

## TUCOM – Element 6.2: Programmatic Level Educational Objectives (CORE)

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*Element 6.2: A COM must define and make all programmatic level educational objectives known to students, faculty and others with responsibility for student education and assessment.*

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**Provide a public link to the programmatic level educational objectives and a description of all courses within the educational program on the website and/or in the catalog.**

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- Programmatic level educational objectives are provided to students, faculty, and other stakeholders via the TUCOM Curriculum Catalogue:
    - [Direct Page Link \(excerpt\)](#)
    - Full Source Link (see pg. 11):  
[http://com.tu.edu/\\_resources/docs/curriculum/2017-%202018%20Curriculum%20Catalog.pdf](http://com.tu.edu/_resources/docs/curriculum/2017-%202018%20Curriculum%20Catalog.pdf)
  - All preclinical course descriptions are provided to students, faculty, and other stakeholders via the TUCOM Curriculum Catalogue:
    - [Direct Page Link \(excerpt\)](#)
    - Full Source Link (see pg. 16):  
[http://com.tu.edu/\\_resources/docs/curriculum/2017-%202018%20Curriculum%20Catalog.pdf](http://com.tu.edu/_resources/docs/curriculum/2017-%202018%20Curriculum%20Catalog.pdf)
  - All clinical course outcomes and descriptions are provided to students, faculty, and other stakeholders via the Clinical Rotations Manual:
    - [Direct Page Link \(excerpt\)](#)
    - Full Source Link (see pgs. 142, 161, 182, 200, 219, 235, 249, 257, 263, 270, 277, 282, 287, 292):  
[http://com.tu.edu/\\_resources/docs/curriculum/2018-2019%20Clinical%20Rotation%20Manual%207.5.18.pdf](http://com.tu.edu/_resources/docs/curriculum/2018-2019%20Clinical%20Rotation%20Manual%207.5.18.pdf)
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# College of Osteopathic Medicine

## 2017 - 2018 Curriculum Catalog



TOURO UNIVERSITY  
CALIFORNIA

Revised September 15, 2017



concert using contemporary educational and clinical facilities while maintaining current and innovative modalities of education and research. TUCOM strives to provide an optimum environment for all participants in the process of developing excellent osteopathic physicians. Faculty development programs are continuously offered in order to ensure professionals the opportunities for growth, teaching improvement, evaluation strategies, and scholarly performance. TUCOM recognizes that the process of medical education is a continuum from undergraduate, graduate, and post-graduate training. TUCOM sponsors post-graduate programs in support of this continuum.

## **General Educational Goals**

The goal of the TUCOM is to educate qualified students to become exceptional osteopathic physicians imbued with the philosophical principles and palpatory and manipulative skills of osteopathic medicine. It is the stated purpose of the college to educate and develop primary care physicians in the osteopathic tradition. At the same time, it proposes to provide its students with a firm academic background so that those who wish may advance further into the osteopathic specialties or academic careers.

TUCOM has a defined set of learning outcomes for our educational program. These learning outcomes have been developed by the faculty to reflect the type of graduates the TUCOM and TUC strive to educate. These learning outcomes reflect our mission statement and are well aligned with both the learning outcomes of TUC and the professional competencies of AOA-COCA. TUCOM emphasizes primary care throughout the curriculum. Considering the national shortage of primary care physicians and particularly the shortage in rural areas TUCOM stresses primary care on several levels, including an increased proportion of clinical time devoted to family medicine, sites for family practice rotations, cooperative efforts toward matching physicians with community need and early identification of undergraduate students committed to becoming rural primary care physicians.

Because research activities are a link to future developments in the osteopathic profession, all faculty members are encouraged to engage in appropriate research activities both at group and individual levels. To that end, funds are budgeted for research purposes each year and for participation in professional conferences, seminars and developmental programs.

## **Program Student Learning Outcomes**

TUCOM has adopted the AOA-COCA competencies as Program Student Learning Outcomes:

- Osteopathic Principles and Practices
- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Professionalism
- Practice-Based Learning and Improvement
- Systems-Based Practice

For more information about each competency see pages 6-20 of [Osteopathic Core Competencies for Medical Students](#).

## The Philosophy of Osteopathic Medicine

Osteopathic medicine is a separate and distinct branch of medical practice that is based on a set of philosophic principles and stresses a comprehensive approach to the maintenance of health. The osteopathic medical education is unique in its emphasis on the neuromusculoskeletal system and its utility in the diagnosis and treatment of disease. It is the unobstructed interrelationship of all the body's systems by which we maintain health and disease is prevented. Founded in 1874 by Andrew Taylor Still, M.D. (1828-1917), osteopathic medicine makes use of the following tenets that assist the osteopathic physician to look for health, and not simply treat a disease state:

- The human body is a dynamic unit of function.
- The human organism is self-regulating and self-healing.
- Structure (anatomy) and function (physiology) are reciprocally interrelated.
- The function of the musculoskeletal system goes beyond support and may be vital in the diagnosis and treatment of disease.

Dr. Still's philosophy of health care and his world view resulted in the introduction of some revolutionary concepts for his time:

- The role of the physician is to seek the health of patients, not simply to treat disease or symptoms.
- The human organism continually strives toward health, and disease is a disruption of this process.
- Disease in any body system will affect the entire body.
- The work of the physician includes assisting the patient's own body in fighting disease.
- All qualified individuals, regardless of race or sex, should be given the opportunity to become a physician. (His was the first medical school of any type to have an anti-discrimination policy, which it had from its beginning.)

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Internal Medicine	8 weeks	12
Psychiatry	4 weeks	6
Elective Clerkships *	4 weeks	6
Clinical Distinction	8 weeks	12
TOTAL		72

\* Electives can be satisfied as multiple 2-week rotations or as 4-week rotations.

<b>OMS4 – 2016-2017</b>		
<b>Clerkship Type</b>	<b>Duration</b>	<b>Units</b>
Obstetrics and Gynecology	2 weeks	3
Pediatrics	2 weeks	3
Medicine subspecialty	8 weeks	12
Surgical subspecialty	4 weeks	6
Critical Care	4 weeks	6
Primary Care	4 weeks	6
Emergency Medicine	4 weeks	6
Elective Clerkships *	12 weeks	18
TOTAL		60

## **Description of Courses**

Courses are subject to change through normal academic channels. New courses and changes in existing course work are initiated by the responsible departments, recommended by the Curriculum Committee and approved by the Dean.

### **FIRST YEAR**

## **Fundamentals of Osteopathic Medicine (13 units)**

The Fundamentals of Osteopathic Medicine course presents the scientific basis of clinical medicine. Students will learn the aspects of biochemistry, anatomy, physiology, histology, embryology, genetics, pharmacology, pathology, microbiology and immunology that are necessary to begin study of the organ and tissue systems of the body. The course will end with the study of the first such tissue system, hematopoietic and lymphoid system, in the context of medical science and the disease process.

## **Osteopathic Doctoring 1 (3.5 units)**


The Osteopathic Doctoring course is an integrated and comprehensive course that will span the first two years of osteopathic medical school curriculum. It provides the basic cognitive and kinesthetic skills for future physicians to provide medical attention in a competent and professionally compassionate fashion. This course provides the foundation for students to practice the art and expanding science of osteopathic medicine through focusing on clinical skills (such as, patient interviewing and physical examination), clinical reasoning (the process by which physicians' are able to choose the most appropriate individualized diagnosis and treatment plan), professional practice (the development of behaviors and practices that embody the expectations of an osteopathic medical professional), and clinical integration (the ability to apply basic science knowledge in all aspects of clinical practice). This course utilizes standardized and real patients to help increase early clinical exposure and allows for solidification of the application of basic sciences in clinical practice.

## **Osteopathic Principles and Practices 1 (3.5 units)**

The Osteopathic Principles and Practices 1 course is the first of a four semester cumulative body of basic knowledge and skills that spans the first two years of your Osteopathic medical school curriculum. It is designed to reinforce the basic tenets, philosophy, principles, and practice of osteopathic medicine. Though the course does contain all the inclusive knowledge to be successful in the National Board of Osteopathic Medical Examiners board exams, it is primarily designed to provide the foundation (as well as more advanced theoretical and psychomotor skills) for future osteopathic physicians to integrate osteopathic philosophy, diagnosis, and treatment in a competent compassionate and professional manner into patient care.

## **Integrated Systems: The Cardiovascular, Respiratory and Renal Systems (14.5 units)**

The Integrated Systems Cardiovascular-Respiratory-Renal course (IS-CVRR) will develop a deep understanding of the biological, diagnostic and therapeutic principles



that produce optimal health and allow well-informed patient care. In addition, a knowledge base in clinical and basic science will optimize success on board examinations and clinical rotations. Specifically, the course presents physiology, anatomy, pathology, pharmacology, microbiology and clinical sciences as they relate to the cardiovascular, respiratory, and renal organ systems. The course progresses through five sections beginning with basic concepts necessary for understanding the interrelationships of all three systems, followed by detailed study of medical issues in the three systems individually, and together in the concluding clinical overview session at the end.

### **Osteopathic Doctoring 2 (4.5 units)**

See course description for Osteopathic Doctoring 1. As described above Osteopathic Doctoring provides the basic cognitive and kinesthetic skills for future physicians to provide medical attention in a competent and professionally compassionate fashion

### **Osteopathic Principles and Practices 2 (3.5 units)**

See course description for Osteopathic Principles and Practices 1. As described above Osteopathic Principles and Practices reinforces the basic tenets, philosophy, principles, and practice of osteopathic medicine.

## **SECOND YEAR**


### **Integrated Systems: Musculoskeletal/Neurology (12.5 units)**

The Integrated Systems: Musculoskeletal/Neurology course consists of two sections: starting with the neurology section and continuing with the musculoskeletal section.

The neurology system section is composed of 3 major areas: Neuroanatomy, Neurobiology or functional pathways, and Clinical Neurology. The course starts with a short medical student focused neuroanatomy section. A solid understanding of the functional anatomy and physiology of the normal central nervous system is essential to the recognition of the pathological processes, lesion localization, diagnosis and treatment of neurological diseases. An integrated functional neurobiology and clinical neurology section follows. It is designed to combine basic information concerning the structure and function of the nervous system with clinical information relevant to the practice of medicine.

The musculoskeletal section will provide the knowledge base for understanding the fundamental relationship between structure and function in this important system,





which is indispensable for a deep comprehension of muscle, bone and joint disorders. A discussion of the most important pathologies and their epidemiology, pathophysiology, clinical presentation, diagnostic features and principles of management will be the corner stone of all the lectures. The section could also be described as an introduction to Orthopedics and Rheumatology.

### **Osteopathic Doctoring 3 (5.5 units)**

See course description for Osteopathic Doctoring 1. As described above, Osteopathic Doctoring is an integrated and comprehensive course that spans the first two years of the osteopathic medical school curriculum.

### **Osteopathic Principles and Practices 3 (3.5 units)**

See course description for Osteopathic Principles and Practices 1. As described above Osteopathic Principles and Practices reinforces the basic tenets, philosophy, principles, and practice of osteopathic medicine.

### **Integrated Systems: Gastrointestinal System, Endocrinology, Reproduction, and Dermatology (GERD) (13 units)**

The Integrated Systems-Gastrointestinal System, Endocrine/Reproductive System and Dermatology course develops a deep understanding of biological, diagnostic and therapeutic principles concerning the organs and tissues that make up the gastrointestinal system, endocrine and reproductive system, as well as skin. Specifically, this course will provide students with a strong understanding of basic and clinical sciences as they relate to these organ systems. In addition, this knowledge base will be developed in order to optimize success on board examinations and clinical rotations.

### **Osteopathic Principles and Practices 4 (2.5 units)**

See course description for Osteopathic Principles and Practices 1. As described above Osteopathic Principles and Practices reinforces the basic tenets, philosophy, principles, and practice of osteopathic medicine.

### **Osteopathic Doctoring 4 (2.5 units)**

See course description for Osteopathic Doctoring 1. As described above, Osteopathic Doctoring is an integrated and comprehensive course that spans the first two years of the osteopathic medical school curriculum.

## ELECTIVE COURSES

### PRE-CLINICAL ELECTIVE COURSES

This listing is updated as of 2016, but elective course offerings may vary year to year based on faculty availability, student interest, and other factors. Elective courses earn one unit of credit unless noted otherwise. Grading is on a pass/fail basis, unless otherwise noted.

ADVANCED ANATOMY 1 (Fall)      BSCI 659      1.0 units  
ADVANCED ANATOMY 2 (Spring)      BSCI 660      1.0 units

Course Coordinator: Bruce Silverman B.S.

Course Description: The objective of these courses is to formalize student prosection into a directed learning experience that benefits both the enrolled students (in terms of focused study of human anatomy and potential development of research projects) and the students taking Human Anatomy as part of the curriculum of any of our colleges. The elective is open to second year osteopathic medical students and to students who have taken the anatomy course that is offered as part of the physician assistant program. Participants will perform directed prosections in pursuit of their own learning projects and for extended study by first-year students in these programs. Enrollment in Advanced Anatomy I is not a prerequisite for enrollment in Advanced Anatomy 2 and the topic areas are distinct.

ANATOMICAL APPLICATION IN YOGA      OMM 651      1.0 units

Course Co-Coordinators: Joel Talsma, Stacey Pierce-Talsma D.O.

Course Description: This course will engage students in the understanding of basic yogic practices, including pranayama (breathing), asana (postures) and meditation while also including discussion about clinical application and correlation to osteopathic principles and practices including Osteopathic Manipulative Treatment. Anatomy and physiology principles will be explored during each session and connected to the use of breathing, posture and proper alignment. Students will also be introduced to the concept of mindfulness and mindfulness practices for the benefit of themselves and their future patients.

ART OF OBSERVATION      BSCI 665      1.0 units

Course Coordinator: Tamira Elul Ph.D.

Course Description: This elective involves focused observation of people in fine art paintings and discussions of your observations. The objectives are to enhance medical students' visual diagnostic and critical thinking skills based on observation, as well as

their emotional engagement, and interpretive abilities regarding their patients. The Art of Observation elective comprises seven sessions, each 1-1.5 hours. Four of the sessions will be held on campus and three off campus at local museums.

CLINICAL ON-LINE OSTEOPATHIC MANIPULATIVE MEDICINE OMM 652 1.0 units

Course Coordinator: Stacey Pierce-Talsma, DO, MS, FNAOME

Course Description: This year-long elective allows students on third year clinical rotations to engage with and apply osteopathic principles and practices to patient encounters. Each month will emphasize Osteopathic specific aspects of a theme such as physical exams, communication, research, documentation or mind body spirit connection. Students will complete assigned readings, review videos and complete assignments and quizzes.

GLOBAL HEALTH: Fundamentals of Global Health (Fall) BSCI 668 3.0 units

Course Co-Coordinators: Eiman Mahmoud MD, Athena Lin PhD, H. Eduardo Velasco MD PhD, Alissa Farrell DO

Course Description: The primary goal of the course is to transfer information into knowledge that will prepare the student to work with underserved communities locally and globally. The course will present an overview of issues in global health from the viewpoint of many different disciplines. The course will introduce students to the principles and practice of global health. Using six leading global health topics as examples, students will be introduced to basic concepts of global health, with a focus on closing the gap between global health science and practice at home and abroad.

GLOBAL HEALTH: Health and Disease in the Developing World (Spring) BSCI 669 1.0 units

Course Co-Coordinators: Eiman Mahmoud MD, MPH, Athena Lin PhD

Course Description: Unit 1 provides an opportunity for an examination of basic issues of health in developing countries with country and specific diseases given as examples for each issue. Unit 2 familiarizes students with current strategies for implementation and delivery of intervention programs and provides an opportunity for students to critically analyze the intervention and public health programs in developing countries. Unit 3 introduces the student to the role of social, cultural, environmental and developmental factors in shaping various aspects of health in developing countries. Unit 4 introduces the student to challenges of policies and strategies in public health – a comparative study. This course, offered in the spring semester, is a prerequisite to Global Health: Summer Internship.

GLOBAL HEALTH: Summer Internship      BSCI 670      3.0 units

Course Coordinator: Eiman Mahmoud MD, MPH, Site coordinator varies per site

Course Description: The mission of the Global Health Summer Internship is to serve, to learn, and to teach. The summer program has been set up to provide the TUCOM students interested in Global Health and Tropical Medicine an opportunity to learn about various endemic diseases around the globe, improve their clinical skills in the diagnosis and management of these diseases and begin to understand the challenges that confront medical practitioners specifically in developing countries. The internship also offers avenues for research and service learning projects particularly in the area of public health. Available sites currently include Mexico, Bolivia, Tanzania and Ethiopia, for clinical, 20 research and service projects and Taiwan and Israel for clinical training only. Participation at the Africa sites requires completion of the Helping Babies Breathe elective described below.

HEALTHCARE POLICY      BSCI 664      1.0 units

Course Co-Coordinators: Peter Bretan MD, Audra Lehman MD

Course Description: A semester-long series of didactic sessions, debates and speaker presentations focused on the topic of healthcare policy. Speakers will be physicians and politicians who are involved with healthcare policy from our community, government, the California Medical Association (CMA), the American Medical Association (AMA), the Marin and Solano County Medical Societies and the Osteopathic Physicians and Surgeons of California (OPSC).

HELPING BABIES BREATHE:

Newborn Stabilization in the Developing World PRCR 660 1.0 units

Course Co-Coordinators: Alissa Farrell DO, Eiman Mahmoud MD MPH

Course Description: HBB is an evidence-based educational program to teach neonatal resuscitation techniques in resource-limited areas. This course will provide learners with the ability to teach the HBB program during the Global Health summer internship to local individuals who will be providing these services. This course is available to all students enrolled in Global Health Elective and mandatory for students participating in the Global Health Summer Internship at the Africa sites.

INTEGRATIVE MEDICINE: CLINICAL CASES      OMM650      1.0 units

Course Coordinator: Victor Nuno D.O.

Course Description: This course is designed to provide an introduction to integrative medicine. The course is comprised of six sessions at which times we will cover various topics including 1. Assessment and treatment of adrenal gland dysregulation; 2.

Functional assessment of the thyroid gland; 3. Saliva hormone testing; 4. Micronutrient assessment and replenishment; 5. Assessment and clinical considerations of genetic single nucleotide polymorphisms; 6. Basics of supplement replacement; 7. Clinical homeopathy.

JEWISH MEDICAL ETHICS      PRCR 610      1.0 units

Course Coordinator: Audra Lehman MD

Course Description: This is a course in Jewish Medical Ethics & Israel Experience Program offered by the New England Institute of Jewish Studies. Attended by over 50 medical schools throughout the US over the past 15 years, this program is based in Jerusalem, Israel and offers US medical students the opportunity to learn about Jewish medical ethics, contemporary Jewish thought and tour Israel. The program is sponsored by the New England Institute of Jewish Studies (NEIJS), Boston in coordination with the Schlesinger Institute of Medical Ethics and Shaare Zedek Medical Center, Jerusalem. The Jewish Medical Ethics & Israel Experience Program does not require a strong Jewish background or Hebrew skills. The medical ethics curriculum incorporates the case-study method and hospital rounds. The program includes tours and hikes throughout Israel. For further information: <http://neijs.org/>

MEDICAL NUTRITION: Foundations      PRCR 651A      1.0 units

Course Coordinator: Audra Lehman MD, Grace Jones, PhD

Course Description: A deep understanding of nutrition is critical to the holistic health care professional. This course is a 25-hour, 1 unit elective that focuses on advanced nutrition education, specifically addressing the role of nutrition in maintaining health and ameliorating disease. The bulk of the curriculum consists of online modules designed for medical students. The curriculum is called "Nutrition In Medicine" and was developed at the University of North Carolina at Chapel Hill. It offers an evidence-based foundation in nutrition and is currently utilized at 129 medical schools around the world. This academic content is complemented by an experiential component of the student's choosing. This course will ideally be the first of a 2 part series of Nutrition electives: Foundations in the Fall; Clinical Nutrition in the Spring. This course is open to students of osteopathic medicine, pharmacy, public health, and physician assistant in the colleges of COM, COP and CE&HS.

MEDICAL NUTRITION: Student Led Seminars      PRCR 651B      1.0 units

Course Coordinator: Audra Lehman M.D.

Course Description: This seminar-style course is designed to provide interested students an opportunity for in depth exploration of the role of nutrition and in health and disease. The course will take place during the Spring semester, and application is

open to students from COM, COP and CE&HS. The course content will be delivered by participating students, peer teaching on Nutrition-related topics of their own choosing, based on research projects that they develop individually or in teams, in conjunction with a course advisor, addressing aspects of nutrition that are significant determinants in public health, often encountered in clinical practice and the popular media discourse on nutrition, as well as issues that are personally relevant for participating students. A profound understanding of nutrition is critical to the holistic health care professional. This course will emphasize the role of nutrition in maintaining health and ameliorating disease.

MEDICAL SPANISH      PRCR 650Y    1.0 units

Course Coordinator: Teresita Menini MD, MS

Course Description: This year-long, beginner's course will help students conduct a medical encounter and elicit an H&P from their Spanish-speaking patients, provide basic medical instructions, and answer the patient's more common questions. These objectives will be achieved through study of Spanish medical terminology; use of colloquial words and phrases; review of Spanish grammar; practice conducting H&Ps in small groups.

NARRATIVE MEDICINE      PRCR 663    1.0 units


Course Co-Coordinators: Elsa Asher, Audra Lehman M.D.

Course Description: The interaction between a patient and a provider is the merged unfolding of multiple narratives. Attention to this aspect of the encounter enriches and deepens the experience for all involved. It is the understanding of each of our experiences and our shared connection that protects us from losing our humanity, our compassion and our love for our work. In this course we engage with narratives in multiple media, deepening our skills of listening, writing, observation and critical analysis. This elective offers students of osteopathic medicine, pharmacology, nursing and physician assistant at Touro an opportunity to add layers of information to patient encounters; to enrich their professional experiences; to process the painful and challenging aspects of clinical encounters; and to exercise more agency in their still evolving professional identities.

PALLIATIVE CARE      PRCR 665    1.0 units

Course Coordinator: Catherine West M.D., Melissa Kirkpatrick, PharmD,

Course Description: This will be an interprofessional 12-hour course open to students in the osteopathic medicine, pharmacy, physician assistant and nursing programs. It will offer interactive didactic sessions on pharmacologic and non-pharmacologic strategies for management of pain and non-pain symptoms in the palliative care setting. The



course will emphasize an interprofessional team-based cost-effective approach to patient care that maximizes patient values, comfort and safety. Students will practice this approach themselves in interprofessional teams with case simulations and have the opportunity to observe an interprofessional panel of experts.

PREGNANCY PARTNERS PRCR 652 1.0 units

Course Director: Audra Lehman M.D.

Course Description: This program is designed to allow first year osteopathic medical students to observe and act as advocates in the prenatal care, labor, and delivery of a prospective mother. The prospective mothers are clients of "Great Beginnings Prenatal Services" operated through Sutter-Solano Medical Center in Vallejo, CA. In the program a TUCOM student is matched with a prospective mother, attends all prenatal office visits, and is present during labor and delivery, as well as for the first postpartum office visit. The student will observe the relationships developed between the prospective mother and her health care providers and the protocol of the labor and delivery rooms. The course will also include lectures on a variety of topics related to maternal and fetal health.

SOCIAL JUSTICE IN PUBLIC HEALTH BSCI 673 1.0 units

Course Co-Coordinator: Tami Hendriksz DO, Gayle Cummings MPH

Course Description: This course provides an introduction to topics of public health and social justice through a speaker series, viewing and analyzing segments of relevant documentaries, and discussion of social determinants of health.

SUMMER CLINICAL PRECEPTORSHIP PRCR 658 1.0 units

Course Director: Tami Hendriksz D.O.

Course Description: This class is intended to provide students with the opportunity to apply basic science knowledge in a clinical setting during an otherwise non-academic time; i.e., between the first and second years. Students will, with approval of the course coordinator, work with a faculty member of TUCOM, a clinician at another institution, or a licensed physician in the community, in order to observe medical practice in an area of medicine and a clinical setting of their choice.

THE HEALER'S ART (1.0 Units) PRCR 659 1.5 units

Course Co-Directors: Catherine West M.D., Audra Lehman M.D.

Course Description: The Healer's Art, developed by Dr. Rachel Naomi Remen, was first presented at the University of California San Francisco School of Medicine in 1993 and, as of 2016, had been successfully replicated in over 80 medical schools in the US and

abroad. It addresses the hidden crisis in medicine, the growing loss of meaning and commitment experienced by physicians nationwide under the stresses of today's health care system. The course is comprised of five interactive sessions entitled: Discovering and Nurturing Your Wholeness; Sharing Grief and Honoring Loss (2); Beyond Analysis: Allowing Awe in Medicine, and The Care of the Soul: Service as a Way of Life.

WILDERNESS MEDICINE: MOUNTAIN MEDICINE BSCI 672 1.0 units

Course Coordinator: Greg Gayer PhD

Course Description: This course is designed to provide an introduction to management of common medical issues specific to mountainous environments. The course is comprised of four self-study sections including 1) high altitude illness 2) thermoregulation 3) trauma and improvised medicine and 4) backcountry OMT. There will also be two, one day interactive sessions in which students will go into the field and practice skills such as improvised litters, splinting, and OMT considerations in the backcountry.

## **Clinical Experience**

The philosophic framework of clinical education and training at TUCOM is that of preparing students to become competent osteopathic physicians who clearly recognize their roles as providers of comprehensive healthcare to the individual, to the family as a unit, and to communities. Training will allow students to apply osteopathic principles and practices and their hands on diagnostic and treatment skills to patient care as they implement the tenets of osteopathic practice into each patient encounter. Given their increasingly important role in primary care, osteopathic physicians must be able to function in the role of leader of the healthcare team to bring about needed change from the level of the individual to the level of the community. The ultimate intent of the program is to prepare osteopathic physicians who will treat their patients from a holistic perspective of mind, body and spirit and impact positively on the quality of healthcare and healthcare delivery systems.

In today's healthcare arena, osteopathic physicians are an integral factor to curb the shortage of primary care physicians. Students' attitudes and learning will be directed toward understanding the role of osteopathic physicians in primary care and other specialties. The TUCOM staff and faculty believe that the osteopathic physician must assume a leadership role not only in the medical community, but in the broader community in which he/she serves. Community leadership is an integral part of improving the healthcare of the community as a whole; thus, osteopathic care physicians must be motivated toward the prevention of illness and the upgrading of the delivery of healthcare services at extended levels. In pursuit of the goal of excellence,





the TUCOM clinical curriculum is a challenging blend of the traditional and innovative learning designed to:

- Foster the analytic and problem-solving skills requisite for physicians involved in disease prevention, diagnosis, and treatment in individual patients, in families, in communities, and in populations at large.
- Incorporate osteopathic principles and practices into each patient encounter
- Ensure the acquisition of basic clinical knowledge and essential clinical skills.
- Develop an understanding of contemporary healthcare delivery issues.
- Cultivate effective physician-patient relationships based upon integrity, respect and compassion.
- Develop high ethical standards.
- Promote a lifelong commitment to learning.

As a result of two years of clinical training, students will see the osteopathic care physician as being able to:

- Demonstrate clinical excellence, using current biomedical knowledge in identifying and managing the medical problems presented by his/her patients.
- Utilize osteopathic principles and practices and osteopathic manipulative treatment (OMT) to support health and aid in recovery of illness or disability
- Provide continuing and comprehensive care to individuals and families.
- Demonstrate the ability to integrate the behavioral/emotional/social/environmental factors of families in promoting health and managing disease.
- Recognize the importance of maintaining and developing the knowledge, skills, and attitudes required for the best in modern medical practice in a rapidly changing world.
- Undertake a regular and systematic program of lifelong learning.
- Recognize the need and demonstrate the ability to use consultation with other medical specialties while maintaining continuity of care.
- Share tasks and responsibilities with other health professionals.
- Be aware of the findings of relevant research; understand and critically evaluate this body of research; and apply the results of the research to medical practice.
- Practice in a business-like, cost-effective manner.

### **Clinical Clerkship Program**

There are a total of twenty-two (22) clerkship periods. Sixteen (16) of these are assigned in a manner prescribed by the Curriculum Committee and the Clinical Education Department to assure that every student obtains the core experience needed to become a well-trained osteopathic primary care physician.

Flexibility is provided by one (1) electives during the 3rd year and three (3) electives during the 4th year, and one month of vacation each year to give the student ample opportunity to pursue his/her special interest. In addition during the 3<sup>rd</sup> year, students have two (2) Clinical Distinction courses, a time when students are called upon to examine their own proficiency in all competency areas of clinical medicine and design a study program that allows them to round out their capacities and prepare for successful clinical work. Students are expected to use this time to develop a deeper professional identity as an Osteopathic physician. (Information on Clinical Distinction can be found here: <http://clinicaldistinction.wordpress.com/>.)

Whenever possible, we use hospitals approved by the AOA for post-doctoral training because the inspections by the AOA, in addition to our own, provide assurance of adequate teaching material and faculty. Also, the interaction with the house staff increases the student's opportunity for learning. In addition, we have ambulatory training sites that range from private practices to urban and rural health centers. The clerkships provided at each site, and the number of students assigned to each site from TUCOM, are determined by mutual agreement of the Hospital Administrator, Director of Medical Education, Clinical Faculty and the TUCOM Department of Clinical Education.

For more detail on the specific core and elective rotations, please refer to the Clinical Rotation Manual provided by the Clinical Education Department.

## **MSMHS Course Descriptions**

### **HSOC-600-0 Anatomy (4 units)**

This course familiarizes the student with clinically relevant anatomy of the human body. The focus is on structural and functional relationships of anatomical structures. These relationships are presented utilizing both lecture and laboratory. The laboratory portion contains cadaver dissection and diagnostic imaging and focuses on spatial relationships, normal structure and normal variant structures, the relationships of organs and organ systems; also there are clinical correlations and consideration of gross pathology. (Course Coordinator: David Eliot)

### **HSOC-601-0 Medical Biochemistry (3 units)**

Medical biochemistry reviews biomedical and genetic principles underlying human function. Students are expected to formulate the basis of the knowledge from basic science disciplines that are useful for clinical practice. Each topic has been designed to be consistent with National Board of Osteopathic Medical Examiners (NBOME) and based on the curriculum at Touro University California, College of Osteopathic

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# Clinical Rotation Manual

For Faculty & Students

2018 – 2019



**Touro University California**

College of Osteopathic Medicine

*Clinical Education Department*

Tami Hendriksz, DO

Nathalie Garcia-Russell, PhD

Jennifer Weiss, DO

Teresita Menini, MD, MS

Howard Feinberg, DO

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# Introduction to Family Medicine

## Course Description

Core clinical sites for the Family Medicine rotation offer a range of experiences. The overall goal of the didactic online portion of the rotation is to create a forum in which a consistent set of objectives can be learned. Students will rotate in assigned clinical settings to complete the required third year course. Family Medicine attendings will specify site requirements for the clerkship and will see that students are provided with an appropriate level of clinical and didactic experience. To ensure consistency among Family Medicine clerkship experiences, the standardized online curriculum is provided. In order to successfully complete the required third year rotation, all students must fulfill requirements specified by their preceptor AND complete the required elements of the online curriculum as outlined in the Clinical Education Handbook.

## TUCOM Mission Statement

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## Alignment of Course Outcomes and Competencies with TUCOM Mission

The curricula for all of the core courses during the clinical years is aligned with the TUCOM Mission. Each course is subject focused, and, the curriculum will guide students in gaining a balance between subject specific specialty topics and the important concepts that outstanding osteopathic physicians, committed to primary care should understand. This curriculum aims to allow students to maintain a holistic approach to patient care, and to concentrate medical knowledge supported by a foundation of osteopathic principles and practices. Students should understand that basic osteopathic tenets, such as understanding normal anatomy and all of its branches (embryology, physiology, biochemistry, etc.) and reasoning from normal, will guide them to be successful in clinical practice. Students are directed to focus on finding health throughout clinical reasoning and differential diagnoses. This curriculum encourages self-directed learning, and fosters students to seek their own best practices in lifelong learning and personal development.

## Course Learning Outcomes

At the end of the family medicine course, each student should be able to:

1. Discuss the principles of family medicine care. (AOA; 3)

# Introduction to Internal Medicine

## Course Description

Core clinical sites for the Internal Medicine rotation offer a range of experiences. The overall goal of the didactic portion of the rotation is to create a framework through which a consistent set of objectives can be learned. Students will rotate in assigned clinical settings in order to complete the required third year course. Internal Medicine attendings will specify site requirements for the clerkship and will see that students are provided with an appropriate level of clinical and didactic experience. To ensure consistency among Internal Medicine clerkship experiences, the standardized online curriculum is provided. In order to successfully complete the required third year rotation, all students must fulfill requirements specified by their preceptor AND complete the required elements of the standardized curriculum as outlined in the Clinical Education Handbook and this syllabus.

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## Course Learning Outcomes

At the end of the Internal Medicine course, each student should be able to:

1. Demonstrate the ability to determine and monitor the nature of a patient's concern or problem using a patient-centered approach that is appropriate to the age of the patient and that is culturally sensitive. (AOA; 3)

# Introduction to Surgery

## Course Description

Core clinical sites for the General Surgery rotation offer a range of experiences. In one four week block you will be rotating with a general surgery service. In your second four-week block your experience will depend on your site and may be more specialized. The topics you will cover for the online portion of this 8-week rotation are all general surgery topics. The overall goal of the didactic portion of the rotation is to create a forum in which a consistent set of objectives can be learned. Students will rotate in assigned clinical settings in order to complete the required third year course. Surgery attendings will specify site requirements for the clerkship and will see that students are provided with an appropriate level of clinical and didactic experience. To ensure consistency among surgery clerkship experiences, the standardized online curriculum is provided. In order to successfully complete the required third year rotation, all students must fulfill requirements specified by their preceptor AND complete the required elements of the standardized curriculum as outlined in the Clinical Education Handbook and this syllabus.

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## Course Learning Outcomes

On completion of this course students will:

# Introduction to OB/Gyn

## Course Description

Core clinical sites for the obstetrics and gynecology rotation offer a range of experiences. The overall goal of the didactic portion of the rotation is to create a forum in which a consistent set of objectives can be learned. Students will rotate in assigned clinical settings in order to complete the required third year clerkship. obstetrics and gynecology attendings will specify site requirements for the clerkship and will see that students are provided with an appropriate level of clinical and didactic experience. To ensure consistency among obstetric/gynecologic clerkship experiences, this standardized curriculum is provided. In order to successfully complete the required third year rotation, all students must fulfill requirements specified by their preceptor AND complete the required elements of the standardized curriculum as outlined in the Clinical Education Handbook and this syllabus.

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## Course Learning Outcomes

1. Have a basic knowledge of normal female reproductive physiology and endocrinology including the menstrual cycle, changes in pregnancy and puberty and menopause. (AOA; 2)
2. Demonstrate the ability to communicate with colleagues and support staff through traditional oral presentations, and standard formatted notes, such as SOAP, H&P, pre and post-operative, admit and so on. (AOA; 4)

# Introduction to Psychiatry

## Course Description

Core clinical sites for the psychiatry rotation offer a range of experiences. The overall goal of the didactic portion of the rotation is to create a forum in which a consistent set of objectives can be learned. Students will rotate in assigned clinical settings in order to complete the required third year psychiatry course. Psychiatry preceptors will specify site requirements for the rotation and will see that students are provided with an appropriate level of clinical and didactic experience. To ensure consistency among psychiatry clerkship experiences, this standardized curriculum is provided. In order to successfully complete the required third year Psychiatry rotation, all students must fulfill requirements specified by their preceptor and complete the required elements of the standardized curriculum as outlined below.

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## Course Learning Outcomes

By the end of the course in Psychiatry the student will:

1. Demonstrate the ability to obtain a complete psychiatric history in a manner that facilitates formation of a therapeutic alliance. Recognize relevant physical findings, and perform a complete mental status examination. (AOA; 3)
2. Use osteopathic medical knowledge best medical evidence, and osteopathic principles and practices in the diagnosis and management of mood and anxiety disorders and of childhood developmental disorders. Use osteopathic practices as an additional management tool for patients with psychiatric complaints. (AOA; 1,3)



# Introduction to Pediatrics

## Course Description

The Pediatric Course offers a range of clinical experiences, didactic sessions, reading, and exercises covering core pediatric topics. Students will rotate in assigned clinical settings in order to complete the required third year clerkship. Preceptors will specify site requirements for the clerkship and provide students with an appropriate level of clinical experiences. The standardized curriculum is provided to ensure consistency among pediatric clerkship experiences. In order to successfully complete the required third year rotation, all students must fulfill requirements specified by their preceptor AND complete the required elements of the standardized curriculum as outlined in this syllabus.

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## Course Learning Outcomes

The learning outcomes of the Pediatric Course are based on the seven core competencies of the AOA. The clerkship learning outcomes are listed with the corresponding core competencies noted in parentheses.

Upon completion of this course, the third-year osteopathic medical student will be able to:

1. Identify normal and abnormal growth and development (physical, physiologic and psychosocial) from birth through adolescence. (AOA; 2)
2. Diagnose and initiate management of common acute and chronic pediatric illnesses, recognizing age-specific epidemiological differences in the care of infants, children, and adolescents. (AOA; 3)

## Course Description

The Clinical Distinction course takes place twice during two four-week blocks in year 3. It is a time when students are called upon to examine their own proficiency in all [competency areas of clinical medicine](#) and design a study program that allows them to round out their capacities and prepare for successful transition to residency and clinical work.

Students are expected to use this time to develop their professional identity, competence, and entrustability as an Osteopathic physician. Your path to distinction should contribute to your success in clinical rotations and preparation to match into residency.

The Clinical Distinction Courses offers three opportunities to distinguish yourself as you prepare for residency:

1. Through a self-selected study program, you can deepen your competence in a chosen area, or broaden your horizons by exploring unfamiliar domains in health care.
2. These courses are high yield for the MSPE part of your residency applications. You can gain competence, entrustability, and enhance your profile by being of service, creating an innovative project or program, or acquiring distinctive skills and knowledge, the result of which informs this key section of your MSPE.
3. These courses allow individual expression. In your [narrative evaluation](#), you are given the opportunity to shine. You can distinguish yourself in a language that residency directors will be looking for – competency, reflection and entrustability.

Your route to clinical distinction is up to you. Everything else you need to choose your track, make your contract, and complete your [narrative evaluations](#), is available on the [Clinical Distinction website](#).

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### **Alignment of Course Outcomes and Competencies with TUCOM Mission**

The curriculum for this course is aligned with the TUCOM Mission. While each track is focused on a specialty or topic, students are expected to examine their developmental progress in our college program learning outcomes (PLOs). Further, the materials chosen for each track should be at a level appropriate to a third year, focused on exploring the breadth of osteopathic primary care medicine. The objective of focusing on a particular specialty or topic is not to achieve the specialist level skill but rather to explore clinical medicine in a personalized way. This allows students the room to engage in their educational and clinical development in a unique way and supports development skills needed for lifelong learning. Some of the skills include the ability to select appropriate study tools, make commitments, balance obligations, accomplish goals and most importantly, to evaluate oneself accurately.

# Introduction to Callbacks & Osteopathic Clinical Integration

## Course Description

Callbacks and Osteopathic Clinical Integration is a required longitudinal course that takes place during third year. This 1.5-unit course consists of a distance learning program given longitudinally throughout the year, and an on-campus component that takes place at the beginning of the Spring semester. The distance learning portion consists of online didactics, logging, and eConferences. The on-campus portion of the course consists of didactic sessions, assessments that both summarize learning to date and provide feedback for future performance, and advising sessions on Year 4 and residency. All students are required to participate and satisfactorily complete each component to pass the course.

## Course Components

### 1. Objective Structured Clinical Examination (OSCE) and OSCE Feedback

During the on-campus event, students will have one mandatory OSCE involving 4 separate OSCE Cases. This OSCE will simulate the COMLEX Level 2 PE and help to prepare learners for both ongoing clinical rotations and the COMLEX Level 2 PE Exam. Each student will have the opportunity to review their OSCE performance during a video review session, as well as to get faculty & peer feedback, and a grade on their SOAP notes and their performance on the Standardized Patient (SP) checklists. This will give the students an idea of how they may perform during their clinical rotations and on the COMLEX Level 2 PE. Additionally, it will give students a chance for self-reflection and improvement. These OSCEs are graded by a combination of the following components: 1) Video Review by faculty, 2) Rubric designed to flag any student at risk of failing COMLEX Level 2 PE and to improve performance clinically, 3) SP checklists, 4) Post station SOAP notes, and 5) Additional video review by select faculty in the event that any red flags are noted during the OSCE or initial video review session. If the student's performance on the OSCEs reveals multiple red flags, or is noted to be significantly poor or concerning after review by a minimum of 2 faculty, the student will be required to remediate the OSCE portion of Callbacks. In the event that they are unable to pass the remediation, the student will be sent to the Student Promotions Committee to determine what further actions are necessary.

### 2. Osteopathic Clinical Integration

#### a. OMM Lab

The OMM Department develops a lab for the on-campus Callbacks event that gives the students an opportunity to brush up on their OMM skills, rediscover ways in which they can incorporate more OMM into their clinical rotations and reconnect with our OMM faculty. The students are required to complete the posted assignment before attending an OMM lab during Callback week. This pre-assignment and live component of Callbacks must be passed adequately or remediated to pass the Callbacks course. See posted assignment in the co2020 Callbacks organization on Blackboard for details.

#### b. COAR Sessions

Students who are not rotating locally are required to attend a minimum of one COAR session during Callbacks and to attend additional COAR sessions when offered at their core rotation site or online (up to a total of 5). Students who rotate locally will be offered these sessions on COMAT days and are required to attend 5 sessions throughout the academic year. Attendance during Callbacks, for local students is based on availability and completion of COAR requirements on COMAT days. Students not attending the COAR session during Callbacks will be required to attend one of the other didactic sessions offered.

# Introduction to Core Primary Care

## Course Description

Clinical sites for the 4<sup>th</sup> year Core Primary Care Rotations offer a range of experiences. The overall goal of the rotations is to enable the students to deepen their understanding of aspects of medicine encompassed by the broad field of Primary Care medicine. Students will rotate in affiliated clinical settings assigned to services that provide patient care in any of the areas listed below in the section “List of Options.” Primary Care attendings will specify site requirements for the clerkship and will see that students are provided with an appropriate level of clinical and didactic experience.

In addition to all clinical and didactic activities assigned by the preceptor it is recommended that students use the resources provided through the Touro University California online library and through Blackboard, the online education software system. These resources should be used to deepen students’ understanding of medical decision-making across the medicine subspecialties and settings. This would include applications of physiology, innovations in interventions and areas of controversy. Students should use the suggested reading or the core rotation resources in Blackboard daily and expect to spend about 2 hours each day in independent study after clinical duties are completed.

During fourth year students must complete one 4-week block of a Core Primary Care rotation.

## List of Options

*You must perform this rotation within the following areas, strictly interpreted, and to include direct patient contact:*

Family Medicine - Outpatient

Internal Medicine - Outpatient

Pediatrics - Outpatient

# Introduction to Core Medical Sub-Specialty Rotations

## Course Description

Clinical sites for the Non-Surgical Medical Rotations offer a range of experiences. The overall goal of the rotations is to enable the students to deepen their understanding of aspects of medicine encompassed by the Non-Surgical subspecialties. Students will rotate in affiliated clinical settings assigned to services that provide patient care in any of the areas listed below in the section "List of Options." Non-Surgical Medical attendings will specify site requirements for the clerkship and will see that students are provided with an appropriate level of clinical and didactic experience.

In addition to all clinical and didactic activities assigned by the preceptor it is recommended that students use the resources provided through the Touro University California online library and through Blackboard, the online education software system. These resources should be used to deepen students' understanding of medical-decision making across the medicine subspecialties and settings. This would include applications of physiology, innovations in interventions and areas of controversy. Students should use the suggested reading or the core rotation resources in Blackboard daily and expect to spend about 2 hours each day in independent study after clinical duties are completed.

During fourth year students must complete two 4-week blocks of Non-Surgical Medical rotations.

## List of Options

Rotations at affiliated sites that provide the following patient care services meet the requirement for the Non-Surgical Medical rotations.

Adult/Pediatric Non-Surgical subspecialties:

Adolescent Medicine

Adult/Pediatric subspecialties:

Allergy/Immunology

Cardiology

Endocrinology

Family Medicine-Inpatient

Gastroenterology

Geriatrics

Hematology / Oncology

Infectious Diseases

Internal Medicine Inpatient

Neonatology

Nephrology

Oncology

Pediatrics Inpatient

Pulmonary Medicine

Rheumatology

# Introduction to Core Surgical Subspecialty

## Course Description

Clinical sites and subspecialty selections for the Surgery Subspecialty Rotations offer a range of experiences. The overall goal of the rotations is to enable the students to deepen their understanding of aspects of surgical care covered by sub-specialists. Students will rotate in affiliated clinical settings assigned to services that provide patient care in any of the areas listed below in the section "List of Options." Surgical attendings will specify site requirements for the clerkship and will see that students are provided with an appropriate level of clinical and didactic experience. In addition to all clinical and didactic activities assigned by the attending it is recommended that students use the resources provided through the Touro University California online library and through Blackboard, the online education software system. These resources should be used to deepen students' understanding of medical decision-making across the surgical subspecialties. This would include applications of physiology, innovations in interventions and areas of controversy. Students should use the suggested reading resources or the core rotation resources in Blackboard daily and expect to spend about 2 hours each day in independent study after clinical duties are completed.

During fourth year students must complete one 4-week blocks of a Surgical subspecialty rotation.

## List of Options

- Colorectal Surgery
- General Surgery
- Gynecological oncology
- Obstetrics
- Neurosurgery
- OB/GYN
- Ophthalmology
- Orthopedics
- Otolaryngology-ENT
- Plastic surgery
- Surgical Sub-Internship
- Trauma surgery
- Urology
- Gynecological Oncology

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## **Introduction to Core Acute or Critical Care**

### **Course Description**

Clinical sites for the Critical Care Rotations offer a range of experiences. The overall goal of the rotations is to enable the students to deepen their understanding of aspects of medicine encompassed by critical care. Students will rotate in affiliated clinical settings assigned to services that provide critical care in any of the areas listed below in the section “List of Options.” Critical care attendings will specify site requirements for the clerkship and will see that students are provided with an appropriate level of clinical and didactic experience.

In addition to all clinical and didactic activities assigned by the preceptor it is recommended that students use the resources provided through the Touro University California online library and through Blackboard, the online education software system. These resources should be used to deepen students’ understanding of critical care decision-making across the critical care subspecialties and settings. This would include applications of physiology, innovations in interventions and areas of controversy. Students should use the suggested reading or the core rotation resources in Blackboard daily and expect to spend about 2 hours each day in independent study after clinical duties are completed.

### **List of Options**

Rotations at affiliated sites that provide the following patient care services meet the requirement of for the critical care rotation.

- Adult Intensive care
- Cardiac Intensive care
- Neonatal Intensive care
- Pediatric Intensive care
- Surgical Intensive care

## **Introduction to Selective Rotations**

### **Course Description**

During both third and fourth year, students are given the opportunity to choose learning experiences which enable them to further their education in a self-directed way. Students are encouraged to consider this time as an opportunity to round out areas they are weak or have had less experience, or to explore possible career interests. They may also use this time to increase their skills and knowledge in areas complimentary to their clinical practice, such as research, global health or public health. Students are given opportunities through the CED and are also encouraged to submit proposals to the CED for other learning experiences. In the third year, students complete 4 weeks of selective rotation experience in either 2 or 4-week blocks. In their fourth-year students have more time for selectives and will complete 12 weeks in either 2 or 4-week blocks.

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# Introduction to Core Emergency Medicine

## Course Description

As the clerkship experience varies by rotation site, the environment largely shapes the course. The following curriculum is designed to allow students and faculty an overview of what should be covered during the four-week rotation. It is expected that students will have an opportunity for observation of procedures and for evaluation of patients. Ideally, they will be able to participate in a hands on way learning and performing procedures and interacting with staff and patients in a safe and supervised manner. Students should present cases both verbally and in written format including a summary of their findings and recommendations. Other activities can include student presentations, either formal or informal, on topics from the objectives, case reviews using the recommended materials, journal review, attendance at meetings and lectures, working with staff in the emergency room or laboratories and with paramedics. In addition to general emergency medicine, students may also choose to do a pediatric emergency medicine rotation.

The material taught is broken into three different areas: 1) a fundamental set of emergent patient presentations (chief complaints), 2) a set of specific disease entities, and 3) procedural skills. These areas are listed in separate sections, the first two being in the topic by week list and the third area being in a separate section entitled "Emergency Medicine Procedures." Students are expected, however, to cover these areas simultaneously.

These course materials were designed using The Clerkship Directors in Emergency Medicine (CDEM) curriculum as a primary resource.

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