OR FAX NUMBER

Is housing available for the student? YES ___ NO ___ by marking “YES” you are confirming that the student will have housing for the dates of this clerkship as listed in Section I.

Send Good Standing Letter to: ___________________________ Title: ___________________________

Address IF different from Hospital/Clinic stated above: ___________________________

__________________________
Signature

__________________________
Date: ___________________________

WVSOM/CLIN ED/SWC/FORMS/ESR

UPDATED: 05/12/17
EXCEPTION REQUEST FORM

Today's Date____________________

Date received by Statewide Campus office ____________________

Student Name:__________________________________________

Rotation
Dates_________ to_________ Rotation________________________

*Must be submitted in advance of all proposed rotation or educational absences (if acutely ill, first notify preceptor and SWC regional office, then submit form as soon as reasonably possible) and any requested exception to current policies or procedures.

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Approved ____ Disapproved ________________

Comments:________________________________________________________________________

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Approved ____ Disapproved ________________

Comments:________________________________________________________________________

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Statewide Campus Director __ Date ________________

Statewide Campus Asst. Dean __ Date ________________

Referred to Associate Dean

Comments:________________________________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

Approved ____ Disapproved ________________

Statewide Campus Assoc. Dean __ Date ________________

Revised 5/1/2018
REQUEST FOR TRANSCRIPT

(FIRST TRANSCRIPT IS FREE)

Signature of Student/Graduate: ____________________________________________

Student’s/Graduate’s Name: ______________________________________________
(Printed)

No. & Street: ____________________________________________________________

City, State & Zip Code: __________________________________________________

Email Address or Phone Number: __________________________________________

Currently Enrolled: YES ___ NO ___ Date of Request: _______________________

Year of Graduation: ______________________________________________________

(Please select from the following choices)

Official Transcript: $6.00

Unofficial Transcript: $6.00

Unofficial Transcript - Faxed to Recipient: $8.00

Official/Unofficial Transcript & NBOME Scores: $10.00

Official/Unofficial Transcript & NBOME Scores - Faxed to Recipient: $10.00

NBOME Scores Only (Level 1 and/or Level 2): $5.00

NBOME Scores Only (Level 1 and/or Level 2) - Faxed to Recipient: $5.00

Diploma Copy: $6.00

Diploma Copy - Faxed to Recipient: $6.00

Special Delivery/Overnight Delivery (Plus regular fees as appropriate): $20.00

This request must be signed and the name printed below the signature. Also, all incomplete requests will be returned to the student/graduate for completion (example: no payment, no signature, lack of complete address).

1. _____________________________________________ 4. ____________________________
   _____________________________________________
   _____________________________________________

2. _____________________________________________ 5. ____________________________
   _____________________________________________
   _____________________________________________

3. _____________________________________________ 6. ____________________________
   _____________________________________________
   _____________________________________________

9/13/12
SECTION VI STUDENT POLICIES AND PROCEDURES

6.1 Academic

Please refer to institutional policies as appropriate.
Leave of Absence Policy E 26 (6.1.3)
Dismissal Policy E 24 (6.1.4)
Student Academic Responsibilities E 08 (6.1.5)
Student Attendance Policy E 09 (6.1.6)

To view all institutional student related policies, log onto the WVSOM web page and access the following: [http://www.wvsom.edu/OMS/student-policies](http://www.wvsom.edu/OMS/student-policies)

6.1.1 Illness

Should a student incur an illness during the course of a clinical rotation, he/she must immediately notify the appropriate preceptor and Statewide Campus office if they will be absent from or will be late to their rotation. When the illness results in an absence of more than two days, the student must be seen by a physician and obtain documentation (return to work document). The Statewide Campus Assistant Dean and preceptor must receive this documentation within five business days of the absence. If the Statewide Regional Assistant Dean does not receive the documentation within the five days, the student may be placed on vacation or be designated as unscheduled if no vacation time remains. If the absence is noted to be unexcused, the student will fail the rotation. A student should not for any reason hesitate to report illness. The welfare of both the student and his/her contacts is the major consideration. If the student does not follow the above procedure the student may fail the rotation.

6.1.2 Temporary Absence

Temporary absence is defined as only 4 hours or less in one day. This time must be approved prior to the student taking the temporary absence by the Statewide regional assistant Dean and the supervising physician. This time will be allowed when the student has to attend to personal business that cannot be attended to after clinic or hospital rotation duties are complete. It is noted that there are no days off during a rotation. The preceptor establishes the rotation schedule.

6.1.3 Leave of Absence

A leave of absence can only be granted by the Vice President for Academic Affairs and Dean. A leave of absence will only be granted for significant reasons, including but not
limited to medical problems and/or family crisis. Should a situation occur where the student will be unable to continue on rotations, the student should consult the Regional Assistant Dean immediately. Institutional Policy E-26 outlines the process for requesting a leave of absence, the student’s responsibility in making the request and the process for returning to rotations.

6.1.4 Student Attendance Policy

Report on time: Attendance is a vital part of the student’s clinical training/education; therefore, attendance is required for the entire duration of each clinical rotation. It is the responsibility of the student to contact the rotation coordinator or supervising physician 3 to 5 days in advance of the rotation to clarify the time and location to meet on the first day of the rotation. Any late arrival or unexcused absence may constitute a failure of the rotation.

Departure: Students are required to remain at their rotation until the time designated by the Statewide Campus office and the supervising physician. The student will not leave the current rotation site prior to the last scheduled day of the rotation without the consent of the WVSOM Statewide Campus office and supervising physician. Any departures from an assigned rotation must also be approved by the WVSOM Statewide Campus office and supervising physician. Any unapproved early departure will result in a failing grade for the rotation.

Interview for Residency Program: Students that are in their fourth year and need to go to an interview must complete the Exception Request Form and submit it with a copy of the interview invitation to their Statewide Campus Regional Assistant Dean prior to the interview or it will be considered an unexcused absence and the student will fail the rotation. Students will be allowed 2 days maximum for an interview. Students will be allowed to attend 1 interview on a 2 week rotation, 2 interviews when on a 4 week rotation, and 3 interviews on an 8 week rotation only if approved by the Regional Assistant Dean.

6.1.5 Unexcused Absence

All absences during a rotation must be immediately reported to and approved by your Regional Statewide Campus office. An absence that occurs and is not approved by the Regional Statewide Campus office is considered an unexcused absence. An absence from any rotation without approval will be regarded as an unexcused absence. Student absence from rotation without notification and approval of the Statewide Campus Regional office will result in a failing grade for the rotation. The student will not be permitted to participate in any future rotations until the WVSOM Statewide Campus Regional Assistant Dean has authorized the return to clinical rotations.
6.1.6 Removal/Dismissal from a Rotation

A student that is removed for cause or dismissed from a clinical rotation prior to completion of the rotation/course will fail the rotation and a grade of 65% (F) will be recorded. Failure of a clinical rotation course will result in the student being automatically placed on Academically-at-Risk Category 2. Once the grade becomes final the students file will be remanded to the Student Promotion Committee.

6.1.7 Medical Student Supervision

The WVSOM curriculum provides students required clinical learning experiences during all four years. The student will participate at varying levels of responsibility based on academic year and experience. A student of the WVSOM is not legally or ethically permitted to provide care to patients independently.

All students involved in clinical patient care activities must be supervised by a licensed physician. The licensed physician may delegate the supervision of the medical student to a resident, fellow or other qualified healthcare provider (Nurse Midwife, Nurse practitioner, PA, Psychologist, etc.). The supervising physician retains full responsibility for the supervision of the medical students assigned to the medical rotation and must ensure his/her designee(s) is prepared for their roles for supervision of medical students. Designation of a qualified healthcare provider requires that the student only perform care that is in the scope of the healthcare provider. A student may not administer treatment or medication until a licensed supervising physician has personally seen the patient and confirmed the diagnosis. Treatment may not commence unless the supervising physician reviews and counter signs all orders, progress notes, etc., written by the student.

The physician supervisor/preceptor and his/her designee(s) must have appropriate license and specialty board eligibility/board certification and be supervising the medical student within that scope of practice of the identified specialty.

Level of Supervision/Responsibilities
Clinical supervision is designed to foster progressive responsibility as the student gains experience in the clinical setting through the curriculum. The supervising physician provides the medical student the opportunity to demonstrate progressive involvement in patient care. In regards to medical records and clinical patient care, WVSOM students are expected to adhere to the policies of the facility where they are seeing patients. The medical student participation in patient history/physical exam, critical data analysis, management and procedures will be determined by the following factors:

1. The learning objectives of the clinical rotation
2. The students demonstrated ability
3. The students level of education and experience

Supervising Physician Definition
An attending physician employed by WVSOM; a community/rural attending physician (preceptor) that has been credentialed or approved by the college; a resident or fellow in a graduate medical education program.

**Supervision Levels**

- **Direct Physician Supervision Present:** The physician must be present in the room from beginning to end during the performance of a procedure or provision of general patient care.
- **Direct Physician Supervision Available:** The physician must be present in the office or on hospital grounds and immediately available to provide assistance/direction throughout the performance of the provision of patient care or procedure.

**Scope of Duties Permitted:**

Year 3 and 4 Medical Students

- Obtaining a patient’s complete and problem-focused history
- Limited Physical Examination, which specifically excludes genitourinary, breast and rectal exams. The level of supervision requires the physician to be available or present during the exam based on the student’s level of competency.
- Under direct physician supervision, who is present in the room, students may perform genitourinary, breast, and/or rectal exam. If the supervising physician determines the student is competent in the examination of the genitourinary, breast and rectal exam then the student may be allowed to perform these diagnostic examinations only with a gender appropriate chaperone present in the room and the supervising physician is immediately available should he/she be needed.
- Under direct physician supervision available students may round on patients in the hospital and
  - Gather lab, imaging, nursing and other pertinent information/results
  - Develop interim assessments and recommendations
- Under direct supervision available, students may write notes regarding E/M services or procedure notes with the supervising physician verifying in the medical record any student documentation of components of the E/M services.

The above notwithstanding, duties and activities of students must not conflict with hospital or clinic policies. In the event a supervising physician or his/her designee is not available, the student should cease patient care activities. If this situation is frequent, WVSOM’s Statewide Campus must be notified. A student faced with life-threatening emergency in the absence of the supervising physician should use his/her best judgment in rendering care until the supervising or other physician arrives.
6.1.8 Procedure for Off-Campus Student Meeting Attendance

Please see student handbook: http://www.wvsom.edu/About/publications/Student-handbook

6.2 Administrative

Please refer to institutional policies as appropriate.
Student Mental Health ST-08
Drugs, Alcohol, Testing and Treatment GA-8
Student Professional Liability Insurance Coverage E-15
Promotion Requirement National Board Examination -Passage of COMLEX E-23
Personal Hospitalization/Health Insurance ST-05

6.2.1 Student Health Insurance Coverage

All students are required to have personal hospitalization/health insurance while on clinical rotations (Policy ST-05). All students shall be required to pay a student health insurance fee that provides for that coverage. Students may apply for a waiver of the student health insurance fee by providing satisfactory proof of equivalent health insurance coverage prior to the beginning of the academic school year. The insurance must cover each state in which the student is assigned or plans to rotate. This insurance will need to start on July 1.

6.2.2 NBOME – COMLEX Levels 1 and 2 – Administrative

The taking and passing of Level 1 and Level 2 (including 2-PE) of the National Boards (COMLEX) is required by WVSOM for graduation.

6.2.3 Lawsuits, Litigation, or Potential Legal Action

The Statewide Regional Assistant Dean and the Associate Dean for Predoctoral Clinical Education must be notified immediately if a student becomes aware of a potential situation of litigation which might involve him or her as a student. The student must keep the Regional Assistant Dean and the associate Dean informed in writing of any progression of legal action as it occurs.

The Associate Dean for Predoctoral Clinical Education and in-house legal counsel shall immediately notify the Vice President for Academic Affairs and Dean and Director of Human Resources of such action who will ensure the Board of Governors legal counsel is notified. All of the above notifications shall be in writing.

The student will at all times be responsible to the personnel in charge of the rotational service involved. All students will be expected to comply with the general rules established by the hospital, clinic, or other training site. The supervising physician must
be aware of his/her duties as it relates to timely review, verification and sign off of any transactions (encounter notes, orders, History and Physical examinations, etc…) generated by the trainee in their role and patient care responsibilities as assigned.

6.2.4 Student Professional Liability Insurance

Student professional liability insurance is provided under the WVSOM student liability policy only if the student is participating in an educational rotation that has been officially approved in writing by WVSOM’s Statewide Campus office. This applies to required, selective, and elective rotations in the continental USA, Hawaii, and Alaska. There is no student liability coverage provided on international rotations or rotations that are outside the United States.

6.2.5 Meals

Meals may be provided by a hospital or rotation site free or at a discount for rotating students; otherwise, students are responsible for providing their own meals.

6.2.6 Americans with Disabilities Act (ADA)

All clinical education sites must be in compliance with the Americans with Disabilities Act (ADA). Questions should be addressed to WVSOM’s Office of Predoctoral Clinical Education.

6.2.7 Housing

Housing at the Statewide Regional site is the responsibility of the student. Housing will be provided for required rotations that are greater than 50 miles from the Base site. Students who use housing that is provided are expected to be respectful of the property/housing that is provided, and must leave the premises clean and in good repair. Housing that is provided is just for the students. If the student wishes to take family members with them while they are on an away rotation, they will be responsible for their housing. All housing arrangements must be completed prior to the beginning of the rotation.

No pets are allowed at any site.
**6.3 Clinical**

Please refer to institutional policies as appropriate.

Academic and Professional standards ST-01
Standardization of Student Clinical Lab Coat and Identification Badge ST-12

**6.3.1 Dress**

Students will at all times maintain a critical awareness of personal hygiene and dress in a neat, clean, and professional manner. Unless specifically required otherwise by the hospital or service, students must wear clean short white lab coats with a WVSOM insignia patch on the upper left sleeve. The coat should have the student’s legal name embroidered on the coat with WVSOM placed below the student’s name.

The student’s WVSOM identification card will also be worn at all times. Hospital identification badges may be required and the student will need to wear these as required by the hospital or clinic.

Reasonable alterations in dress may be indicated by individual physicians on whose services the students are being trained.

No excessive jewelry, sandals, jeans, mini-skirts, low cut blouses, printed t-shirts, torn or ragged clothing, tight fitting pants, etc. are permitted while on rotations.

Nails must be kept closely trimmed.

To avoid situations of potential allergies or problems with asthma, it is recommended to refrain from wearing scented perfume or cologne.

Students shall dress appropriately for all educational settings where patients are present or while in a hospital setting (Education Days, testing, etc.) and adhere to the following standards for professional attire and appearance:

1. Professional Attire is constituted to mean:
   - Clean white coat in accordance with WVSOM Institutional Policy ST-12.
   - Identification badge is to be worn at all times.
   - Women: skirts of medium length or tailored slacks. Shoes must be comfortable, clean, in good repair and permit easy/quick movement.
   - Men: tailored slacks, dress shirt and a necktie. Shoes must be comfortable, clean and in good repair and worn with socks.
   - Reasonable alterations in dress may be indicated by individual physicians on whose service the students are being trained.

2. Scrub suits:
- On services where scrub suits are indicated, these will be provided. They are the property of the hospital and are not to be defaced, altered or removed from the hospital.
- These are to be worn in specific patient care areas only.
- Scrub suits are not to be worn in public places outside of the hospital.
- If a scrub suit must be worn in public areas outside the designated hospital areas, it must be clean and then covered with a clean, white lab coat. Shoe covers, masks and hair covers must be removed before leaving the clinic area.

3. Hair Maintenance:
- Hair should be neat, clean, and of a natural human color.
- Beards/mustaches must be neatly trimmed.
- Shoulder length hair must be secured to avoid interference with patients and work.

4. Jewelry:
- Keep jewelry at a minimum in order to decrease the potential for cross infection.
- The following are permitted: a watch; up to four (4) rings; two (2) small earrings per ear (large earrings are distracting and may be pulled through the ear); modest neck chains.

5. The following items are specifically prohibited in clinical situations including student labs or while on rotations:
- Blue jeans, regardless of color or pants of a blue jean style.
- Shorts.
- Sandals or open toed shoes, higher heeled or canvas shoes (blood or needles may penetrate the fabric).
- Midriff tops, tee shirts, halters or translucent or transparent tops; tops with plunging necklines, low slung pants or skirts that expose the midsection, tank tops or sweatshirts.
- Buttons or large pins (could interfere with function, transmit disease or be grabbed by the patient).
- Long and/or artificial finger nails.
- Visible body tattoos or visible body piercing (nose, lips, tongue, eyebrow, etc.).

6.3.2 Title

Students will be treated as professionals by all hospital personnel at all times. Students will extend similar and appropriate courtesy to all hospital personnel at all times.
Students are expected to address their supervising physician as "Doctor (insert last name)" not by their first name. Similarly, students are to identify/introduce themselves as "Student Doctor (insert last name)".

West Virginia law states that a medical student may not be identified by the title of "Doctor" on their identification card while in training.
6.3.3 Immunizations, TB Screening and Training

The student is required to provide his/her immunization record upon the request of the on-site Medical Education Coordinator/Director or supervising physician. Students are also required to provide documentation of HIPAA and OSHA training required by hospitals prior to the student starting a rotation. Some hospitals may have additional requirements that the student must meet in order to rotate at that facility. Example: Some hospitals will require an additional background check and finger printing.

If you have any questions regarding immunizations, please contact WVSOM's Office of Predoctoral Clinical Education and ask to speak to the health educator responsible for immunizations.

Immunizations, Titers, and TB Screening:

- Documented dates of primary tetanus toxoid, diphtheria toxoid, and acellular pertussis (minimum 3) vaccination
- Documented date of Tdap – a single dose if not previously received, regardless of the time since the most recent Td vaccination
- Documented date of Td booster, if ≥10 years since the prior Tdap dose
- Documented dates of polio vaccination (minimum 3)
- Documented dates of at least two measles, mumps, and rubella vaccination; or, laboratory confirmation of prior disease
- Documented dates of Hepatitis B vaccination (series of 3). Laboratory documentation showing serologic titer values for Hepatitis B immunity or if titer is negative then a repeat series of three vaccinations.
- Documented date of last annual influenza vaccination, or documentation of contraindication from further influenza immunization. Required yearly
- Documentation of 2 varicella vaccinations or evidence of immunity.
- WVSOM screens all students for TB with two-step tuberculin skin testing (TST), prior to student rotations beginning in the 3rd year, and repeats a single TST prior to the 4th year unless hospital policies dictate otherwise. Students with positive TST will have a negative Interferon Gamma Release Assay (IGRA) or negative chest x-ray. Students will not have to repeat these tests unless required by the hospital.

**Students requesting to perform International Rotations may have additional requirements.**

Training:

- BLS and ACLS (is done during orientation at the statewide campus site) cards that aren’t expired.
- All WVSOM students must complete yearly OSHA, HIPAA training and education regarding needle stick/sharps procedures and prevention of blood borne pathogens.

**Failure to meet the training requirement will result in the following:**
• You will be placed on vacation (vacation is scheduled by weeks, not days) until the training is documented to have been completed. If you have no vacation available, you will be listed as unscheduled.
• If you are listed as unscheduled, you may not graduate on time.
• Your BLS and ACLS cards must be uploaded into your Castle Branch account. Do not lose your cards, as you will have to pay for replacements.

6.3.4 Injury Procedure – Clinical

A student who experiences an injury must immediately report the incident to the supervising physician and WVSOM’s Statewide Campus office. An Incident Report Form must be completed and returned to the WVSOM Office of Human Resources within 24 hours of the incident. The student must receive immediate care at the site. The facility where the incident took place is responsible for providing care. The student is responsible for all expenses related to the incident. The student does have health insurance. WVSOM does not accept any financial responsibility. An incident occurrence report must be filed with the rotation site and a copy sent to WVSOM’s Statewide Campus office.

A letter from the Statewide Campus Regional Assistant Dean will be mailed or emailed to the student acknowledging the incident and emphasizing that the student is responsible for follow-up care.

Follow-up will be monitored by the health educator at WVSOM.

6.3.4.a Needle stick, Blood and Body Fluid Exposure Procedure

All WVSOM students must complete yearly OSHA/HIPAA training and education regarding needle stick/sharps procedures and prevention of blood borne pathogens. The course is available in eMedley.

Each rotation site for students should have a working needle stick/sharps policy in place.

If a student is stuck with a needle or has other percutaneous exposure to blood or body fluids, the student must first wash the injury site with soap and water. If there is contact with the ocular mucosa, the eye should be flushed with water or saline solution. If there is contact with other mucous membranes, flush exposed membranes with water.

The student must immediately notify the site/rotation physician preceptor and WVSOM’s Statewide Campus Office of the exposure and report the incident to the Employee Health Office at the site where the exposure occurred. The facility where the incident occurred will be responsible for providing care. The student will be evaluated at the nearest emergency department if the facility where the incident occurred is unable to
provide care. The student will be evaluated by a Health Care Provider to determine the potential of the exposure to transmit Hepatitis B, Hepatitis C, or Human Immunodeficiency Virus (based on the type of body substance involved, route, and severity of exposure), to perform baseline testing as indicated, and for appropriate care and post exposure prophylaxis if warranted.

**The student will be responsible for all expenses related to the incident.** WVSOM students are required to carry a health insurance policy. WVSOM does not accept any financial responsibility.

It is recommended that the provider that sees the student reference the CDC website on treatment recommendation after an exposure to bloodborne pathogens at:

http://www.cdc.gov/niosh/topics/bbp/guidelines.html or

http://nccc.ucsf.edu/clinical-resources/pspresources/pep-quik-guide/

If the source person or patient is known at the time of the student’s evaluation, consent should be obtained and blood drawn from the source person for testing to include: Hepatitis B Surface Antigen (HBsAg), Hepatitis C antibody (HCV-Ab), and HIV Antibody (HIV-Ab). If the source patient is Hepatitis B Surface Antigen-positive, additional consideration to testing the source for Hepatitis B e Antigen (HBeAg).

Consent for HIV testing is not required in documented medical emergencies as provided for in the West Virginia 64CSR64 and determined by a treating physician, whether the source patient’s blood is to be obtained or is already available.

If the source person is not infected, baseline testing or further follow-up of the student is not necessary.

In the case of HIV, anti-retroviral medications significantly lower an exposed person’s seroconversion rate. The student in consultation with the treating health care provider will decide within 2 hours of exposure to an HIV-positive patient whether or not to receive anti-retroviral medication prophylactically.

Hepatitis B Vaccine and/or Hepatitis B immune globulin are key considerations for post-exposure prophylaxis after exposure to an HBV-infected patient (Hepatitis B Surface Antigen positive). The student in consultation with the treating health care provider will decide whether additional HBV postexposure prophylaxis is warranted (based on the student’s medical history, HBV immunization status, and antibody response to prior immunization), and initiate appropriate treatment, preferably within 24 hours after the exposure, if indicated.

At present, there are no recommendations regarding postexposure prophylaxis for Hepatitis C virus. A student exposed to an HCV-positive patient’s blood or body fluids should receive appropriate counseling, testing, and follow up.
The Statewide Campus Regional Assistant Dean will assist as necessary in the notification of the appropriate medical care providers that the student is reporting to them for initiation of exposure of Blood Borne Pathogen Protocol and ensure that the plan is working smoothly. The Statewide Campus Regional Assistant Dean will make sure that the student is appropriately excused from rotation to complete this workup.

An occurrence report must be filed with the rotation site and a copy sent to WVSOM’s Statewide Campus Office. A copy of the occurrence report will also be sent to the WVSOM main campus to be placed into the student’s health file.

A letter from the Statewide Campus Regional Assistant Dean will be mailed or emailed to the student acknowledging the incident and emphasizing that the student is responsible for follow-up care. A copy of the letter will also be sent to the WVSOM main campus to be placed into the student’s health file.

A Bloodborne Pathogen Exposure Incident Report Form must be completed and returned to the WVSOM Office of Human Resources within 24 hours of the incident, or within 24 hours after the Statewide Campus is notified.

If the source person is infected, or if the source is unknown and the exposure deemed sufficient risk, the student will receive baseline testing as appropriate to the specific virus(es) (if not already performed); and, follow-up testing appropriate to the exposure based on current expert recommendations. See Table 1 for a recommended approach to bloodborne pathogen exposure evaluation and management, and laboratory testing recommendations.

If the student seroconverts to any bloodborne pathogen, appropriate treatment should begin immediately.

All student follow-up labs results will be sent to the Statewide Campus Regional Assistant Dean. A copy of all labs will also be sent to the main campus for the student health file.

Follow-up will be monitored by the nurse at WVSOM.

Failure to obtain and submit indicated laboratory testing will result in suspension from rotation sites until results are received.
**Table 1: Recommendations for the Evaluation of Potential Bloodborne Pathogen Exposure***

<table>
<thead>
<tr>
<th>Step-wise Approach to Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Treat the exposure site.</td>
</tr>
<tr>
<td>2) Report and document circumstances of the exposure and subsequent management.</td>
</tr>
<tr>
<td>3) Evaluate the exposure for the potential to transmit HBV, HCV, and/or HIV.</td>
</tr>
<tr>
<td>4) Evaluate the source (if known) or the likelihood of a high risk exposure (if source unknown).</td>
</tr>
<tr>
<td>5) Provide disease-specific postexposure prophylaxis management.</td>
</tr>
<tr>
<td>6) Provide appropriate follow-up.</td>
</tr>
</tbody>
</table>

**Known Source Person/Patient:**

1) Obtain informed consent as required by State regulation (NOTE: Consent for HIV testing is not required in documented medical emergencies as provided for in WV 64CSR64 and as determined by a treating physician.)

2) Test blood from source person for: HBsAg, HCV-Ab, and HIV-Ab (rapid HIV-Ab if available)
   a) If HBsAg-positive, consider testing for presence of HBeAg
   b) If HCV-Ab positive, consider measuring HCV viral load
   c) If HIV-Ab positive, consistent HIV viral load, resistance testing, and clinical status of patient.

3) If source person is NOT infected, baseline testing or further follow-up of health care personnel (student) is not necessary.

**Unknown Source Person/Patient (or Unavailable for Testing):**

1) Consider likelihood of BBP infection based on community infection rate, prevalence of at risk patients in clinic/hospital practice.

2) Do not test discarded needles – reliability is unknown.

**Laboratory Testing of Health Care Personnel (Student):**

<table>
<thead>
<tr>
<th>Exposure</th>
<th>Baseline – test as early as possible, preferably ≤72hrs</th>
<th>Follow-up testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>HBV</td>
<td>Anti-HBs (if antibody response to prior vaccination unknown)</td>
<td>1) Anti-HBs 1-2 months after last dose of vaccine. If HBIG was given, anti-HBs cannot be ascertained within 6-8 weeks 2) Consider testing for HBsAg if no antibody response after 3-dose vaccination series</td>
</tr>
<tr>
<td>HCV</td>
<td>Anti-HCV and ALT</td>
<td>1) HCV RNA at 4-6 weeks (CAUTION with interpretation of results) 2) Anti-HCV and ALT at least 4-6 months post-exposure; confirm repeatedly positive anti-HCV results with supplemental tests</td>
</tr>
<tr>
<td>HIV</td>
<td>HIV-Ab</td>
<td>1) Repeat HIV-Ab at 6 weeks, 3 months, and 6 months post-exposure 2) Extended follow-up (12 months) is recommended for HCP who become infected with HCV following exposure to source co-infected with HIV and HCV.</td>
</tr>
</tbody>
</table>

*Source: Adapted from PEP Steps, April 2006. Mountain Plains AIDS Education & Training Center in consultation with National Clinicians’ Postexposure (PEP) Hotline. Link and other resources available at [http://www.cdc.gov/niosh/topics/bbp/guidelines.html](http://www.cdc.gov/niosh/topics/bbp/guidelines.html)*

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6.3.5 Hours of Duty

A typical day will begin at 7:00 a.m. and end at 7:00 p.m. Deviation from these hours is at the discretion of the supervising physician or his/her designee. Under no circumstances, however, shall a student be required to work more than twelve (12) hours, unless night duty is assigned. Assignment of night and/or weekend duty must adhere to the following guidelines:

- A minimum number of hours per week is not defined, although in usual circumstances it will be no less than sixty (60) hours. Usual and customary practice will prevail. The student and supervising physician shall exercise reason in this matter.
- A work or duty week shall be limited to a maximum of seventy-two (72) hours. Any additional hours shall be on a voluntary basis only.
- The student may be given two (2) weekends off per month of rotation.
- A weekend off must be forty-eight (48) consecutive hours and may be defined as either Saturday and Sunday, or Friday and Saturday. This decision will be made by the supervising physician.
- The maximum duration of any work or duty period will be twenty-four (24) hours and must be followed by a minimum of twelve (12) hours off duty.

The student shall perform other clinical duties as assigned.

6.3.6 H&P and Progress Note Procedure

Appropriate clinical documentation is a key part of the assessment of the patient. It represents a description of the patient's presentation and your clinical findings when the patient was seen. It is key to the development of a treatment diagnosis or differential diagnosis. It will therefore be instrumental in the establishment of a treatment plan. OPP is an essential component for each type of clinical documentation.

You should strive to complete a full H&P a minimum of one patient per week and one Encounter Note per day while on your clinical rotations. It is equally important that you have all of your documentation reviewed by your Preceptor with formative feedback as to how you can improve.

6.3.7 Professionalism

WVSOM believes that exemplary interpersonal relationships, professional attitude, humility, and ethical behavior are an integral part of the total osteopathic physician. Professional standards required of a member of the osteopathic profession are therefore a requirement for passing any clinical rotation. Shortcomings in any of these areas may result in a failing grade for a rotation regardless of other academic or clinical performance.
Extemporaneous or unprofessional behavior can be reported using the WVSOM Professional Behavior Form:
https://my.wvsom.edu/FacultyStaff/ProfessionalBehavior/index.cfm

6.3.8 Cell Phone Use

Restrict the use of your personal cell phone, including texting and emailing, to when you are off-duty. It is appropriate to discuss with each preceptor his/her preference for using cell phones to access on-line resources during work hours (i.e. Up-to-date, eMedicine, etc).
REMINDER: Cell phone use while operating a vehicle is illegal in many states, and should not occur.

6.3.9 Student/Patient Relationship

The relationship between an osteopathic student and a patient shall always be kept on a professional basis. A chaperone shall be present when indicated. A student shall not date or become intimately involved with a patient due to ethical and legal considerations.

6.3.10 Special Elective Procedure

Complete an Exception Request Form for any special request or exception. The completed Exception Request Form, as well as an Elective, Selective Request Clerkship Form must be submitted to your Statewide Campus office. Refer to Policy E-16 on the WVSOM web site. International, Research, Health Policy, and Anatomy Special Electives are listed in their own section of this manual. Forms specific to International Rotations, Research Rotations and Conference Attendance are located in the Clinical Education Forms section of My WVSOM. Please fill out these forms in addition to the Exception Request and ESR form.

6.3.11 Occupational Safety & Health Administration (OSHA)

All WVSOM students have had formal training in OSHA standards and requirements. Students should be familiar with OSHA regulations and be in compliance throughout their clinical training. Individual sites or hospitals may require the student to participate in their own program. OSHA training must be completed prior to orientation in Year 3 and before beginning Year 4. The training video is in eMedley.
6.3.12 The Health Insurance Portability & Accountability Act (HIPAA)

All WVSOM students have had formal training in HIPAA standards and requirements. Students should be familiar with HIPAA regulations and be in compliance throughout their clinical training. Individual sites or hospitals may require the student to participate in their own program. HIPAA training must be completed prior to orientation in Year 3 and before beginning Year 4. The training video is in eMedley.

http://www.hhs.gov/ocr/privacy/

PATIENT PROTECTIONS

The new privacy regulations ensure a national floor of privacy protections for patients by limiting the ways that health plans, pharmacies, hospitals and other covered entities can use patients' personal medical information. The regulations protect medical records and other individually identifiable health information, whether it is on paper, in computers or communicated orally. Key provisions of these new standards include:

- **Access to Medical Records.** Patients generally should be able to see and obtain copies of their medical records and request corrections if they identify errors and mistakes. Health plans, doctors, hospitals, clinics, nursing homes and other covered entities generally should provide access these records within 30 days and may charge patients for the cost of copying and sending the records.

- **Notice of Privacy Practices.** Covered health plans, doctors and other health care providers must provide a notice to their patients how they may use personal medical information and their rights under the new privacy regulation. Doctors, hospitals and other direct-care providers generally will provide the notice on the patient's first visit following the April 14, 2003, compliance date and upon request. Patients generally will be asked to sign, initial or otherwise acknowledge that they received this notice. Health plans generally must mail the notice to their enrollees by April 14 and again if the notice changes significantly. Patients also may ask covered entities to restrict the use or disclosure of their information beyond the practices included in the notice, but the covered entities would not have to agree to the changes.

- **Limits on Use of Personal Medical Information.** The privacy rule sets limits on how health plans and covered providers may use individually identifiable health information. To promote the best quality care for patients, the rule does not restrict the ability of doctors, nurses and other providers to share information needed to treat their patients. In other situations, though, personal health information generally may not be used for purposes not related to health care, and covered entities may use or share only the minimum amount of protected information needed for a particular purpose. In addition, patients would have to
sign a specific authorization before a covered entity could release their medical information to a life insurer, a bank, a marketing firm or another outside business for purposes not related to their health care.

- **Prohibition on Marketing.** The final privacy rule sets new restrictions and limits on the use of patient information for marketing purposes. Pharmacies, health plans and other covered entities must first obtain an individual's specific authorization before disclosing their patient information for marketing. At the same time, the rule permits doctors and other covered entities to communicate freely with patients about treatment options and other health-related information, including disease-management programs.

- **Stronger State Laws.** The new federal privacy standards do not affect state laws that provide additional privacy protections for patients. The confidentiality protections are cumulative; the privacy rule will set a national "floor" of privacy standards that protect all Americans, and any state law providing additional protections would continue to apply. When a state law requires a certain disclosure -- such as reporting an infectious disease outbreak to the public health authorities -- the federal privacy regulations would not preempt the state law.

- **Confidential communications.** Under the privacy rule, patients can request that their doctors, health plans and other covered entities take reasonable steps to ensure that their communications with the patient are confidential. For example, a patient could ask a doctor to call his or her office rather than home, and the doctor's office should comply with that request if it can be reasonably accommodated.

- **Complaints.** Consumers may file a formal complaint regarding the privacy practices of a covered health plan or provider. Such complaints can be made directly to the covered provider or health plan or to HHS' Office for Civil Rights (OCR), which is charged with investigating complaints and enforcing the privacy regulation. Information about filing complaints should be included in each covered entity's notice of privacy practices. Consumers can find out more information about filing a complaint at [http://www.hhs.gov/ocr/privacy/psa/complaint/index.html](http://www.hhs.gov/ocr/privacy/psa/complaint/index.html) or by calling (866) 627-7748.

**HEALTH PLANS AND PROVIDERS**

The privacy rule requires health plans, pharmacies, doctors and other covered entities to establish policies and procedures to protect the confidentiality of protected health information about their patients. These requirements are flexible and scalable to allow different covered entities to implement them as appropriate for their businesses or practices. Covered entities must provide all the protections for patients cited above, such as providing a notice of their privacy practices and limiting the use and disclosure
of information as required under the rule. In addition, covered entities must take some additional steps to protect patient privacy:

- **Written Privacy Procedures.** The rule requires covered entities to have written privacy procedures, including a description of staff that has access to protected information, how it will be used and when it may be disclosed. Covered entities generally must take steps to ensure that any business associates who have access to protected information agree to the same limitations on the use and disclosure of that information.

- **Employee Training and Privacy Officer.** Covered entities must train their employees in their privacy procedures and must designate an individual to be responsible for ensuring the procedures are followed. If covered entities learn an employee failed to follow these procedures, they must take appropriate disciplinary action.

- **Public Responsibilities.** In limited circumstances, the final rule permits -- but does not require -- covered entities to continue certain existing disclosures of health information for specific public responsibilities. These permitted disclosures include: emergency circumstances; identification of the body of a deceased person, or the cause of death; public health needs; research that involves limited data or has been independently approved by an Institutional Review Board or privacy board; oversight of the health care system; judicial and administrative proceedings; limited law enforcement activities; and activities related to national defense and security. The privacy rule generally establishes new safeguards and limits on these disclosures. Where no other law requires disclosures in these situations, covered entities may continue to use their professional judgment to decide whether to make such disclosures based on their own policies and ethical principles.

- **Equivalent Requirements for Government.** The provisions of the final rule generally apply equally to private sector and public sector covered entities. For example, private hospitals and government-run hospitals covered by the rule have to comply with the full range of requirements.

**OUTREACH AND ENFORCEMENT**

HHS' Office for Civil Rights (OCR) oversees and enforces the new federal privacy regulations. Led by OCR, HHS has issued extensive guidance and technical assistance materials to make it as easy as possible for covered entities to comply with the new requirements. Key elements of OCR's outreach and enforcement efforts include:

- **Guidance and technical assistance materials.** HHS has issued extensive guidance and technical materials to explain the privacy rule, including an extensive, searchable collection of frequently asked questions that address major aspects of the rule. HHS will continue to expand and update these materials to
further assist covered entities in complying. These materials are available at http://www.hhs.gov/ocr/privacy/index.html.

- **Conferences and seminars.** HHS has participated in hundreds of conferences, trade association meetings and conference calls to explain and clarify the provisions of the privacy regulation. These included a series of regional conferences sponsored by HHS, as well as many held by professional associations and trade groups. HHS will continue these outreach efforts to encourage compliance with the privacy requirements.

- **Information line.** To help covered entities find out information about the privacy regulation and other administrative simplification provisions of the Health Insurance Portability and Accountability Act of 1996, OCR and HHS' Centers for Medicare & Medicaid Services have established a toll-free information line. The number is (866) 627-7748.

- **Complaint investigations.** Enforcement will be primarily complaint-driven. OCR will investigate complaints and work to make sure that consumers receive the privacy rights and protections required under the new regulations. When appropriate, OCR can impose civil monetary penalties for violations of the privacy rule provisions. Potential criminal violations of the law would be referred to the U.S. Department of Justice for further investigation and appropriate action.

- **Civil and Criminal Penalties.** Congress provided civil and criminal penalties for covered entities that misuse personal health information. For civil violations of the standards, OCR may impose monetary penalties up to $100 per violation, up to $25,000 per year, for each requirement or prohibition violated. Criminal penalties apply for certain actions such as knowingly obtaining protected health information in violation of the law. Criminal penalties can range up to $50,000 and one year in prison for certain offenses; up to $100,000 and up to five years in prison if the offenses are committed under “false pretenses”; and up to $250,000 and up to 10 years in prison if the offenses are committed with the intent to sell, transfer or use protected health information for commercial advantage, personal gain or malicious harm.
6.4 General
Please refer to institutional policies as appropriate.
Equal Opportunity, Nondiscrimination, Sexual Misconduct, and Other Forms of Harassment GA-14
Antihazing ST-07
Standardization of Student Clinical Lab Coat an Identification Badge ST-12

6.4.1 Social Networking Guidelines

The communication through online social networking with friends and family has become a common way to facilitate communication. While social networking has provided a unique forum to interact, there are potential issues for osteopathic medical students in training. Medical students must be aware and sensitive to the public nature of social networking forums and the fact that the postings are permanent in most cases. There is the potential for lapses of professionalism and professional behavior that can be seen by many people. The following guidelines will aid students in the safe and responsible navigation of social networking sites. It is important to understand that the professionalism policies that apply to other aspects of one’s professional life also hold true in online forums.

Medical students should weigh a number of considerations when maintaining a presence online:

- Students should be cognizant of standards of patient privacy and confidentiality that must be maintained in all environments, including online, and must refrain from posting identifiable patient information online.
- When using the Internet for social networking, students should use privacy settings to safeguard personal information and content to the extent possible, but should realize that privacy settings are not absolute and that once on the Internet, content is likely there permanently.
- When students see content posted by peers that appears unprofessional they have a responsibility to bring the content to the attention of the individual, so that he/she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the students should report the matter to appropriate WVSOM administration.
- Students must recognize their actions online and content posted may negatively affect their reputations and may have consequences for their medical careers, as well as undermining public trust of the medical profession.

Best Practices:

1. **Take Responsibility and Use Good Judgment.** You are responsible for the material you post on personal blogs or other social media. As a student of WVSOM you are a representative of the school and must keep this in mind at all
times. Be courteous, respectful and thoughtful about how others may perceive or be affected by postings. Incomplete, inaccurate, inappropriate, threatening, harassing or poorly worded postings may be harmful to others. They may damage relationships, undermine WVSOM’s reputation, discourage teamwork and negatively impact the schools commitment to patient care, education, research, and community service.

2. **Think Before You Post.** Anything you post is highly likely to be permanently connected to you and your reputation through Internet and email archives. Future employers can often have access to this information and may use it to evaluate you. Take great care and be thoughtful before placing your identifiable comments in the public domain.

3. **Protect Patient Privacy.** Disclosing information about patients without permission, including photographs or potentially identifiable information is strictly prohibited. These rules also apply to deceased patients and to posts in the secure section of your Facebook, Instagram, and all other social media platforms. *Note that even if the physician you are working with has a signed release by the patient for photographs this does not extend to you as a student and therefore you do not have permission to photograph the individual.*

4. **Protect Your Own Privacy.** Make sure you understand how the privacy policies and security features work on the sites where you are posting.

5. **Respect Your Commitments.** Ensure that your blogging, social networking, and other external media activities do not interfere with your academic educational commitments.

6. **Respect Copyright and Fair Use Laws.** For your institution’s protection as well as your own, it is critical that you show respect for the laws governing copyright and fair use of copyrighted material owned by others, including your institution’s own copyrights and brands.

**Example Scenarios of Breaches of Professionalism and Social Media Use.**

1. A medical student receives a “friend” request on his Facebook page from a patient encountered during his/her clinical skills course or clinical rotation.
   a. It is almost always inappropriate to accept ‘friend” request from patients, unless the doctor-patient relationship has ended. Even after the doctor-patient relationship has ended, it would be inappropriate to discuss health-related information. Best practices: Protect patient privacy.

2. A medical student has a blog on which he/she posts reflections about both personal and professional issues. He/She has just finished an early clinical exposure encounter where the patient, whom he/she met during an encounter, comments on the student’s blog and discloses protected health information with the expectation that the student will continue the discussion.
   a. Social media discussion with a patient should not directly address health concerns of individual patients. Best Practices: Protect patient privacy.
3. A medical student is on her/his outpatient rotation. The student “tweets” that she/he just finished seeing an interesting patient with the preceptor and describes the clinical findings of that patient.
   a. It is difficult to be certain that information disclosed in posts (such as Twitter) is not identifiable to that particular patient. The best type of posting would include very general information. Other posts by the same student could indicate his/her medical school and current rotation, leading to circumstances that indirectly identify the patient, such as by naming a very rare disease. Best practices: Protect patient privacy.

4. A medical student is on an OB/GYN rotation. He/She posts (on Facebook) a picture of a baby whose delivery just occurred, expressing joy, best wishes to the family and congratulating everyone involved in the care of the patient on the excellent patient outcome.
   a. Without written patient /representative consent, this is a clear violation of patient confidentiality, even if the patient is not named. Best practices: Protect patient privacy.

5. A medical student writes on her/his blog, naming an attending physician who did minimal teaching and recommending that other students not take clinical electives with that physician.
   a. Legitimate critique of an educational activity is appropriate, so long as professionalism is maintained. There are more effective and less public mechanisms for relaying this type of information. Best practices: Use good judgment; think before you post.

6. A medical student on a research elective blogs that the laboratory equipment he/she is using should have been replaced years ago and is unreliable.
   a. The public disclosure of negative information increases the liability of the Medical Center and is clearly unprofessional. There are legitimate and confidential mechanisms for improving quality at the Medical Center. Best practices: Use good judgment; think before you post.

7. A medical student wearing a tee shirt with the medical school logo on it is tagged in a photo taken at a local bar and posted on a friend’s Facebook and Snap Chat pages. The medical student clearly appears to have had too much to drink.
   a. The two issues are that: (1) the logo identifies the affiliation to the institution; and (2) the unprofessional behavior of the student is available for all to see, including future employers and patients. The medical student did not post the photo, but should do everything possible to have the photo removed and remove the tagging link to the student’s own Facebook page. Best practices: Protect your own privacy; think before you post.

8. A medical student uses an alias and blogs that a specific Academic Medical Center has the lowest bone marrow transplantation complication rate in the world.
a. This is a violation of Federal Trade Commission regulations that prohibit false or unsubstantiated claims, and does not disclose the individual’s material relationship to the institution. Best practices: Identify yourself; protect proprietary information.


*Changes were made to address just medical students in this document.

6.4.2 Sexual Harassment

Any incidence of suspected sexual harassment should be reported immediately in writing to the supervising physician, on-site Director of Medical Education, WVSOM Statewide Campus Assistant Dean, and the Associate Vice President of Human Resources/Affirmative Action Officer at WVSOM.

Any student involved in sexual harassment may be brought before a hearing panel as described in the Student Handbook.

See WVSOM Institutional Policies.

6.4.3 Behavioral Health

WVSOM meets the needs of students for confidential resources for behavioral healthcare services on a 24 hour per day, 7 days a week (24/7) basis. Resources available to students can be found on the institution’s website at the following link http://www.wvsom.edu/OMS/swc-students-behavioral-resources.

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<thead>
<tr>
<th>Central East Region</th>
<th>Central West Region</th>
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<tr>
<td><strong>Appalachian Community Health Center, Inc.</strong>&lt;br&gt;Serving Barbour, Randolph, Tucker &amp; Upshur Counties&lt;br&gt;Office phone:(304) 636-3232&lt;br&gt;Crisis/after hours: (888) 357-3232&lt;br&gt;<a href="http://www.achcinc.org">www.achcinc.org</a></td>
<td><strong>Valley HealthCare System</strong>&lt;br&gt;Serving Marion, Monongalia, Preston &amp; Taylor Counties&lt;br&gt;Office phone:(304) 296-1731&lt;br&gt;Crisis/after hours: (800) 232-0020&lt;br&gt;<a href="http://www.valleyhealthcare.org">http://www.valleyhealthcare.org</a></td>
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<tr>
<td><strong>United Summit Center</strong>&lt;br&gt;Serving Braxton, Doddridge, Gilmer, Harrison, Lewis, Marion &amp; Taylor Counties&lt;br&gt;Office phone:(304) 623-5661&lt;br&gt;Crisis/after hours: (800) 786-6480&lt;br&gt;<a href="http://www.uscwv.org/">http://www.uscwv.org/</a></td>
<td><strong>Prestera Center for Mental Health Services</strong>&lt;br&gt;Serving Boone, Cabell, Clay, Kanawha, Lincoln, Mason, Putnam &amp; Wayne Counties&lt;br&gt;Office phone:(304) 485-1721 in Wood County; (800)</td>
</tr>
<tr>
<td><strong>Westbrook Health Services</strong>&lt;br&gt;Serving Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt &amp; Wood Counties&lt;br&gt;Office phone:(304) 485-1721 in Wood County; (800)</td>
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<tr>
<td>Region</td>
<td>Services</td>
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<tr>
<td><strong>South West Region</strong></td>
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| Prestera Center for Mental Health Services | Serving Boone, Cabell, Clay, Kanawha, Lincoln, Mason, Putnam & Wayne Counties | Office phone: (304) 399-7776  
Crisis/after hours: (877) 399-7776; (800) 642-3434  
www.prestera.org | [www.prestera.org](http://www.prestera.org) |
| Starlite Behavioral Health Services | Serving Cabell, Wayne, Lincoln, Mason, Putnam, Logan, Mingo, Jackson, & Kanawha Counties | Office phone: (304) 302-2078(Huntington HQ); (304) 760-8955 (Putnam)  
www.starlightbhs.com |                |
| Oasis Behavioral Health Services | Serving the Tri-State area | Office phone: (304) 733-3331  
| Huntington Behavioral Health | Serving the Tri-State area | Office phone: (304) 532-1142  
http://www.huntingtonbehavioralhealth.com/ |                |
| Valley Health | Office phone: (304) 525-3334  
http://www.valleyhealth.org |                                                                                                                |                |
| River Park Hospital | Open 24 hours  
Office phone: (304) 552-9111 or (800) 992-9101  
http://riverparkhospital.net |                                                                                                                |                |
| **South Central Region** |                                                                                           |                                                                                                                |                |
| FMRS Health Systems, Inc. | Serving Fayette, Monroe, Raleigh & Summers Counties | Office phone: 304-256-7100 (Raleigh); 304-574-2100 (Fayette); 304-772-5452 (Monroe); 304-466-3899 (Summers)  
Crisis/after hours: 304-256-7100  
| Southern Highlands | Serving McDowell, Mercer & Wyoming Counties | Office phone: 304-425-9541 (Mercer); 304-436-2106 (McDowell); 304-294-5353 (Wyoming)  
Crisis/after hours: (800) 615-0122 or (304) 425-0122  
http://shcmhc.com |                |
| Logan-Mingo Area Mental Health, Inc. | Serving Logan & Mingo Counties  
Office & Crisis/after hours: 304-792-7130 (Logan); 304-235-2954 (Mingo) |                                                                                                                |                |
| Prestera Center for Mental Health Services | Serving Boone, Cabell, Clay, Kanawha, Lincoln, Mason, Putnam & Wayne Counties | Office phone: 304-399-7776  
Crisis/after hours: 1-877-399-7776; 1-800-642-3434  
www.prestera.org | [www.prestera.org](http://www.prestera.org) |
| The Arc of Three Rivers | Serving Boone, Clay, Kanawha, and Putnam  
Office Phone: 304-344-3403 or 1-800-435-1495  
Crisis/after hours: Inbound calls are put into an automated system listing extensions and providing the Opportunity to leave a voice mail.  
http://arcthreerivers.org |                                                                                                                |                |
| **South East Region** |                                                                                           |                                                                                                                |                |
| FMRS Health Systems, Inc. | Serving Fayette, Monroe, Raleigh & Summers Counties | Office phone:(304) 256-7100 (Raleigh);(304) 574-2100 (Fayette);(304) 772-5452 (Monroe);(304) 466-3899 (Summers)  
Crisis/after hours:(304) 256-7100  
| Southern Highlands | Serving McDowell, Mercer & Wyoming Counties | Office phone: (304) 425-9541 (Mercer); (304) 436-2106 (McDowell); (304) 294-5353 (Wyoming)  
Crisis/after hours: (800) 615-0122 or (304) 425-0122  
http://shcmhc.com |                |
| Seneca Health Services, Inc. | Serving Greenbrier, Nicholas, Pocahontas & Webster Counties | Office phone:(304) 872-6503  
Crisis/after hours:(304) 497-0500 (Greenbrier);(304) 872-2659 (Nicholas);(304) 799-6865 (Pocahontas);(304) 847-5425 (Webster)  
Eastern Region

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<thead>
<tr>
<th>Appalachian Community Health Center, Inc.</th>
<th>Mental Health Associates of Frederick County</th>
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<tr>
<td>Serving Barbour, Randolph, Tucker &amp; Upshur Counties</td>
<td>Serving Frederick County and the State of Maryland</td>
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<tr>
<td>Office phone: (304) 636-3232</td>
<td>Office phone: (301) 663-0011</td>
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<tr>
<td>Crisis/after hours: (888) 357-3232</td>
<td>Crisis/after hours: (800) 422-0009; 301-662-2255</td>
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<tr>
<td><a href="http://www.achcinc.org">www.achcinc.org</a></td>
<td><a href="http://www.fcmha.org">www.fcmha.org</a></td>
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<tr>
<th>East Ridge Health Services</th>
<th>Community Mental Hygiene Services (SHH site)</th>
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<tr>
<td>Serving Berkeley, Jefferson &amp; Morgan Counties</td>
<td>Suffolk County Division of Community Mental Hygiene Services</td>
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<tr>
<td>Office phone: (304) 263-8954</td>
<td>Office Phone: (631) 853-8500</td>
</tr>
<tr>
<td>Crisis/after hours: (855) 807-1258</td>
<td>Crisis/after hours: (631) 751-7500</td>
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<td><a href="http://eastridgehealthsystems.org/">http://eastridgehealthsystems.org/</a></td>
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<tr>
<th>Washington County Mental Health Authority (Maryland)</th>
<th>Potomac Highlands Mental Health Guild, Inc.</th>
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<tr>
<td>Phone: (301) 739-2490</td>
<td>Serving Grant, Hampshire, Hardy, Mineral &amp; Pendleton Counties</td>
</tr>
<tr>
<td>Frederick County/Washington County (combined)</td>
<td>Office phone: (304) 257-1155 (Petersburg); (304) 358-2351 (Franklin); (304) 822-3897 (Romney); (304) 538-2302 (Moorefield); (304) 788-2241 (Keyser)</td>
</tr>
<tr>
<td>Hotline: (301) 663-0011 / (800) 422-0009</td>
<td>Crisis/after hours: 1-800-545-4357</td>
</tr>
<tr>
<td>Crisis # for Washington County: 911 (any emergency)</td>
<td><a href="http://potomachighlandsguild.com/">http://potomachighlandsguild.com/</a></td>
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<th>Northern Region</th>
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<tr>
<th>Health Ways, Inc.</th>
<th>Valley HealthCare System</th>
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<tr>
<td>Serving Brooke &amp; Hancock Counties Office phone: (304) 723-5440 or (800) 774-2429</td>
<td>Serving Marion, Monongalia, Preston &amp; Taylor Counties</td>
</tr>
<tr>
<td>Crisis/after hours: (304) 797-6000</td>
<td>Office phone: (304) 296-1731</td>
</tr>
<tr>
<td><a href="http://healthwaysinc.com">http://healthwaysinc.com</a></td>
<td>Crisis/after hours: (800) 232-0020</td>
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<tr>
<th>Northwood Health Systems, Inc.</th>
<th>Westbrook Health Services</th>
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<tr>
<td>Serving Marshall, Ohio &amp; Wetzel Counties</td>
<td>Serving Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt &amp; Wood Counties</td>
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<tr>
<td>Office &amp; Crisis/after hours: (304) 843-7860</td>
<td>Office phone: (304) 485-1721 in Wood County; (800) 579-5844 outside Wood County</td>
</tr>
<tr>
<td><a href="http://www.northwoodhealth.com/">http://www.northwoodhealth.com/</a></td>
<td>Crisis/after hours: (800) 579-5844</td>
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<tr>
<td><a href="http://www.westbrookhealth.com">www.westbrookhealth.com</a></td>
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6.4.4 Research Activities on Rotations

All projects and/or research activities that are initiated with preceptors during a rotation and may result in a publication or poster presentation will require the student to fill out an OASP-1 form. This form will need to be emailed to research@osteo.wvsom.edu. Further documentation may be required.

6.4.5 Holidays and Religious Days Off

The Statewide Campus office will excuse students on the following holidays:

- Easter Day
- Independence Day
- Thanksgiving Day
• Christmas Day
• New Year’s Day

Other religious holidays may be substituted for the above days by submitting an Exception Request Form with prior (90 days) approval by WVSOM’s Statewide Campus office. Total holidays taken will not exceed five (5) during the calendar year.

6.4.6 WVSOM/MSOPTI Graduate Medical Education Department Overview

The Graduate Medical Education Department at the West Virginia School of Osteopathic Medicine (WVSOM) is responsible for the academic and accreditation oversight, and development of WVSOM affiliated, American Osteopathic Association (AOA) / Accreditation Council for Graduate Medical Education (ACGME) approved, postdoctoral training programs. These programs are based in hospitals and training institutions located throughout West Virginia and the surrounding region, and are collectively known as the Mountain State Osteopathic Postdoctoral Training Institutions (MSOPTI), a 501 C (3) not-for-profit education corporation accredited by both the AOA and ACGME. Together, the GME Department and MSOPTI also provide graduate medical education (GME) educational consultation and resources for MSOPTI training sites.

MSOPTI offers training programs in Traditional Rotating Internship (AOA), Transitional Year training (ACGME), Family Medicine (AOA and ACGME), Internal Medicine (AOA and ACGME), Osteopathic Neuromuscular Medicine (ACGME), Neuromuscular Medicine (AOA), Neuromuscular Medicine +1 (AOA), Combined Emergency Medicine/Internal Medicine (AOA), Emergency Medicine (ACGME), and Geriatric Fellowships. Two (2) HRSA funded, Teaching Health Centers (THCs) have partnered with MSOPTI: AccessHealth THC located in Beckley, WV-partnered with Raleigh General Hospital (Beckley, WV) and Cornerstone Care THC located in Mt. Morris, PA-partnered with Mon Health Medical Center (Morgantown, WV). Both offer Family Medicine Residency (AOA & ACGME) programs.

The WVSOM GME Department is headed by the WVSOM Associate Dean for Graduate Medical Education who also serves as MSOPTI’s Academic and Safety Officer. Supported by the MSOPTI Executive Director, the Associate Dean is responsible for the academic oversight of the consortium’s postdoctoral training programs. The ERAS-VSAS Coordinator and SEAHEC offices are also located within the department, along with support staff.

MSOPTI, is governed by a Board of Directors comprised of member institution CEOs (or proxies) and WVSOM officials, including the Vice President for Academic Affairs and Dean who serves as the Governing Board Chair, WVSOM’s Vice President for Finance who serves as the MSOPTI Treasurer, and the Associate Dean for GME.
Because of its accreditation oversight responsibilities, the GME department monitors training sites (postdoctoral) program(s) functioning and supports graduate medical education at these locations with value added resources and on-going consultation. Through MSOPTI and WVSOM resources, the department is afforded financial, technical, and staff support, all which enhance the school's mission and program success.

Many WVSOM faculty participate in MSOPTI committees responsible for GME curriculum, research, program evaluation and assessment, faculty development, and library (learning) resources, as well as, WVSOM/MSOPTI sponsored educational CME events. Significant WVSOM contributions combined with a very active MSOPTI Governing Board and training institution program leadership afford the MSOPTI consortium a noted level of structure and functioning.

WVSOM’s Statewide Campus System and the MSOPTI consortium complement one another and offer Statewide Campus students additional educational resources and opportunities. Students are invited to attend all MSOPTI educational broadcasts which include monthly Lunchtime Lectures and alternating, quarterly OPP Refreshers and Workshops and special educational events. Joint faculty development and educational planning programming benefit both Statewide Campus students, MSOPTI residents, and teaching faculty.

Research and mentoring opportunities are also available through MSOPTI where resident-student interaction and collaboration are encouraged. Additionally, the WVSOM GME Department and MSOPTI provide learning resources to MSOPTI partners/affiliates and actively promote and support the development of new resources. At this time, WVSOM Statewide Campus sites are located at or near all affiliated MSOPTI training institutions which include:

- Access Health Teaching Health Center – Beckley, WV
- Camden Clark Medical Center – Parkersburg, WV
- Charleston Area Medical Center – Charleston, WV
- Cornerstone Care – Mount Morris, PA
- Greenbrier Valley Medical Center – Ronceverte, WV
- Meritus Medical Center – Hagerstown, MD
- Ohio Valley Medical Center – Wheeling, WV
- St. Luke’s Hospital – Toledo, OH
- United Hospital Center – Bridgeport, WV
- Wheeling Hospital – Wheeling, WV

Supporter training sites currently include the Beckley, WV VA Medical Center and Mon Health Medical Center (Morgantown, WV).

In summary, the GME department at WVSOM is multi-faceted and regularly interacts with WVSOM faculty and staff, the AOA and ACGME and their specialty colleges, OPTIs, hospitals, clinics, AHECs, medical students, interns, residents, and fellows. In
addition to accreditation oversight responsibilities and the educational resources described earlier, department functions include:

**WVSOM student services including:**

- Student consultation on postdoctoral opportunities and procedures
- Electronic Residency Application Service (ERAS) coordination
- Visiting Student Learning Opportunities (VSLO) formally VSAS, coordination
- Match participation: D.O. Match for osteopathic medical students pursuing D.O. and dual accredited postdoctoral programs and the National Residency Matching Program (NRMP) for medical students pursuing Accreditation Council Graduate Medical Education (ACGME) or allopathic programs
- On-going GME and technical consultation to training sites, including program leadership, staff, and administration
- AOA/ACGME committee involvement/membership
- Program recruitment, including residency fair exhibitions, brochure/ website production, and retention strategy development
- Pre-inspection and on-site accreditation inspection participation/consultation
- New program applications and development, including the use of GME consultants and exploration of alternative funding mechanisms
- Promotion of partnerships and collaboration between academic medicine and community healthcare resources, including rural health development and outreach
- GME data collection and tracking
- Development of Postdoctoral OSCEs and educational seminars
- Faculty Development
- GME strategic planning
6.4.7 WVSOM Clinical Rotation Information

How to

View personal schedule:
Your schedule is available through eMedley. Select edusched under the Applications (three stacked blocks) icon. Click on My Schedule. All rotations or activities that have been approved and published will be listed for you to view in this area.

Browse site evaluations:
To view evaluations that were entered prior to the 2017/18 academic year: Go to the MY.WVSOM homepage → Clinical Education → Browse site evaluation logs - you may then select by rotation, service, site, trainer, city, state or any combination of these.

Use Preceptor Search:
Logon to eMedley. Select eKeeper under the Applications (three stacked blocks) icon. Select Basic Reports. Double click Preceptor Directory. This will open a screen with the ability to filter various fields, including the option to filter by Stookey to pull any preceptor designated as a Stookey preceptor.

6.4.8 Statewide Campus Student Information

Required rotations are scheduled for you at your Statewide Campus site. Contact the WVSOM Statewide Campus Director with any questions. Contact information is located at the back of this document.

6.4.9 Statewide Campus Student Representatives & Responsibilities

One student representative from each Statewide Campus base site is elected near the end of Year 2 by his or her peers. The Statewide student representatives for your site may be obtained by contacting your State Wide Campus Regional Office.

Responsibilities

Statewide Campus student representative responsibilities may include, but are not limited to, the tasks listed below. Keep in mind that the Statewide Campus student representative may not include all of these depending on the Statewide Campus site they are representing:

- Act as spokesperson for students based at same Statewide Campus hospital including student concerns and needs
• Gather information for Statewide Campus office or Clinical Education as needed
• Represent Statewide Campus hospital site for various functions such as Hospital Day in Lewisburg, marketing and recruiting events, community events, etc.
• Be a resource for Year 1 and 2 students regarding Statewide Campus selection procedure, and information about hospital sites including rotations, housing, educational experience, the Match process, etc.
• Act as a contact for all social activities sponsored by the hospital for students
• Take student photos at your base hospital or assign someone to take photos
• Assist in other areas as requested by Clinical Education or your Statewide Campus Regional Assistant Dean or Director
• Act as liaison between student and SWC staff
• Copy RAD, Director and Administrative Assistant on all emails to students
• Act as a resource if students have questions or need help
• Act as a resource for Year 2 students who have questions about your site, provide hospital tours (at site rep’s discretion), provide housing information from existing students, etc.
• Bring any issues the students have to SWC staff
• At base sites that have didactics: attend didactics, take attendance and report attendance to SWC staff
• Search for volunteer/community services and provide information to students and SWC staff
• At base sites with GME, additional duties may include taking attendance at resident educational programming didactics, morning report, etc.)

6.5 Institutional Policies

To view all institutional student policies, log on to the WVSOM web page and access as follows:
https://www.wvsom.edu/About/policies_procedures
## SWC Contact Information

### WVSOM Statewide Campus Contact Information

#### South East Region
- **E. Dwight Bundy, DO**
  - WV SOM SWC Regional Assistant Dean
  - 400 North Lee Street
  - Lewisburg, WV 24901
  - Phone: 304.647.6256

- **TBA**
  - WV SOM SWC Director
  - Princeton Community Hospital
  - 122 Twelfth Street
  - Princeton, WV 24740
  - Phone: 304.461.3748

- **Cynthia (Cindy) Stowers**
  - Raleigh General Hospital
  - 1710 Harper Road
  - Beckley, WV 25801
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#### Northern Region
- **Lisa Hrutkay, DO**
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- **Mary Beth Fitch**
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- **Ashley Millard, Administrative Assistant**
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#### South Central Region
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- **Karen Sadi**
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- **Thomas Memorial Hospital**
  - Phone: 304.766.1418
  - Logan Regional Medical Center
  - Phone: 304.831.1466

- **Leah Bowes, MA, Administrative Assistant**
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#### Eastern Region
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#### South West Region
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  - St. Mary’s Phone: (304) 399-7592
  - OLBH Phone: (606) 833-3171
  - Cell: (304) 638-8496

- **TBA**
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  - Huntington, WV 25702
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- **Mister Crowder, Administrative Assistant**
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#### Central East Region
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  - 681.360.3023 (DMC)

- **Adrienne Tucker, MPA**
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#### Central West Region
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