

ADVANCED CLERKSHIP IN MED/PEDS

Course Department, Number & Title: MED 828, ADVANCED CLERKSHIP IN MED/PEDS

Course credit or length: 2- 4 Weeks

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Course location: Dept. of Internal Medicine teams at Cabell Huntington Hospital, St. Mary's Hospital, Erma Byrd Center, as well as Dept of Pediatrics teams at CHH or office based settings.

Brief Course Description: This elective for fourth year medical students provides a structured clinical experience in the broad field of General Internal Medicine and Pediatrics. It is designed to be a well supervised educational experience that will serve to improve and build upon those cognitive and technical clinical skills already attained during the junior clerkships. Through this elective, the student will learn the clinical skills and attitudes essential to the practice of General Internal Medicine and Pediatrics. They will be expected to deliver of the highest quality patient care. The student will be encouraged to combine ambulatory and inpatient experiences in order to gain understanding of a typical Med/Peds practice, but will have an opportunity to concentrate solely in one aspect or the other as they prefer. They will likely rotate with several different faculty members in Internal Medicine and Pediatrics to gain the full experience.

Course Grade Mode: Honors/Pass/Fail

ADVANCED CLERKSHIP IN MEDICINE AND PEDIATRICS

Institutional Objective

Patient Care - Students must demonstrate the ability to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Course Objective

The student will demonstrate the ability to elicit an appropriately detailed history, perform an appropriately comprehensive physical examination, order appropriate diagnostic testing, and arrive at a final diagnosis in order to develop a comprehensive and efficient management plan for common problems encountered in both Internal Medicine and Pediatrics.

Outcome Measure:

The student will be assigned to one, or occasionally two, designated Attending(s). However, the student may interact and or rotate with other attendings as well. These supervisors will formatively evaluate the student throughout the elective. Venues for the formative evaluation will include oral presentation of patients admitted by or seen in clinic by the student, bedside observations of interactions with patients, observations of interactions with other members of the healthcare team, and observations of students during conferences. The student must demonstrate the ability to formulate a differential diagnosis as well as develop an investigatory plan, utilizing appropriate and cost-effective laboratory and radiological studies. Finally, an appropriate treatment plan must be formulated. They will see patients and present on a wide range of topics in both Internal Medicine and Pediatrics.

Medical Knowledge- Students must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

Course Objective:

Students must demonstrate basic knowledge in internal medicine and pediatrics as it applies to the resolution of typical clinical problems.

Outcome Measure:

The Attending will assess the students' demonstration of knowledge and hands-on skills during the rotation by observation of their oral presentations and bedside interactions with patients. They may be required to review and present one or more articles from the medical literature related to a medical problem they have seen during the rotation, in an informal manner.

Institutional Objective

Practice-based Learning and Improvement - *Students must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.*

Course Objective:

Students are expected to develop skills and habits to be able to meet the following goals:

- Identify strengths, deficiencies, and limits in one's knowledge and expertise;
- Set learning and improvement goals;
- Identify and perform appropriate learning activities;
- Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement;
- Incorporate formative evaluation feedback into daily practice;
- Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems;
- Use information technology to optimize learning; and,
- Participate in the education of patients, families, students, students and other health professionals.
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Outcome Measure:

The Attending will observe the students' skills and habits and include an assessment as part of the final grade evaluation.

Institutional Objective

Interpersonal and Communication Skills- *Students must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.*

Course Objective:

Students are expected to:

- Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.
- Communicate effectively with physicians, other health professionals, and health related agencies.
- Work effectively as a member of a health care team or other professional group.
- Maintain comprehensive and timely medical records.

Outcome Measure:

The Attending will observe the students' interactions with patients, families, and staff, and assess the students' abilities as part of the final grade evaluation.

Institutional Objective

Professionalism- *Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.*

Course Objective:

Students are expected to demonstrate compassion, integrity, and respect for others. Students must demonstrate their understanding that responsiveness to patient needs supersedes self-interest. Students must show respect for patient privacy and autonomy as well as demonstrate their grasp of their accountability towards patients, society and the profession. Equally, they must show sensitivity and responsiveness to a diverse patient population, including diversity to gender, age, culture, religion, disabilities and sexual orientation.

Outcome Measure:

The Attending will observe the students' demonstration and assess the students' abilities as part of the final grade evaluation. The student's attendance at, and timeliness of arrival at, required functions will be a part of the assessment of professionalism.

Violations of Professionalism may result in failure of the entire course.

Institutional Objective

Systems-based Practice - *Students will be able to recognize and better understand the role of other health care professionals in the overall care of the patient.*

Course Objective:

Students are expected to:

- Work effectively in various health care delivery settings and systems relevant to the rotation;
- Coordinate their patients' care within the health care system ;
- Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;
- Advocate for quality patient care and optimal patient care systems;
- Work in inter-professional teams to enhance patient safety and improve patient care quality;
- Participate in the identification of system errors as part of performance improvement activities and contribute to the development and implementation of potential systems solutions.

Outcome Measure:

The Attending will observe the students' abilities and include the assessment as part of the final grade.

BASIC SCIENCE OBJECTIVE

Basic Science Objective

The student will develop and refine their abilities to apply an understanding of pathophysiology, anatomy, disease status, and clinical pharmacology in the assessment and management of patients where appropriate.

Outcome Measure

The faculty will assess the student's knowledge and ability.

COURSE SPECIFIC INFORMATION

PROFESSIONALISM EXPECTATIONS OF STUDENTS

Students are expected to:

1. Display professional behavior at all times.
2. Be punctual and reliable for all clinical shifts.
3. Complete all assigned shifts. If a student cannot come due to illness or other emergent reason, students are to notify the course director or the course coordinator, as well as the attending with which they are scheduled. Missed shifts must be made-up before a grade can be assigned.
4. Complete assigned reading and other assignments.
5. Attend required conferences, which may fluctuate between both Internal Medicine and Pediatrics.

MUJCESOM Policies: All medical students taking this course will comply with School of Medicine policies given at <http://musom.marshall.edu/students/policies>. Individual policies can be found at the following websites:

Student Infectious Material Exposure:

<http://musom.marshall.edu/ups/postexposure.asp>

MS-IV Attendance:

<https://musom.marshall.edu/students/documents/policies/Yr4attendance.pdf>

Academic Dishonesty Policy:

<https://musom.marshall.edu/students/documents/policies/Standards-of-Professionalism-and-Honor-Code.pdf>

Academic Standards Policy:

<https://musom.marshall.edu/students/documents/Policies/ASC-FINAL-POLICY.pdf>

Policy for Students with Disabilities:

<https://musom.marshall.edu/students/documents/Guidelines.pdf>

University Computing Services' Acceptable Use Policy:

<http://www.marshall.edu/ucs/CS/acptuse.asp>

Affirmative Action Policy:

pp. 16-17

http://www.marshall.edu/catalog/Graduate/S2008/gr_sp08.pdf

Inclement Weather Policy:

<https://musom.marshall.edu/students/documents/policies/MUSOM-Inclement-Weather-Policy.pdf>

Notification of delays and cancellations of classes are posted on the Medical Education Home Page when Marshall University Main Campus is not in session

<https://musom.marshall.edu/weather>

SELF-DIRECTED LEARNING RESPONSIBILITIES

Students are strongly encouraged to use the evenings and other free time to build knowledge of internal medicine and pediatrics guided toward their patients. As such, students are expected to use any unassigned time (including evenings and weekends) to read about patients, research questions that arise during the day, prepare for case conferences, and prepare for student-Attending rounds. Attendings have been specifically asked to look for evidence that students have read articles and books between clinic sessions and their impressions will be reflected on the student evaluation.

RESPONSIBILITIES

Students are assigned to an attending on a hospital ward or an ambulatory care rotation. The attending is responsible for assigning daily work and to guide students in patient care activities. The attending is the student's first line of

contact for assistance with patient care, procedures, or any assistance that may be needed, however, they are expected to communicate and share experiences with all residents as well. Students are responsible for the entire admission of their patients and educational activities. Specifically, student duties include, but are not limited to:

- Completion of the entire history, physical exam, problem list, assessment, and plan as a part of the permanent patient record
- Admission orders and all orders thereafter
 - Reviewed and signed immediately by senior resident or Attending Physician to become effective
- Morning rounds on all assigned patients prior to attending rounds
 - Students are expected to arrive at the assigned location in time to have all patients seen and progress notes written prior to attending rounds
 - Arrive at hospital **no later than 7:30 a.m. regardless of patient load, or at the outpatient clinic by 8:00AM regardless of that day's schedule.**
- Daily progress notes in a "SOAP" type format on all of assigned patients
- Scheduling and interpretation of diagnostic tests for assigned patients
- Performance of procedures needed for their assigned patients which are routinely performed by Internists and Pediatricians- always supervised by the senior resident (unless that resident is not credentialed in the particular procedure, in which case procedures must be supervised by another credentialed resident or the attending). Procedures must never be performed independently by students.
- Obtaining consultations and communicating with subspecialists
- Participating in the discharge process, including development of the final discharge diagnoses, assuring accurate discharge medications, scheduling follow-up appointments
- Attendance at daily attending rounds, and all conferences assigned
- Attendance at Medical Grand Rounds
- Selected cases presented to Attending with didactic discussion
- Students should be prepared to give evidence-based knowledge on selected cases
- Overnight call every fourth night on inpatient rotations
- Assignment of admissions made by senior resident
- Work selected weekend days

Equipment Requirement

Students must also provide their own stethoscopes and to carry it with them the entire rotation.

ASSESSMENT METHODS

Student Summative Assessment and Final Grade

The student will be assessed on the core competencies. This will be broken down into several objective assignments. The course is Honors/Pass/Fail and this will be based on attending evaluations during the rotation.

The following core competencies will be evaluated during the evaluations from attendings.

- Patient Care
- Medical Knowledge
- Practice-Based Learning
- Communication
- Professionalism
- Systems-Based Practice

Disputes regarding course grades may be appealed to the Course Director. For more information regarding grade appeals, consult the Academic Standards policy at <http://musom.marshall.edu/students/policies/>

ATTENDANCE

If at any time the medical student is unable to meet their clinical responsibilities they must notify their Clinical Attending, Course Director, and Course Coordinator. Depending on the situation, missed days may require make up sessions.

Requests for excused absences must be submitted in writing at least one week in advance to the Course Coordinator. The request will be reviewed by the Course Director who will either grant or deny the request. Excused absences will not be retroactively granted.

REQUIRED RESOURCE: www.UpToDate.com