Clinical Rotation Manual
For Faculty & Students
2021 – 2022

Touro University California
College of Osteopathic Medicine
Clinical Rotation Manual for Faculty & Students

Editors:

K. Scott Whitlow, D.O., FAAEM
Associate Dean, Clinical Education
Professor of Emergency Medicine and Medical Toxicology

Nathalie Garcia-Russell, Ph.D.
Assistant Dean, Clinical Education
Associate Professor

Nicole Peña, D.O.
Director of Distance Learning and OMM Clinical Integration
Interim-Chair Osteopathic Manipulative Medicine Dept.
Associate Professor

Jennifer Weiss, D.O.
Assistant Dean of Faculty Development
Director of Clinical Distinction
Associate Professor

&

Clinical Curriculum Review Sub-Committee
The Clinical Rotation Manual (CRM)

The Clinical Rotation Manual is revised every year before the new 3rd year class begins rotations. It is available online as a link in the Clinical Education Department (CED) section within the www.tu.edu website. This manual is given to all students prior to entering their 3rd year and sent to all clinical faculty during the credentialing process and all clinical core-site administration pertaining to student rotations. Bound copies are available upon request to the Clinical Education Department.

- **Section I, for our clinical faculty, affiliated core-site/institution administration including Directors of Medical Education (DME)**
  This section contains important information describing the history and administrative structure of the University and the Medical School. It is here where one can find the specific reporting structure and contacts in the event of student rotation questions, difficulties, and emergencies. This section includes important responsibilities for the student educational environment; federal laws and university regulations regarding discrimination, harassment, and disabilities; as well as ethical codes. Important information regarding the process of faculty credentialing and recredentialing, adjunct clinical faculty benefits, and rank promotions can also be found in Section I.

- **Section II, for our clinical faculty preceptors and core-site rotation coordinators**
  This section contains our entire faculty development curriculum. This information will serve as an essential guide to medical student preceptorship. For those of our faculty who have had significant experience in medical student teaching or formal training in faculty development, this section may be a good review. For those preceptors new to medical education, this section should serve as a comprehensive resource. Faculty and rotation site coordinators may find it useful to also review the third and fourth sections, which contain learning objectives and requirements for our students.

- **Section III, for our students**
  This section contains important clinical education policies and procedures governing the student experience during the third and fourth years of medical school. This section is equally important for second year students to review in anticipation of their third year as it also contains information and policies governing the rotation core-site assignments and the lottery process.

- **Section IV, for our students and faculty**
  This section pertains to the clinical curriculum and contains a detailed description of all of the clinical courses. All curricular material for the core clerkships, elective rotations, and clinical distinction is included in this section.

- **Section V, for our students and faculty**
  This section contains the syllabi and assignments for each of the clinical year three and four courses.
Clinical Education Department Contact Information

Mailing Address: Touro University California
1310 Club Drive
Mare Island
Vallejo, CA 94592

Any member of our department will be happy to help you with any question you have. If it does not fall within the expertise of the person you have contacted, he or she will direct you to the specific individual who can best handle your query.

K. Scott Whitlow, D.O., FAAEM
Associate Dean, Clinical Education
Professor of Emergency Medicine and Medical Toxicology
(O) 707-638-5288, (C) 661-619-8191
kscott.whitlow@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education
Associate Professor
707-638-5917
nathalie.garcia-russell@tu.edu

Nicole Peña, D.O.
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(O) 707-638-5217, (C) 925-899-5495
nicole.pena@tu.edu

Irina Jones, B.S.
Administrative Director of Clinical Education
707-638-5278
irina.jones@tu.edu

David DiGiovanni, B.A.
Fourth Year Clerkship Lead Coordinator
707-638-5902
tuc.year4teamced@tu.edu, david.digiovanni@tu.edu

Monica Delgado
Fourth Year Clerkship Coordinator
707-638-5378
tuc.year4teamced@tu.edu, monica.delgado3@tu.edu

Karea Simpson, B.S.
Third Year Clerkship Coordinator
707-638-5274
tuc.year3teamced@tu.edu, karea.simpson3@tu.edu

TBA
Third Year Program Coordinator
tuc.year3teamced@tu.edu

Ashley Klopstock, B.S.
Assessment Coordinator
707-638-5293
tuc.ced.grades@tu.edu; ashley.klopstock@tu.edu

Svetlana Stikhareva, B.A., M.A.
Assessment Coordinator
707-638-5938
tuc.ced.grades@tu.edu; svetlana.stikhareva@tu.edu

TBA
Institutional Affiliations and Credentialing Coordinator
tuc.clined@tu.edu

Angela Malala, MPA
Site Liaison Coordinator
707-638-5273
tuc.clined@tu.edu; angela.malala@tu.edu
# Table of Contents

**SECTION I CLINICAL FACULTY AND AFFILIATED CORE-SITE ADMINISTRATION** ................................................................. 9
- The Touro College and University System Overview ........................................................................................................... 10
- A Brief History of Osteopathic Medicine: What is a D.O.? ..................................................................................................... 12
- Clinical Education Department and Responsibilities ........................................................................................................... 12
- Administrative Structure of Touro College & Touro University California ................................................................. 12
- The Faculty ........................................................................................................................................................................... 15
- Credentialing and Approval of Faculty ................................................................................................................................. 18
- Unlawful Harassment ............................................................................................................................................................ 22
- Academic Freedom ............................................................................................................................................................... 25
- Grievance Committee, Policy and Procedure ......................................................................................................................... 26
- Appeals Committee, Policy and Procedure ........................................................................................................................... 27
- Disability Accommodation for Students ............................................................................................................................... 28
- Conflict of Interest .............................................................................................................................................................. 29
- Rank and Promotion Guidelines ........................................................................................................................................... 29
- Faculty Code of Professional Ethics ....................................................................................................................................... 33

**SECTION II CLINICAL FACULTY** ........................................................................................................................................ 38
- Clinical Education Faculty Development Curriculum Overview ................................................................................................ 39
- Clinical Faculty Development Opportunities ......................................................................................................................... 41
- Guidelines for Working with Osteopathic Students in Clinical Settings .................................................................................. 41
- Osteopathic Principles and Practice ......................................................................................................................................... 43
- Educational Tools ................................................................................................................................................................... 46

**SECTION III STUDENTS** .................................................................................................................................................... 57
- Important Note Regarding Policies & Procedures .................................................................................................................. 58
- Preparation for Year 3 – A Message for Second Year Students .................................................................................................. 59
- Accommodations and Leave of Absence ................................................................................................................................. 62
- Graduation Requirements .......................................................................................................................................................... 64
-CED Requirements .................................................................................................................................................................... 66
- Setting Up Rotations: Guidelines and Policies ........................................................................................................................... 67
- Documentation Needed for All Clinical Rotations ..................................................................................................................... 73
- Clinical Rotation Procedures and Expectations ......................................................................................................................... 74
- The Path to Residency ............................................................................................................................................................ 79
- Fourth Year Guide for COM Students ....................................................................................................................................... 85

**SECTION IV CLINICAL CURRICULUM** .................................................................................................................................. 91
- Third Year Clinical Curriculum: Introduction ........................................................................................................................... 92
- Third Year Curriculum Activities and Assessments for Core Courses ......................................................................................... 96
- Third Year Curriculum: Core Course Grades ............................................................................................................................. 104
- Osteopathic Clinical Integration: A Required Third Year Course ............................................................................................... 108
- Student Directed Year 3 Courses ................................................................................................................................................ 109
- Year Four: Courses, CLIN Numbers, and Grading ...................................................................................................................... 110

**SECTION V CLINICAL CURRICULUM COURSE SYLLABI** .................................................................................................... 113
- Family Medicine I & II Core Clerkships ..................................................................................................................................... 115
- Internal Medicine I & II Core Clerkships .................................................................................................................................... 129
- Surgery I & II Core Clerkships .................................................................................................................................................... 145
- Obstetrics & Gynecology Core Clerkship .................................................................................................................................... 159
- Psychiatry Core Clerkship ............................................................................................................................................................ 173
- Pediatrics Core Clerkship ............................................................................................................................................................ 187
OSTEOPATHIC CLINICAL INTEGRATION.................................................................................................................. 201
CLINICAL DISTINCTION I AND II.................................................................................................................................. 211
ELECTIVE CLINICAL ROTATION............................................................................................................................... 219
PRIMARY CARE CORE CLERKSHIP.......................................................................................................................... 227
ACUTE OR CRITICAL CARE CORE CLERKSHIP ....................................................................................................... 235
EMERGENCY MEDICINE CORE CLERKSHIP............................................................................................................ 241
OSTEOPATHIC NEUROMUSCULOSKELETAL MEDICINE (ONMM) ........................................................................... 257

APPENDICES............................................................................................................................................................. 263

APPENDIX A. CLINICAL PERFORMANCE EVALUATION (CPE) ................................................................................ 264
APPENDIX B. AFFILIATION AGREEMENT FOR ADJUNCT CLINICAL FACULTY .............................................................. 265
APPENDIX C. ADJUNCT CLINICAL FACULTY INFORMATION SHEET ...................................................................... 266
The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services.
The Touro College and University System Overview

**Touro College (TC)** is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PHD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission. TC is America’s largest private institution of higher and professional education under Jewish auspices. Every year, thousands of students from all countries and walks of life turn to TC to pursue degrees in medicine, education, Jewish Studies, technology—and everything in between.

TC was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts and science students. Since those early days, the Touro system has experienced substantial growth and enrolls well over 19,000 students. New York remains the epicenter of the Touro network, with programs thriving in Chicago, California, Nevada, Moscow, Israel, Berlin.

**DEGREES**
- Doctoral: Ph.D., Psy.D.
- Professional: DDS, DNP, DO, DPT, DrPH, J.D., M.D., PharmD, OTD
- Master’s: LL.M, M.A., MAEd, MBA, MEd, MPH, MPS, M.S., MSMHS, MSOT, MSN, MPAS, MSW
- Bachelor’s: B.A., B.S., BSN
- Associate: A.A., A.A.S., A.O.S., A.S.
- Certificates: Various certificate degree programs offered at graduate and undergraduate levels, in such areas as bilingual education, school leadership, and business.

**PROGRAMS OF STUDY**

- **Enhancing the Jewish Heritage**
  - Lander College for Men
  - Lander College for Women - The Anna Ruth and Mark Hasten School
  - Lander College of Arts & Sciences – Flatbush
  - Institute for Advanced Talmudic Studies
  - School for Lifelong Education
  - Machon L’Parnasa-Institute for Professional Studies
  - Touro College Los Angeles
  - Graduate School of Jewish Studies
  - Hebrew Theological College of Skokie

- **Forcing Academic Ties Between America and Israel**
  - Touro College Israel

- **Pioneering the Training of Medical and Health Care Professionals**
  - School of Health Sciences
  - Touro College of Osteopathic Medicine
  - Touro College of Pharmacy
  - New York Medical College
  - Touro College of Dental Medicine
  - Touro University California
  - Touro University Nevada

- **Advancing Legal Education**
  - Jacob D. Fuchsberg Law Center

- **Educating the Educators**
Touro University California History

**Touro University California** (TUC) was founded in 1997 in San Francisco. In 1999, the University moved to Mare Island on the site of the original Naval Hospital. TUC offers graduate degrees in osteopathic medicine, pharmacy, physician assistant studies, nursing, public health and education. The mission of Touro University is to educate caring professionals to serve, to lead and to teach. Students from diverse backgrounds are recruited nationally to create a dynamic, robust learning environment. Faculty, staff and students have a powerful commitment to academic excellence, evidence-based professional practice, interdisciplinary (inter-professional) collaboration, and active engagement with a global community. The university also has a research agenda funded by the National Institutes for Health (NIH), Gates Foundation, and other extramural sources.

**Touro University College of Osteopathic Medicine**

Touro University College of Osteopathic Medicine in California (TUCOM) was established in San Francisco in 1997, as the eighteenth college of osteopathic medicine, the college was relocated in 1999 to our current 44-acre campus on historic Mare Island, located in the city of Vallejo. In 2015, the Commission on Osteopathic College Accreditation (COCA) of the AOA awarded a 7-year accreditation status to TUCOM, with the next onsite evaluation scheduled in the Spring of 2022. 2018 was the ninth consecutive year TUCOM-CA has been ranked in top 15 nationally for our graduates matching in Primary Care Residencies by U.S. News and World Report.

**Mission Statement**

*The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services.*

**Touro University Global Health**

The Touro University California Global Health Program started in 2004. To this day students continue to rotate at sites around the globe. Touro University California has Global Health sites located in:
A Brief History of Osteopathic Medicine: What is a D.O.?

The Osteopathic Profession began in 1892 by Andrew Taylor Still, M.D., a practicing physician in Missouri and Kansas. It developed during the pre-antibiotic era and massive flu epidemics of the mid-1800’s as a drugless alternative to help reform the medical practices of the day, and better treat suffering patients.

Osteopathic medicine has evolved along with medical science, and today’s Osteopathic Physicians are fully trained in all modern medical practices, including manipulative medicine. The next generation of DO’s is trained at Osteopathic medical colleges, in hospitals and medical practices, both Osteopathic and Allopathic, across the United States.

There are more than 100,000 active osteopathic physicians in the United States. The 37 colleges of osteopathic medicine across 58 teaching locations graduate over 7,000 osteopathic physicians each year.

There are about thirty to forty-five applicants for each student who matriculates; TUCOM-CA received approximately 6000 applications for 135 available positions in 2020 - 2021.

Clinical Education Department and Responsibilities

1. Coordination & Management of the 3rd and 4th Year Medical Students’ Educational Experiences, and Grades
2. Development of Curriculum for the Clinical Clerkships and Student Educational Resources
3. Clinical Faculty Development
4. Recruitment & Development of Clinical Core Sites
5. Maintenance of Affiliation Contracts and Credentialing of Clinical Core Site and Faculty
6. 3rd and 4th Year Student Educational and Specialty Selection Counseling
7. Residency and Match Preparation and Counseling

Administrative Structure of Touro College & Touro University California

Board of Trustees
As specified in the Charter granted by the Board of Regents of the University of the State of New York, the Board of Trustees exercises authority in the governance of Touro College.

President
The administration of the College is the responsibility of the President and his staff. The President is the chief administrative officer and serves as the liaison between the faculty, administrative staff, the
students, and the Board of Trustees. The President directly supervises the activities of the Executive and Senior Vice Presidents, including the Chief Financial Officer, Vice President of Administration and Operations, the Vice President of Planning and Assessment, the Vice President for National Programs, the Vice President for Resource Development, the Vice President of Medical Affairs, the Deans of all medical schools and other staff officers of the College.

**Senior Vice President of Finance**
The Senior Vice President of Finance is the Chief Financial Officer of the College and has the responsibility for safeguarding the assets of the College and making the maximum efficient use thereof. Among the officers reporting directly to the Vice President are the Controller (Chief Accounting Officer) and the Director of Budgets.

**Senior Vice President of Administration and Operations**
The Senior Vice President of Administration and Chief Administrative Officer reports to the President. The role of the Vice President is to administer and coordinate the administrative activities of the College in accordance with the policies, goals and objectives established by the President. The Senior Vice President supervises the following College departments: Purchasing and Facilities, Human Resources, Office of Information Technology Office, Security and Campus Planning.

**Vice President for National Programs**
The Vice President for National Programs has responsibility for the oversight of the development of new programs within Touro College and its branch campuses throughout the Nation. This individual works closely with the CEO of Touro Western Division.

**Vice President of Medical Affairs**
The Vice President of Osteopathic Medical Affairs functions to oversee the development of new schools of Osteopathic Medicine for Touro College. This position works closely with the CEOs of Touro University Colleges of Osteopathic Medicine in California and Nevada and TOUROCOM Harlem.

**Senior Provost/Chief Executive Officer**
The Senior Provost/CEO of the Touro Western Division is responsible to the President of Touro College. He/she supervises the Provost/COO at TUC and represents Touro University California’s financial and strategic needs to the President.

**Provost/Chief Operating Officer**
The Provost/COO of Touro University California reports to the Senior Provost/CEO and supervises the Associate VP for Administration, Associate VP for Advancement, three academic deans, dean of students and directors of Fiscal Affairs and Accounting, Human Resources, Information Technology, Institutional Research, Library and Office of Sponsored Programs. The Provost/COO is responsible for the day-to-day management of Touro University California, including direct oversight of all academic programs, finance, planning, budget development, facilities, accreditation, and community relations.

**Director of Fiscal Affairs and Accounting**
The Director of Fiscal Affairs and Accounting reports to the campus Provost/COO and Senior Vice President of Finance for the Touro College System. The Director is responsible for all aspects of the University’s financial activities, including budgeting, purchasing, preparation of all financial reports, and oversight of investments, contracts and grants.
Associate Vice President of Administration
The Associate Vice President of Administration reports directly to the Provost/COO of the University and is responsible for the Facilities, Landscaping, Food Service and Public Safety.

Associate Vice President for Institutional Advancement
The Associate Vice President for Institutional Advancement oversees relations with alumni, parents, corporations, foundations, government officials, media, and friends, and the marketing programs designed to serve them. This position serves as the Chief Development Officer for the campus.

Dean of Student Services
The Dean directly oversees the enrollment management function of the University which includes Admissions, Registration, Financial Aid, Registrar and Bursar Office. He/she engages in budgeting and strategic planning that enhances the overall quality of the student experience.

Associate Dean of Student Services
The Associate Dean supervises Student Health Services, Student Life, Counseling Services, Master Calendar, Student Government Association, and Academic Support. He/she facilitates and coordinates student medical insurance, background checks and implementation of health screening, immunization, and drug screening policies.

Director of Institutional Research & Assessment
The Director of Institutional Research & Assessment reports directly to the Provost/COO of the University. The Director is responsible for collection, analysis, and reporting data for institutional assessment, strategic planning, institutional decision making, and accreditation requirements, developing a framework for university-wide assessment and providing essential support to programmatic assessment efforts.

Director of Information Technology (IT)
The Director of IT is responsible to the COO/Provost of the University. The Director is responsible for providing operational and strategic leadership for the University in the area of information, communication and audio-visual systems.

Director of Human Resources
The Director of Human Resources reports to the COO/Provost and is responsible for managing, directing and evaluating the organization's programs for recruitment, development and retention of faculty and staff. The Director contributes to the development of defined practices and policies and consults on issues of organizational development.

Director of the Library
The Director of Library reports to the COO/Provost and is responsible for all library services and activities at the University. The functions of the Director relate to such activities as collections, electronic resources, reference services, technical services, instructional programs, operations, budget and program development to support the academic, clinical, research and future community services mission of the University.

Director of Research Development and Sponsored Projects
The Director of Research Development and Sponsored Programs is an advisor to the Provost/COO on faculty research and grant management. He/she provides oversight to the university Office of Sponsored Programs, as well as campus research laboratories.

**Dean of the College of Osteopathic Medicine**
The Dean of the COM is the chief academic officer and reports directly to the Provost/COO of Touro University California. The Dean is responsible for all academic, fiscal, planning, and accreditation programming affiliated with the College.

**Senior Associate Dean**
The Senior Associate Dean reports to the Dean of the COM and substitutes for the Dean when not available. The Senior Associate Dean has direct oversight of all the external programs of the COM including sustaining and developing core clinical rotation sites as well as graduate medical education.

**Associate Dean for Academic Affairs**
The Associate Dean for Academic Affairs reports to the Dean of the COM and is responsible for oversight of the four-year COM curriculum to ensure a seamless transition from the pre-clinical to clinical program.

**Associate Dean for Clinical Education**
The Associate Dean for Clinical Education reports to the Senior Associate Dean of the COM and is responsible for the direct management of student clinical rotations. The Associate Dean for Clinical Education negotiates and monitors all affiliation agreements with hospital sites. The Associate Dean for Clinical Education is responsible for monitoring and credentialing all clinical adjunct faculty.

**Assistant Dean for Clinical Education**
The Assistant Dean for Clinical Education reports to the Associate Dean for Clinical Education of the COM and is responsible for administrative oversight, program assessment and development of clinical rotations.

**Associate Dean for Preclinical Education**
The Associate Dean for Preclinical Education reports to the Dean of the COM and is responsible for the administrative coordination of the first two years of the osteopathic medical program. Associate Dean for Preclinical Education works closely with Academic Affairs and Clinical Education departments to develop academic and administrative policies and procedures for departments, faculty and students.

**Associate Dean for Research**
The Associate Dean for Research reports to the Dean of the COM and is responsible for research development, administration, and external research relations.

**The Faculty**

The Touro University California (TU California) faculty shall consist of all individuals who have been appointed to the rank of instructor, assistant professor, associate professor or professor, and whose appointment process has been vetted through the appropriate faculty committee and approved by either the Dean of the respective College or, for library faculty, the Director of the Library and submitted to the President by the COO for final approval. These faculty members assume the responsibility of
developing, recommending, and executing all approved policies of instruction. Regular faculty may be full-time or part-time. TU California is not a tenure granting institution.

Full-time regular faculty is defined as individuals who are employed with the University, hold a 12-month appointment, hold faculty rank and have primary appointments with Touro University. Faculty hired after July 1 of the fiscal year will be considered full-time for the purpose of benefit eligibility. Rank assignment will be at the level of instructor, assistant professor, associate professor, or professor.

Part-time regular faculty are defined as individuals who have appropriate terminal degrees and substantial teaching responsibilities (such as acting as Course Coordinator) but who are not full-time faculty as defined above. Rank assignment will be at the level of instructor, assistant professor, associate professor, or professor.

Non-regular faculty are non-salaried and do not have the rights and privileges of regular faculty. Non-regular faculty includes adjunct clinical, adjunct basic science, research, and emeritus faculty and non-salaried instructors.

**Academic Department Chairpersons**

An Academic Department Chairperson is the immediate supervisor and administrative leader of the faculty in a department. The Chairperson derives responsibility and authority as delegated by the COO, through the Dean and the applicable Associate Dean. Through his/her authority over the Department, the Chairperson is responsible for the day-to-day operation of the Department and the long-term development of the Department. The Chairperson is responsible for the judicious use of all resources allocated to the Department. The Chairperson has authority over the expenditure of the Department budget, distribution of Departmental space and use of Departmental capital equipment.

As supervisor and academic and administrative leader of the Department, the Chairperson works closely with the applicable Associate Deans and Dean. By this mechanism, the Chairperson is responsible for:

- Reporting to the applicable Associate Dean or Dean the academic progress of the Department
- Evaluating the needs of the Department and reporting those to the Dean through the applicable Associate Dean
- Assuring that program within the Department are commensurate with the overall goals of the institution.
- In the development and implementation of academic programs within the institution the Chairperson works closely with the Chairpersons of other academic departments.

**Clinical Faculty Benefits, Relationship to the University and Other Policies**

Clinical faculty members are clinician educators who allow students to participate and observe their practices. To the extent they are able, they may share didactic and informal instruction with the student. They are expected to fill out an evaluation for students doing clerkship rotations with them. This
evaluation will reflect the student’s progress and serve as an evaluation of their strengths and weaknesses in their evolution as a medical student. They also often mentor students on career choices.

Each member of our adjunct clinical faculty should consider themselves a vital and connected member of our department. If any should be interested in increasing their connection with the school through on campus teaching, giving input on curriculum, involvement in faculty development, serving on school committees, or other means, they are encouraged to contact either the Associate Dean or the Assistant Dean of the Clinical Education Department.

Adjunct clinical faculty members are entitled to all of the rights and privileges of that rank including access to our online and on-campus medical library. This includes many book and journal titles, along with UpToDate, all free of charge. Our research librarian will be more than willing to assist with literary inquiries.

**Academic Track**

This broadly defined track includes all faculty members, except librarians, and those faculty members whose academic service will be a significant part of their application for initial rank or promotion. This includes, but is not limited to, scientists, public health professionals, educators, and higher education professionals for whom faculty rank is appropriate.

**Regular Academic Faculty**

Regular Academic Faculty members are appointed full-time or part-time in the capacities of teaching, scholarly activity, and/or research and institutional service. Non-clinician employees for whom regular faculty rank is appropriate are assigned to the Academic Track even if their involvement in services, such as curricular design and evaluation, does not match the standard capacities of teaching, scholarship, and service. Appointments are at the level of Assistant Professor, Associate Professor, and Professor.

**Adjunct Academic Faculty**

Adjunct Academic Faculty members are appointed to the rank of adjunct (non-regular) faculty. Members are appointed to teaching positions if they provide instructional service to TUC classes on an irregular basis. They are generally non-salaried. Adjunct faculty in the academic track includes those individuals who provide special topic lectures or seminars, for example, but who do not staff a course for its duration. Adjunct professors are ranked at the Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor levels. Ranking in an Adjunct appointment is not transferable to a Regular Academic Faculty track. Continued appointment is reassessed on a regular basis.

**Clinical Track**

**Regular Clinical Faculty**

Regular clinical faculty members are employed full-time or part-time in the capacities of teaching, University service, scholarly activity, and/or clinical patient care responsibilities. Assignment of rank is at the level of Assistant Professor, Associate Professor, and Professor.

**Adjunct Clinical Faculty**
Adjunct (non-regular) clinical faculty members are appointed to teaching positions if they provide instructional service to TUC students on an irregular basis at affiliated hospitals, clinics, and other training institutions, based on academic need. They are generally non-salaried. In some cases, a stipend may be provided. They function in clinical roles at off campus (non-University operated) sites and may also become involved in on campus instruction. Assignment of rank in this track is at the Adjunct Clinical Instructor, Adjunct Assistant Clinical Professor, Adjunct Associate Clinical Professor, and Adjunct Clinical Professor level. Ranking in an Adjunct appointment is not transferable to a Regular Clinical Faculty track. Continued appointment is reassessed on a regular basis.

**Credentialing and Approval of Faculty**

3.1: CREDENTIALING AND APPROVAL OF FACULTY; APPOINTMENT PROCESS FOR THE FACILITATION OF CLINICAL ROTATIONS

POLICY 3.1

Volume 3, Clinical Rotations

Chapter 1, Credentialing and Approval of Faculty; Appointment Process for the Facilitation of Clinical Rotations

Responsible Executive: Dean

Approved: September 19, 2008

Amended: March 22, 2017

Amended: June 9, 2021

REASON FOR POLICY:

This policy is established to define the process for academic credentialing, appointment, or approval of Faculty involved in the teaching, supervision, and evaluation of Touro University College of Osteopathic Medicine (TUCOM) students on clinical rotations. This process is designed to ensure that a) students' clinical experiences take place under the guidance of appropriately trained and qualified physician preceptors and b) TUCOM maintains compliance with the requirements set forth in Accreditation of Colleges of Osteopathic Medicine: COM Accreditation Standards and Procedures, published by the American Osteopathic Association Commission on Osteopathic College Accreditation (AOA-COCA).

WHO SHOULD READ THIS POLICY:

- Dean, Associate and Assistant Deans
- Directors of Medical Education
- Prospective and Active Adjunct Faculty
- Faculty
- Clinical Education Administrative Director
- Clinical Education Coordinators
- Students

POLICY STATEMENT:
All students on clinical rotations must train under the supervision of personnel appropriately trained (DO/MD), qualified, and approved by the institution. These supervisors, known as clinical preceptors, must agree to the expectations of all parties (e.g., Faculty, TUCOM, and student) as delineated by TUCOM. Only by adhering to such processes can TUCOM ensure the consistent high quality of experiences for its students. Requirements for this process are rooted in the AOA-COCA standards 1.7, 5.4, 7.1, and 7.2.

Prior to the commencement of any clinical rotation, the supervising physician for the rotation must be academically credentialed or approved. Any supervising physician may be appointed to the Adjunct Faculty through the process described below.

Clinical preceptors supervising and evaluating students on rotations within educational programs accredited by the Accreditation Council on Graduate Medical Education (ACGME) or US Military sites do not need to be credentialed by the CED, but are required to go through the approval process as follow:

- To confirm that the clinical preceptor is already credentialed by the host institution, the program will complete the ACGME residency faculty/US Military credentialing attestation form and return it to the CED before the start of the rotation
- If the program is already credentialed by a third-party agreement such as the VSLO/VSAS system, the clinical preceptor will be approved, and the above form will not be required.

The COM will complete regular Federation of State Medical Boards (FSMB) queries to ensure all state licensing issues are evaluated on a regular basis.

Appointment as Touro Adjunct Faculty may be initiated by the Department of Clinical Education in the process of ongoing recruitment, by a current Adjunct Faculty member (e.g., upon hiring a new associate or partner in practice), by a hospital with which TUCOM has an affiliation (e.g., upon appointment of a new staff member), or by the prospective Adjunct Faculty member himself/herself.

Process of Appointment to the Adjunct Faculty:

1. An Adjunct Faculty Appointment Packet is issued to the prospective Adjunct Faculty member. This packet includes a cover letter describing the contents and instructions for the recipient, a Faculty Information Sheet, Preceptor Agreement, Affiliation Agreement (attached), and a copy of the Clinical Rotation Manual. The Affiliation Agreement may not be included if an Affiliation Agreement is already in place that covers all practice sites of the prospective Adjunct Faculty member, either with a practice group or with a hospital.
2. The prospective Adjunct Faculty member returns a current Curriculum Vitae (CV), completed Information Sheet, Preceptor Agreement, and signed Affiliation Agreement (if applicable).
3. All reported professional licenses are verified by the Department of Clinical Education. Any notations that may call into question the applicant's fitness to serve as a preceptor (e.g., restrictions, disciplinary actions) must be brought to the attention of the Associate Dean for Clinical Education and/or the Dean for review, and possible rejection of the application.
4. The appointment packet is reviewed by the Associate Dean for Clinical Education, or his/her designee. If the documents are satisfactory, the applicant for the adjunct faculty appointment will be approved at the appropriate rank and the document will be signed and dated by the reviewer.
5. The new Adjunct Faculty member is added to the official roster, a welcome letter and appointment certificate are issued, and any pending assignments of students to that Preceptor may be finalized.

6. If either the Associate Dean for Clinical Education or the Dean objects to the appointment, the application is rejected, and a notation is made in the file to that effect.

Adjunct Faculty appointments are valid for five years, though an appointment may be withdrawn by the Adjunct Faculty member, or rescinded by the Dean, prior to its expiration. To apply for reappointment at the end of the 5-year period, an adjunct faculty member must contact the Clinical Education Department.

Process of Reappointment to the Adjunct Faculty:

1. Adjunct faculty member applications are presented to the Associate Dean and Assistant Dean of Clinical Education. Potential reasons not to reappoint may include, but are not limited to, a low level of participation (i.e., no students precepted in the preceding year), consistently negative student reviews, or a correlation of poor performance on objective evaluations by students having rotated with the Adjunct Faculty member.

2. The license verification and evaluation process are repeated as described for initial appointments in step 3 above.

3. The Adjunct Faculty member applying for reappointment has an option to verify that the information contained in the Faculty Information Sheet and Curriculum Vitae is still current. The Adjunct Faculty member will attest to this by checking a box on the Preceptor Agreement that states, “All of the information provided in my prior credentialing documents is current, and I permit reuse of the information for this adjunct faculty renewal.” The Adjunct Faculty will sign and date below this statement. If updates are needed for any of the credentialing documents listed above, the preceptor will be required to submit all document updates to the Credentialing Coordinator.

4. Upon receipt of all updated re-credentialing information, the reappointment is completed, a renewal certificate is issued to the Adjunct Faculty member, and the new appointment expiration date is noted in the official roster.

Credentialing of the Preceptors at the Core Sites with accredited ACGME Residency programs/US Military sites:

All Preceptors at ACGME accredited programs and US Military training sites must be credentialed by the sites and do not need to be credentialed by Touro. The Director of Medical Education and/or supervisory preceptor must be credentialed/approved by the Department of Clinical Education.

3.3: REQUIREMENT FOR EXECUTION AND MAINTENANCE OF AFFILIATION AGREEMENTS WITH CORE CLINICAL ROTATION SITES

POLICY 3.3

Volume 3, Clinical Rotations
Chapter 3, Requirement for Execution and Maintenance of Affiliation Agreements with Core Clinical Rotation Sites
Responsible Executive: Dean
Approved: December 18, 2008
Amended: April 28, 2021

REASON FOR POLICY:
The College must establish formal affiliation agreements with all sites that supervise students on core clinical rotations. This is to establish the parameters of the relationship, including each party’s rights, responsibilities and obligations. This is necessary for the protection of both parties and, most importantly, to ensure the best possible experience for the students.

WHO SHOULD READ THIS POLICY:

• Dean, Associate and Assistant Deans
• Clinical Education Administrative Staff
• Administrations of Clinical Rotation Sites
• Directors of Medical Education
• Students

POLICY STATEMENT:
The College will establish, regularly review, and renew in a timely manner affiliation agreement with all core clinical rotation sites and all institutions where our students rotate that are not educational programs accredited by the Accreditation Council on Graduate Medical Education (ACGME) or US Military sites (see also Policy 3.1). A standard university template or the AAMC Uniform Clinical Training Affiliation Agreement will be used for each agreement, except in the case of some institutions which may have a preferred format. In this case, we will utilize the latter, as long as it contains the same basic information and protections. All agreements will be reviewed on a continuous basis to ensure that they are current.

When a potential new core site affiliation is brought to the attention of the Clinical Education Department, the Department will pursue the documentation required by both Touro University and the new core site institution until a signed affiliation is accepted and recorded by both parties.

Delineation of Responsibilities for Clinical Rotations

This document is intended to define the responsibilities of Touro University College of Osteopathic Medicine (“TUCOM”); the Clinical Preceptor at Site (“Preceptor”); and TUCOM student Student’s Name receiving clinical training under Preceptor’s supervision (“Student”) and will serve the purpose of Commission on Osteopathic College Accreditation’s Standard 6.9. The TUCOM Clinical Rotation Manual provides the philosophic framework for clinical rotations as well as further detail regarding duties of all parties and is considered part of this document. By accepting Student’s Name for rotation Site to the following:

Preceptor will
- Maintain all necessary licensure, certifications, privileges, and professional liability insurance, and notify TUCOM immediately of any material change.
- At all times maintain oversight, and supervision of students for any patient care, including student-patient interactions, physical exams, and procedures.
- Ensure an appropriate physical and learning environment for Students.
- Offer constructive feedback to Students, including completion and submission of Clinical Performance Evaluations in a timely manner, preferably within 14 business days of the last day of the rotation or the student will receive an “academic pass”.
- Preceptors will provide learning opportunities consistent with Touro University’s curriculum (see this Clinical Rotations Manual).

TUCOM will
- Maintain responsibility for scheduling Students’ rotations and publishing this information in a timely manner.
- Provide the Clinical Rotation Manual to Preceptor and Students and notify all parties of any material changes in this document.
- Ensure that Students have completed all curricular and administrative requirements prior to entering into this clinical training, including, but not limited to, satisfactory completion of the preclinical course of study, maintenance of current immunizations, and passage of criminal background check and drug test.
- Maintain professional liability insurance for Students.
- Offer educational support to Preceptor, including access to Touro University California’s electronic library resources.

Students will
- Provide patient care only under supervision of Preceptor.
- Behave and communicate in a professional and respectful manner that represents TUCCOM well.
- Offer constructive feedback to TUCCOM on their clinical experiences which will be made available to Preceptor only in a summary, anonymous form, including completion and submission of Evaluations of Clinical Assignments and Student Site Evaluations in a timely manner.

Unlawful Harassment

Touro University California abides by federal and state laws, including the California Fair Employment and Housing Act, as found in California Government State Code Section 12940.

Touro University California is committed to providing a work and academic learning environment free of unlawful harassment. Faculty are required to complete an online training course every two years detailing unlawful harassment and appropriate actions if unlawful harassment is observed or reported.

Touro University California policy prohibits sexual harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical
or mental disability, medical condition, marital status, age, sexual orientation, gender identity, or any other basis protected by federal, state, or local law or ordinance or regulation. All such harassment is unlawful. Touro University California’s anti-harassment policy applies to all persons involved in the operation of Touro University California and prohibits unlawful harassment by any employee or appointee of Touro University California, including supervisors, and coworkers. It also prohibits unlawful harassment based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Unlawful harassment is a form of discrimination that violates Title VII of the Civil Rights Act of 1964 and other federal authority. Unwelcome verbal or physical conduct based on race, color, religion, sex (whether or not of a sexual nature and including same-gender harassment and gender identity harassment), national origin, age (40 and over), disability (mental or physical), sexual orientation, or retaliation (sometimes collectively referred to as “legally protected characteristics”) constitutes harassment when:

1. The conduct is sufficiently severe or pervasive to create a hostile work environment, or
2. A supervisor’s harassing conduct results in a tangible change in an employee’s employment status of benefits (for example, demotion, termination, failure to promote, etc.)

Hostile work environment harassment occurs when unwelcome comments or conduct based on sex, race or other legally protected characteristics unreasonably interferes with an employee’s work performance or creates an intimidating, hostile or offensive work environment. Anyone in the workplace might commit this type of harassment – a management official, co-worker, or non-employee, such as a contractor, vendor or guest. The victim can be anyone affected by the conduct, not just the individual at whom the offensive conduct is directed.

Examples of actions that may create sexual hostile environment harassment include:

- Leering, i.e., staring in a sexually suggestive manner
- Making offensive remarks about looks, clothing, body parts
- Touching in a way that may make an employee feel uncomfortable, such as patting, pinching or intentional brushing against another’s body
- Telling sexual or lewd jokes, hanging sexual posters, making sexual gestures, etc.
- Sending, forwarding or soliciting sexually suggestive letters, notes, emails, or images.

Other actions which may result in hostile environment harassment, but are non-sexual in nature include:

- Use of racially derogatory words, phrases, epithets
- Demonstrations of a facial or ethnic nature such as a use of gestures, pictures or drawings which would offend a particular racial or ethnic group
- Comments about an individuals’ skin color or other racial/ethnic characteristics. Making disparaging remarks about an individual’s gender that are not sexual in nature. Negative comments about an employee’s religious beliefs or lack of religious beliefs.
- Expressing negative stereotypes regarding an employee’s birthplace or ancestry
- Negative comments regarding an employee’s age when referring to employees 40 and over.
- Derogatory or intimidating references to an employee’s mental or physical impairment
Harassment that results in a tangible employment action occurs when a management official’s harassing conduct results in some significant change in an employee’s employment status, (e.g., hiring, firing, promotion, failure to promote, demotion, formal discipline, such as suspension, undesirable reassignment, a significant change in benefits, a compensation, decision, or a work assignment). Only individuals with supervisory or managerial responsibility can commit this type of harassment.

A claim of harassment generally requires several elements including:

1. The complaining party must be a member of a statutorily protected class.
2. The complaining party was subjected to unwelcome verbal or physical conduct related to his or her membership in that protected class.
3. The unwelcome conduct complained of was based on his or her membership in that protected class.
4. The unwelcome conduct affected a term or condition of employment and/or had the purpose or effect of unreasonably interfering with his or her work performance and/or creating an intimidating hostile or offensive work environment.

An employee, who believes that he or she has been unlawfully harassed, should submit a written complaint to their supervisor or the Director of Human Resources as soon as possible after the incident. The complaint should include details of the incident or incidents, names of the individuals involved, and names of any witnesses. Supervisors will refer all harassment complaints to the Director of Human Resources. The Human Resources Department will immediately undertake an effective, thorough, and objective investigation of the harassment allegations.

If Touro University California determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by Touro University California to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. The Human Resources Department will advise all parties concerned of the results of the investigation. Touro University California will not retaliate against an employee for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

Touro University California encourages all employees to report any incidents of harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved. Any employee wishing to initiate an EEO (Equal Employment Opportunity) complaint arising out of the alleged incident of harassment must contact an FCC (Federal Communications Commission) EEO Counselor or other EEO official within 45 calendar days of the date of the incident. For information on how to contact an EEO Counselor, visit http://www.fcc.gov/owd/counselors.html. Employees who believe that they have been retaliated against for resisting or complaining, may file a complaint with the appropriate agency.

**Retaliation Prohibited**
Employees who feel that they are being discriminated against or harassed for any reason should immediately report such conduct to their immediate supervisor or to any member of management or the Director of Human Resources Department.
Touro University California values an atmosphere of open communication for all employees; employees who report harassment and/or discrimination will not be retaliated against by management or any fellow employee. Making a report of harassment or discrimination will never, under any circumstances, be considered in any decision regarding hiring, firing, promotion, or any other term or condition of employment. Any employee who takes adverse action or otherwise retaliates against a subordinate or coworker because that person lodged a harassment or discrimination complaint will be subject to appropriate discipline, up to and including termination.

**Bullying Prohibited**

In addition to harassment based on a protected characteristic, Touro University California prohibits acts of bullying. A safe and civil environment is necessary for employees to achieve the high standards we expect. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment and bullying are expected of all employees.

Bullying is defined as repeated, health-harming mistreatment of another employee. Examples of prohibited bullying include but are not limited to: screaming; swearing; name calling; stealing; using threatening, intimidating, or cruel behaviors; deliberately humiliating a person; and denying advancement.

Generally, bullying:

- Is committed by written, verbal, graphic, or physical acts (including electronically transmitted acts—e.g., using the Internet, a cell phone, a personal digital assistant (PDA), or a wireless handheld device).
- Substantially interferes with work, opportunities, and benefits of one or more employees, sometimes through actual sabotaging of work.
- Adversely affects an employee’s ability to function at work by placing the employee in reasonable fear of physical harm or by causing emotional distress.

Because bystander support can encourage bullying, Touro University California also prohibits both active and passive support for acts of bullying. Employees should either walk away from these acts when they see them or attempt to stop them. In either case, employees should report incidents to a supervisor, management, or the Director of Human Resources. Reprisal or retaliation against any person who reports an act of bullying is prohibited.

Employees who engage in bullying will be subject to appropriate discipline, up to and including termination.

Employees who believe that they have been retaliated against for resisting or complaining, may file a complaint with the appropriate agency.

**Academic Freedom**

Touro University California is committed to the pursuit of truth and to its transmission. The integrity of the University as an institution of higher learning requires proper autonomy and freedom. This freedom is the freedom to examine data, to question assumptions, to be guided by evidence, to be a learner, and to be a scholar. Such freedom implies that any faculty member whose teaching is questioned should be
subject to the judgment of one’s peers only in accordance with the accepted rules of academic due process. It also implies the active, defined and recognized role of the faculty in those policy-making decisions, which affect the educational program.

The obligation of the faculty is to distinguish in their teaching between personal and partisan opinion and convictions grounded in sources and methods appropriate to their respective disciplines. The faculty member should, to the best of his/her ability, present materials in a manner that respects the cultures and sensitivities of the students. The obligation of the student is to be a responsible participant in the academic activities of Touro University California.

The University further endorses the 1940 Statement of Principles of Academic Freedom of the American Association of University Professors. Each faculty member is expected to uphold the goals, aims and mission of Touro University California.

**Grievance Committee, Policy and Procedure**

If any faculty member believes that his/her rights have been violated in such matters as academic freedom, suspension or dismissal for cause, assignment of teaching duties, issues relating to propriety of conduct and sexual harassment, disciplinary actions taken or other matters, he/she may petition the TU California Grievance Committee in writing for consideration. Disciplinary actions or suspension will remain in force until the appeal process is completed. Before filing a petition with the Grievance Committee, a faculty member shall exhaust all administrative avenues (department chair, dean, HR). If the issue is not properly resolved, the faculty member has the right to petition the Grievance Committee.

The Grievance Committee shall function according to the policies and procedures described in the Touro University California Faculty Handbook and shall not contravene any article therein. Approved changes to the Faculty Handbook will automatically be adopted by the Touro University California Faculty Grievance Committee (FGC) and will take precedence over the FGC bylaws.

The TU California Grievance Committee shall be a standing committee of at least five members of the faculty, appointed by the Faculty Senate in agreement with their college dean and Provost/Chief Operating Officer (COO). The composition of the committee shall be reflective of the faculty. The Director of Human Resources shall be an ex officio (non-voting) member of the Committee. The Chair shall be selected by the Committee from among its approved committee members. Members shall be appointed to staggered terms of two years. The Grievance Committee shall function in a confidential manner and report directly to the COO. If a member of the Committee has a conflict of interest regarding the matter presented for review or if the membership of the Committee is challenged by the petitioner for cause, the Committee member may be replaced by an ad hoc substitute chosen by the Faculty Senate with the concurrence of the college deans and Provost/Chief Operating Officer (COO).

**Filing a Grievance:**

Faculty who want to file a grievance must submit a written, signed petition to the Chair of the Touro University California Faculty Grievance Committee within 28 days of the date that the grievant has exhausted administrative procedures.

The grievance must include the following information:
1. The specific policy or established practice that has allegedly been violated.
2. The date of the alleged violation and the date on which the grievant became aware of the alleged violation.
3. The facts relevant to the alleged violation
4. The person(s) against whom the grievance is filed
5. The good faith and reasonable steps that the grievant has taken to resolve the matter prior to taking it to the Grievance Committee and the outcome of those steps
6. List of witnesses (if applicable)
7. Redress being sought

In the event that the grievance is with the Chair of the Grievance Committee, the petition may be submitted to the Vice Chair who will keep the petition in confidence until the Committee is convened.

Upon receipt of the petition, the FGC will, within 7 days after receiving the grievance petition, meet and determine whether the filing requirements have been met. The person(s) against whom the grievance was filed (respondent(s)) will be notified in writing at this time. The respondent(s) has the right to submit a list of witnesses to the FGC. Submission of a petition will not automatically entail investigation or detailed consideration thereof, as the Committee has the option of seeking resolution/settlement by informal methods. If in the opinion of the FGC, such settlement is not possible or is not appropriate the Committee shall hold a grievance hearing within fourteen (14) working days after the receipt of the grievance petition by the FGC. The Committee will determine who will be interviewed during the grievance hearing. The Committee will report its findings and make written recommendations to the petitioner, to the respondent(s), and to the Provost/Chief Operating within five (5) working days after the hearing.

In summary, the functions of the Touro University California Grievance Committee in the grievance process are as follows:

a) To determine whether or not the matter merits consideration by the Committee;

b) To seek to settle the matter by informal methods;

c) If the matter is unresolved, to hold a grievance hearing. The faculty member may invite a non-legal advisor to be present;

d) To provide copies of its report and recommendation to the faculty member who petitions the Committee, to the COO, and to the person(s) against whom the grievance is directed.

All matters brought before the Grievance Committee will be confidential. Tape recorders will not be allowed.

**Appeals Committee, Policy and Procedure**

If a faculty member wishes to pursue his/her grievance after action of the Grievance Committee, he/she may appeal to the COO. The COO may appoint an Appeals Committee or may choose to respond based on the findings of the Grievance Committee. If an Appeals Committee to hear the petition is appointed, it shall be composed of three (3) individuals chosen by the COO or the COO’s designee, in consultation with the Deans. The COO will review the action of the Grievance Committee and /or the
recommendation of the Appeals Committee and forward a decision to the faculty member. The faculty member will have the right of further appeal to the CEO/Senior Provost, and then the President. The decision of the President is final.

All appeals shall be processed as follows:

a) The faculty member shall submit his/her appeal in writing to the COO within ten (10) working days after receipt of the determination of the Grievance Committee.

b) If an Appeals Committee is appointed to hear the petition, the Committee shall hold a hearing within ten (10) working days after its receipt of the petition.

c) The Appeals Committee will invite all concerned parties to the hearing. The faculty member may invite a non-legal advisor to be present.

d) The Appeals Committee must render a written recommendation to the COO within five (5) working days after the hearing, and the recommendation will be distributed to all concerned parties.

e) The COO may take into consideration the recommendation of the Appeals Committee and will decide which will be forwarded to the faculty member. The faculty member will have the right to appeal this decision to the President. The President’s decision is final.

All matters brought before the Appeals Committee will be confidential. Tape recorders will not be allowed.

Disability Accommodation for Students
Clinical faculty and Core-site administrators should be aware that Touro University California provides equal educational opportunities to, and does not discriminate against, applicants or students with physical or mental disabilities.

If an applicant or student has a known qualifying disability which may result in one or more educational limitations, the applicant or student is encouraged to discuss the limitations with the department of student affairs. The University will engage in a good-faith interactive process with the applicant or student to determine whether he or she can perform the essential functions, with or without reasonable accommodation. The University will provide reasonable accommodation for known disabilities, unless (1) to do so would impose undue hardship on the University, or (2) it is determined that the applicant or student could not perform his or her essential duties as a medical student in a manner that would not endanger his or her health or safety, or the health or safety of others, even with reasonable accommodation. Touro University will request that your treating medical provider verify any and all limitations you may have, and that with accommodation, you are medically cleared to perform your essential duties.

If more than one reasonable accommodation is available, the University will determine in its discretion which accommodation will be granted.
Conflict of Interest

As a general principle, all trustees, officers and administrators, faculty, and other employees should avoid any actions or situations that might result in or create the appearance of using their association with the University or Touro College for private gain, giving unwarranted preferential treatment to any outside individual or organization, or losing their independence or impartiality of judgment in the discharge of duties and responsibilities on behalf of the college.

The purpose of the Conflict-of-Interest Policy is to continue to protect and enhance Touro College and University California’s (TUC) reputation by ensuring that all officers, faculty, and employees of Touro and its affiliates everywhere, understand how Touro seeks to avoid even the appearance of impropriety. A conflict of interest exists when an individual has an external interest that affects or provides an incentive to affect the individual’s conduct of his or her employment activities. Conflicts of interest can arise naturally from an individual’s engagement with the world outside TUC and the mere existence of a conflict of interest does not necessarily imply wrongdoing on anyone’s part. When conflicts of interest do arise, however, they must be recognized, disclosed and either eliminated or properly managed.

A conflict of commitment occurs when the commitment to external activities of a faculty or staff member adversely affects his or her capacity to meet College responsibilities. This form of conflict is easily defined and recognized since it involves a perceptible reduction of the individual’s time and energy devoted to College activities.

The consequences of not complying with this Conflict-of-Interest Policy can be severe -- ranging from ruining your reputation and your career to possible criminal prosecution and incarceration. Illegal and unethical conduct will also result in disciplinary action, which may include termination. It is not an excuse that an individual’s questionable conduct was intended to “benefit” the College or was done with good intentions.

If an individual becomes aware of a possible violation of this Conflict-of-Interest Policy or behavior that could be incompatible with its spirit or that looks improper, they are expected to report it to their supervisor, the Office of the General Counsel, or other appropriate members of TUC’s management team.

Rank and Promotion Guidelines

Clinical Track (CT)

The CT is divided into three separate and non-sequential tracks consisting of Instructor, Professorial and Adjunct tracks. Placement into the specific track is done prior to review by the Rank and Promotion (RP)
committee. The RP committee is responsible for recommendations to the advancement within each track listed below.

1. **Regular Instructor Track – CT**

Instructors may teach students in lecture or laboratory settings in clinical science courses. Instructors are required to have the appropriate degree for the teaching assignment. This category applies to faculty members without significant curricular responsibility and who deliver lectures or assist in the instructional laboratory. Instructors are not expected to conduct research but are expected to participate in university service if they are employed full-time.

2. **Regular Professorial Track - CT**

**Assistant Professor – CT**

Appointment to the rank of Assistant Professor, Regular Clinical Faculty, will be based upon meeting the following criteria:

- The highest degree, appropriate to the position and educational field, from a regionally accredited college or university or its international equivalent.
- Applicable Board Eligibility, Board Certification, or Certification (where applicable).
- Demonstrated commitment to quality teaching, student enrichment, and a spirit of scholarship necessary to ensure that his/her teaching continues to develop towards excellence.
- Willingness to participate in institutional service, clinical and/or scholarly activity.

References: A minimum of two (2) reference letters from a professional colleague or supervisor qualified to evaluate the candidate’s academic/clinical competency is required. In addition, a nominating letter from the appropriate Department Chair or Dean/Associate Dean/Program Director must accompany RP application materials.

**Associate Professor – CT**

Appointment or promotion to the rank of Associate Professor, Regular Clinical Faculty, will be based upon meeting the following criteria:

- All requirements for Assistant Professor must be met.
- Candidates should have a minimum of five (5) years at the rank of Assistant Professor or the equivalent before being considered for this rank is required. Equivalent experience will be defined by the RP committee.
- Applicable Board Certification or Certification (where applicable).
- Substantial clinical experience.
- A sustained record of academic achievements in teaching, service, and scholarship as outlined in the following:

  i. **Teaching**

  Faculty will be evaluated on quantity and quality of teaching efforts. Evidence may be demonstrated by recognition of peers and students for their merit in teaching in clinical and/or didactic endeavors as well as leadership in the development and delivery of innovative programs, courses, curriculum, and/or methodology.

  ii. **Service**
Significant achievements in the area of service to the University are expected for promotion to the rank of Associate Professor. Faculty should demonstrate evidence of increasing leadership roles in his/her department, the University, the local community, and or professional organizations. Service may include leadership in the department, chairing committees, involvement in curricular management, mentoring of junior faculty and students, or involvement in university activities.

iii. Scholarship or Clinical Productivity
Satisfaction of this requirement can be accomplished by any combination of scholarship and clinical activity. Evidence of scholarly activity can be demonstrated by published materials in journals, unpublished manuscripts accepted for publication, pending or accepted patent applications, abstracts as well as participation in local, state, regional or national policy initiatives and/or research or clinical conferences. In addition, evidence of current and continued grant funding and/or major contributions to graduate education that significantly improve the method or quality of instruction at Touro University or affiliated institutions, will aid in advancement to this rank. Clinical productivity may be demonstrated by the quality and quantity of involvement in a University sponsored practice plan, University affiliated clinics, or other noteworthy clinical accomplishments.

References: A minimum of three (3) reference letters from a professional colleague or supervisor qualified to evaluate the candidate’s academic/clinical competency is required. For internal promotions at least one of the references must be from a Touro University California faculty senate member. In addition, a nominating letter from the appropriate Department Chair or Dean/Associate Dean/Program Director must accompany RP application materials.

Professor - CT
The attainment of full professorship is a mark of exceptional academic achievement and merit. Candidate must possess national and/or international reputation and be recognized by his or her peers as a significant contributor in his or her field.

The minimum requirements for advancement to the rank of Professor are:

1. All requirements of an Associate Professor or equivalent must be met.
2. Candidate should possess at least five (5) years’ experience at the associate level

In addition to the minimum requirements the candidate should have demonstrated excellence in teaching, service, and scholarship and/or research as outlined in the following:

i. Teaching
Faculty will be evaluated on quantity and quality of teaching efforts. Evidence of excellence must be provided. This evidence may be demonstrated by recognition of peers and students for their outstanding work with regards to teaching in clinical and/or didactic endeavors as well as leadership in the development and delivery of innovative programs courses, curriculum, and/or methodology. Where appropriate, training of graduate students and post-doctoral candidates will aid in the promotion to this rank. In addition, evidence of teaching excellence on a national level should be demonstrated.

ii. Service
The candidate for appointment or promotion to Professor is expected to have made significant contributions to further the goals and mission of their respective program/department, the University
and the profession. The candidate should have assumed a leadership role in institutional activities evidenced by chairing or showing major impact on institutional committees and community activities. He or she must have gained national reputation within his/her field as evidenced by memberships in study sections, officer/director positions on advisory or editorial boards, prestigious professional societies, and chairing symposia. Other notable academic achievements considered include the organization of national/international conferences or meeting.

### iii. Scholarship/Clinical Productivity

Candidates for the rank of Professor must demonstrate significant contributions to the profession at the national and/or international levels and be recognized by peers as an expert in their area of specialization. Candidates for rank of Professor must show evidence of scholarship through publication in peer-reviewed journals or commercially published books/chapters/articles, participation in state, national, and/or international educational policy initiatives, invited presentations, receipt of major awards or honors, or other scholar/practitioner activities. The candidate should have demonstrated a sustained pattern of educational and/or research productivity as well as grant funding. Serving as a resource to junior faculty within the institution, and initiating formal cooperative research ventures with colleagues inside or outside the University may also be considered in promotion to the rank of Professor. A continuous and exemplary record of clinical practice in a University sponsored practice plan, University affiliated clinic, or other noteworthy clinical accomplishments may also be considered.

References: The candidate should provide a minimum of three (3) letters of recommendation. For the case of internal promotion, at least 1 of them must come from peers outside the University. The external references must provide evidence of outstanding academic attributes of the candidate. The references must be from senior faculty or individuals of similar established credentials in the candidate’s own area of expertise. In addition, a nominating letter from the appropriate Department Chair or Dean/Associate Dean/Program Director must accompany RP application materials.

### 3. Adjunct Clinical Track - CT

Adjunct (non-regular) faculty are individuals appointed by the appropriate department/program who provide instructional service to TU California students in the classroom, affiliated hospitals, clinics and other training institutions, based on academic need. The Adjunct Track is comprised of four contiguous ranks:

- Adjunct Clinical Instructor
- Adjunct Clinical Assistant Professor
- Adjunct Clinical Associate Professor
- Adjunct Clinical Professor

The requirements for ranking and initial appointments are similar to the Regular Clinical Track requirements, with more emphasis on the clinical setting. Adjunct faculty are ranked by the appropriate Dean; recommendation from the Rank & Promotion Committee is not required. Ranking in an Adjunct appointment is not transferable to a Regular Clinical Faculty track. Continued appointment is reassessed on a regular basis.
Faculty Code of Professional Ethics

Faculty members are expected to act at all times in a manner befitting members of the teaching profession. Faculty members are expected to maintain and exhibit the highest level of integrity in all of their behaviors. They should conduct themselves with respect for others and should serve as models of the teaching profession to their students and their community.

Dress and deportment often characterize the person, and interpersonal relationships mark the nature and effectiveness of institutions. Therefore, appropriate attire, courtesy and cooperation at all times, with students, staff and colleagues, are considered essential to the well-being of the University. Professionalism of a high order should be Touro University California’s hallmark.

Providing the best climate within which a student can learn and grow intellectually is a major professional contribution that the faculty member can make to the development of students. This includes frequent and active presence on campus, student counseling and advising, and participation in the activities that promote interaction between student life and the academic environment.

TU California promotes adherence to the American Association of University Professors, “Statement on Professional Ethics”, revised 2009. The codes of professional ethics stipulated here do not constitute a comprehensive policy of faculty behavior. These codes elaborate on the standards of acceptable and unacceptable conduct in the course of fulfilling faculty duties and are independent of other guidelines for activity of individuals while on campus, such as university policies on drug use, etc. with the understanding that TU California seeks to provide and sustain an environment conducive to education, scholarly exchange and faculty and student development, the Faculty Senate further stipulates the following codes of faculty conduct:

A. The primary responsibility of faculty conduct is to promote respect for knowledge, inquiry and education. Faculty is free to execute their teaching responsibilities in a manner that they determine to be appropriate. Faculty conduct must not, however, diminish or interfere with their responsibility to maintain proficiency and competency in the discipline(s) that they teach. Faculty conduct must ensure that classes are held as scheduled and that students are not denied opportunities to learn in the normal course of the academic term. Faculty must never exercise their professional position as a means to coerce or intimidate students to accept unethical or incompetent behavior.

B. Faculty must not discriminate among their colleagues or students on the basis of age, sex, religion, nationality, ethnicity, advocacy, political preferences, or any other individual personal attribute that is independent of professional interaction. Faculty objectivity in evaluation of student competence is an essential standard of faculty conduct.

C. Faculty must abide by the conduct standards for sexual harassment specified in this document.

D. Faculty should promote academic honesty through teaching and example. Faculty must neither facilitate nor ignore instances of dishonesty.
E. Faculty should respect the confidentiality of individual faculty–student interactions. Faculty should exercise foresight and maturity in conversation and activities with students.

F. Dating or engaging in sexual relationships with students is forbidden and may constitute grounds for dismissal.

G. In the exercise of scholarship faculty must conduct themselves honestly and must not intentionally misappropriate the work of others. Faculty is obligated to adhere to all established copyright and ownership guidelines.

H. Faculty conduct must demonstrate respect and fairness in the use of university resources and facilities. Faculty should use university property only in the pursuit of their faculty responsibilities.

I. Faculty must maintain strict confidentiality when requested with respect to colleague evaluation and personnel matters. Anonymity in peer-review for the purposes of promotion and advancement is an essential standard of ethical conduct.

J. Faculty must not exercise professional seniority as a means to coerce or intimidate the behavior or activity of university staff or junior colleagues.

K. Ethics in research and scholarly activities, intellectual honesty and ethical behavior while performing scholarly activities is of paramount importance. To this end, TU California adopts the U.S. Department of Health and Human Services Office of Research Integrity definition of research misconduct:

“Research misconduct means fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. Fabrication is making up data or results and recording or reporting them. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research records. Plagiarism is the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. Research misconduct does not include honest error or differences of opinion.

In addition, research efforts should minimize restrictions on publications or dissemination of information and use university resources and facilities for academic and not commercial purposes.”

**College of Osteopathic Medicine Faculty** are additionally expected to comply with the American Osteopathic Association code of ethics which guides its member physicians in their professional lives. The standards 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 who she/he will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity 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.
The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services.
Clinical Education Faculty Development Curriculum Overview

Mentorship is one of the most important roles medical professionals can serve. While students learn from classroom experiences and written resources, nothing can substitute for the opportunity to train under the supervision of an experienced clinician in a patient care setting. Sir William Osler, the renowned Canadian physician, once said, “To study the phenomenon of disease without books is to sail an uncharted sea, while to study books without patients is not to go to sea at all.”

It is the school’s responsibility to maintain and improve the quality of the clinical education for 3rd and 4th year medical students and to support our clinical faculty in developing competence in teaching medical students. To this end Touro provides a variety of opportunities to support adjunct and core clinical faculty in their life-long learning journey.

FACULTY DEVELOPMENT PROGRAM MISSION

In keeping with the mission of TUCOM, the Faculty Development Program is designed to enrich the experience of the faculty who teach our osteopathic students. The faculty development program offers opportunities for professional advancement in academic medicine, research, scholarship, communication, professionalism, leadership, and medical knowledge. Additionally, the program recognizes and supports adult development, collaborative learning, and service.

A Competency Based Curriculum for Faculty

The faculty development program, like our medical student training, is based on a curricular framework of six core competencies. Key learning areas are aligned with the 6 core competencies of faculty development. Resources for learning in each of the competency areas are available and being developed. Not all teaching physicians will choose to develop in each of the core competencies equally. Clinical teaching physicians, for example, may find the competency of Academic Medicine less pertinent than the competency of Interpersonal Communication Skills. However, there are opportunities for clinical physicians to participate in curriculum development and coordination, and faculty should tailor their learning experience to their interests.

Faculty Competencies

1. **Academic Medicine**
   a. Be able to design effective medical training curriculum components and framework
   b. Deliver curriculum to medical trainees appropriate at each level of training
   c. Review, assess and recommend changes to Curriculum for continued improvement of curriculum

2. **Medical Knowledge**
a. Understand and apply osteopathic principles and practice at a level appropriate for one’s role in the TUCOM institution  
b. Teach content and assess each learner’s abilities within their field of expertise  
c. Demonstrate continued growth and change within one’s field of expertise  

3. **Interpersonal Communication Skills**  
a. Flexibly tailor teaching and communication styles to facilitate learning  
b. Communicate effectively with colleagues and within institutional systems to facilitate growth and improvement  
c. Develop mentorship skills that sustain a positive focus on the career growth of all stakeholders (students, faculty and staff)  
d. Effectively integrate empathetic listening skills  
e. Effectively communicate expectations, summative and formative assessments and evaluations  

4. **Professionalism and Leadership**  
a. Demonstrate a commitment to mission responsibilities  
b. Demonstrate a commitment to both learner’s success, well-being and to helping learners grow into their professional roles  
c. Demonstrate best educational and content related practices including a commitment to life-long learning  
d. Role model behavior for learners, including ethical behavior and accountability.  
e. Understand diversity and cultural differences and role model respectful and supportive behavior and demonstrate humanistic behavior and cultural competency  

5. **Practice Based Learning and Improvement**  
a. Effectively use Research and Scholarship in career development and practice  
b. Effectively use scholarly and practical approaches in evaluation and development of curriculum and in clinical practice  
c. Model the appropriate use of evidence-based medicine for example, in choosing curricular content or in clinical practice  
d. Model and mentor both faculty and students in the process of research and scholarly activity  
e. Demonstrate a developed understanding of practitioner/researcher bias  

6. **Systems Based Practice**  
a. Utilize resources within the larger system of medical education to advocate for learners and to provide optimal teaching and learning  
b. Utilize resources within the institution and the larger system of medical education to further personal and professional growth and development  
c. Understand, at a level appropriate for the stakeholder, the variant health care delivery models and be able to integrate this information into student learning experience.  
d. Meaningful incorporation of structural competency into learning outcomes  
e. Quality improvement
Clinical Faculty Development Opportunities

Our Clinical Faculty Development Program is a key part of the TUCOM Competency Based Faculty Development Program. We believe the clinical portion of our program is essential to support our clinical and adjunct faculty in their roles as teachers, mentors, and leaders to our students. Our program promotes professional advancement in educational and leadership skills, as well as personal development.

Many offerings in our Clinical Faculty development include both AMA and AOA CME credits for participating faculty. We offer live, remote, and asynchronous learning opportunities. Faculty interested in further developing their academic skills are also welcome to attend our Core Faculty academic sessions on campus and remotely when offered.

Additionally, we actively strive to help clinical sites meet ACCGME Common Core guidelines for faculty development, systems-based practice and quality improvement, practiced based learning and improvement, professionalism and leadership and academic learning.

Please visit our calendar of events for all live activities as well as access to enduring materials for asynchronous learning.

For help with your institutional CME, please reach out to:

Jennifer Weiss, DO
Assistant Dean of Faculty Development
Director of Clinical Distinction
Associate Professor
Touro University, CA
jennifer.weiss@tu.edu

Guidelines for Working with Osteopathic Students in Clinical Settings

Structuring the Medical Learning Experience in Your Practice

The structure of the medical student learning experience should allow the physician to continue seeing patients but include some time for observing students and giving students feedback. Physician preceptors may structure visits so that a student sees every 3rd-4th patient, and the preceptor can thus see and treat patients while student is performing their assessment. Allowing students to present and get supervision can happen between patients or the physician and student can go in and see a patient together that a student has already seen, allowing for presentation and supervision while continuing patient care. Limiting factors may be the number of exam rooms, consent of patients and conflict with other preceptor responsibilities. Students may see primarily some patients and shadow on others, if
this works better. If a physician needs support structuring the learning process the Clinical Faculty Development program and Assistant Dean of Faculty development can provide learning resources.

Assessment Feedback and Entrustable Professional Activities (EPAs)

Giving students feedback is a critical part of the learning process. Frequent actionable feedback allows learners to correct and learn from their experiences. There are many ways to structure feedback and to assess students. One useful tool in clinical training are EPAs. EPAs have been identified by residency programs and the national medical education establishment as the common daily tasks of a physician in routine patient care. Entrustability is a milestone of competence. When a person performs one of these activities, they are demonstrating an underlying competency set. Levels of entrustability for medical students range from being allowed to watch an attending perform the activity, to having an attending closely watch the student do it, to having the attending be nearby in case a question arises. A final level in which the attending only audits the activity by chart review or monthly check in, is not usually attained until residency. Students should be working throughout their clinical training towards developing ever greater levels of entrustability with the 14 EPAs. Giving students feedback using a simple rubric of entrustability is useful and a quick way to offer formative learning. The rubric listed after the EPAs is a useful easy to remember framework for assessing EPAs.

More details about Entrustable Professional Activities can be found on the Clinical Distinction Website. The website has resources for faculty as well as students. The 14 EPAs, described by AAMC, AACOM and TUCOM, describe essential skills needed for residency readiness are as follows:

1: Gather a history and perform a physical examination
2: Prioritize a differential diagnosis following a clinical encounter
3: Recommend and interpret common diagnostic and screening tests
4: Enter and discuss orders and prescriptions
5: Document a clinical encounter in the patient record
6: Provide an oral presentation of a clinical encounter
7: Form clinical questions and retrieve evidence to advance patient care
8: Give or receive a patient handover to transition care responsibility
9: Collaborate as a member of an interprofessional team
10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management
11: Obtain informed consent for tests and/or procedures
12: Perform general procedures of a physician
13: Identify system failures and contribute to a culture of safety and improvement
14: Integrate Osteopathic Principles and Practice into clinical practice

Rubric of Entrustability

You may choose to base student assessment on where you believe they are clinically rather than on what they are allowed to do without supervision since medical students may not work with a supervisor distantly available.

Level 1: Not allowed to do the EPA
1. Not allowed to observe
2. Allowed to observe 
Level 2: Do with full direct supervision 
1. Coactivity with supervisor 
2. Supervisor in room ready to help 
Level 3: Do with supervision on demand 
1. Supervisor immediately available all findings checked 
2. Supervisor immediately available key findings checked 
3. Supervisor distantly available (phone) findings reviewed 

This rubric was developed by: H. Carrie Chen, MD, MSED, W.E. Sjoukje van den Broek, MD, and Olle ten Cate, PhD who published it in: *The Case for Use of Entrustable Professional Activities in Undergraduate Medical Education*

---

**Osteopathic Principles and Practice**

TUC Osteopathic Medical Students have been carefully instructed and assessed with over 200 hours of study in the use of Osteopathic Manipulative Medicine (OMM). This includes performing an Osteopathic Structural Examination (OSE), in which students examine the patient to assess for Somatic Dysfunction and possible viscerosomatic reflexes that may help to aid in the patient’s underlying diagnosis. The umbrella term OMM encompasses the skillful hands-on treatment approaches that are taught in Osteopathic Medical Schools. The terms OMM and Osteopathic Manipulative Treatment (OMT) are often used interchangeably to refer to both osteopathic diagnosis and treatment.

TUC Osteopathic Medical Students are capable of providing OMM to patients as an adjunct to the preceptors’ medical care, the goal being to enhance patients’ clinical outcomes. No student may apply OMM (or any treatment) without their preceptor’s permission. Students should be encouraged to perform osteopathic structural examinations on each patient, render OMT when appropriate and approved by their preceptors, and document their findings and treatment in their SOAP Note, and procedure note. OMM is generally well tolerated and appreciated by patients. It is reliably safe, and effective in a broad variety of clinical conditions. TUCOM students are able to ease a wide variety of musculoskeletal pains, as well as apply OMM to a variety of clinical circumstances such as, but not limited to, easing the breathing of asthmatics or patients with COPD, decongesting sinuses, decreasing peripheral edema, treating common post-surgical complications such as ileus, and preventing atelectasis.

**OMM RISKS:** Osteopathic treatment is generally well tolerated and has a low incidence of adverse outcomes when carefully applied.

**OMM Backup:** All preceptors and TUCOM students are encouraged, if the need arises, to consult with TUCOM faculty regarding the use of OMM in various clinical settings. The 3rd year OMM Course Coordinators may be contacted at any time: Dr. Nicole Peña (nicole pena@tu.edu).

**OMM Procedure:** Preceptors are encouraged to ask their osteopathic medical students: “How would you utilize OMM in this case?” Preceptors should expect a rational answer that describes how the application of OMM might effect a positive physiologic & clinical change in that particular patient. As
mentioned above, osteopathic medical students should write a procedure note that describes the OMM modality that was recommended & utilized. OMM treatment time will vary, depending on the complexity of the case, the severity of the illness, and the experience of the student. Effective OMM can be as quick as a few seconds and shouldn’t be seen as a factor prolonging patient appointment times.

**Definitions**

**Osteopathic Principles and Practices (OPP):** The integration of osteopathic philosophy into health care practices, specifically: the concept of body unity, the reciprocal nature of structure (anatomy) and function (physiology), and the use of OMM and other interventions to promote the body’s self-healing and self-regulatory mechanisms

**Osteopathic Manipulative Medicine (OMM) and Osteopathic Manipulative Treatment (OMT):** Two terms used interchangeably to describe hands-on care in which DOs and DO Students use their hands to diagnose, treat, and prevent illness or injury

**Somatic dysfunction:** The impaired or altered function of related components of the somatic (bodywork) system including: the skeletal, arthrodistal, and myofascial structures, and their related vascular, lymphatic, and neural elements

**Viscerosomatic reflex:** The interrelationship between any organ (viscera) and a closely related part of the body’s structure (soma)

**Grades, Student Evaluations, and 3rd/4th Year Schedules**

Clinical preceptors are expected to give ongoing feedback to students throughout the course of their rotation. At a minimum the preceptor should review the student’s performance with them at the midway point through the rotation. On the last day of the student’s rotation, the preceptor is expected to set aside time to discuss and complete the clinical performance assessment form (CPE) online via the New Innovations portal or by using the pdf form. If the paper form is used, the student should be given a copy of their evaluation, and a copy must be sent to the Clinical Education Department via fax, email, or regular mail.

Each of the 7 core clinical competencies is evaluated on the performance assessment form and has been applied to the Clinical Education course objectives. Each competency section should be addressed and an overall recommendation for pass or fail for the rotation should be indicated. Faculty should add narrative comments to give the most specific guidance possible to the student. The overall narrative, positive and constructive comments will be included in the Medical Student Performance Evaluation (MSPE; formerly the Dean’s letter).

It is important to note that students are evaluated against the standard of what should be reasonably expected from a medical student at the same point in training.

These forms are the primary tool used to grade third- and fourth-year students. As such they will be most useful if they are completed based on your experience of the students’ skill and knowledge. Additionally, timely submission is extremely important as it affects students’ official transcripts, which in turn is critical for residency application, financial aid check distribution and matriculation. Clinical preceptors are responsible for submitting a clinical performance evaluation (CPE) within 14 business days of the last day of each clinical rotation or students will receive an academic Pass on the CPE portion of their grade.
The Clinical Curriculum

The complete clinical curriculum can be found in section IV of the Clinical Rotations Manual.

The clinical clerkship program provides students with education and training in the areas of family medicine, internal medicine, obstetrics & gynecology, pediatrics, psychiatry, and surgery; as well as exposure to additional specialty areas such as critical care, anesthesiology, emergency medicine, geriatrics, pathology, and radiology. Rotations take place at a variety of clinical sites ranging from private, public and university-based hospitals to private and community-based clinics. In order to give students the opportunity to pursue individual interests, and to make decisions about options for residency training, flexibility is provided in both the third and fourth year schedules.

The clinical clerkship curriculum is oriented around the American Osteopathic Association’s Core Competencies. The curriculum includes learning outcomes, didactic assignments and nationally benchmarked subject exams (the COMAT). Students are expected to follow the didactic complementary materials while serving in patient care rotations. The clerkship curriculum also includes online interactive cases, reading assignments, tracking procedures through logging software, and attending eConferences (online didactic sessions) facilitated by TUCOM Faculty.

The training of primary care physicians is a critical necessity in the development and functioning of our health care system. In addition, students who embrace this primary care focused training will have an excellent foundation for specialty training, if that is what they choose. At Touro University College of Osteopathic Medicine, therefore, we focus our training on primary care, while recognizing that some students will choose other specialties. As such, our goals and objectives are designed to guide students to learn, through competency-based clinical education, the myriad dimensions of primary care. This includes recognition of their role as team leaders in providing comprehensive health care to the individual, to the family, and to the community. Throughout their training, students will develop an understanding of the role of the primary care physician while recognizing the need for consultation with other medical specialists when appropriate.

The TUCOM-CA clinical curriculum is designed to ensure students:

1. Acquire basic clinical knowledge and essential clinical skills.
2. Deepen their understanding of Osteopathic Principles and their application to enriching the health of their patients.
3. Foster analytic and problem-solving skills necessary for physicians involved in disease prevention, diagnosis, and treatment of individual patients, families, and communities.
4. Demonstrate the ability to integrate behavioral, emotional, social and environmental factors of families in promoting health and managing disease.
5. Cultivate compassionate, ethical, and respectful, physician-patient relationships.
6. Appreciate the differences in patient and physician backgrounds, ethnicity, beliefs and expectations.
7. Critically evaluate current and relevant research and apply the results to medical practice.
8. Develop an understanding of contemporary health care delivery issues.
9. Share tasks and responsibilities with other health professionals, including recognition of community resources as an integral part of the healthcare system.
10. Engage in reflection on his/her own practices and make changes as needed.
11. Develop the interest and skills necessary to continue lifelong learning.

**Educational Tools**

Students are expected to participate in all aspects of the clinical rotation, including attending meetings and conferences and any assignments supplied by their preceptor. However, the students are also required to complete a robust curriculum which they access online. This curriculum includes learning outcomes, a focused topic list, reading assignments, interactive Aquifer cases, integration of osteopathic principles through assignments, logging of procedures, COAR sessions/Osteopathic modules and attendance of eConferences. This curriculum is sufficient to carry the student through each core rotation augmenting the clinical activities of the rotation. However, students should expect that supplemental assignments may be given by preceptors including:

- Additional reading assignments
- Case based literature search
- Presentations
- Didactics (i.e. tumor board, grand rounds, morning report, etc.)

**Preceptorship**

**Learning and Working Environment Principles**

Clinical education should be learner-focused, fostering the acquisition of excellent clinical skills and encouraging individual well-being. Clinical education should be patient-centered, promoting best principles of compassionate care, diagnostic reasoning, clinical examination, patient safety, evidence-based care, and cost-effectiveness. Within the limits of duty hours, clinical education should involve as much direct patient care as possible, to ensure that learners understand the disease course, with a focus on continuity of patient care experiences and bedside teaching. Patient care should be conducted at the patient bedside (equivalent) whenever possible. When care is delivered outside of the direct patient encounter, learners should have the opportunity within that care session to see patients directly with an Attending Physician or Resident. Direct patient care experiences should be emphasized and maximized. This principle should guide the balance between direct patient care and didactic and other enriching educational experiences that provide perspective and skills for understanding seminal issues in patient care. Accomplishment of the core clinical objectives should be reasonable within the designated time frame of the rotation. Rotations must ensure that qualified (certified in needed application) residents staff and faculty provide appropriate supervision of medical students.

**What Should I Do and What Can / Should My Student Do?**

Our students rotate through a variety of clinical sites and have the challenge of being new to their learning environment on multiple occasions throughout their two years of clinical education. Your assistance in helping them, as quickly as possible, get acquainted with facilities, regulations, faculty and personnel is greatly appreciated. Some general expectations of your site can be found below. Please contact us if any of these pose difficulties for you. Clinical sites, in coordination with TUCOM-CA, will define the degree of student involvement in their own institutions. While students are given general
guidelines in terms of activities, professional behavior and requirements, it is understood that they must comply with the expectations and requirements related to patient care as established by the clinical site and that this supersedes, in most cases, any guidance from Touro University.

Sample Timeline of a Clinical Clerkship

On the first day
1. Student introduction/orientation
2. Clerkship expectations & objectives
3. Model clinical skills: student observation (one day to one week)

Middle of clerkship
1. Mid-clerkship feedback and evaluation
2. Student should be expected to obtain initial evaluation of patient independently

At the end of the clerkship
1. Student is expected to meet clinical objectives and be able to perform clinical skills.
2. Verbal feedback is given to the student prior to the review of the formal evaluation.
3. Evaluation is filled out during last week of student rotation and reviewed with student. (A copy of evaluation should be given to the student)

Supervision of Osteopathic Medical Students in Clinical Learning Environments

The Clinical Education Department (CED) at Touro University California College of Osteopathic Medicine (TUCOM) ensures that its medical students in clinical learning situations involving patient care are appropriately supervised at all times in order to ensure patient and student safety, that the level of responsibility delegated to the student is appropriate to his or her level of training, and that the activities supervised are within the scope of practice of the supervising health professional.

DEFINITIONS

- **Supervising Physician**: An attending physician with a TUCOM faculty appointment; a resident or fellow physician training in a graduate medical education program
- **Healthcare Provider**: Including but not limited to: anesthesia assistants, dieticians, emergency medical technicians, medical sonographers, medical technologists, nurse practitioners, nurses, occupational therapists, paramedics, pharmacologists, physical therapists, physician assistants, psychologists, radiographers, respiratory therapists, social workers, speech language pathologists, and surgical technicians.
- **Supervision Levels**:
  - **Direct Supervision**: the supervising physician is physically present with the medical student and patient.
Indirect Supervision with Direct Supervision Immediately Available: the supervising physician is physically within the hospital or other site of patient care and is immediately available to provide direct supervision.

For hospital-based practice institutions, it is the institution’s responsibility to ensure that all physicians and healthcare providers are appropriately credentialed and privileged by the hospital, institution, or agency and capable of medical student supervision within the scope of their practice.

For private practice settings in which healthcare providers are present, it is the responsibility of the supervising physician to ensure that healthcare providers are appropriately credentialed and privileged and capable of medical student supervision within the scope of their practice.

SCOPE & APPLICABILITY

This policy applies to required courses where students interact with patients, and all required clerkships taught as part of the undergraduate medical education program.

Course/clerkship directors are responsible for orienting students, supervising physicians, and healthcare providers who supervise medical students to the provisions of this policy; setting and communicating course/clerkship-specific expectations regarding appropriate levels of supervision; and ensuring that supervising physicians and healthcare providers adhere to the provisions of this policy.

POLICY

- Medical students are not licensed and cannot provide unsupervised patient care. Clinical decisions and orders are never created or enacted by medical students without a supervising physician’s input and approval. A supervising physician has the medical and legal responsibility for patient care at all times.
- A supervising physician is required to supervise medical students in clinical learning environments at a supervision level of “indirect supervision with direct supervision immediately available” or higher.
- The supervising physician will determine the appropriate level of supervision by considering the clinical site policies; complexity of the situation or procedure; risk for adverse events; and the medical student’s level of training, demonstrated competence, maturity, and responsibility.
- The course/clerkship director will determine the patient encounters and procedures for which medical student supervision may be provided by fellows, residents, and/or appropriately credentialed healthcare providers.
- Individuals who have experienced or witnessed a lapse in medical student supervision must report the incident to the course/clerkship director or directly to the CED. Students may also anonymously report lapses in medical student supervision in the course evaluation or directly to the CED.
- Medical students will identify their signatures with OMS (Osteopathic Medical Student), just as licensed physicians identify their signatures with DO or MD.
- Medical students will wear badges identifying them as medical students.
Clerkship Orientation and Medical Student Progress Assessment

Students should be provided appropriate orientation to the clinical facilities. The following should be included in the orientation:

**Faculty and Personnel**

Students should be introduced to the supervising physicians. Students should be informed to whom they are responsible and how that person or persons may be reached when needed. Additionally, if anyone other than the supervising physician will be evaluating or grading the student, the student should be informed of this and introduced to these people.

Students should be introduced to staff, including nurses, technicians, and administrative staff with whom they are expected to interact. Roles and types of interactions should be explained.

**Physical Plant**

We recommend students should be shown the following:

1. Patient rooms
2. Safety procedures and announcements (fire, codes, etc.)
3. Nurses’ stations
4. Ancillary services facilities (x-ray, laboratory, medical records, etc.)
5. Rest rooms and locker areas
6. Conference areas
7. Lounges, cafeteria or coffee shop
8. Library and Internet access if available
9. Time of arrival
10. Night calls and weekend expectations
11. Dress code

**Student Schedule**

A schedule should be provided to the student at the start of the rotation. Although patient care assignments take precedence over lectures and conferences, the hospital and attending physicians are encouraged to allow the students to attend scheduled lectures.

The director of the individual clinical service must clear absences from clinical duty in advance. If attendance at mandatory lectures and conferences is preempted by patient care assignments, this absence must be cleared by the DME.

For more information about attendance expectations, see the student portion of the Clinical Rotations Manual.

It is recommended that the following be incorporated into the schedule for each rotation:

1. Meeting on the first day with attending to discuss expectations for rotation.
2. Mid rotation meeting with attending to discuss performance, give student a written evaluation and make suggestions on where to focus during the rest of the rotation. Attending physicians should take the opportunity to assess what the student has done well, and also to offer advice on how the
student can improve.

3. Conferences and Educational Seminars: whenever possible students should attend conferences and lectures if they are accessible, such as grand rounds, M&M rounds, journal clubs and department meetings.

4. Suggested rounding times – such as pre-rounding in hospital if appropriate, as well as times when student will make rounds or see patients with attending.

5. Presentations or reports to be delivered by student, this includes case presentations, case study analyses, topic presentations etc.

6. Working with adjunctive staff such as respiratory therapist, ultrasound technician, vaccination nurse etc.

7. Final evaluation review at the rotations end:

8. Every attempt should be made to review the student’s final evaluation in-person. This is an essential formative component to the student’s learning and maturation.

**Patient Interaction and Documentation**

Interviewing and examining patients is one of the most critical parts of student training. Whenever possible the student should be allowed to perform these tasks. When it is not appropriate to leave the student with the patient, they should be allowed to observe the attending performing the H&P. Whenever possible, students should document their findings in the medical records.

It should be clearly defined initially whether students may document in the patient’s medical record and, if so, what students are permitted to write (e.g. Progress notes and H&P, orders etc.) if your clinic or institution does not allow students to write in official medical records, please have the student write notes outside of the official patient charting system, understanding they will need to comply with HIPAA requirements.

**Procedures**

Observing and attempting procedures is also a vital part of clinical training. It should be clearly defined initially whether students may participate in procedures, and at what level supervision is expected for all procedures.

**Integrating Medical Students into Practices and Institutions**

1. Creating appropriate set roles and procedures for medical students allays the student and staff’s anxiety and makes the preceptor’s job much easier.

2. This may reflect progressive “privileging” for students as they demonstrate basic competencies to your satisfaction.

3. Having a system for allowing medical students to see patients with a minimum of delay to patient flow is one of the secrets to making preceptorships successful.

**In Outpatient Settings:**

1. An appointment system in which the student sees every fourth patient is one model that often works.
   a. Patient #1- seen by student following your introduction
b. Patient #2 seen by you while student is with patient #1
c. Following your seeing pt. #2 you have the student present and see patient #1 with them.
d. While you see patient #3 the student charts on and discharges patient #1
e. Student then sees (with your introduction) patient #4.

2. In office practices that admit their own (or house back up) patients to the hospital, if feasible, have the student listen in on the ER report, have them go see the patient, if appropriate, while you finish in the office. When you arrive at the hospital the student will have already had a chance to do an initial work up and present to you. This scenario can be modified, of course, depending on the diagnosis and condition of the patient and their willingness to be seen by a student.

3. In surgical based practices, if possible, involve the student in pre-op planning and have the student involved in preoperative and post-operative care.

**In Inpatient Rotations:**

1. Define a group of patients for whom the student is “responsible.”
2. The student should follow and round on these daily, presenting labs, studies and daily exams prior to your seeing patient.
3. Student charts either in the chart or in separate cover as if he/she were documenting clinical care.
4. Preceptor should read, sign off and modify student’s note.
5. Every patient must be seen and charted on by preceptor.
6. Students may write mock orders, but the preceptor should write actual chart orders.

If questions come up during discussions of patients, or if a key concept seems to be missing for the student consider asking for a report in follow-up. This should reflect reading and some research. Ideally, this is an opportunity for the student to investigate something for you that you would have done for yourself. Obtaining an article from the internet, looking up doses, side effects, epidemiology, differential diagnosis, evidence basis for a medical practice, etc. are all good uses of medical student time and represent a way for them to educate themselves and the rest of the team as applicable.

**The Clinical Performance Evaluation Form**

Evaluation of the student’s performance during a rotation should be transmitted to the Clinical Education Department using the Clinical Performance Evaluation form. This form has been developed so that our clinical faculty can evaluate the student’s progress and level of competence in all 7 Core Osteopathic Competencies:

- Osteopathic Principles and Practice
- Medical Knowledge
- Patient Care
- Interpersonal & Communication Skills
- Professionalism
- Practice-based learning and improvement
- Systems-based practice

Each one of these competencies align with the Entrustable Professional Activities (EPAs) defined by both the AACOM & AAMC. Entrustable Professional Activities are 14 skills, tasks or responsibilities.
that represent what a resident will be able to do without supervision from day one of the residency. It is essential that medical students develop competency in all these areas as a first step to reach entrustability by the time they graduate. The Clinical Performance Evaluation helps demonstrate if a particular student is on the right path or if an intervention is required.

The Clinical Performance Evaluation Forms are available online, in New Innovations. Information about New Innovations and that evaluation is provided here as a guide for our clinical preceptors.

We appreciate the time that is required to evaluate the student competencies. We ask that preceptors allot a brief amount of time to meet with the students at the middle, and at the end of the rotation in order to apprise learners of their progress and performance. Please contact the Clinical Education Department with any concerns regarding individual student progress.

**Clinical Education Department Contact Information:**
CED Assessment team: TUC.CED.Grades@tu.edu

**Login Instruction for New Preceptors - To Complete an Online Evaluation on New Innovations**
If this is your first time logging in, your username AND password is the first letter of your first name and your last name. Ex: John Smith = jsmith. If this does not work, please try the first and second letter of your first name with your last name. Ex: jsmith. The system adds the second letter of your first name when there are multiple users with the same first and last name.

You will be asked to change your password when you login for the first time.

If you have not been credentialed or do not need to be credentialed by Touro California and have not previously completed an online evaluation, your information may not be in our system. In this case, please email any of our staff members for more information about setting you up in our database.

**Note: A copy of the completed evaluation will be given to the student.**
New Innovations Login website: https://www.new-innov.com/Login/
The link above will take you to a page that looks similar to the image below. The first field is the organization field, enter “tu”. Enter your username and password in the 2nd and 3rd fields, then click, Log In.
In this next screen, select “Clinical Education,” from the drop down if it’s not already selected, then click Continue.

You will be taken to your Home Page. In the My Favorites navigation box located on your left-hand side of the screen or the Notifications box in the upper right-hand corner of the screen, select the link “Complete Evaluations” or “evaluation to complete” as shown below.

You will be taken to the next page where you can select the evaluation to complete. Move your cursor over the words “Clinical Performance Evaluation” located under the student’s name and you should be able to select the evaluation by clicking once. If you have more than one evaluation to complete, you can come back to this page later.
After completing all the questionnaires and comments, please finish by submitting the evaluation.

If you make a mistake on the evaluation, it can be returned to you for correction. For evaluation help, please contact someone in the Clinical Education Department.

If you do not see an evaluation listed, we can manually generate one for you; Please let us know or have your student inform us. Once the online evaluation is generated, you will receive an auto-notification to complete the evaluation.

**To View and/or Print Your Evaluation**
Back at your Home page, In the My Favorites navigation box located on your left-hand side of the screen, select the link, *Completed Evaluations.*
In the next page, View Completed Evaluations, select the check box of the evaluation you wish to print or view then click the link “Print Selected UME evaluations to PDF”.

View Completed Evaluations

Filter by Class Definition: [Class Of 2017 3rd Year (05/04/2015 - 06/26/2016) ]

Medical School Evaluations

View selected UME evaluations  |  Print selected UME evaluations to PDF
All  |  None  |  Insert

<table>
<thead>
<tr>
<th>Evaluator Name</th>
<th>Rotation/Subject Name</th>
<th>Rotation/Location</th>
<th>Session Name</th>
<th>Start Date</th>
<th>Stop Date</th>
<th>Session Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test, Faculty</td>
<td>TEST, Student</td>
<td>718A - 4 Week Elective: (Not Specified)</td>
<td>Testing Session (Clinical Education)</td>
<td>10/14/2015</td>
<td>11/13/2015</td>
<td>11/20/2015</td>
</tr>
</tbody>
</table>
A pdf document will appear and you can print/view/save.
Section III
Students

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services.
Welcome to the Clinical Training, this section will provide all the information related to requirements, policies and procedures pertaining to the clinical years.

**Important note regarding Policies & Procedures**

The standards that dictate the rotation guidelines are enforced by independent agencies such as licensing boards, the AOA/COCA, and our regional accreditors. Consequently, they are not subject to change or interpretation. The policies and procedures described in this manual ensure that you will meet both California state requirements for satisfactory academic progress and AOA/COCA accreditation standards for colleges of osteopathic medicine. The CED staff work to maintain the record of your satisfactory academic progress, and this is possible only if students remain within the policies. Current policies and practices may differ from those in effect in the past; it is important for you to follow the guidelines in this manual only, or information updated in Canvas.

To make your progress as timely as possible please remember these IMPORTANT POINTS as you read this manual and prepare for clinical rotations:

1. **Read the manual** and refer to it before you query the CED.

2. **Read all emails from the CED** to you individually or to the class. We respect your time and attention and will only contact you with actionable, binding, or useful information. Check your student.touro.edu email daily and send emails ONLY from your student.touro.edu email address. The official means of communication are via the Touro address domains. You are responsible for receipt of these communications no matter which device you use to receive and send them. This policy is university-wide and relates to our FERPA compliance. The Federal Educational Right to Privacy Act allows us to use only internally secure servers when we communicate information about your academic record. Include your contact phone number in every email or voicemail message to help us respond rapidly to your query.

3. **For all email communications with the CED**, the guidelines listed below should be followed:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 hours (1 working day)</td>
<td>Emergent (needs to be dealt with immediately)</td>
<td>Strict, rapidly approaching, “deadline” (tomorrow, a week or less) Important documents, that need to be submitted/processed by a certain date within a week Application for the rotation is always priority</td>
</tr>
<tr>
<td>24-72 hours (1-3 working days)</td>
<td>Urgent (needs to be dealt with soon)</td>
<td>Rapidly approaching “deadline”, but not as time sensitive as Emergent (solution is needed within a month)</td>
</tr>
<tr>
<td>3-5 working days</td>
<td>Standard</td>
<td>Any type of questions that are not time sensitive.</td>
</tr>
</tbody>
</table>
* In the subject line of the email students need to state the status of the email: Emergent, Urgent or Standard. (If an email is Emergent and extremely time sensitive, students need to state the date or time they need it (for example: Emergent, tomorrow 8:00 am).
* Students also should take into account that during weekends, Federal holidays and Jewish holidays the University is closed.

4. For any change in name or contact information you must notify the Registrar and update your electronic record immediately. Remember that Student Services and the CED operate independently. Your enrollment in the college must remain current and accurate as per the Student Services guidelines. Currency and accuracy of your Registrar, Financial Aid, and Student Health records ensure that your grades and credentials will be ready when you need them to be.

5. Securing your third-year core clinical clerkships and assisting with your fourth-year schedule is one of the most important functions of the CED. But we depend upon other offices of the college, especially Student Health, to have current information in your file. Please submit your protected personal health information (e.g., current immunization data) directly and only to Student Health, via email whenever possible.

6. The CED serves the needs and progress of second-, third-, and fourth-year students. Each class has priority issues at different times of the year. Be aware that our ability to move your priorities forward depends upon how well everyone complies with the policies and procedures in this manual.

Preparation for Year 3 – A message for second year students

To prepare students for the clinical years, the Clinical Education Department will meet on several occasions with 2nd year students during the fall and spring semesters to provide information on core rotations sites, core site assignment and Year 3 experience and expectations.

Core Site Assignment

TUCOM core site assignment is a lottery that is run through the New Innovations system. Our program capacity is close to the enrollment of the class and we expect that most sites will be filled once assignments are done.

Lottery Predicted Timeline

- Beginning of January of Year 2: New Innovations lottery will be open for students to rank, in their order of preference, all Core Sites available for Year 3.
- Mid-January: Closing of the lottery. No core site ranking will be accepted after this date.
- The following week: Results will be issued to the class. After this date, students will have a one-week window to switch rotation core sites with classmates.
- End of January: Lottery result finalized and issued to students - no more changes accepted.

During the following months and as soon as the schedules are made available by the sites, from February to as late as early May depending on the site, students will be assigned a full schedule for 3rd year. A
one-time-only switch of schedule between students at the same site will be allowed. Students who have specific requests regarding scheduling that are not related to academic performance (SPC request) or specific accommodations (Student Services approval) should send their request to the Assistant or Associate Dean for Clinical Education for approval.

**Exemptions and Exemption Process**

**Exemption request process**

Qualified students may be excused from participating in the general lottery upon the showing of a documented disability or hardship. Any student who wishes to apply for an exemption must complete the exemption form, available in canvas, and provide the CED with a written justification, along with all relevant supporting documentation. All requests must be submitted to the CED no later than the end of November of Year 2. Proper submission of the form and accompanying documentation does not guarantee an exemption. The CED will review each exemption request and provide exemptions on an as-needed basis to qualified students. Any student granted an exemption will receive a confirmation email from the CED prior to the lottery. However, exempt students’ core site assignments will be revealed at the same time as the rest of the class, i.e. at the end of the general lottery. Exemptions are granted by the CED based on availability and appropriateness and prospective exempt students should be aware that this process will not yield them exempt into a specific rotation site, but rather a geographic area.

**Appeal process**

Submission of an exemption request is not a guarantee of an exemption. If a student disagrees with the CED’s determination, or believes that their exemption request was incorrectly denied, the student may file a written appeal to the Associate Dean of the Clinical Education department, or their designee. The CED’s determination may be reversed upon a showing of new information. The appealing student should submit a written statement with supporting documentation to the Associate Dean of the Clinical Education department, or their designee, outlining any new information that the CED may have missed or overlooked in rendering the initial determination. Students will have five (5) calendar days from the date they received notice that their exemption request was denied to file an appeal. Any appeal received after this five (5) calendar day period will be heard only at the discretion of the Associate Dean of the Clinical Education department, or their designee.

**Accommodations**

If a student requires reasonable accommodations during the exemptions process, the student must follow Touro’s separate reasonable accommodation process (Links to an external site.)

**Limitation on Rotation Site Assignments**

Students with a history of poor academic performance, or who are determined by the Student Promotions Committee (SPC) to be in or approaching academic jeopardy, may be assigned to an alternate core rotation site at any time at the discretion of the CED. This is to ensure that all students are placed in the learning environment that is best suited to their needs as a learner. Similar limitations to the above applies to off-track students returning from leave of absence (LOA). Only
students who took a LOA before the lottery process or before the beginning of 3\textsuperscript{rd} year will be eligible to enter the rotation lottery upon their return from LOA (if the return is before the lottery takes place). The CED will work diligently to place LOA students at appropriate rotation sites as they become available, assuring optimal learning environment for the returning student.

**Abrupt Core Rotation Cancelation and Reassignment Policy**

The CED may unexpectedly receive notification from a core site regarding a last-minute core rotation cancelation by that site leadership/preceptor. These unfortunate events are rare but have happened in the past and are increasing due to COVID19. In the event of such a cancellation, the CED must re-assign the affected student - to a new site for completion of the cancelled core rotation in order to keep their schedule unchanged and have them complete the Year 3 requirements on time. If needed, part of the rotation (up to two weeks) can be completed virtually to give the student time to make plans for the new site/location.

Rotation stipends may be available to cover the students’ travel expenses only:

1. if the canceled rotation was part of the initial rotation schedule provided to the student at the beginning of year 3
2. if the location of the new rotation site is greater than 75 miles commuting distance for the student and requires housing arrangements

Both above conditions must be met. The amount of the allocated stipend will depend on the distance from the original core site and the amount available in university funds.

**Student Site Liaison**

To facilitate improved communications between 3\textsuperscript{rd} year students and the Clinical Education Department, one or two Core Site Liaisons will be assigned for each core site. The Core Site Liaison will maintain communication between the CED and 3\textsuperscript{rd} year students rotating at the designated core site, for mutual understanding and cooperation. Students from each core site will be responsible for electing a student in each cohort as the Core Site Liaison; however, the final approval for the position will come from the CED administration.

Core Site Liaison Responsibilities:

- Be a representative of the class and TUCOM at the core site, which imply communication on a regular basis with other students at the core site and the medical education office. For this purpose, the Student Liaison is expected to act professionally in all communications and to be available via email and/or phone.
- Be a student leader at the core site and therefore be expected to communicate the opinion of all students even if they are different from her/his personal views.
- Be available on a consistent basis to assist in communication between the college and the students.
- Meet with the other liaisons and the CED administration at least once a month to discuss problems, concerns, questions, and/or upcoming events. Location and mode of communication for the meeting (in person, on zoom or conference call) will be determined by the CED as needed.
- Be willing to commit to this position for the entire Year 3.
Introduction to Clinical Clerkship

In the Spring term of Year 2, all 2nd year medical students will attend the Introduction to Clinical Clerkships, an orientation presented by the Clinical Education Department faculty, administration, and staff, designed to enable a successful final step in the transition from the primarily pre-clinical to primarily clinical components of the curriculum. Tools and resources that students will need for success during their clinical years will be presented as large group presentations and small group activities. The Introduction to Clinical Clerkship is mandatory for all students before entering the 3rd year and starting rotations.

COMLEX Level 1 requirement for entering Year 3

All students are required to take COMLEX Level 1 prior to commencing Year 3 rotations. Students who fail COMLEX Level 1 will be removed from rotations in order to prepare for and take the exam for a second time. Students are not authorized to do clinical rotations while studying for the retake of COMLEX Level 1, and a passing score must be received prior to resumption of clinical rotations. Students may have to take an official leave of absence during this time period, unless they choose to utilize regular vacation time in order to prepare for a second attempt at the examination.

Depending on the time needed to prepare for the retake and passage of COMLEX level 1, students may be removed from their core Year 3 clerkship program schedule and host facility(ies), and, based upon availabilities, be reassigned at the discretion of the Clinical Education Department once a passing score is received. Rotations that are missed as a result of a COMLEX failure or other Leave of Absence must be rescheduled at the end of the third year.

Note: Students may petition for the possibility to do an Elective rotation or Clinical Distinction course after the retake of COMLEX Level 1, while waiting for the new score, by submitting a request to the Assistant Dean for Clinical Education. The rotation request will have to be supplemented by a clear description of the rotation. Only Elective rotations or Clinical Distinction courses that do not involve patient contact, such as anatomy, radiology, or research, might be approved by the CED.

Accommodations and Leave of Absence

Accommodated Student

The Clinical Education Department is committed to provide reasonable accommodations to students with documented disabilities to ensure that students with a disability will have equal access to all core activities during the clinical years. Students who are granted reasonable accommodations must successfully satisfy all program requirements.

If granted, the accommodation is given only for the academic year in which it is requested. In case of changed circumstances, with respect to any disability, subsequent applications must follow for each academic year the student is requesting accommodations. Students must complete the application process and submit disability documentation before they may receive accommodations. Therefore, it is strongly advised that if you are seeking accommodations for clinical rotations, you submit your
application and all required documentation well in advance. Application for accommodation of a
disability must be made by the student and submitted to Student Services. Information regarding
Request for Accommodation is available on Touro Website at
http://studentservices.tu.edu/learningresources/accomodations.html.

Testing providers, licensing, certification agencies, boards, and organizations have their own reasonable
accommodation requirements. Reasonable accommodations, if any, received by the student at Touro
University are not binding on those providers, agencies, boards or organizations. Therefore, the student
is solely responsible to investigate, apply for and acquire accommodations with any necessary providers,
agencies, boards or organizations.

**Leave of Absence**

A leave of absence is a pre-approved leave from TUC that suspends a student's course of academic
and/or clinical study for a defined period of time but not to exceed two sequential years. The amount of
leave time granted depends largely on the personal needs of the student. In addition to personal needs,
circumstances necessitating a leave of absence may include academic reasons requiring interruption of
the normal course of study in order to complete remedial work.

Any extended interruption of clinical rotations for which the student will not be enrolled for at least six
(6) graduate credit units during the term, requires an official leave of absence.

During the clinical years all leave of absences have to be approved by the Associate or Assistant Dean
for Clinical Education. No leave of absence is official until appropriate paperwork has been completed
and filed with the Registrar. The student is responsible for initiating this process, obtaining the required
forms and signatures, and providing the completed paperwork to the Registrar.

**Returning from Leave of Absence**

Six (6) weeks prior to returning to active enrollment from an approved Leave of Absence, the student
must submit an official Petition to Return to Classes form. This petition must be approved by the
Associate or Assistant Dean for Clinical Education and the Dean of Students. The approval must precede
any active engagement of enrolled activities of TUCOM.

It is important that students who take a Leave of Absence after having completed their preclinical
curriculum or during their clinical years, maintain their knowledge and clinical skills while they are on
LOA, and stay in regular communication with the Clinical Education Department to follow up on their
credentials for rotation. Before returning to the program to resume rotations after an absence of six (6) or
more months, students must meet the following requirements:

- Must have taken and passed their COMLEX L1 examination.
- Hold active ACLS/BLS certification. It is the students’ responsibility to make sure their ACLS/BLS
  is still active by the time they return. If their ACLS/BLS will expire before resuming rotations, they
  shall make arrangements to certify through an approved trainer in order to be in compliance.
- Took the EDLS and AHLS trainings.
- Be fully compliant with immunizations and physical exams. Students must contact and obtain
clearance from Student Health before resuming rotations.

- Have an updated background check and mask fitting. Students must contact the CED for guidance.
- Participate in Orientation to Clinical Clerkship with the second year Class at the end of the spring semester if the starting date coincides with the incoming third year students. Otherwise, students should meet with the CED to review resources that they will need during their clinical years.
- Participate in an OSCE for clinical skills assessment and undertake remediation activities if a student does not show a level of proficiency in clinical skills. The SPC, CED, and OSCE faculty involved will establish requirements to be met before entering or resuming rotations.
- Resume rotations at a rotation site approved by the CED and only after meeting the re-entry requirements will the student be allowed to continue with rotations.

Third-year clinical students returning from LOA will be reinstated as closely as possible to the previous point of progress in the clinical experience. The point of entry and order of clinical rotations will be determined by the Associate Dean for Clinical Education. Please refer to Student Handbook and University Catalog for further information regarding Leave of Absence policies.

**Graduation Requirements**

The clinical years’ requirements for graduations with course requirements and course numbers are presented below. Eighty-eight (88) weeks of clinical courses total are required. As mentioned earlier, these requirements are immutable and not subject to interpretation.

**Year 3**

The Year 3 requirements include 48 weeks of rotations, consisting of 36 weeks of core rotations, 4 weeks of elective courses and 8 weeks of Clinical Distinction courses, and one longitudinal course.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Duration</th>
<th>Course numbers</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Medicine</td>
<td>8 weeks in two 4-week increments</td>
<td>700A &amp; 700B</td>
<td>6 units/4-week</td>
</tr>
<tr>
<td>Surgery</td>
<td>8 weeks in two 4-week increments</td>
<td>701A &amp; 701B</td>
<td>6 units/4-week</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>8 weeks in two 4-week increments</td>
<td>702A &amp; 702B</td>
<td>6 units/4-week</td>
</tr>
<tr>
<td>Obstetrics and Gynecology</td>
<td>4 weeks in one 4-week increment</td>
<td>703</td>
<td>6 units</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>4 weeks in one 4-week increment</td>
<td>704</td>
<td>6 units</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>4 weeks in one 4-week increment</td>
<td>705</td>
<td>6 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional required courses</th>
<th>Duration</th>
<th>Course numbers</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>4 weeks in two 2-week or one 4-week</td>
<td>715A &amp; 715B or 716</td>
<td>6 units/4-week or 3 units/2-week</td>
</tr>
</tbody>
</table>
Elective courses can be two 2-week electives (715A + 715B) or one 4-week elective (716). The course numbers reflect the length of the elective experience.

**Year 4**

The **fourth year begins when students have completed their 48 weeks of required third-year courses and the Osteopathic Clinical Integration Course.** Consequently, students do not become “4th year students” on a specific date in the following year, but rather on the date at which they complete their final third-year requirements.

Year 4 includes 18 weeks of required specialty courses and 22 weeks of elective courses. The course numbers are presented in the following table.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Duration</th>
<th>Course numbers</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Care</td>
<td>4 weeks in one 4-week increment</td>
<td>810</td>
<td>6 units/4-week</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>4 weeks in one 4-week increment</td>
<td>811</td>
<td>6 units/4-week</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>2 weeks in one 2-week increment</td>
<td>815</td>
<td>3 units/2-week</td>
</tr>
<tr>
<td>Obstetrics and Gynecology</td>
<td>2 weeks in one 2-week increment</td>
<td>816</td>
<td>3 units/2-week</td>
</tr>
<tr>
<td>Osteopathic Neuromusculoskeletal Medicine</td>
<td>2 weeks in one 2-week increment</td>
<td>817</td>
<td>3 units/2-week</td>
</tr>
<tr>
<td>Primary Care</td>
<td>4 weeks in one 4-week increment</td>
<td>819</td>
<td>6 units/4-week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional required courses</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>22 weeks in: 2-week, 3-week, or 4-week increments</td>
<td>814 (A to H)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>820 (A to D)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>813 (A to H)</td>
<td></td>
</tr>
</tbody>
</table>

Note that as a requirement, **during Year 4, a minimum of one of rotations must be a Sub-Internship.** During Year 4, elective courses can be 2-week, 3-week or 4-week. The course numbers reflect the length of the elective experience and the 813, 814 and 820 courses must add up to a total of 22 weeks.

**For both years 3 and 4, current and accurate registration records are essential.** Financial aid depends upon accurate registration. Students’ transcripts are the historical record of their registration. The CED cannot interfere with the operations of Financial Aid or the Registrar. Please be aware of their policies and adhere to them. Questions regarding financial aid status and transcript record should be directed to their offices, respectively. Students are reminded to ALWAYS correct registration immediately upon
receipt of new information.

**CED Requirements**

The intent of Year 4 subject requirements is to expose learners to advanced disease processes, acutely ill patients, emergency medicine, and the environments of secondary and tertiary care. Students can choose the location of all of these required and elective rotations within the general guidelines of the CED. Indeed, as per the instructions for preparing for fourth year, students will schedule every week of their fourth year carefully, considering their individual needs and professional goals.

The CED sets the approval for what qualifies as “Primary Care”, etc., for the core fourth year required subjects. The following lists define the expectations of the CED. Additions and substitutions are not allowed. If a student is unsure if a particular rotation qualifies for a core requirement, they must directly ask the CED and obtain Assistant or Associate Dean level of approval before registering for that course.

<table>
<thead>
<tr>
<th>810 - Critical Care Medicine</th>
<th>811 - Emergency Medicine</th>
<th>815 - Pediatrics</th>
</tr>
</thead>
</table>
| You must perform this rotation in an inpatient setting of acutely ill patients. Options include:  
  Adult Intensive care  
  Burn intensive care  
  Cardiac Intensive care  
  Neonatal Intensive care  
  Pediatric Intensive care  
  Surgical Intensive care  
  Neuro Intensive Care  
  Transplant Intensive Care  
  Trauma Intensive Care | Emergency Medicine  
  Pediatric Emergency Medicine  
  Geriatric Emergency Medicine  
  *** Emergency Ultrasound does not qualify for 811 credit*** | General Pediatrics or Pediatrics Subspecialty |

<table>
<thead>
<tr>
<th>816 - Obstetrics/Gynecology</th>
<th>819 - Primary Care</th>
<th>813/814/820 - Elective courses</th>
</tr>
</thead>
</table>
| General OB/GYN Subspecialties:  
  Women’s Health  
  Reproductive Genetic Counseling  
  Infertility and Endocrinology  
  Pelvic Surgery  
  Uro-gynecology/Perinatology  
  Gynecologic Oncology | 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 | Options offered to students for their elective rotations time:  
  clinical clerkship  
  international rotation  
  research  
  professional development |

**Additional CED requirements**
All 4th year medical students must complete the AACOM Academic Survey of Graduating Senior before graduation. This survey is a mandatory graduation requirement. All medical students will be contacted at the beginning of the Spring semester of their 4th year with directions regarding completion of the exit survey.

**COMLEX requirements and policy**

COMLEX Level 2 CE is required for graduation. Complex Level 2 PE is temporarily on hold and students must pass the callbacks sessions as a substitute for Level 2 PE.
- COMLEX Level 2 CE is to be taken after completion of all Year 3 Core Course (with passing of all COMAT examinations including OPP and EM) and no later than December 1st of the student’s 4th year.
- COMLEX Level 2 PE has been suspended. Passing the OSCE portion of Callbacks will now substitute for the PE exam until further notice from NBOME and completion of callbacks and of all Year 3 Core Courses is required.

Students in good academic standing are approved for registration for COMLEX Level 2 by the Assistant Dean of Clinical Education. Students with academic performance indicative of potential COMLEX Level 2 CE failure will not be allowed to take the test until SPC requirements are met, as approved by the Dean.

In the event of a COMLEX Level 2 CE examination failure, a student will be placed on academic probation and will be required to meet with the Student Promotions Committee. A remediation plan will be recommended in collaboration with the SPC, and only after approval by the SPC will the student be permitted to retake the test.

### Setting Up Rotations: Guidelines and Policies

**Rotation Request**

**When is a Rotation Request Form required by the CED?**

For your core third-year requirements the CED already has your schedule and all information regarding your core program site(s), therefore no rotation requests are necessary.

On the other hand, you must submit a **Rotation Request Form** to the CED for your:
- Elective rotations
- Clinical Distinction courses
- All Year 4 rotations
- Vacation blocks

This will allow the CED to know your plans, update your schedule, and ensure that the sites receive the proper credential information about you. The Rotation Request Form is available on the website, on Canvas, and from the Year 3 and 4 coordinators.
What information do you need to provide?

1. You must complete all sections of the Rotation Request Form, including the name/email/phone of both the physician and site coordinator. The Rotation Request Form initiates every other related function of your experience, from your schedule to grades to acceptability by the hospital and through to your final graduation audit. The CED staff can process your request only if the information on it is complete and accurate.

2. You must provide the approval in writing from the physician that accepted you for the rotation.

3. You must include contact information for all hospitals at which your precepting physician plans to host you. Rotation request forms must be submitted for all elective rotations, even if you are performing them at a Year 3 core site.

Remember, you do not submit anything to the clinical site yourself. You submit everything to the CED coordinator who will bundle it together with your credential packet and send it to the site.

How early should the rotation request form be submitted to the CED?

1. All rotation request forms should be submitted to the CED as early as possible and at the latest 60 days before the 1st day of the rotation. The site where you request to go for an elective or for a fourth-year rotation needs to know you are coming at least 60 days in advance. Many facilities, particularly those at which you need to rotate in your fourth year, will be in great demand and so will insist that you apply to them through a formal Visiting Student Learning Opportunities (VSLO). The VSLO deadlines will be even earlier than our department's 60-day rule. All of this means that you need to be thinking ahead about your rotations. For the CED to honor your ability to plan ahead we must abide by strict policies about submitting the rotation request forms. Forms submitted with incomplete information, or submitted after the stated deadline, will be returned.

2. If you are within 60 days of an unassigned rotation period and you need a rotation in order to proceed to graduation, contact the Clinical Education Department for assistance. However, if no rotations are available, your rotation period will change to vacation.

3. If you are scheduled for a rotation and that rotation is canceled by the host facility, the CED will make to credential you into a replacement rotation with as little disruption as possible to the rest of your schedule.

Restrictions regarding Elective rotation during 3rd or 4th year

- A maximum of eight weeks of clinical rotations can be done under the same preceptor.
- Any clinical rotation for academic credit with a preceptor who is a family member must be pre-approved by the Assistant Dean for Clinical Education. Such rotation will however be approved only if a credentialled preceptor other than the family member will complete the student end of rotation clinical performance evaluation.

Elective Rotations

Clinical Clerkship Elective

You can complete an elective rotation in an inpatient or outpatient setting with any willing physician
who is licensed to practice medicine, has initially had Board Certification, or currently board
Certified/Eligible in their respective disciplines and subdisciplines. Clinical clerkship electives require
direct patient care and cannot be shadowing experience only.

Students will not be permitted to attend nor receive credit for a rotation for which the preceptor is not
currently credentialed. There are no exceptions to this policy. It is imperative that students plan their
rotation request submissions to allow ample time to acquire the credentialing documents.

- If the physician is not actively credentialed by CED, it will take longer to complete the rotation
  processing. You must allow at least 60 days prior to the start date of the rotation. All students are
  encouraged to consult our network of credentialed physicians, which can be found by searching our
  active preceptors list in New Innovation.
- If the rotation will take place in a facility that requires an Affiliation Agreement with our institution,
  the rotation request should be submitted at least 90 days prior to the start of rotation as some
  institutions require more than 60 days for completion of an Affiliation Agreement.

Once the student has submitted a fully completed rotation request, including preceptor AND site
coordinator contact information, the CED will send an initial invitation to the preceptor to become
credentialed as an adjunct faculty member. During the following 30 days, the CED will make a
reasonable number of attempts to secure the required documents (a Faculty Information Sheet, an
Affiliation Agreement, and a current CV/resume) from the preceptor. If this is unsuccessful, the student
will be contacted by the CED and asked to directly obtain the documents from his/her preceptor or
to secure an alternate rotation with a preceptor that is already credentialed by the CED and practices at an
affiliated site.

If the student has not acquired all credentialing documents two weeks prior to the start of rotation or
secure an alternate rotation with one of our credentialed preceptors, the rotation will be defaulted to
vacation.

Do Not Contact List:

Some local preceptors or facilities that regularly provide elective and fourth-year rotation opportunities
to our students, do not want to be contacted directly by students. Therefore, students are instructed to
not contact these facilities or physicians associated with them directly, but instead to contact the CED for
current availability and scheduling.

- Forensics Medical Group
- Kaiser Permanente Napa/Solano (Year 4 students can apply for rotations via VSLO)
- Kaiser Permanente Santa Rosa (Year 4 students can apply for rotations on VSLO or contact the medical
  education dept)
- Natividad Medical Center (Year 4 students can apply for rotations via the medical education dept but
  should not contact preceptors directly)
- NorthBay Medical Center (Do Not Contact Year 3 preceptors)
- Soma Orthopedics Medical Group
- Sacramento VA
- Woodland Health Clinic
- Sutter Gould Pediatrics
- Kaiser Modesto (Contact medical education coordinator Michele Helwick for availability, or check VSLO)
- Kiwi Pediatrics
- Avala Pediatrics
- Gill's OB/GYN Group
- Gentry Vu Inc OB/GYN
- Michael Aguilar, M.D. General Surgeon
- Sutter Regional Medical Foundation Fairfield
- The Mobile Doc of the Bay/Dr. Kalman
- TUC-Solano County Affiliated Clinics
- This also includes any 3rd Year Core Preceptors

Do not contact these facilities or any physicians associated with these facilities.

Ask the CED for current availability of elective and fourth year rotations.

**Research Elective**

Students may receive elective credit for a research clerkship. During the research elective the student is expected to learn to critically appraise sources of medical information in order to (1) appropriately integrate new information into clinical practice, and (2) to be able to contribute to or collaborate in the development of new knowledge in their respective fields.

Specifically, the student should learn about the:
- development
- execution
- data analysis
- interpretation
- and presentation of a research project

by *active* participation in at least one research project during the Selective Research Rotation training.

**Role of the sponsoring research facility and the preceptor:**

The sponsoring research facility agrees to provide a preceptor to oversee the student’s research rotation. The preceptor should have expertise in assigned areas, experience and status within the research facility, and an interest in supervising and mentoring.

Research activity selected by the student should meet the facility’s needs as well as the student’s learning objectives. The preceptor will assist the student by providing access to the resources needed for completion of the research project.

At the end of the rotation, the preceptor will evaluate the student by filling the Rotation Evaluation form that should be returned to the CED.

**Student’s role and responsibilities:**

The student is expected to:
- Assist the preceptor with management of the rotation experience
- Provide professional quality work
- Abide by the policies and procedures of the research facility
Student’s role and responsibilities:
Students will submit a rotation request form and submit a proposal describing the research project. This proposal should address each of the following:
- Introduction and background
- Research hypothesis and rational
- Specific methods
- Daily schedule of activity during the elective period
- Faculty supervisor expertise in the field
- Outcomes expected from the research elective (publications, presentation, patent…)

All research electives have to be approved by the Assistant Dean for Clinical Education.

After completion of a research elective, in addition to the preceptor evaluation, the students must submit to the CED the outcome of their research, e.g. publications, presentation, patent, case report, review article, to receive a passing grade.
Any questions regarding the setting up of a research elective should be directed to the Assistant Dean for Clinical Education.

International Elective

All International Rotations have been postponed because of the Pandemic. Please enquire to the GHP director for any update.

International rotations are available for elective or Clinical Distinction credits only. The COM’s Global Health Program (GHP) faculty have established ongoing relationships with sites abroad. Please visit TUCOM Global Health webpage for more information about the clinical sites available and the application process.

If a student is interested in doing International Clerkship during 3rd or 4th year, the first step is to contact Director of the GHP who will direct the student to the GH site coordinator. The site coordinator will inform the student on site preceptor availability and the kind of experience each site has to offer. Once the student has made their choice, the student will submit the application to the GHP site coordinator who will connect them to the site local preceptor to arrange for rotation schedule and information on the site.

The application packet for international rotation and instruction regarding the application process are available on the CED webpage as well as the Elective Rotations organization in Canvas. Once the student has approval from the GHP program, the student will inform the CED by submitting:
  - rotation request form
  - GHP application
  - approval from GHP site coordinator.
All documents will have to be returned to the CED coordinators at least 60 days before the beginning of the rotation.
To be eligible for international rotation the student must be in good academic standing. Applications from students who are on Academic Probation will not be accepted.

**Note:** We greatly value your interest in global health and your desire for an international health experience. At the same time, we are not able to exercise our due diligence of oversight for every international rotation request that we receive. We ask that you apply your interests to one of our established sites. If you and a current TUCOM faculty member would like to develop a long-term plan for a new site, please consult with Dr. Mahmoud, Director of the GHP. As of July 2011, we are not able to approve an international rotation request for a site experience that does not involve TUCOM faculty sponsorship. Even though established NGO and non-profit entities may be involved, for you to receive curricular credit toward graduation the experience must be at one of our sites. You are of course welcome to participate in any international activities during unassigned time.

**Professional Development Elective**

Fourth-year students may receive elective credits for a Professional Development project, designed by the student to develop knowledge and skills outside of the traditional medical school curriculum that will advance their success in medical practice. Students may also use this elective to obtain credit for the Master of Public Health field study time or military officer training time. All Professional Development proposals should be submitted to the Associate Dean of the CED for review and acceptance. Proposals should include:

- An outline or introduction to your plan, and how this experience will benefit your future practice
- Daily schedule with at least 30hrs of work per week (preferably 40hrs+)
- Expected deliverables at the end of the experience and the criteria student will meet to successfully pass this elective

**COM students who are in the DO/MPH dual program** may receive Elective or Clinical Distinction credits for MPH field studies completed during the clinical years. In this case, in addition to the rotation request form, students will have to send to the CED coordinators: (1) a detailed description of your project, and (2) the approval in writing from the MPH program. Such a request must be approved by the Associate or Assistant Dean for Clinical Education.

**Clinical Distinction**

Students are required to complete two 4-week Clinical Distinction courses for the third year. Before completing a rotation request for Clinical Distinction, students should select a track, have obtained a sponsor and if doing clerkship activities have completed the requirements as listed above for getting site approval and ensuring faculty are credentialed. For Clinical Distinction, the range of activities allowed even at clinical sites is broader and can include shadowing or other creative activities. Because the range is broad, students should check with their Clinical Distinction advisor or the CED to ensure all of the needed information and paperwork is completed well in advance of starting the course. For more information, please consult the Clinical Distinction Website, [ClinicalDistinction.com](http://ClinicalDistinction.com).
Documentation Needed for All Clinical Rotations

You must be credentialed to begin clinical rotations. The CED prepares your credentials for each rotation and submits them to your rotation site on your behalf. The credentials are:

1. **Immunizations**
   All students must have current immunizations. **Records are kept by Student Health, not by the CED, and can only be updated or altered by Student Health as per HIPAA regulations.** Be aware of the expiration dates of your annual immunizations. Resolve errors or discrepancies in your health record with Student Health. Part of representing yourself professionally means keeping your immunizations current, even if doing so incurs extra time or financial expense. Regulations prohibit the CED from endorsing your letter of good standing in the absence of current immunizations. You will be removed from rotation without credit until your immunization record is current.

2. **ACLS / BLS**
   You receive your certification at the end of your pre-clinical years. Keep the original certification cards with you at all times. Until you are able to get the originals, keep copies in their place. You will need to update this certification in advance of residency. Because your initial certification occurs in May it will expire in May, well before you commence residency. You must secure your own recertification in or before May of your graduating year.

3. **EDLS and AHLS**
   You will receive your certification for EDLS in the Spring term of your first year and your AHLS certification during the Spring term of your second year. Always keep the original certification cards with you. Until you can get the originals, keep copies in their place. The courses will be offered as part of the OD 2 and 4 courses but managed from the CED. Your certification cards will be electronically available as you pass each course.

4. **Insurance**
   TUCOM carries malpractice and liability insurance for you during your clinical rotations, but only under very strict conditions. Your insurance covers you for the specific rotation you are on, for the specific dates only, and only for the specific locations in the letter of good standing. You secure this coverage by submitting a rotation request as per CED policy. If a physician on another service invites you to see or treat a patient outside of these parameters, you are not covered by insurance unless your rotation request form indicates that information.

5. **OHSA and HIPAA Compliance**
   Your certificates of completion are included in the CED documentation to sites. As with ACLS/BLS, you must keep originals or copies of these completion certificates with you at all times.

6. **Letter of Good Standing**
   The CED prepares a standard Letter of Good Standing for each rotation that you perform until you graduate. Beyond your core rotations you may need to apply to a hospital or university for permission to perform a rotation, and this application may ask for such a letter. Please follow all instructions under the Rotation Requests section (above).
7. **Live Scan, Background Check and Drug Screen**
   During Year 1, all medical students will have to do the Live Scan screening required by Solano County. Subsequently, during the spring semester of Year 2, Background Check and Drug Screening will be performed on campus. The school will cover the cost of all original tests (Year 1 Live Scan and Year 2 Background Check and Drug Screen) as well as any supplementary testing required for Touro assigned 3rd year core rotations. Students will be responsible for the cost of any additional testing. For any questions about Drug Screening and Background check, please contact Student Services.

8. **Mask N95 Mask Fitting certificate**
   A Mask Fitting test should be performed at the end of Year 2 to ensure that all students have their required N95 mask Fitting certificate before the start of rotations.

9. **PPD/QuantiFERON Gold**
   You must provide a negative PPD or QuantiFERON Gold test for tuberculosis in both the third and fourth years before being allowed on clinical rotations.

10. **COVID-19 vaccination**
    Touro University California, as well as most facilities accepting students for rotations, require proof of vaccination for all students. Please provide a copy of your COVID vaccination card to Student Services. Students wishing to file for an exemption or accommodation of the vaccine requirement will need to complete a COVID-19 Vaccine Exemption/Accommodation Request Form by contacting Dr. Jim Binkerd (jbinkerd@touro.edu). All request forms will be reviewed by the appropriate entity before any grant or denial of an exemption/accommodation is provided.

---

**Clinical Rotation Procedures and Expectations**

---

### Reporting for Service

Confirm your upcoming rotation with the specific site **two weeks in advance**. Unless otherwise arranged, on the first day of each rotation students should report to the DME or a designee by 8:00 a.m. **Understand the importance of first impressions.** Clinical services and physicians expect students to be on time. If you are traveling a new route into unknown traffic patterns, anticipate accordingly. Student-physicians are expected to be prepared and ready.

### Professionalism

Medical students are professional learners and should represent themselves accordingly. Learners should dress and conduct themselves professionally at all times and be equipped with their credentials. Preview and review the dates and expected hours of the rotation with the site coordinator or physician ahead of time.

Medical students must give their complete effort at all times to each rotation. For this they should expect that physicians will step out of their busy routine to write a letter of recommendation or endorsement.
Students should be prepared to present their preceptors with a one-page personal statement of their interests/goals and a current resume/CV. Students should inform the physicians that they work with of their desire to learn under their guidance. Make sure they know why the learners are present (i.e., is this a core third-year rotation, an elective of interest, a sub-internship, etc.). Students are expected to communicate to their preceptors that they respect the time and effort necessary to teach clinical skills to medical students, and that the students look forward to any opportunities that they have to meet for feedback during the rotation. Students must schedule a mid-rotation feedback session, a final feedback and assessment completion session on the last day of the rotation and should thank the site coordinator and/or physician for hosting them on their rotation and refer them to the CED deans (including specific contact information) with any questions or concerns they have regarding their participation.

**Authority on Rotation**

When you are on clinical rotation you are considered, for all intents and purposes, an employee of the host site. Your host site sets the hours of expected service, regulations, dress and conduct codes. If you experience an interpersonal problem on rotation your recourse lies with the chain of command and human resources organization of the host site. You must report your concerns to the CED so that we can be aware of your experience, but, like any third party, we have no authority to resolve the dispute.

Be aware that many problems arise because of simple misunderstandings or miscommunications. For example, if you are unsure how to report that you will be absent from rotation, report it widely. If you are unsure whether or not you should pre-round on patients before morning rounds, ask widely and if in doubt be prepared to pre-round. Each rotation will have its own standard of “how things work”. The more you communicate about what, how and why you are doing something, the less likely it is that you will experience a misunderstanding. The student should arrive early daily and be prepared for learning.

**Year 3 Didactic Curriculum**

Each 3rd year core rotation is guided by a syllabus found in section five of this manual and online. The didactic experience includes a syllabus with learning outcomes, assignments, such as Aquifer cases, procedure logging, readings and eConferences. Third-year core rotation objectives are assessed through grading of assignments, attendance and participation at eConferences, post-rotation examinations (COMAT), Osteopathic Clinical Integration & Callbacks activities and COMLEX Level 2 national examination.

These assignments will guide your training and enrich your clinical rotation experience. You will get more out of both the clinical experience and the assignments if you

- Study before a rotation
- Do case-based assignments early (Aquifer)
- Log procedures as you perform them
- Read assignments on topics which align with your clinical experience on the same day or in advance when possible

In addition to reviewing information aligned with your clinical learning, you are responsible for mastering the objectives for each core course and passing your board and shelf exams: to do that you must study beyond the range of patients and procedures that you experience in rotation.
You may have additional assignments given to you by your attending. While any work given in the clinical setting is required, it may help you to share your TUCOM reading and assignment list with your preceptor. You may find that carrying around electronic access to reading materials or a journal useful, as medical students invariably find themselves waiting for preceptors at some point in the course of most days.

**Rotation Duration**

California state requirements are measured in calendar weeks, not in days served. You are required to perform four weeks of psychiatry in your third year, for example. A typical work week would be 5 to 6 days (including but not limited to weekdays, nights, holidays, and weekend days), and thus you would typically work 24 days as part of a four-week clinical rotation. You might experience a rotation in which you work more than 24 days over the four-week period, and thus seek to end the rotation early because you have worked the equivalent length of time. This is not allowed. Likewise, you might want to alter your forward schedule, or become aware of a great rotation opportunity that conflicts with the last week of your rotation. You might offer to work weekends in advance of that so that you can clear 21 days of service in three weeks of calendar time. This is not allowed.

All rotations must be two calendar weeks, three calendar weeks, or four calendar weeks, as reported on your CED schedule and on the preceptor evaluation form. **There are no exceptions to this rule under any circumstances.** Three-week rotations are allowed for credit in the 4th year for electives only. For all other requirements (outside of electives), if a site schedules only three-week rotations you will receive credit for a two-week rotation only. If you complete one or three weeks of rotation but have to leave the rotation, you cannot resume it at a later date. You lose the odd week of time spent. The California requirements, and TUCOM graduation requirements, are met only through two-week, three-week (4th year electives only), or four-week rotation durations. All clinical rotations must be no less than 4 days per week and/or 40 hrs total per week.

**Duty Hours Definition and Guidelines**

Duty hours are defined as all clinical and academic activities related to the students, i.e. patient care, administrative duties related to patient care, the provision for transfer of patient care and scheduled academic activities such as conferences, didactics and Doctoring. Duty hours do not include reading and preparation time spent away from the duty site. Students must not work beyond 28 continuous hours. Overnight shifts should not exceed 5 nights in a row. Students must be provided with 1 day in 7 (on average during the block) free from all educational and clinical responsibilities. Students participating in required daytime educational activities must be excused from clinical rotations at 11 pm on the previous night to assure meaningful participation.

**Attendance and Absences**

Under typical circumstances, students are expected to be present at their clinical rotation sites for the entirety of all scheduled shifts. 100% attendance is expected. Most rotations will expect medical students to perform a maximum of 80 hours of service Monday – Sunday including nights, call periods, weekend, or holiday hours.
In case of sickness or other unexpected circumstances, students can be approved for up to three days of excused absences per four weeks of rotation. All excused absences have to be approved by the students’ site first (preceptor and site coordinator). If the site requires approval for such absences, please contact the Assistant Dean of Clinical Education. In all cases of absence, the host site may request that the student make up the missed time on alternate dates during the rotation. In keeping with the normative standards of a working environment, students are expected to widely communicate their anticipation of, need for, or unexpected incident causing their absence. For the benefit of those who have not been in a workplace environment prior to now, be aware that most workplaces expect attendance unless one is physically unable to attend or may communicate an infectious disease.

During the course of the third- and fourth-year students will need to be away from a scheduled rotation for other required events such as Callbacks, eConferences, COAR sessions, Convocation, national board exams, meetings with CED leadership, and residency interviews. Most of these events will be scheduled well in advance of the students’ rotation schedule. Students are expected to anticipate their need to be away and communicate these priority events on or prior to their first day of the rotation. Refer site coordinators to the CED deans if they need more information, and refrain from asking for excused absences at the last minute.

- **School Holiday Procedures**
  
  There are no official school holidays that regularly affect the clinical years. Students may request an excused absence for observance of official school holidays from their clinical site and preceptor. This should be done PRIOR to the start of the rotation so that the student will have the excused absence document from the clinical site if granted. Host sites may or may not allow for these excused absences. If they allow these absences they should require that students make up the missed time on alternate dates during the rotation. Host institutions and your preceptors are under no expectation to understand why you prioritize the holiday observance over their clinical service or to allow it. It is recommended to be ahead of any potential misunderstandings between you and your preceptor if you plan to request an absence from your rotation to observe an official school holiday.

- **Excessive Absences**
  
  Your host site has discretion over the extent of absences, excused or not, that they will accept and still credit you for a rotation. This is a risk primarily during residency interview season, so when that time comes please plan your rotations accordingly and please communicate your interview schedule widely.

  Unfortunately, unexpected life circumstances occur without regard to your rotation schedule. Most host sites will do everything they can to enable you to attend to these critical circumstances and still complete the rotation, but others will not. If the site says that it cannot continue you in their rotation because you have missed or will miss too many days, you must replace that rotation with a different one at loss of time to your progress

  **Emergency Medical Care**

In case of medical emergency, the site shall make available emergency treatment to students who may be injured during clinical rotations. Such injuries may include needle stick injury or other substantial exposure to bodily fluids of another or other potentially infectious material while participating in the
program. The site shall not be financially responsible for the costs of treatment to students. Rather, the student shall be solely financially responsible for such costs. Any such incident should be reported to Touro Student Health immediately. Students Health policies and procedures, and Incident Report form are available online at http://studentservices.tu.edu/studenthealth/otherinfo.html. Students should communicate any major injuries, accidents, or illnesses to the CED so that the department can help ensure that students’ rotations, learning, and well-being are supported accordingly.

**Rotation Schedule Changes**

Any request for rotation change must have prior approval by Clinical Education. **Schedule changes are not possible for third-year core rotations.** On-site coordinators and physicians may “agree” to your request, but they are not responsible for our outside compliances, and they cannot see the impact of such changes on other students. Do not ask site coordinators or physicians about their availabilities, and do not ask the CED for permission to change your core third-year rotations. If your personal circumstances are such that an upcoming rotation presents a significant challenge, cancel the rotation and re-schedule it for the end of your third year. TUCOM maintains a Leave of Absence policy for this purpose. The CED acknowledges that unexpected circumstances arise and that a Leave of Absence seems like a negative choice. At the same time, our affiliation agreements with hospitals and preceptors preclude us from adding students to their services within 60 days of the start date of a rotation.

Elective and fourth-year rotations are also subject to the 60-day advance rule for both scheduling and changing. You have a better opportunity to control for upcoming personal conflicts in the scheduling of these rotations, however, because they are not reserved as far in advance.

**Last Day**

Before you leave your rotation, please ask your preceptors to meet with you for an exit evaluation on the last day of your rotation. Preceptors will complete the preceptor evaluation form online and may do so as part of the exit meeting. Some physicians will be too busy to commit to this meeting, but it is a professional expectation that you seek it. You are responsible for your preceptor’s evaluation of you, so having this meeting is one way to ensure that this is done in a timely manner, as well as ensuring that the last impression you leave is a positive one. If there is no preceptor evaluation completed within 14 business days of the last day of the rotation the student will be assigned an academic pass grade by the CED.

**Disputes Regarding the Preceptor Evaluation**

If a student disagrees with the Preceptor Evaluation, he or she should first set up a meeting with the Preceptor to discuss the matter. Please note that this is more in the nature of requesting an explanation of the grading than a request for a grade change, and that attendings are under no obligation to change grades. If the disagreement persists, the student should provide to the Assistant Dean of Clinical Education a letter describing the area(s) of dispute along with a copy of the evaluation. The Assistant Dean will contact the attending and/or DME to discuss it and will then respond to the student with a decision regarding the dispute.
The Path to Residency

Overview of Year 4

From July – November of your 4th year you will perform a series of clinical clerkships at prestigious residency programs in the field of medicine you wish to practice. Starting in September you will submit your applications to residency programs. You will need to research desirable programs prior to that time, write a moving personal statement, and garner a handful of powerful letters of recommendation from physicians of standing in the world of residency training.

From November – January/February you will travel to or ZOOM with numerous residency programs to interview for a possible match. You will submit a rank order list of your preferred residencies to the National Residency Matching Program (NRMP) in late February or early March. The results will be announced at the end of Match Week, which typically falls in the second full week of March. After that point you will busy yourself with completing the rest of your required rotations and completing the steps for graduating on time.

Along the way you will find that fortune favors the ready.

This section is all about being ready for Year 4.

Step 1: Choose a direction for your career.

The type of medicine you wish to practice drives much of the strategy involved in planning Year 4. While it is not essential that you know – right now – your career direction, it is also true that advanced and organized planning will boost your momentum toward residency. Planning Year 4 rotation schedules begins in February of your third year, so the sooner you can decide your career direction, the better.

Step 2: Choose where you will develop your skills.

- You will apply to or choose where you perform each of your fourth-year clerkships. There is no requirement to perform required rotations in a particular place or in a particular sequence. This freedom provides you with the most flexibility for your preferred experiences and rotations. If you perform a clerkship in the subject of your residency discipline and at a facility where you hope to be a resident, then such a clerkship could be described as an audition rotation. If you perform a clerkship in which you expect to be treated like an intern/first-year resident, with all of the attendant expectations and recognition for your performance, then you are performing a sub-internship. Strong evaluations from a sub-internship greatly improve your residency match, but as a result you must apply to be accepted for a sub-internship from among other applicants who want the same experience.

- Plan to perform two to four clerkships of Year 4 in different residency program facilities that are high on your personal preference list for your own residency. There is no substitute for being on site for a month showing your skills to a potential future residency director. But you can only do this during the application season (Fall of Year 4), and thus at far fewer than the ultimate number of programs to which you will eventually apply. And it is for this reason that in most large capacity residency disciplines (i.e., Internal Medicine, Family Medicine) there is no culture of expecting that you must audition in order to match into a specific program.
Step 3: Optimize the path to internship and residency.

- Each of you is on your own, individual path. General advice is just that. The CED is committed to advising you specifically and individually. To be available to you for that level of service we need to be working with complete, timely and error-free files. Put yourself in the best position to be advised by following the policies and instructions closely. To provide the best service to students the CED will be enforcing all policies for your rotation assignments, deadlines, and graduation audit.

General Advice

Your end goal determines what will make your residency application strong. In certain fields such as emergency medicine the critical competencies are specific and scripted (e.g., the EM Standard Letter of Evaluation). For most of the professions that are small and specialized, endorsement from within the professional community is key (as reflected in the biannual NRMP Program Director Survey). In all circumstances (again as reflected in the Program Director Survey) your interpersonal and communication skills are critical for a high ranking by the residency program. The single best way to have these skills highlighted in your application is to be engaged at all times in your clinical rotations. Practice teamwork, appreciative inquiry, sensitive patient communication, and a desire to work hard and to learn.

Managing Your 4th Year Requirements

Timeline for Completing 4th Year

In your fourth year you are required to complete 40 weeks of clinical rotation. In order to graduate on time and be available for a July 1st residency you should plan to end rotations on or before June 1st. This is a conservative date, but it satisfies residency programs that begin their orientations in mid-June and it provides flexibility if a rotation gets cancelled unexpectedly.

Count the 52 weeks of Year 4 from 1 June, whether or not you have finished your third-year rotations at that time. From 1 June at the beginning of your clinical years, you have 104 weeks to complete 88 weeks of clinical courses, and safely pass the graduation audit to receive a diploma on the first Sunday of June of your 4th year.

Although it seems that the unassigned time in Year 4 is a large amount of time, in truth you will need it in order to:

- Utilize June/July to ensure that you complete Year 3 requirements.
- Fit between your 800-series rotations because they will not articulate back-to-back as did your core rotations in Year 3. From July – November of Year 4 you should be in a different teaching hospital for each 4-week rotation. Each hospital sets its rotation start and end dates, so you will find yourself with a few days here and a few days there between rotations. Those few days begin to add up.
- Complete your COMLEX Level 2 CE examination
- Ensure that you have two or three weeks to spare so that you can go to Commencement, relax with your family, move to your residency and be fresh to start your residency.
For all of these reasons it is very important that you schedule each of the clerkships listed below as far in advance as possible. The CED can help you identify possible clerkship sites for the final requirements you need to complete, but it cannot stop the clock. Please keep an account of your unassigned days and weeks so that you can be sure all rotations are confirmed and will end in time for you to be conferred in early June.

**Submitting Year 4 Rotation Requests**

You will be seeking rotations at facilities that are exactly where you want to be a resident, and/or where many other students also seek training to gain the same expertise you seek. In response to this, the facilities construct their own application service. Some will ask that you apply to them directly using their forms only. Others will require that you apply through the Visiting Student Learning Opportunities (VSLO) also known as the Visiting Student Application Service (VSAS). Each application will require proof on their custom forms that your immunizations are current. Please provide Student Health with current immunization information at every point in your progress.

The CED must complete all of your Year 4 applications, either through VSLO or through individual applications. The CED must process a very large number of these applications in a very short period of time. Please read below to understand how this happens.

**The Hospital Application**

The majority of university teaching hospitals use the centralized online Visiting Student Learning Opportunities (VSLO) for 4th year rotations. However, some hospitals will ask that medical students submit applications through a separate route (usually accessible via the website of the institution, or the email address of their designated medical student coordinator). All VSLO applications come with a fee, which varies by institution. Institutions also may charge a separate fee based on their medical education department.

VSLO (https://www.aamc.org/students/medstudents/vsas/) typically opens to students in February of Year 3. The CED uploads students’ unofficial transcripts into VSLO as an important component of the students’ application for these rotations. Once student information is uploaded, any missing information or other requirements must be uploaded by the student. Please ensure that your credential files (background check, immunizations, mask-fit, ACLS/BLS, HIPAA, OHSA, etc.) are complete and current. Please be aware that the application may require that your immunizations and or drug screens / background checks are current to within a year of when you will perform the clerkship (not when you apply for the clerkship). We advise you to update your credentials ahead of their expiration dates accordingly, and preferably in January of Year 3.

VSLO will ask that you state the dates of your core Year 3 clerkships. Please complete only the information that is requested (do not include Year 4 rotations or electives).

Each hospital requires its own set of health information and immunization data. Be aware that your information must be complete, accurate, and verified by an appropriate health professional, and sometimes by you as well. The breadth and depth of personal health documentation that hospitals require increase each year. The CED does not have HIPAA clearance to help you with these steps. Please avoid delay in the processing of your VSLO application by reviewing each application in its entirety and
by maintaining complete, accurate and current personal health information with Student Health and/or your primary care physician at all times. Incomplete personal health forms in VSLO applications are the main reason for application delays.

All hospital applications (whether they are through VSLO or not) ask for the same basic information. They want to know that you are insured, that you are not carrying a communicable disease, that you can save a life, have passed board exams, etc. The CED provides this documentation based on the information in your file, except for your COMLEX/USMLE transcript and personal health insurance.

If you are applying for a rotation at a hospital that does not use VSLO, you will need to submit a Rotation Request form once you have secured a spot, or if the rotation is otherwise approved. If you the home school needs to submit the application, or if they require malpractice insurance for example, please let the CED know. In these cases, it’s best to submit everything to the CED first, and then the CED can submit a completed application packet. Because your application moves along as a single entity, all of these materials must be submitted at the same time.

Some hospitals will want to pre-approve you for a rotation based on your academic record, such as Kern Medical Center and UCSF – Fresno. This pre-approval, if required, takes place between you and the hospital clerkship coordinator. You will learn which facilities require pre-approval by researching clerkship programs on the Internet.

**Important things to remember:**
- Rotation request forms should be submitted to the CED for both VSLO and non-VSLO rotations.
- Submit the **fully completed** hospital applications and rotation request forms to the CED **60 days prior to the deadline for the application.** Not 60 days prior to the start date of the rotation.
- Complete the application in **ALL SECTIONS** that you can answer. **SIGN IT.** We fill in and sign the rest.
- The CED processes all applications in the order in which they are received. Because of the volume of applications and the requirements of the hospitals, the CED must prioritize complete and accurate applications over incomplete ones, regardless of position in the queue.
- You can obtain an official transcript through Parchment on the TU registrar’s webpage.

**Transcript**

Year 4 clerkship grades are 95% from your preceptor evaluation and 5% from your evaluation of the preceptor and site, however starting with Class of 2023, all grades will be entered as Pass/Fail on the transcripts. Keeping your grades current will be difficult because you must rely on busy physicians to complete paperwork. Fortune favors the ready.

In mid-August of Year 4, medical schools upload official transcripts of graduating students to the Electronic Residency Application Service (ERAS). It is imperative that all of your 3rd year grades be complete at that time. Gaps in your official transcript are unappealing. So please make every effort to acquire preceptor evaluations as you go. Please do not query the Grade Coordinator about a missing evaluation until you have confirmed your proper enrollment for the clerkship and have allowed fourteen business days to elapse after the end of the clerkship.
The Medical Student Performance Evaluation (MSPE aka Dean’s Letter)

The MSPE summarizes your medical school experience. **It is not a letter of recommendation.** It is prepared at the end of Year 3 by the CED, Academic Affairs and you. It is submitted by the school to your electronic residency application. You will receive a tutorial at the end of Year 3.

Organization of the MSPE is determined by agreement of medical schools and the AAMC. It was revised in October of 2016. These are the sections:

- Noteworthy Characteristics
- Academic History
- Academic Progress
  - Preclinical
  - Clinical Clerkships
- Summary Statement
- Optional Appendix: Descriptive School Information

Most of the content in these sections is pre-determined by your academic record and student file. The CED and Academic Affairs enter all of that information and you will review it for accuracy. The basic plan is:

You respond to an email sent in July by answering the questions posed in the email. These questions will guide you in the Noteworthy Characteristics section and in the Clerkship section where we narrate your Clinical Distinction experience.

- We produce the template and populate it with your individual data.
- We send you the complete MSPE for revision.
- We exchange versions as time permits and finalize prior to the deadline, typically 1 October.

Here is a brief description of what belongs in each section:

**Noteworthy Characteristics**
Three bullet points of two sentences each that describe what makes you distinct among your peers. The guidelines encourage information that helps a residency program select a diverse group of applicants, recognize significant challenges and hardships encountered by students, and of course noteworthy accomplishments.

**Academic History**
A checklist of your enrollment dates. Please review it for accuracy (especially for dual-degree candidates or anyone with a leave of absence). The data you enter here will need to match your transcript.

**Academic Progress**
This section includes a summary of your preclinical coursework, graphics of your academic performance in clerkships, plus the full transcript of narrative comments that you receive from preceptors in your clinical clerkships. Importantly, of the total length of the MSPE at least 60% of the length will be the narrative evaluations you receive in Year 3 clerkships.

**Summary Statement**
We are required to write a summary statement of your qualifications for residency. The language is expected to position students on some kind of a scale. In the past we have used three designations – Recommended, Highly Recommended, and Highly Recommended with Distinction. This rating must be consistent with the other information in the MSPE. It is expected that the majority of medical students are ‘remarkable’, so the distribution in the Summary Statement tends to be 10 – 20 Recommended, 75 – 90 Highly Recommended, and 25 – 40 Highly Recommended with Distinction.

We assert this part of the MSPE in terms of how we believe the material in the MSPE depicts you on a national comparison - because the reader of this statement is a program director who is reading MSPEs from dozens of other schools. Remember, it is expected that the vast majority of graduates are “Highly Recommended”, and that graduates who are recommended with distinction have a combination of distinct academic and clinical competency indicators.

**Rank Order Lists and the Match Process**

**Introduction**

You have completed your interview circuit and now must complete the final step of your residency application process – submitting a rank order list of programs. For the NRMP match you will need to finalize your rank order list in February. Military match, urology, ophthalmology and plastic surgery candidates have different deadlines and are encouraged to contact Academic Affairs or the CED.

**Deadlines**

NRMP Match Rank Order Lists are due in February (refer to the [National Residency Matching Program](https://www.nrmp.org) website). Match results are announced during Match Week, typically the second full week of March. You will receive instructions regarding your match status and Match Week events prior to the rank order deadline.

**Frequent Issues that Have Simple Answers**

- Your CED includes competent staff who can facilitate your path to graduation and deans that are committed to your success. Please address all questions initially to your appropriate year or grade coordinators. Most of your questions can be easily answered by them. Please do not forget to utilize the new standard email response algorithm previously described in this section. Please contact the CED directly for any issues related to your clinical year’s rotations. If you choose to contact us via another department, we will ask that you contact us directly before any action is taken by the CED.

- Include your cell phone number in your email signature line or in all emails to the CED. A phone conversation or ZOOM meeting with one of the coordinators, staff, or deans can resolve a problem much more quickly than an email exchange, so by having your number on the screen you will expedite that opportunity.

- Fill out ALL ITEMS on the Rotation Request Form prior to submitting it. This form triggers paperwork on our part that must be submitted to your clerkship site and establishes the record upon
which your grade is based. Because Year 4 rotation requests will exceed several hundred each month, we must return incomplete requests to you.

- Keep your personal immunizations and other credentials (drug screen, background check, etc.) well ahead of their update schedules.

- Practice SITUATIONAL AWARENESS. For the CED, situational awareness means being cognizant of the information that has been provided to you. We trust and expect that you are consistently aware of CED policies and procedures, and our covenant with you is to champion your individual path to residency and beyond.

Fourth Year Guide for COM Students

When and where do TUCOM Students Learn about 4th Year?

- **Clinical Rotations Manual** (available to all students and faculty on the Clinical Education Department website)
  - Part III for Students has detailed information regarding fourth year rotations
  - Fourth year audition rotation application process is outlined (includes information regarding VSLO)
  - Residency match process is outlined in great detail

- **1st Year – Access to “Careers in Medicine”**
  - Faculty are also given access to assist in advising students
  - Also includes information, such as:
    - Descriptions of data for more than 120 specialties
    - Career assessments to help assess specialty options
    - A database of all active ACGME-accredited residency and fellowship programs
    - Descriptions of practice options, including academic and non-clinical jobs
    - Advice for successfully navigating the residency application and match process

- **Spring of 2nd Year – Introduction to Clinical Clerkship** (Presented by Associate Dean, Assistant Dean, and CED Staff)
  - Introduction of the CED team to the class
  - Presentation of the clinical years, clinical requirements, policies and all resources available in canvas
  - Registrar, student health and librarian are usually present

- **Fall of 3rd Year – Health Information Recommendations for VSLO via email to the 3rd year class**
  - The fourth year VSLO recommendations are given to the students along with instructions on how to obtain the necessary immunizations/titers.
    - This is done to ensure students are prepared for the VSLO health requirements, as many of them are not consistent with the CDC requirements
December of 3rd Year - “Helpful Guides to the Fourth Year” email is sent by Fourth Year Rotations Coordinator
  - Detailed explanation of Fourth Year terms, expectations, requirements
  - Includes helpful tools to organize Fourth Year like rotation checklist and student planning grid
  - Students are encouraged to contact staff regarding their fourth-year questions
  - All information is also found on Canvas, under Clinical Education Resources

January of 3rd Year - Callback Sessions
  - Information sessions about fourth year with the Deans, Faculty, and staff of the CED, as well as Student Health representatives.
  - Fourth Year Timeline is presented
  - Early presentation of what to expect for residency as well as the fourth-year audition application process (includes short introduction to “VSLO”)
  - Early process for residency match is presented
  - Information session about Residency Programs and Q&A with Program Directors and alumni.
  - Students are encouraged to meet individually with Deans, Advisors, as well as staff during callbacks. The Associate Dean, Assistant Dean, CED Faculty and Staff have specific office hours set aside for these advising sessions.

Throughout the 3rd Year
  - Students are encouraged to meet (via phone or in person) with the CED coordinators, CED staff, Assistant Dean, the Associate Dean or their faculty mentors whenever they have a question or need guidance. Only the CED can make rotation arrangements or related changes. These cannot be made via Academic Affairs or other departments within the COM.
  - Students should also be in communication with Dr. Hartwig, Director of Enrollment Management and Student Success, for any questions regarding residency application and the match process.

Common Questions About the Fourth-Year Rotations

What’s the reasoning behind the health and certification requirements?
The number one reason for applications and paperwork being delayed is incomplete health information. Clerkship sites have increased the immunization/certification credentialing requirements significantly in the last few years. In order to ensure that our medical students’ audition rotation or Sub-I applications are processed in a timely and efficient manner, we compile a comprehensive list of health and certification requirements that will ensure everybody meets the most stringent of site requirements. It is much easier and efficient to ensure everything is up to date now (early), than being notified just before your application is due that you are missing a titer that may take over a week to receive the results.

What is this 60-Day Policy I keep hearing about?
The 60-day policy works in two ways. The first is that you must submit your application 60 days **BEFORE YOUR ANTICIPATED START DATE.** This means if the application is due no later than 11/01, you must have the application submitted to your fourth-year coordinator by 09/01. If it is not turned in by 09/01, there is no guarantee that your paperwork will go out on time. The other is that you must have your schedule set out for at least 60 days. For example, if it is 12/01/2018, your schedule must have rotations scheduled through 02/01/2019. This should be the case for your entire year. At no point should you fall behind this deadline.

**What do you need from me?**

Please *email* in the following items to ensure the fastest processing times:

- **COMLEX Level 1 score transcript** (you may send via email as .pdf attachment)
- **USMLE step 1 score transcript** *(if you have chosen to take this exam* you may send via email as .pdf attachment)
- **Health insurance card**
- **Official transcript**
- **Professional (or passport) photo of yourself**
- **Updated Mask-Fit Test reading**

HIPAA/OSHA requirements are usually updated annually. Please also make sure all immunizations and titers are up to date, keep a copy of your results for your records, and send originals to Student Health.

**Can I do 2-week rotations instead of 4-week rotations?**

Your fourth year will consist of two types of rotations, core subspecialty rotations and electives. Only your elective rotations can be broken up into 2-week or 3-week (4th year only) blocks. All core subspecialty rotations must be done in 4 or 2 consecutive weeks depending on the core rotation. All electives must total 22 weeks in aggregate in order to graduate.

**Can I do International Rotations?**

International rotations may be done for elective credit only, and there are absolutely no exceptions to this rule. If you do an Emergency Medicine rotation in Israel, you will receive credit for an elective. In order to set up international rotations, please contact Dr. Mahmoud and your Student Coordinator **at least 60 days in advance of the requested clerkship dates.** Please refer to the International Rotation Guidelines in the Clinical Education Resources organization folder in Canvas. These are currently on hold due to the Covid19 pandemic.

**Can I do research rotations?**

Research rotations must be submitted to your fourth-year coordinator for approval just as any other rotation. In order to obtain approval, you must submit the preceptor’s CV, the research proposal (an outline of the research to be done), and a filled-out research elective form. If the research involves patient contact in any way, shape, or form, the rotation must have IRB approval to move forward. Research rotations may only be done for elective credit and must be requested at least 60 days in advance of the requested dates.

**What should my schedule look like?**
Using the schedule below as a guide will help to ensure you have adequate time off for board study, interviews, and 2 weeks at the end of your schedule to ensure you have all of your loose ends tied up before graduation. Keep in mind that this schedule is not required, though it is recommended. The schedule below is a **very broad** example; your rotations are going to be 28 days, not a full month, so the schedule below is missing one rotation, but yours will be complete.

Please keep in mind that this is an **example** and that it is important to schedule your **core elective rotations** as soon as possible. A guideline to follow for your schedule is this:

- **June-July** – 4 weeks of board study/vacation. You should take your board exams during this time.
- **July-August** – Audition Rotations
- **August-September** – Audition Rotations
- **September-December** – Audition Rotations plus outpatient or virtual Core Rotations
- **December-January** – Vacation/Interviews (4 weeks)
- **January-April** – Core/Elective rotation, particularly inpatient Core Rotations and EM
- **April-May** – Core/Elective rotation – note that it can be hard to find EM and Critical Care rotations after Match Week.
- **End of May to Graduation**– Vacation

**What is the “Do Not Contact” list and how can I schedule a rotation with a site on this list?**

The “Do Not Contact” list is composed of several clinical sites that have specifically asked the CED to manage their schedules, or to not contact preceptor’s directly. It’s ok to contact medical education coordinators at these sites. These sites are listed in the Elective Rotation Sections earlier in this document.

To schedule a rotation with any of these sites, please send your Student Coordinator a rotation request. **These sites fill up very quickly and are first come-first serve.** Again, please do not call any of these sites unless specifically instructed to do so by your Student Coordinator. If you do contact these sites, the request will be automatically denied due to violation of CED policy.

**What is the actual application process for sub-internships?**

Sites process applications in a variety of different ways. The best thing to do is to read the site’s requirements and suggestions on their website. Many sites have a pre-application process. Once they have approved you to move onto the next step in the process, then you submit the necessary materials to your Student Coordinator.

If there is no “Do Not Contact” policy for a site, give them a call or send them an email inquiring about their availability, and then request to be penciled in. This will save you a time slot while your application is in process on our end. Do not worry if they do not pencil you in, as some sites will not do this.

Once you have been penciled in please follow the instructions the site gives you. Some will have an application, some will direct you to VSLO, and some will send you an application that needs documents/signatures/information from Student Coordinator. Please turn in **ALL MATERIALS** to your Student Coordinator, along with a rotation request, then they will be processed in the order they are received.
What is VSLO?
There are two different types of applications, traditional paper applications and electronic VSLO applications. VSLO (Visiting Student Learning Opportunities) is an electronic application system that has been around for several years. VSLO did help in streamlining the amount of paper that we had to send to sites; however, we ran into another obstacle - each site had very specific health requirements and they all had their specific form. VSLO will open for your use in February.

VSLO application process
When it comes to submitting applications through VSLO, you still need to submit a rotation request to the 4th year coordinator. You must ensure, also, that if the institution requires additional information, you attach and assign the documentation to the correct institution.

Please be advised that VSLO is still under the 60-day policy outlined earlier. This means that the application is guaranteed to be released no later than 60 days after it is submitted, provided your health information is complete. By following the instructions in this document, you will help the CED to process your applications much faster than the 60-day policy. It is extremely important that after you receive the login information for VSLO that you read the user guide.

Audition Rotation vs. Sub-Internship vs. Subspecialty - What is the difference?
There is much confusion to be had about these three different rotations. A sub-internship is a rotation in which you are treated as though you are a first-year resident (intern). You will have the same responsibilities as an intern, and you should request a letter of recommendation at the end of the rotation to take with you to your residency interviews.

An audition rotation is simply that, an audition. You are rotating at a site in which you would like to do your residency. That being said, all audition rotations should be sub-internships (if the hospital offers sub-internships, as a few sites do not). You are basically embarking on a four-week-long job interview with a prospective employer. Most audition rotations will culminate in an interview at the site.

The final rotation type, a subspecialty (sometimes referred to as a subspecialty elective), is a required rotation in either a surgical subspecialty or a medical subspecialty that you must do to satisfy your graduation requirements. Please note that there is no requirement for audition rotations or sub-internship rotations (though three auditions are recommended) and most students choose to do two to four. The words “audition” and “sub-internship” refer only to the kind of experience you have. Your fourth-year schedule must include the 40 weeks of clerkships satisfying the subject requirements as outlined in the Clinical Rotations Manual.

Institutional Applications- is there a limit to the number I can submit?
With so many options, it can be tempting to apply to as many programs as possible. The simple truth is that there is no value in over-applying to sites and can actually harm you in the long run. There is a limit to the number of applications you can submit between February 1, and August 31. You can submit a maximum of 20 institutional applications during this time. This applies to VSLO applications only. For non-VSLO applications, the limit during this same time frame is 8.

How do I start setting up my fourth-year audition rotations?
Setting up your fourth year can seem like a daunting task, but it is broken up into several different facets. You have 18 weeks of core rotations (these rotations are found on the attachment to this guide) and there
is also a spreadsheet that will help you plan out your year. You have 22 weeks of elective rotations; these can be in any specialty you would like.

**First,** you must select your chosen specialty. You should have this locked down by the end of December of your third year in order to ensure you have the best opportunity to schedule audition rotations. You can explore “Careers in Medicine,” which is a AAMC website that gives you access to information regarding specialties.

**Second,** research the sites in which you are interested. Some sites recommend that you DO NOT do an audition rotation there, and some require it. A good resource is the ACGME website [https://www.acgme.org](https://www.acgme.org). This website will give you access to critical information about the residency you are looking into and will guide you to the site’s web address.

**Third,** rank the programs you prefer. Send in applications for your top three choices with at least two back-up rotations. A great way to do this is to apply for multiple timeframes for each site. If you have three sites in which you wish to do Surgery rotations, apply for three time frames (i.e. 1) 9/27-10/24, 2) 10/25-11/23, 3) 11/24-12/21) and then switch the order of priority for your second site (i.e. 1) 10/25-11/23, 2) 11/24-12/21, 3) 09/27-10/24), and do the same for your third site. Depending on how competitive the programs are, you will want to have back-up rotations in place.

**Fourth,** play the waiting game. You will have to wait for each of these sites to get back to you with a confirmation or denial. Once you see the rotation listed on your schedule, it means that the paperwork has been processed and the application has been sent out, it DOES NOT mean that the rotation has been confirmed by the site. The site will contact you with the confirmation or denial, and then YOU MUST NOTIFY THE CED; the CED keeps your application status as pending until you inform us otherwise.

**What else could delay my application?**
We have 60 days to process your application from the day it is received. There are a few things you need to do before you send in the application.

**First,** ensure that you have submitted all of the required materials. We do have several of these on file (ACLS/BLS cards, malpractice insurance, evaluations, letters of recommendation, background checks, class rank, and health information). **Then,** please be sure to send in a rotation request form for each application you submit. If you want to complete three rotations at one site, then you send in three separate rotation request forms (separate form for Cardiology, Radiology, OB/Gyn., etc.). If you are requesting three different time frames for one rotation and one site, please also send in three separate rotation request forms.

**How do I account my time off of rotations?**
You should know that any time you take off during your fourth year must be accounted for by requesting “vacation” using a rotation request form. To request vacation on this form you need only fill out the name, date, dates requested, and rotation requested portion of the form, the rest you may leave blank. (There is no need to send in a vacation form for a gap of 8 days or less.)

The clinical education department is committed to your experience and your outcome. These guidelines are intended to help you get the most out of your fourth-year experience.
The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative predoctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services.
Third Year Clinical Curriculum: Introduction

For third year, students have a robust online curriculum to supplement and guide their studies during clinical rotations as well as opportunities to shape their year 3 learning experience during two Clinical Distinctions, and an elective course. Finally, students participate in a longitudinal course, Osteopathic Clinical Integration & Callbacks which serves to integrate key osteopathic clinical principles throughout the entirety of the third-year experience (Summer, Fall, and Spring terms). In this section of the manual the structure and requirements of the third-year curriculum are described. The next section, Section V, has the syllabi for both Year 3 and Year 4 courses. Syllabi are updated each academic year and are provided as a guide for faculty and students during core courses.

TUCOM Mission Statement

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and postdoctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

Alignment of Course Outcomes and Competences with TUCOM Mission

Third year training is spent primarily in the core rotations – Family Medicine, Internal Medicine, Surgery, OB/Gyn, Pediatrics and Psychiatry. During these rotations, in addition to clinical activities, students have a required didactic curriculum. Ideally, students will integrate the required didactic curriculum with clinical activities by careful planning and review of syllabi and assignments. The purpose of the online materials and distance education activities is to complement the varied experiences students will have at different rotation sites and to provide clear goals that support unified learning outcomes for each course. The online curriculum further provides a map that can help guide students to the appropriate level of detail and depth of learning for each topic. Core rotations, including the online didactic curriculum are designed to support students in learning the critical components of being an osteopathic physician. In the pages that follow students will find guidelines, competencies, learning outcomes and assignments that are aligned with Touro’s mission, to help them become outstanding osteopathic physicians, committed to the care of their patients with a holistic approach.

The entire clinical curriculum is aligned with the TUCOM Mission. Each course curriculum is subject focused and will guide students in gaining a balance between subject specific topics and the important concepts that outstanding osteopathic physicians, committed to primary or specialty care should understand. This curriculum supports consolidation of medical knowledge within the framework 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 when practicing medical clinical reasoning and differential diagnoses skills.

AOA Core Competencies – TUCOM Program Learning Outcomes

The seven core osteopathic student competencies summarized below, drive selection of specific course assignments and the development of learning outcomes. These competencies are TUCOM’s program
learning outcomes in the form described in the document “Osteopathic Core Competencies for Medical Students”. The detail regarding what level of competence and what skills are expected of students by the time they graduate can be found in this document. Additional detail about the level of skill needed on graduation from medical school can be found in the AACOM document “Osteopathic Considerations for Core Entrustable Professional Activities (EPAs) for Entering Residency.” The purpose of these documents is to have performance indicators common to all osteopathic medical schools. These indicators guide the curriculum development process as well as the assessment process. More importantly they should guide students in self-assessment and preparation for residency. The assessment tool for each competency during all the clerkships and by extension each specific course-learning outcome is listed after each competency.

In addition, during the Clinical Distinction courses, students will actively monitor their developmental progress in the core competencies. This will be done through narrative evaluations which may also describe improved entrustability in selected EPAs as a path to increased competency. Clinical Distinction, therefore, is listed below as one possible assessment tool for each of the competencies. Due to the individualization of Clinical Distinction programs, not all students will use Clinical Distinction for development and assessment on each of the competencies.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Assessed in the 3rd year curriculum by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osteopathic Philosophy/Manipulative Medicine</td>
<td>CPE, COMAT, COMBANK quizzes, eConference cases, OSCE, Logs, Osteopathic Clinical Integration course assignments and Clinical Distinction coursework when applicable</td>
</tr>
<tr>
<td>Medical Knowledge</td>
<td>CPE, COMAT, COMBANK quizzes, eConference cases, OSCE, Aquifer cases, Logs, Osteopathic Clinical Integration course assignments and Clinical Distinction coursework when applicable</td>
</tr>
<tr>
<td>Patient Care</td>
<td>CPE, COMAT, COMBANK quizzes, eConference cases, OSCE, Aquifer cases, Logs, Osteopathic Clinical Integration course assignments and Clinical Distinction coursework when applicable</td>
</tr>
<tr>
<td>Interpersonal and Communication Skills</td>
<td>CPE, Aquifer cases, Logs, eConference cases, Osteopathic Clinical Integration course assignments and Clinical Distinction coursework when applicable</td>
</tr>
<tr>
<td>Professionalism</td>
<td>CPE, Aquifer cases, eConference cases, student site evaluation, Osteopathic Clinical Integration course assignments and Clinical Distinction coursework when applicable</td>
</tr>
<tr>
<td>Practice-based Learning and Improvement</td>
<td>CPE, Aquifer cases, eConference cases, Osteopathic Clinical Integration course assignments and Clinical Distinction coursework when applicable</td>
</tr>
<tr>
<td>Systems Based Practice</td>
<td>CPE, eConference cases, Osteopathic Clinical Integration course assignments and Clinical Distinction coursework when applicable</td>
</tr>
<tr>
<td>Structural Competency</td>
<td>CPE, eConference cases, Osteopathic Clinical Integration course assignments and Clinical Distinction coursework when applicable</td>
</tr>
</tbody>
</table>
Self-Assessment and Formative Feedback

The third-year curriculum requires self-directed learning and fosters pursuit of lifelong learning and personal development. It is recommended that students use the tools presented in the didactic curriculum as well as their clinical experiences, to deepen the practice of self-reflection. Students should also actively seek feedback. Tools such as the 14 entrustable professional activities, procedure logs and the clinical performance evaluation form can be used formatively for both self-assessment and soliciting feedback. While this type of feedback may be difficult to quantify, it is likely to proffer meaningful and important information that is difficult to obtain from more objective assessments such as multiple-choice examinations. Combining all forms of assessment, including those which simply record work completed, subjective interpersonal assessments, and objective examinations allows accreditors, students, faculty and potential residency directors to gain an effective picture of student progress towards competence.

Communication with the CED Regarding Course Work

During Year 3 it is vital that medical students stay in contact with the CED. The curriculum necessitates regular updates with tips, information about assignments and eConferences. Communications will ONLY be sent via the student’s TUCOM (student.touro.edu) email address, and students are responsible for receiving and reading these communications. **TUCOM Medical Students must respond to all emails requiring a response, as directed in the email, within 3 business days.** If a student is out of the country or unable to respond for other reasons, they should create an automatic email response indicating when they will be able to respond. The acceptability of an automatic response, or lack of response will be at the discretion of the Clinical Education Department. If a student anticipates that they will be unable to receive or respond to an email message for any reason, it is their responsibility to notify the Clinical Education Department. This notification should include the reason(s) and time period which will be involved. **A failure to respond to TUCOM email may result in disciplinary action.** It is imperative that we can contact and communicate with all of our clinical students while they are in years 3 and 4 of medical school.

Year Three: Courses, Rotation blocks, and CLIN Numbers

Courses and rotation blocks are different. Core courses that are 8 weeks consist of two rotation blocks. The two 4-week rotation blocks that make up the course may be back-to-back or separated in time. Each rotation block is given a CLIN number by the registrar and appears on the student’s schedule and transcript as two rotations. For example, the registrar does not recognize the completion of two core Internal Medicine rotations as the completion of one course, although that is an important distinction in the students’ clinical curriculum. The dean’s letter (MSPE), Canvas, and student assignments are all predicated on the concept that the two core rotations are one course. Clinical Distinction I and II, however are two separate courses. They are each four weeks, or one rotation block. Even if you choose the same topic for both Clinical Distinction I and II, you must complete all the requirements for both courses.

The following are the CLIN numbers for which students will be registered for:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Rotation Blocks</th>
<th>Course numbers (CLIN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Medicine</td>
<td>Internal Medicine 1 - 4 weeks</td>
<td>700A</td>
</tr>
<tr>
<td>Course</td>
<td>Duration</td>
<td>Code</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Internal Medicine II</td>
<td>4 weeks</td>
<td>700B</td>
</tr>
<tr>
<td>Surgery</td>
<td>Surgery I - 4 weeks</td>
<td>701A</td>
</tr>
<tr>
<td></td>
<td>Surgery II - 4 weeks</td>
<td>701B</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>Family Medicine I - 4 weeks</td>
<td>702A</td>
</tr>
<tr>
<td></td>
<td>Family Medicine II - 4 weeks</td>
<td>702B</td>
</tr>
<tr>
<td>Obstetrics &amp; Gynecology</td>
<td>OB/GYN - 4 weeks</td>
<td>703</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>Pediatrics - 4 weeks</td>
<td>704</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>Psychiatry - 4 weeks</td>
<td>705</td>
</tr>
<tr>
<td>Elective/s taken as one 4-week block or two 2-week blocks</td>
<td>2-week Elective*</td>
<td>715A</td>
</tr>
<tr>
<td>students may choose to complete additional Selectives in lieu of vacation</td>
<td>2-week Elective*</td>
<td>715B</td>
</tr>
<tr>
<td></td>
<td>4-week Elective*</td>
<td>716A</td>
</tr>
<tr>
<td>Clinical Distinction I</td>
<td>Clinical Distinction I</td>
<td>717</td>
</tr>
<tr>
<td>Clinical Distinction II</td>
<td>Clinical Distinction II</td>
<td>718</td>
</tr>
<tr>
<td>Osteopathic Clinical Integration</td>
<td>Longitudinal (summer, fall, spring) course</td>
<td>770A, B, C</td>
</tr>
</tbody>
</table>

Additionally, students will have 4 weeks of vacation during their third year. A Rotation Request Form is required for all vacation requests to show proof of intent.

Details about Core Courses, Osteopathic Clinical Integration, and Electives, including resources, grading information and syllabi can be found in the pages that follow.

**Software and Online Access During Year Three Rotations**

Because students are at multiple locations for third year, every effort is made to ensure access to all materials, assignments, and resources electronically. The following software and websites are described in more detail in the core rotations section:

1. **New Innovations**: Schedule, Clinical Performance Evaluation (CPE), Student Site Evaluation (SSE)
2. **Canvas**: Core courses syllabi and grades, eConferences, logs, assignments, courses and students resources
3. **Clinical Distinction** website
4. **Touro One**: grades, registrar information, graduation requirements completion, and students resources
5. **Aquifer**: interactive cases
6. **TrueLearn**: COMBANK access for core rotation assignments and, shelf-exams and board preparation
7. **NBOME**: Website of Board and Shelf exam (COMAT) developers
8. **Zoom**: eConferences
9. **Lecturio**
Additional Software may be added as needed during the academic year.

Third Year Curriculum Activities and Assessments for Core Courses

The core courses are Family Medicine, Internal Medicine, Surgery, OB/GYN, Pediatrics and Psychiatry. Each core course consists of the following components:

- **Clinical Activities**
  - Clinical experience
  - Clinical preceptor evaluation (CPE)
  - Logs
  - Student site evaluations (SSE)

- **Didactic Curricular Components**
  - Aquifer cases
  - COMBANK quiz
  - eConferences
  - OMM Materials and Modules
  - Reading Assignments

- **End of Rotation Examination**
  - COMAT

For each core course, students must complete the assigned modules, reading assignments, OMM PowerPoints, logs, Aquifer cases and a COMBANK quiz. The student must attend all required eConferences. In addition, the student must take a COMAT after each core course, one during callbacks (Osteopathic Principles and Practice) and one during the second half of Year 3 (Emergency Medicine). In addition, for each rotation block of a core course, students must complete a site evaluation and receive a performance evaluation. If a core course is made up of more than one rotation block and the rotations are separated in time by a different rotation or course, assignments for the core course will be due at a different time. For example, if a student completes Internal Medicine Block I in June and Internal Medicine Block II in October, the COMAT exam and assignments will be due in October. The first site evaluation will be due in June and the second will be due in October.

Missed conferences, and incomplete or late assignments will result in decreases in grades or required remediation depending on the specific requirements listed in the course syllabus.

Each component and assessment is explained in detail in the sections that follow. The curricular materials for the didactic components are in the corresponding Canvas Core Course as listed above.
Clinical Activities

Clinical Performance Evaluation (CPE)
The CPE is based on your academic, clinical, and professional performance throughout the rotation. The CPE form is a major component of the final grade of all rotations. **It is worth 45% of each Core Course grade.** The CPE assesses student progress in all of the Osteopathic Competencies. **The comments on the CPE are written into the students’ Dean’s Letter (MSPE) for residency applications.** Concerns about student progress are also communicated to the CED through this form. The CPE should be completed and signed by the assigned, licensed, and credentialed preceptors (DO or MD) only. Osteopathic medical students may work in an interprofessional environment, but they shall not be directly supervised by non-physician providers at any time. The online version of the Clinical Performance Evaluation is on New Innovations.

The CPE form is detailed with specific items associated with competencies and scores (Appendix A), but it essentially reflects a Pass/Fail score.

− All CPEs are reviewed by the CED to determine if a student has passed a given rotation.
− While students will receive full credit for the evaluation component of their Core Course grade if a preceptor’s scores add up to ≥70%, any items marked as “misses expectation” will still be addressed by the CED.
− A CPE that shows failure will be reviewed by the CED to determine the ultimate decision that a student passed or failed the rotation.
− If a CPE reflects that a student passes a Core Course, 45% of the grade will be 100% as the CPE is considered Pass/Fail for Core Courses.

**Students are strongly encouraged to meet with preceptors in person to review the evaluation at the end of the rotation.** It is a good idea to schedule your mid-rotation feedback and your CPE completion at the beginning of the rotation so the preceptor will have adequate time to plan for these events. It is understood that this is not always possible. It does not work with the schedule of all preceptors to complete the CPE on the last Friday of the rotation block. However, if the CPE is not completed and submitted by the preceptor of record before 14 business days after the last day of the rotation, the student will automatically receive an academic “pass” for the rotation until the official CPE is submitted by the preceptor.

A mid-rotation feedback encounter, **initiated by the student,** is highly encouraged. This will allow the student to improve their performance during the course and helps to clarify the preceptor’s expectations for the student. Students should not rely on the preceptor to initiate this conversation. This is a good time to review logs as well so that students can be assured that they are completing them adequately.

Clinical Procedure Logs
Logs are worth 7% of the final core course grade and are accessible through Canvas for each Clinical Core Course and therefore electronically entered either through a Smartphone, tablet, or computer. Detailed directions for completing logs may be found in a Canvas in each Core Course. Logs serve multiple functions when completed appropriately and adequately:
– They help students gauge their rotation experience and ensure that they are learning an adequate amount of clinical and didactic material.
– They create a starting point for discourse between the student and their attending on performance progress particular to student goals for each rotation.
– They introduce students to a required component of internship and residency.
– They can be a component of each student’s portfolio to demonstrate their educational achievement on rotations.
– They inform the CED of the adequacy of each student’s clinical experience, to help guide future choices regarding rotations.
– They are part of the students’ assessment learning while on core rotations.

For each core rotation students must adequately complete a procedure log. While a diagnosis log is also recommended for each core rotation it will not be graded. The log should serve as an ongoing record of clinical activities and should not be completed in one sitting. **Logging must be done during all core rotations and completed by the last day of each core course.**

Logs will be graded as follows:
For each Clinical Core course, the Logs score is calculated from the completion of all procedure items listed, including **two required OMM procedures.**
• Full completion = 100%
• Partial completion = % score linearly decreased according to requirements completion.

```
<table>
<thead>
<tr>
<th>OMM LOG GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every core rotation requires a minimum of one Osteopathic Structural Exam and one Osteopathic Manipulative Treatment. This must be performed and logged. The grade for all logs will appear in the corresponding Canvas Core Course.</td>
</tr>
</tbody>
</table>
```

**A student should never perform a treatment or examination if their preceptor does not give them permission to do so.** If a student’s supervisor does not allow OMM procedures, that fact should be documented in their Logs and osteopathic procedures should not be documented in their SOAP notes. In situations like these, students should practice OMM on a fellow classmate, friend, or family member. That practice can be documented and logged to meet the OMM requirements for that rotation.

**Osteopathic medical students should not be afraid to ask their attendings about the use of OMT. The majority are open to it.** Once a preceptor knows that an osteopathic medical student is interested in practicing OMT, the more open they may be to find the right patient for that student to practice their skills on.

**General Logging Procedure**
Logs are entered directly in CANVAS as graded surveys.
– For each procedure you will have to indicate what you did. Your options are: Assisted, Observed, Performed and Performed with Supervision.
– If students were not directly exposed to this procedure, and had to refer to an alternative experience, they will need to indicate which alternative experience they chose to do, such as: Aquifer case, Article, Reading Assignment, or Video.

After logging a procedure, students will have entered information about that procedure that allows tracking of the type of experience they had, and the specific procedures performed at the core site.
Logging Alternate Experiences

While the log is primarily designed to track clinical activities, students will not experience all procedures or diagnoses on all rotations. Due to this, each student must take responsibility for choosing alternate experiences to log enough procedures. In most cases students can find a required assignment, such as a reading assignment or an Aquifer case that will cover material for logs. Once completed, the case or assignment can be logged as an alternate experience. If students have a clinical experience and read the assignment about the same diagnosis, they do not have to log the reading assignment. It is adequate to log the clinical experience and to only log that procedure one time. Students may also choose other alternate experiences or use assignments dictated by the preceptor. Students may also log procedures and clinical encounters completed via supervised simulation training.

Student Site Evaluations (SSE)

Site evaluations allow students to evaluate sites, didactic experiences (both online and at the site), and preceptors whom they worked with during the rotation. Therefore, the SSE serves multiple functions:

− serves as an indication of completed clinical activities.
− allows reports to be generated that are used to assess site adequacy across multiple areas.
− is used for curricular improvement and faculty development.
− is used to gather and provide anonymous feedback to preceptors.

Site evaluations must be completed in New Innovations. SSE are worth 2% of the course grade and must be completed within 7 calendar days of the end of the rotation.

For all Clinical Courses students will need to complete at least one and sometimes two evaluations. Some core courses are made up of up to two rotations (IM, FM, and Surgery). If it is made up of more than one rotation there are two different guidelines for student site evaluation submission.

• If these core rotations are separated by at least one other rotation block or occur at two different sites, students should complete two site evaluations and the first one must be completed within 7 calendar days of the end of the first rotation.
• If the two rotations for the core course are back-to-back and at the same site then only one student site evaluation is required at the end of the eight weeks.

Completing the SSE on time is a required component in order to receive Honors.

A word about anonymity: evaluations aren’t anonymous, but they are confidential. The CED has full access to what students write. However, preceptors and rotation faculty will not be able to see student names associated with evaluations. Preceptors will be given grouped student feedback without student names. The CED values student input and uses it to help our faculty and our department improve. Students are encouraged to please be honest and professional in their assessments.

If a student needs an avenue to evaluate the site that is more anonymous, one option is to use a class representative. The CED values the students’ evaluation of their sites and preceptors. It is one of the ways that the CED uses to determine that our students have the best available educational experiences. We also have an anonymous feedback form via Qualtrics available in all canvas clinical courses that may be completed at any time and will refer the feedback automatically to the CED leadership team.
Didactic Curricular Components

Aquifer Cases

Aquifer cases are an interactive self-directed learning activity required for all core courses. They are worth 7% of the final core course grade. Aquifer cases are accessible through the Aquifer site. Students should use their Touro (student.touro.edu) email to create an account on the Aquifer website. Students must select and complete five cases for every four weeks of core rotations. For Core Courses that are two rotation blocks in length, 10 cases are required, and must be completed by the last day of the second rotation block in the course.

When using Aquifer cases, students can refer to the course learning outcomes to guide their learning progress. Aquifer case authors have also created objectives for each case. These objectives are found within each case.

Aquifer cases are an excellent resource for improving clinical skills and knowledge. When used appropriately they will help students advance in the competencies of medical knowledge, Patient Care, Interpersonal Communication Skills, Clinical Reasoning, Professionalism, Systems Based Practice, and Evidence Based Medicine. They are not designed to improve competence in Osteopathic Principles and Practice. Additionally, the focus in these cases is not board review and students should manage their time appropriately during rotations to allow time to study for exit examinations.

Grading Aquifer

The cases are graded by the number completed adequately and on time. Incomplete, inadequately completed, or missing cases result in lost points. On adequate completion of a case, students are able to view a green checkmark in Aquifer to verify that they will receive credit for that case. A red color check mark, yellow circle or missing check mark is an indication that the case was not adequately completed, and the student will not get credit for it. For every 4-week block of core course time, 5 cases are required. For Family Medicine, Internal Medicine, and Surgery a minimum of 10 required cases are required for the full 8 weeks.

If a student has a red case that they would like to redo, they can reset the case by following the instructions within Aquifer. The red mark shows in the student report. Cases must be reset and completed before the due date to get credit. Cases completed after the final day of the rotation will not count towards the final grade.

Grading of Aquifer Cases:

- 100%: all cases completed
- Each red, missing, or incomplete case will reduce the grade by 20% for 4-week courses (Peds, OB/GYN, Psych) or 10% for 8-week courses (FM, IM, Surgery)

COMBANK Quizzes

COMBANK quizzes are each a set of 50 questions, worth 4% of the Core Course grade, selected specifically to reflect material on the Core Course subject matter. These questions are designed to offer students a formative assessment in a board review style format. COMBANK is a question bank that is hosted on the online platform TrueLearn. COMBANK quizzes should be taken by the last Friday of the core course and before the COMAT examination.
COMBANK quizzes will be graded as follows:

<table>
<thead>
<tr>
<th>Actual TrueLearn Score</th>
<th>Curved Score Recorded Calculated into Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;= 70</td>
<td>100</td>
</tr>
<tr>
<td>60-69</td>
<td>85</td>
</tr>
<tr>
<td>50-59</td>
<td>70</td>
</tr>
<tr>
<td>0-50</td>
<td>score from TrueLearn</td>
</tr>
</tbody>
</table>

**eConferences**

eConferences (5% of core course grade) are a required didactic component of all core courses in the third year. Students will participate via web-based interaction. Exceptions will be made on an individual basis via the excused absence policy. eConferences vary depending on the course but most involve a patient-centered case presentation and/or COMAT review questions with discussion among students and faculty.

Unless otherwise stated, you are required to attend and participate in all eConferences for each course that are scheduled during the weeks that you are in that particular course. Participation is expected. While participating virtually, it is expected that your electronic device will be equipped with a microphone and video so that you can participate fully. If you have a pre-existing conflict, contact the Director of Distance Learning, Dr. Nicole Peña (nicole.pena@tu.edu), PRIOR TO the scheduled eConference. Those students who miss any of the eConferences without an excused absence will receive decreased credit for this component of the core course grade.

You will be expected to submit a case for presentation before your first eConference. All cases should include osteopathic principles and practices (OPP) and structural competency considerations. Case submission is part of your participation in the eConference. Your case may or may not be chosen and you will typically be notified beforehand. Cases are submitted for each core course in Canvas. Ultimately, all students will be required to present at least one case for eConference before graduation.

The eConference calendar, login information, and a letter describing the conference requirement to preceptors is subject to change and the most up to date information can be found in the Canvas organization for Family Medicine, Internal Medicine, Pediatrics, OB/GYN, Psychiatry, and Surgery core courses. OMM eConference are also required and credit will be given as part of the Osteopathic Clinical Integration course grade. Each student will be required to present at least one case for OMM eConferences. OMM eConference should be attended at each available opportunity as soon as it arrives until the five required conferences have been completed. You should submit OMM cases and attend your required OMM eConferences as soon as you can fit it into your schedule – do not put this off. They can be attended while you are on any rotation, as long as you attend a minimum 5 of before the last day of your last 3rd year rotation. The same applies to the 4th year rotations that require eConference.

eConferences require significant time commitment from multiple people. As such, the schedule is subject to change and you will be notified via email of any changes. The number of required conferences in any given course varies based on availability. Check your student.touro.edu email and the Canvas calendar for the most updated information.
OMM Materials

There is an Osteopathic Resources folder in the Didactic Curricular Activities section of every Canvas Clinical Courses titled OMM Materials.

Osteopathic Reading

Students are required to read assigned chapters from Foundations of Osteopathic Medicine AOA – Michael Seffinger – 4th edition (2018), An Osteopathic Approach to Diagnosis and Treatment - Eileen L. DiGiovonna, Stanley Schiowitz, Dennis J. Dowlong - 3rd edition (2005), and Somatic Dysfunction in Osteopathic Family Medicine – Kenneth E. Nelson, Thomas Glonek – 2nd edition (2015) as well as relevant articles listed in each syllabus document for each core course. Some of these assigned readings are a review of first- and second-year material as medical students begin to apply OMT in clinical practice. Many are new readings pertinent to the use of OMT in the clinical setting.

OMM PowerPoints

ACOFP PowerPoint (ppt.) lectures that cover OMM topics related to each core rotation are posted in the corresponding Canvas clinical courses and are required for completion of each core course. For each core course there are non-topic specific primary OPP/OMM PowerPoints. Students should view these on their first scheduled core rotation and can optionally revisit them on each of the following of the core rotations. They are posted to each Core rotation in the corresponding Canvas course. In addition to these primary non-topic specific PowerPoints there are topic specific PowerPoints required for each core rotation.

OMM Assignments

Each core course includes an OMM module for students to complete and includes specific considerations related to OMM in the respective core specialty. In addition to each COMAT examination having an integrated osteopathic component, prior to Callbacks there will be an OMM COMBANK quiz to complete, OMM logs must be completed during each core rotation, and students will also take the OPP COMAT shelf exam prior to the end of their third year. In addition to reviewing the OMM PowerPoints for each core course it is recommended that students use a board review book to study for the OPP COMAT. Knowledge of osteopathic practice and principles are assessed, in part, with the OPP COMAT required as part of the Osteopathic Clinical Integration & Callbacks Course.

OMM COMBANK Test Questions

The COMBANK account access contains Osteopathic questions. The assigned OMM/OPP 50 question COMBANK quiz must be completed prior to attending Callbacks.

Osteopathic Integration Cases

Each Canvas Core Course contains an Osteopathic Resources page in the Didactic Curricular Activities section titled OMM Materials. Osteopathic integration cases can be found here. These are case based board review focused osteopathic integration modules created by Dr. Peña. Check back often for more cases. These cases will not be graded but are required nonetheless. They are an important component of osteopathic medical education. These cases can also help students prepare for COMAT and board examinations.
COAR Sessions: A Unique Osteopathic Opportunity

All third-year students are required to complete 5 COARs or Osteopathic Modules by the last day of their last 3rd year rotation. COAR sessions are offered at TUCOM campus on days scheduled for COMAT examinations. Students rotating in the Bay Area and taking COMAT on campus are required to attend 5 sessions on campus during their third year. Students who are not local will be required to attend at least one COAR session during Callbacks, any COAR sessions offered at their core rotation sites and additional COAR modules online to meet the requirement (minimum of 5). Credit for all COAR sessions will be given as part of the Osteopathic Clinical Integration & Callbacks grade and is a required part of that longitudinal course.

Other Osteopathic Resources

There are multiple resources posted on Canvas, including additional readings, forms, and links to great Osteopathic tools.

Reading Assignments

Each Canvas Core Course has links and folders that include the required assignments for that particular course. PowerPoint presentations, web links, and reading assignments are a fundamental part of the curricular experience. They should be used to guide study time on rotations. These resources were specifically selected to

− Offer a resource for integration of their clinical experience with the foundational knowledge thereby providing a resource that students can use to frame the important learning components in their clinical activities.
− Introduce students to resources used by clinicians in practice and help prepare them to respond to questions posed by their instructors during clinical activities.
− Include textbooks chosen by the NBOME as resources for preparation for the COMAT examination.
− Demonstrate the appropriate level of depth of understanding for each topic and narrow down the extensive number of materials from which to study on any given subject.
− Ensure students have awareness of critical resources such as JNC 8 Guidelines to HTN, ATPIV guidelines to Lipid management, USPSTF, and the ASCCP guidelines to management of Abnormal Pap Smears.
− Support students in deciding about their needs for lifelong learning by exposing them to a variety of sources of information.

Most reading assignments are available online through the Canvas Courses or the TUCOM library.

A note on 4-week rotations for third year: Psychiatry, Pediatrics, and OB/Gyn are all 4-week rotations. There is a large amount of information that is required to learn during these rotation blocks. During these 4-week blocks TUCOM Medical Students are expected to study and learn material that is important for clinical work and may also be covered on the COMAT post rotation examination. In addition to consulting a board review subject specific book, it is recommended that medical students take every opportunity to work on the reading assignments before the start of the rotation, and when appropriate during the Internal Medicine, Surgery, and Family Medicine rotations, or during Clinical Distinction courses. For example, if a medical student evaluates
a child during their Family Medicine rotation, that is an excellent opportunity to review the appropriate pediatric reading that day.

**COMAT Clinical Subject End of Rotation Examination**

For all six core courses, students will complete and pass an exit examination *worth 30% of the core course grade*. The COMAT examinations are designed as standardized assessments in core osteopathic medical disciplines. They assess achievement level on each subject, with an emphasis on clinical application.

Each examination in the series has osteopathic principles and practice integrated throughout. All third-year students must also take and pass the OPP COMAT and the Emergency Medicine COMAT examinations. Exams for core courses will be scheduled for the last Friday of each core course and each exam takes 2.5 hours. On COMAT days during core rotations, students will be excused for the duration of the examination only and are required to attend rotation assignments during the time they are not sitting for the examination. If a student is taking a core course in two blocks or rotations separated by time, the exam will occur on the last Friday of the second block. COMAT performance for each subject is one of the requirements of achieving honors.

The Osteopathic Principles and Practice (OPP) and the Emergency Medicine (EM) COMAT examinations can be taken any time during 3rd year, the conditions for scheduling are:
- They cannot be at the end of a core rotation (after or during vacation, elective or CD is fine)
- They must be taken at a core site, virtually online as per NBOME rules, or at a testing center.
- They must be taken during assigned COMAT examination dates (COMAT examinations are the last Friday of each rotation block, and additional COMAT testing time is often offered during Callbacks)
- The exam coordinator should be informed at the beginning of the block
- They cannot be taken at the same time as another COMAT
- It is strongly recommended that students take the EM COMAT after they are done with Surgery and IM rotations as much of that material is relevant to the EM COMAT

The COMAT examinations are developed by the NBOME – the same national board who creates the osteopathic board examinations. Information about these exams can be found on the [NBOME website](https://www nbome.org). Regardless of the specific topics covered in each clinical rotation and by the syllabus, students are responsible for preparing for these examinations in the same way that they are expected to prepare for the COMLEX Level 1 and 2 medical boards. Students should review the material on the [NBOME COMAT webpage](https://www nbome.org/).  

**COMAT Grade:** COMAT scores are reported as standard scores by NBOME and changed to percent scores for Canvas and final grading. Standard scores account for minor differences in difficulty between examination cycles and forms. They have a mean of 100 and a standard deviation of 10 based on a representative norming sample. The national mean is consistently at or close to 100. TUCOM has drawn the pass/fail line at 1.3 standard deviations (SD) below the mean for each subject.

**Third Year Curriculum: Core Course Grades**
Students’ unofficial grades can be tracked in Canvas in corresponding core course organization gradebooks. Osteopathic Clinical Integration, Clinical Distinction and ONMM grades can also be tracked in the Canvas course organization. Once all components of each core course grade are entered into Canvas the final grade is calculated and entered into Touro One. Electives and other fourth-year course grades are entered directly into Touro One and usually within two weeks of the CED’s receipt of student evaluations. All clinical year grading will now be in the pass/fail/honors format. We will use the same grading process and 70% will remain the pass threshold.

### Core Rotation Grading

TUCOM Clinical course grades for the Class of 2023 and later are issued as **Pass/Fail/Honors.**

To pass a core rotation, students must satisfy the following criteria at the end of the course. A combined total score of 70% of all elements of the rotation must be received  
A Pass must be received on the CPE.  
A passing grade must be received on the COMAT examination.

### Weighted Percentages

The weighted percentages of all core course components are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>45.0%</td>
</tr>
<tr>
<td>Student Site Evaluation(s)</td>
<td>2.0%</td>
</tr>
<tr>
<td>Aquifer cases</td>
<td>7.0%</td>
</tr>
<tr>
<td>Logs</td>
<td>7.0%</td>
</tr>
<tr>
<td>eConferences</td>
<td>5.0%</td>
</tr>
<tr>
<td>COMBANK quiz</td>
<td>4.0%</td>
</tr>
<tr>
<td>COMAT Post Rotation Examination</td>
<td>30.0%</td>
</tr>
<tr>
<td><strong>Course total</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

### Grade Processing Timeline and Assessments Due Dates

All graded components of core courses are tracked in Canvas in the student’s online grade book. Our goal is to have all grade components entered in Canvas by two weeks from the last day of each rotation block.
<table>
<thead>
<tr>
<th>SSEs</th>
<th>Completed directly in Canvas.</th>
<th>Within 7 calendar days of the last day of the rotation block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logs</td>
<td>Submitted directly in Canvas while completing the core course.</td>
<td>Last day of the core course</td>
</tr>
<tr>
<td>Aquifer cases</td>
<td>Completed on the Aquifer website. The grade for the adequate completion of cases is entered in Canvas by the CED assessment team.</td>
<td>Last day of the core course</td>
</tr>
<tr>
<td>COMBANK quizzes</td>
<td>Completed via the TrueLearn platform. The Quiz grade is entered in Canvas by the CED assessment team.</td>
<td>Last Friday of the core course and before taking the COMAT</td>
</tr>
<tr>
<td>COMAT</td>
<td>Taken via the National Osteopathic Board Shelf Exam service. The grade received is entered in Canvas by the assessment team usually a week after the test was taken.</td>
<td>Usually takes place on the last Friday of the core course</td>
</tr>
<tr>
<td>CPE</td>
<td>Submitted by preceptors in New Innovations and are due on the last day of the rotation. CPE grades are entered in Canvas by the CED assessment team when received.</td>
<td></td>
</tr>
<tr>
<td>eConferences</td>
<td>Must be attended during each course, except for OMM eConferences of which 5 OMM eConferences must be attended and 1 OMM case presentation completed by the last day of your last 3rd year rotation.</td>
<td></td>
</tr>
</tbody>
</table>

Other assignments and attendance at eConferences and COARs are recorded in Canvas by faculty or staff in either course specific organizations or the Osteopathic Clinical Integration course organization

### Honors

To receive Honors for a Passed Core Course the following criteria must be met:
- Recommendation for Honors on received CPE
- All assignments must be completed on time and receive scores ≥70% (including eConferences)
- Standard COMAT score ≥ 107

To receive Honors for an elective it is necessary to Pass the course, complete the site evaluation on time (see table above), and have a recommendation for Honors on the CPE from your primary preceptor.

Honors designations do not appear on student’s transcripts. They are noted on the Dean’s Letter (MSPE) only.

Clinical Distinction and Osteopathic Clinical Integration are Pass/Fail and Honors is not available at this time.
Remediation

COMAT

The COMAT post-rotation examination must be passed in order to pass the rotation. Failure to pass COMAT will lead to the following scenarios:

(1) If a student fails one subject COMAT they will be allowed to take the examination a second time within 3 months of the failing score notice.
(2) If a student passes on their second attempt, the COMAT score will be entered in the gradebook as a 70%.
(3) A second failed attempt will prompt the CED to determine the course of action. Options include a third attempt, meeting with learning specialists and/or tutors, repeating all or some portion of the rotation, being removed from rotations until the situation is resolved, failing the rotation, and/or meeting with the Student Promotions Committee.
(4) If a 3rd attempt was approved but failed, this will directly lead to the student meeting with the Student Promotions Committee and following one of the above listed scenarios as recommended by the committee.

If a student fails more than one subject COMAT during their third year or they fail a subject COMAT with a score that is below 2 standard deviations from the national mean, they will be contacted by the Assistant Dean and referred to the Student Promotions Committee.

Clinical Performance Evaluation

If a student does not pass the clinical performance portion of the core rotation or they are removed from rotation for any reason, it will prompt the CED to determine the appropriate course of action. The CED will interview the student and the preceptor(s) in order to determine the most appropriate remediation. Options include but are not limited to repeating all or some portion of the rotation, being removed from rotations until the situation is resolved, failing the rotation, and/or meeting with the Student Promotions Committee.

If the full rotation has to be repeated, a “U” will be assigned to the failed event and the new grade will be assigned to the successfully repeated course.

A student who fails any two clinical rotations will be referred to the Student Promotions Committee and is a candidate for dismissal from the college. Please refer to the Student Handbook for details on dismissal.

A note about the grade recording process:

The CED Grade Coordinators review each of the components of the rotation grade and enter a final grade in Touro One. This final grade then appears on the student’s official transcript. This process may take a period of weeks following completion of all of the grade requirements. In the meantime, students can follow the progress of their grade through each rotation’s Canvas posting.

Routinely, the Grade Coordinators will perform a grade audit for each class. Subsequently, students will receive an email from the Grade Coordinator if there is missing information in their file that should have arrived by the time of the current grade audit. This is one of several reasons that students should prioritize meeting with their preceptor at the end of each rotation. It is the best way to ensure that the evaluation has been submitted as well as to learn if their overall evaluation is positive or negative.
TUCOM Osteopathic Medical Students are strongly encouraged to meet with their primary preceptors at the mid-point of their rotation to request feedback and direction, as well as at the end of the rotation to request their final evaluation and feedback.

**Osteopathic Clinical Integration: A Required Third Year Course**

Osteopathic Clinical Integration is a required course that is part of the core learning experience for third year. It is not considered one of the core clinical courses listed above and the requirements and grading for this course are unique. The course is longitudinal and covers all three terms (Summer, Fall, and Spring) with an on-campus experience mid-year (Callbacks). Some of the longitudinal assignments for Osteopathic Clinical Integration are due during core rotations as the material helps integrate core learning experiences. Additionally, Callbacks serve a similar function to the core curriculum: they help ensure that students are obtaining a minimum competency during their training and they serve to assess student progress, both formatively and summatively. Completing all the components of Osteopathic Clinical Integration successfully is required for graduation.

**Components of Osteopathic Clinical Integration**

Osteopathic Clinical Integration has several components:

- On campus activities and assessments
- Pre-course lectures and assignments available on Canvas
- OMM eConferences (Interactive OMM webinars completed during 3rd year rotations)
- COAR sessions/Osteopathic modules offered throughout the year on campus, on site, online and at Callbacks
- OPP and EM COMATs

The major components of Callbacks upon students return to campus are:

- OSCE and OSCE feedback
- Preparation for COMLEX Level 2, 4th year and residency
- OMM lab session with assessment and OPP COMAT examination
- Ultrasound/Imaging lab session
- COAR session (local students may not need to attend during Callbacks if they have met the requirement)
- Meeting with Academic Mentors

Details of Callbacks activities and online assignments can be found in the syllabus which follows and on the Osteopathic Clinical Integration Canvas organization.
Callbacks

Scheduling Callbacks
The on-campus portion (or Virtual depending upon circumstances) of Callbacks will be scheduled at the beginning of the Spring semester. Information about the event schedule will be sent via email and posted on the Osteopathic Clinical Integration organization in Canvas.

There is a possibility that a student will need to return (live or virtual depending upon circumstances) after the Callback date for remediation of any portion of Callbacks, including the OSCE or OMM assessments. **Students must complete and pass all portions of Callbacks before beginning 4th year rotations.**

Callbacks Activities Important for Residency and Year Four
All time sensitive information regarding 4th year and residency preparation and application, will be made available to students in Canvas under the Osteopathic Clinical Integration organization. Additional information will be provided via email, online conference sessions, and during the on-campus Callbacks event. However, at any time during the year students should feel free to contact the CED and Academic Affairs departments to get help with information about the fourth year and residency selection process.

**eConferences and COAR sessions**
Note that during your third year you must attend 5 OMM eConferences and 5 COAR sessions. These assignments must be completed to pass Osteopathic Clinical Integration & Callbacks. The completion deadline is the last day of your last 3rdyear rotation. For the COAR sessions, local students taking their COMATs on campus must attend 5 COAR sessions on campus (or virtually depending upon circumstances). Nonlocal students who take their COMATs at their rotation sites, must attend the COAR sessions held at their individual rotation site or within 30 miles of their rotation site, during Callbacks, and online to complete the requirement of 5 COAR sessions/Osteopathic modules. Again, these may be completed virtually depending upon circumstances.

Student Directed Year 3 Courses

**Clinical Distinction (CD) Courses**
The Clinical Distinction course takes place twice in third year over two, four-week blocks of time. 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 clinical work. They are tasked with the use of entrustable professional activities to demonstrate increased competency attainment.

Students are expected to use this time to develop a deeper professional identity as an osteopathic physician. More information about Clinical Distinction can be found in the syllabus which follows and on the website: [ClinicalDistinction.com](http://ClinicalDistinction.com)
Clinical Distinction Alignment with Program Learning Outcomes, Grading and Assessments

Alignment with AOA Core Competencies: Due to the varied nature of the course students will complete there are different competencies which may be aligned with the course for each student. For example, Board Success and Generalist tracks will be primarily focused on the competency of Medical Knowledge. Clerkship tracks will have a broader alignment as they will include patient care or research and finally Specialty tracks may include any of the 7 Core competencies. Students are asked to select and focus on four competencies in a Specialty Track Course.

Assignments and Requirements: The assignments and requirements for Clinical Distinction also are varied depending on which track is selected. For Board Success and Specialty tracks contracts are required. For both of these tracks a completion form is needed. Forms are completed through an online form process.

For the Clerkship track a CPE and site evaluation are required.

For the Generalist track documentation in advance and documented evidence of completion of work is required.

Grading: For all tracks, students will complete an evaluation of the course. All tracks are pass/fail with passing determinations driven by student commitments which are then evaluated by both the student and the faculty as satisfactory or not. All forms must be completed on time and turned in to the appropriate person.

For more information about required documentation for each track, see the website: ClinicalDistinction.com or email Jennifer.Weiss@tu.edu who is the CD course director.

Elective Rotations

During 3rd and 4th Year, students will have to perform Elective rotations. In 3rd year, Elective time can be taken as one 4-week or two 2-week rotations, while during 4th year the 22 weeks of elective time can be taken as 4-week, 3-week or 2-week rotations.

Grading of Elective Rotations

Elective rotations are graded as 95% from the CPE and 5% from student site evaluation. The recommendation for Honors must be made by the preceptor. In order to be eligible for Honors, students must complete the site evaluation on time, i.e. the last day of the rotation. The elective rotations will also follow the same pass/fail grading system.

Year Four: Courses, CLIN Numbers, and Grading

As described in detail in Section III of this Manual, Year 4 includes 18-weeks of required specialty courses and 22-weeks of elective courses. The course numbers are presented in the following table.

<p>| Core Courses | Duration | Course numbers |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Care</td>
<td>4 weeks in one 4-week increment</td>
<td>810</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>4 weeks in one 4-week increment</td>
<td>811</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>2 weeks in one 2-week increment</td>
<td>815</td>
</tr>
<tr>
<td>Obstetrics and Gynecology</td>
<td>2 weeks in one 2-week increment</td>
<td>816</td>
</tr>
<tr>
<td>Osteopathic Neuromusculoskeletal Medicine</td>
<td>2 weeks in one 2-week increment</td>
<td>817</td>
</tr>
<tr>
<td>Primary Care</td>
<td>4 weeks in one 4-week increment</td>
<td>819</td>
</tr>
</tbody>
</table>

**Additional required courses**

| Elective | 22 weeks in: 2-week, 3-week, or 4-week increments | 814 (A to H) 820 (A to D) 813 (A to H) |

Note that as a requirement, **during Year 4, a minimum of one of the rotations must be a Sub-Internship.**

During Year 4, elective courses can be 2-week, 3-week or 4-week. The course numbers reflect the length of the elective experience and the 813, 814 and 820 courses must add up to a total of 22 weeks.

Grading for all 4th Year courses (with the exception of the Osteopathic Neuromusculoskeletal Medicine Course) is the same as the grading of Elective Rotations. 95% of the grade comes from the CPE and 5% from student site evaluation. The recommendation for Honors must be made by the preceptor. In order to be eligible for Honors, students must complete the site evaluation in Canvas on time, i.e. the last day of the rotation. The unique grading schema for the ONMM Course is described in the corresponding Syllabus in Section V of this Manual. The 4th year rotations will follow the same pass/fail grading system starting with the class of 2023.
The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services.
FAMILY MEDICINE I & II CORE CLERKSHIPS
CLNC 702A & 702B - 12 Units
Syllabus 2021-2022 Academic Year
Touro University CA – College of Osteopathic Medicine

COURSE DIRECTORS
K. Scott Whitlow, DO, FAAEM
Associate Dean, Clinical Education Dpt.
Professor of Emergency Medicine and Medical Toxicology
(707) 638-5288
kscott.whitlow@tu.edu

Nicole Peña, D.O.
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(707)-638-5217
nicole.pena@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education Dpt.
Associate Professor
(707) 638-5917
nathalie.garcia-russell@tu.edu

ADMINISTRATIVE SUPPORT
Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
irina.jones@tu.edu

3rd Year Clerkship and Program Coordinators
tuc.year3teamced@tu.edu

Assessment Coordinators
tuc.ced.grades@tu.edu

INSTRUCTORS
Christina Kinnevey, MD
Assistant Professor
Primary Care Dept.
(707) 638-5281
christina.kinnevey@tu.edu

Nicole Peña, D.O.
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(O) 707-638-5217, (C) 925-899-5495
nicole.pena@tu.edu

Adjunct Clinical Faculty at Core Rotation Sites
Contact core site administrators

COURSE CONSULTANT
Rob Assibey M.D.
Family Medicine Residency Program
San Joaquin General Hospital
www.sanjoaquinfm.com
ADA Notification

Touro University California complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. Touro University California students with disabilities seeking reasonable accommodations should do so through the TUC Director of Academic Support.

Safe Learning Environment

TUC community members share a commitment to social justice. This commitment includes the need to create safe learning and environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. It is expected that we (Faculty, Students and Staff) treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

Diversity Statement

TUCOM values perspectives of individuals from all backgrounds of our students including race, gender expression, gender identity, sexual orientation, country of origin, physical and learning abilities, and religious affiliations. TUCOM strives to make the curriculum and the learning environments inclusive safe spaces for all students. TUCOM rejects bigotry, racism, violence, discrimination, or intimidation of any kind. If learners see ways in which we can improve please let the Course/Administrative Coordinators and/or the Associate Dean of Academic Affairs know.
Course Description Family Medicine Core Rotation

Core clinical sites for the Family Medicine rotations offer a range of experiences. The overall goal of the didactic online portion of the rotations 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 courses. Family Medicine attendings will specify site requirements for the clerkships 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. To successfully complete the required third year rotations, all students must fulfill requirements specified by their preceptor AND complete the required elements of the standardized curriculum as outlined in the Clinical Rotation Manual and Canvas.

TUCOM Mission Statement

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy, and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and postdoctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

Alignment of Course Outcomes and Competencies with TUCOM Mission

The curricula for all 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 learn 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 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.

AOA Competencies – TUCOM Program Learning Outcomes Addressed

The following competencies are addressed in this course:

1. Osteopathic philosophy/Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. Systems Based Practice
8. Structural Competency

Course Learning Outcomes (CLOs)
The learning outcomes of the Family Medicine Course are based on the eight TUCOM Program Learning Outcomes. The course 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. Discuss the principles of family medicine care. (AOA; 3)
2. Gather information, formulate differential diagnoses, and propose plans for the initial evaluation and management of patients with common presentations including those listed in the weekly topic list. (AOA; 3)
3. Manage follow-up visits with patients having one or more common chronic diseases. (AOA; 3)
4. Develop evidence-based health promotion/disease prevention plans for patients of any age or gender taking into account primary secondary and tertiary prevention. (AOA; 1,3)
5. Demonstrate competency appropriate to a third-year medical student, in elicitation of history, communication, physical examination, and critical thinking skills. (AOA; 1,3,4,6)
6. Discuss the critical role of family physicians within any health care system. (AOA; 7)
7. Demonstrate active listening skills and empathy for patients. (AOA; 3,4)
8. Demonstrate patient counseling and education and setting a collaborative agenda with the patient for an office visit. (AOA; 3,4)
9. Demonstrate the ability to elicit and attend to patients’ specific concerns. (AOA; 3)
10. Explain history, physical examination, and test results in a manner that the patient can understand. (AOA; 3)
11. Effectively incorporate psychological issues into patient discussions and care planning. (AOA; 1,3)
12. Use effective listening skills and empathy to improve patient adherence to medications and lifestyle changes. (AOA; 3,4)
13. Reflect on personal frustrations and transform this response into a deeper understanding of the patient’s and one’s own situation, when patients do not adhere to offered recommendations or plans. (AOA; 5)
14. Formulate clinical questions important to patient management and conduct an appropriate literature search to answer clinical questions. (AOA; 2, 3,6)
15. Assess and remediate one’s own learning needs. (AOA; 1,2,5)
16. Describe how to keep current with preventive services recommendations. (AOA; 3, 7)
17. Discuss the roles of multiple members of a healthcare team (e.g., pharmacy, nursing, social work, and allied health and medical specialists). (AOA; 3,4,7)
18. Participate as an effective member of a clinical care team including professional behavior, written and oral communications. (AOA; 3, 4)
19. Be exposed to issues specific to the management of chronic diseases including using best evidence, and systems-based practice resources such as group visits, public health resources, and patient education techniques to the management of chronic diseases from the weekly topic list. (AOA; 3,7)
20. Use osteopathic principles and techniques to integrate structural examination components into the diagnosis of common complaints seen in a primary care office. Be able to use OMM to treat common primary care diagnoses when appropriate. (AOA; 1)
21. Connect patient problems to structural factors like socioeconomic status, race, gender, and public policy, when indicated; advocate for equity in health outcomes, and serve as a resource to patients and communities in the pursuit of equity in health; demonstrate humility when communicating with patients and the healthcare team about the health impacts of structural factors. (8)

Adapted from the Society of Teachers of Family Medicine, STFM Family Medicine Clerkship Curriculum
Instructional Methods

Through completion of the clerkship activities, and the online assignments and readings, students will achieve mastery of the CLO's and competencies at a level appropriate to a third-year medical student.

The categories of learning activities are as follows:

- Clinical rotations, associated didactic activities, and tracking of those activities through logs
- Online interactive cases - Aquifer
- Online didactic sessions - eConferences
- Online quizzes - COMBANK
- Self-Directed PowerPoint presentations and web site links including guidelines and videos
- Required reading

Required Assignments

Required Assignments are associated with course learning outcomes (CLOs). Assignments, if completed adequately, will allow students to achieve an appropriate level of mastery over the CLO’s. For details on requirements, review “Section IV: Clinical Curriculum” in the TUCOM Clinical Rotation Manual. Each of the required assignments also is detailed in accompanying curricular documents.

1. Reading Assignments
2. PowerPoint Lectures on Osteopathic Principles and Practice and OMT
3. Logs of clinical activities and procedures
4. Aquifer cases
5. eConferences
6. COMBANK quizzes
7. COMAT end of rotation examination

For each core course students must complete the Reading assignments, the OMM PowerPoints, logs, Aquifer cases, take a COMBANK quiz, and pass the COMAT examination. Students must attend all scheduled eConferences. For each core course, students must complete one or two site evaluations and receive a clinical performance evaluation from their primary preceptor.

Clinical Resources

The Boards and the COMAT examination are just one aspect of medical training assessment. While a board review system is appropriate and important for these examinations, it is not sufficient to ensure students are becoming well-trained physicians. In addition to clinical and faculty resources available through rotation sites, resources online are provided to round out clinical training.

Selected Didactic Resources

The curricular resources are selected to ensure students have an understanding of the depth and breadth of the materials with which they should become competent. Aquifer cases are required and if incomplete will
result in loss of points towards the final grade. Reading assignments are required but not graded. Other links are delineated as either required or highly recommended but also not graded.

The reading assignments and links have been carefully chosen to give coverage of critical family medicine topics at a depth appropriate to a third year medical student. They have been carefully chosen to give exposure to important textbooks and articles with which attendings will expect students to be familiar with. Every student should read at least one chapter and one article every day. Read about the patients seen that day and if weak in certain areas, those topics should be reviewed on days with no different or unique clinical encounters. Students should not use a board review book for their primary reading source. Board review books should be used for board preparation and COMAT preparation. Students should not rely exclusively on one reading resource such as UptoDate but rather should try Harrison’s Principles of Internal Medicine, CURRENT Medical Diagnosis & Treatment and other online resources listed in the reading assignments and online at Access Medicine. Again, the selection chosen is designed to guide students in appropriate reading choices, not to limit them. If students are assigned reading on a topic by preceptors, but not given a specific chapter or article, they should use the resource listed here. If students see a patient with a diagnosis listed below, they should use the reading assignment to review the topic. The order in which students read the assignments is not important - it should be tailored to align with individual learning styles, clinical experience and student schedules.

Textbooks And Supplemental Materials

Textbooks

2. CURRENT Medical Diagnosis and Treatment, 60th edition (2021) – Maxine A. Papadakis, Stephen J. McPhee, Michael W. Rabow
5. An Osteopathic Approach to Diagnosis and Treatment, 3rd edition (2005) - Eileen L. DiGiovonna, Stanley Schiowitz, Dennis J. Dowlong (ebook not available through Touro library)

Online Resources

- 2014 Evidence-Based Guideline for the Management of High Blood Pressure in Adults (JNC8 Report)
- 2017 Guideline for the Prevention, Detection, Evaluation, and Management of High Blood Pressure in Adults
- 2018 ACC/AHA Guideline on the Management of Blood Cholesterol
- BMI calculator from CDC
- Journal of the American Medical Association (JAMA)
- Journal of the American Osteopathic Association (JAOA)
- National Heart Lung and Blood Institute (NHLBI)
  - Monogram from NHLBI on Obesity
  - NHLBI Publications and Resources
• **UptoDate**

**Other Resources**

- **TUC Library** (board review materials, textbooks, articles, and more)
- **Aquifer Interactive Cases**
- **Truelearn COMBANK**

**Additional Course Specific Requirements**

- Attendance - No more than three days excused absence is allowed.
- Participation - Full participation as directed by Adjunct Faculty and completion of required assignments on time.
- Clothing - Professional attire, white coats.
- Equipment - Stethoscope, reflex hammer, computer and internet access.

**Assessment And Grading**

TUCOM Clinical course grades for the Class of 2023 and later are issued as **Pass/Fail/Honors**.

To pass a core rotation, students must satisfy the following criteria at the end of the course.

- A combined total score of 70% of all elements of the rotation must be received
- A Pass must be received on the CPE.
- A passing grade must be received on the COMAT examination.

**Weighted Percentages**

All assignments are required. The weighted percentages of all core course components are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>45.0%</td>
</tr>
<tr>
<td>Student Site Evaluation(s)</td>
<td>2.0%</td>
</tr>
<tr>
<td>Aquifer cases</td>
<td>7.0%</td>
</tr>
<tr>
<td>Logs</td>
<td>7.0%</td>
</tr>
<tr>
<td>eConferences</td>
<td>5.0%</td>
</tr>
<tr>
<td>COMBANK quiz</td>
<td>4.0%</td>
</tr>
<tr>
<td>COMAT Post Rotation Examination</td>
<td>30.0%</td>
</tr>
<tr>
<td><strong>Course total</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Honors**

To receive Honors for a Passed Core Course the following criteria must be met:

- Recommendation for Honors on received CPE
All assignments must be completed **on time** and receive scores ≥70% (including eConferences)
Standard COMAT score ≥ 107

**Family Medicine Topics List and Assigned Reading**

Topics are divided by week but should not necessarily be used as a determining factor of when to read about each topic. Learning is most effective when reading and assignments, such as Aquifer cases, reinforce clinical experience as the student progresses through rotation. Students should try to cover all these topics well, and consult a board review book for an overview of all topics to study to prepare for the COMAT and Boards. In addition to the reading assignments, students are required to complete Aquifer cases and view the online OMM power points available in the Canvas course. Other requirements, which include logs, clinical activities and evaluations, are referenced in the overview to clinical activities and canvas.

<table>
<thead>
<tr>
<th>Weekly Topics</th>
<th>Weekly Reading Assignments</th>
</tr>
</thead>
</table>
| **Week 1 and 2: Health Promotion / Disease Prevention** | • **Harrison’s Principles of Internal Medicine:**  
  o Ch.4 - Screening and Prevention of Disease  
  o Ch.66 - Prevention and Early Detection of Cancer  
  • **UptoDate:**  
  o Alcohol use disorder: Epidemiology, pathogenesis, clinical manifestations, adverse consequences, and diagnosis  
  o Psychosocial treatment of alcohol use disorder  
  o Pharmacotherapy for alcohol use disorder  
  • **Monograph from NHLBI on Obesity**  
  • **CURRENT Medical Diagnosis and Treatment:**  
  o Ch.1 - Disease Prevention & Health Promotion  
  • **Foundations of Osteopathic Medicine:**  
  o Ch.20.B - Environmental Issues |
| 1. Well adult care  
  3. Cancer screening  
  4. Obesity  
  5. Elder abuse / child abuse | |
### Week 5: Symptom Based Primary Care
1. Cough
2. Insomnia, fatigue and other sleep disturbances
3. Neuropathic pain
4. Syncope

### Week 6: Other Chronic Disease
1. Atopic disease: asthma, eczema and allergies
2. Osteoarthritis
3. Osteoporosis

### Week 7 Topics: Primary Care Neurology and Musculoskeletal
1. Alzheimer’s
2. Bell's Palsy
3. Headache
4. Multiple sclerosis
5. Parkinson’s
6. Sports Medicine for the primary care doctor
7. Low back pain

### Week 8 Topics Primary Care Gastro-Intestinal/Genitourinary
1. BPH
2. Incontinence
3. Prostatitis and prostate CA
4. Pyelonephritis
5. UTI, bacteriuria
6. Contraception
7. GERD / PUD
8. IBS

### Somatic Dysfunction in Osteopathic Family Medicine:
- Ch.18 - The Patient with Hypertension
- Ch.21 - The Patient with Thyroid Disease

### JAOA:
- Effects of osteopathic manipulative treatment on diabetic gastroparesis, Van Ravenswaay, V., Hain, S., Grasso, S., Shubrook, J. JAOA June 2015; 115(7):452-458

### Harrison’s Principles of Internal Medicine:
- Ch.11 - Pain: Pathophysiology and Management
- Ch.20 - Syncope
- Ch.27 - Sleep Disorders
- Ch.34 - Cough and Hemoptysis
- Ch.52 - Eczema, Psoriasis, Cutaneous Infections, Acne, and Other Common Skin Disorders
- Ch.254 - Asthma
- Ch.332 - Osteoarthritis
- Ch.354 - Osteoporosis

### UptoDate:
- Evaluation of Sub-acute and Chronic Cough in Adults
- An overview of asthma management

### Foundations of Osteopathic Medicine:
- Ch.42.B - Uncontrolled Asthma (review)
- Ch.43.A - Multiple Small Joint Diseases in an Elderly Patient

### Harrison’s Principles of Internal Medicine –
- Chapter 14 - Headache
- Chapter 371 - Dementia
- Chapter 372 - Parkinson's Disease and Other Movement Disorders
- Chapter 376 - Trigeminal Neuralgia, Bell's Palsy, and Other Cranial Nerve Disorders
- Chapter 95 - Benign and Malignant Diseases of the Prostate
- Chapter 288 - Urinary Tract Infections, Pyelonephritis, and Prostatitis

### UptoDate:
- Screening for prostate cancer
- Treatment of urinary incontinence in females

### CURRENT Medical Diagnosis and Treatment:
Ch.41 - Sports Medicine & Outpatient Orthopedics

### Foundations of Osteopathic Medicine:
- Ch.42.D - Elderly Patient with Dementia
- Ch.43.D - Cervicogenic Headache (Review)
| 9. Functional Constipation | Ch.42.A - Acute Low Back Pain  
**Somatic Dysfunction in Osteopathic Family Medicine:**  
Ch.11 - The Athlete  
Ch. 22 - The Patient with Parkinson’s Disease  
**An Osteopathic Approach to Diagnosis and Treatment:** Ch.115 - Renal and Urological Considerations |

---

**Family Medicine Logs: Procedures and Diagnoses**

Procedures and Diagnoses Logs are designed to guide students during their clinical clerkship with regard to the clinical experience and didactic material they are expected to encounter. Logs are entered directly in CANVAS. For each procedure, the student will have to indicate if they were directly exposed to the procedure or if they had to refer to an alternative experience such as: Aquifer case, Article, Reading Assignment or Video.

**FM Procedures**

- FM: Clean catch urine
- FM: Describe skin lesion
- FM: Determine cholesterol goals based on current guidelines
- FM: Diabetic diet patient counseling
- FM: Diabetic foot examination
- FM: Elicit a focused history and physical
- FM: Evidence based depression screening
- FM: Evidence based domestic violence screening
- FM: Focused physical exam for back pain with osteopathic considerations
- FM: Give a complete presentation of a patient with osteopathic considerations
- FM: Give an exercise prescription
- FM: Injection, subcutaneous
- FM: Injection, intramuscular
- FM: Insulin therapy, patient counseling
- FM: Interpret CBC
- FM: Interpret chemistry panel
- FM: Interpret lipid lab test
- FM: Interpret PPD test
- FM: Interpret thyroid lab tests
- FM: Interpret UA
- FM: Joint aspiration
- FM: Joint fluid examination
- FM: Joint injection
- FM: Lifestyle counseling
- FM: Lifestyle health risk assessment
- FM: Oral inhaler technique
FM: Patient counseling: overweight, nutrition, diet, weight loss
FM: Peak airflow measurement
FM: Perform finger stick glucose/glucometer testing
FM: Present a patient in 2 minutes
FM: Present a patient in 5 minutes
FM: Read and interpret abdominal X-Ray
FM: Read and interpret chest X-Ray
FM: Smoking cessation counseling
FM: SOAP note: acute or urgent care visit
FM: SOAP note: chronic disease
FM: Spirometry interpretation
FM: Stool guaiac testing
FM: Stress management counseling
FM: Throat culture
FM: Write H&P complete (include osteopathic considerations)
FM: Write prescription

Required during FM core rotation:

OMM: FM Documentation of an Osteopathic Structural Exam (OSE)
OMM: FM Osteopathic Manipulative Treatment (OMT) with Documentation

FM Diagnose

FM: Addiction and Abuse: alcohol
FM: Addiction and Abuse: domestic violence
FM: Addiction and Abuse: non-prescription drug abuse
FM: Addiction and Abuse: prescription drugs abuse
FM: Addiction and Abuse: tobacco
FM: Alzheimer's
FM: Atopic disease: asthma, eczema and allergies
FM: Bell's Palsy
FM: BPH
FM: CAD, risk assessment & management
FM: Cancer Screening: female, all age ranges
FM: Cancer screening: male, all age ranges
FM: Cough
FM: Diabetes
FM: Headache
FM: Hyperlipidemia/dysmetabolic syndrome
FM: Hypertension
FM: Incontinence
FM: Insomnia, fatigue and other sleep disturbances
FM: Multiple sclerosis
FM: Neuropathic pain
FM: Obesity
FM: Osteoarthritis
Family Medicine Aquifer Case

Aquifer Cases are required for all core courses.

The TUCOM - Family Medicine course accessible in the Aquifer platform, contains a selection of cases presented as interactive self-directed learning activities and aimed at improving students’ clinical skills and medical knowledge during their Family Medicine core rotation.

Students have to complete 10 cases of their choice by the end of this 8-week core rotation.

eConferences Family Medicine

There will be two interactive case conferences during each of the Family Medicine rotation blocks. Attendance and participation is mandatory.

Family Medicine eConferences will take place virtually on Thursday afternoons at 3:00 PM PST/PDT (see course calendar in Canvas) on Zoom, and will be hosted by Dr. Christina Kinnevey and Clinical Teaching Students.

All students are expected to submit a case seen on their clinical rotation prior to the first eConference during the block. All cases should include structural competency/social determinants of health and osteopathic principles and practice considerations. Students will be notified if their case is chosen for the upcoming eConference.

Case submission form and eConference zoom link are available in canvas: Family Medicine course.

Family Medicine COMAT Examination
It is required that students pass COMAT. In order to ensure they are prepared we highly recommend that students select a board review book and study from it throughout the rotation. It is also required that students do practice questions using COMBANK and recommend that students pursue more than the required questions as needed.

Family Medicine COMAT Objectives

Based on general learner-centered objectives, as outlined in the Family Medicine Examination Blueprint, the examinee will be required to demonstrate the ability to apply:

1. Foundational content knowledge to situations and patient presentations encountered in clinical settings and important to Family Medicine.
2. Foundational content knowledge and clinical problem-solving ability related to particular physician tasks critical to Family Medicine.
3. Knowledge and clinical problem-solving as related to the Fundamental Osteopathic Medical Competency Domains, including osteopathic principles and practice and OMT, osteopathic medical knowledge, interpersonal and communication skills, practice-based learning and improvement, systems-based practice, professionalism and patient care.

For Family Medicine, the examinee will be required to demonstrate the ability to diagnose and manage selected patient presentations and clinical situations involving, but not limited to:

1. **General:** Patients presenting for routine examinations, patients presenting for routine screening, patients presenting for vaccinations/preventive care, patients presenting with health care delivery concerns
2. **Cardiovascular System Disorders & Presentations:** Asymptomatic patient with a cardiovascular disorder, symptomatic patient with undifferentiated symptoms related to the cardiovascular system, arrhythmias, coronary artery disease, heart failure, hypertension/hypotension, left ventricular hypertrophy/cardiomyopathies, pericarditis, valvular heart disease, murmurs & congenital heart disease, vascular (venous, arterial, lymph) disorders
3. **Endocrine System Disorders & Presentations:** Asymptomatic patient with an endocrine disorder, symptomatic patient with undifferentiated symptoms related to the endocrine system, adrenal disease, diabetes-related issues, dyslipidemia, electrolyte & serum mineral disorders, growth/puberty & weight-related presentations, gynecologic & male hypogonadism/gynecomastia, heat/cold intolerance or heat-related conditions, osteoporosis/osteomalacia, pituitary disease, thyroid/parathyroid disease
4. **Gastrointestinal System Disorders & Presentations:** Asymptomatic patient with a gastrointestinal disorder, symptomatic patient with undifferentiated symptoms related to the gastrointestinal system, anorectal disorders/hernias, gastric disorders, hepatobiliary disorders, mouth/oropharynx/esophageal disorders, nutritional & vitamin deficiencies/nutritional replacement, pancreatic disorders, poisonings/ingestions/foreign bodies, small large bowel disorders
5. **Genitourinary/Renal & Gynecologic/Reproductive System Disorders & Presentations:** Asymptomatic patient with a GU/GYN/reproductive disorder, symptomatic patient with undifferentiated symptoms related to these systems, abnormal vaginal bleeding/menstrual-related disorders, boy’s/men’s health, breast disorders, contraceptive management, developmental/sexuality, incontinence, menopause/hormone replacement therapy, ovarian/uterine
disorders, pregnancy-related presentations, renal disease/disorders, sexually transmitted infections, urinary tract infections, vulvovaginal & cervical disorders

6. **Hematology/Oncology & Immune System Disorders & Presentations:** Asymptomatic patient with a hematology/oncology or immune disorder, symptomatic patient with undifferentiated symptoms related to these systems, anemias, bleeding disorders, hypercoagulability disorders/hereditary thrombophilias/proliferative disorders, autoimmune disorders, HIV/AIDS/immune deficiencies, cancers of the blood/lymph systems, endocrine cancers, gastrointestinal cancers, genitourinary cancers, gynecologic cancers, respiratory cancers, skin cancers, bone/muscle cancers, breast cancer, neuro/ophthalmologic cancers

7. **Musculoskeletal/Integumentary System Disorders & Presentations:** Asymptomatic patient with a musculoskeletal or dermatologic disorder, symptomatic patient with undifferentiated symptoms related to the musculoskeletal or integumentary systems, elbow & lower arm disorders/somatic dysfunction, head & neck disorders/somatic dysfunction, hip & upper leg disorders/somatic dysfunction, lumbar, pelvic & sacral disorders/somatic dysfunction, shoulder & upper arm disorders/somatic dysfunction, thoracic and rib disorders/somatic dysfunction, wrist & hand disorders/somatic dysfunction, ankle/Foot disorders/somatic dysfunction, arthritis/vasculitis/inflammatory conditions, knee & lower leg disorders/somatic dysfunction, soft tissue syndromes

**Dermatology:** Benign & premalignant growths/lesions, hair, nail, sweat gland & keratinization disorders, hypersensitivity/allergic/autoimmune skin disorders, infectious skin disorders, infestations/bites/burns/trauma, inflammatory skin disorders, pigmentation disorders, skin manifestations of systemic disease

8. **Psychiatry/Neurology System Disorders & Presentations** Asymptomatic patient with a psychiatric or neurologic disorder, symptomatic patient with undifferentiated symptoms related to the psychiatric or neurologic systems, abuse/substance abuse/eating disorders, anxiety disorders, developmental/behavioral & neurologic problems in children/adolescents, mood and adjustment disorders, personality disorders, schizophrenia & other psychotic disorders, sleep-related disorders, somatoform disorders

**Neurology:** Cerebrovascular disease/TIA/CVA/syncope, dementia/delerium, demyelinating/degenerative & neuromuscular conditions, headaches, meningitis/infectious disorders, neuropathies/neuropathic disorders/chronic pain syndromes, seizure disorders

9. **Respiratory System Disorders & Presentations** Asymptomatic patient with a respiratory disorder, symptomatic patient with undifferentiated symptoms related to the respiratory system, ear disorders, eye disorders, neck/salivary gland disorders, nose/sinus disorders, oral/pharynx disorders, pulmonary infectious disorders, pulmonary obstructive disorders, pulmonary restrictive & occupational disorders, pulmonary vascular disorders & pulmonary edema

These objectives are from the NBOME website and do not reflect any changes on the part of TUCOM faculty. For additional information: [NBOME Family Medicine COMAT](http://www.nbome.org/)

| 128 |
INTERNAL MEDICINE I&II CORE CLERKSHIPS
CLNC 700A & 700B - 12 Units
Syllabus 2021-2022 Academic Year
Touro University CA – College of Osteopathic Medicine

COURSE DIRECTORS
K. Scott Whitlow, DO, FAAEM
Associate Dean, Clinical Education Dpt.
Professor of Emergency Medicine and Medical Toxicology
(707) 638-5288
kscott.whitlow@tu.edu

Nicole Peña, DO
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(707)-638-5217
nicole.pena@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education Dpt.
Associate Professor
(707) 638-5917
nathalie.garcia-russell@tu.edu

ADMINISTRATIVE SUPPORT
Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
irina.jones@tu.edu

3rd Year Clerkship and Program Coordinators
tuc.year3teamced@tu.edu

Assessment Coordinators
tuc.ced.grades@tu.edu

INSTRUCTORS
Dr. Georgia Allen, DO
Assistant Professor
Primary Care Dept.
(707) 638-523
georgia.allen@tu.edu

Nicole Peña, DO
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(O) 707-638-5217, (C) 925-899-5495
nicole.pena@tu.edu

Adjunct Clinical Faculty at Core Rotation Sites
Contact core site administrators

COURSE CONSULTANT
Howard Feinberg, DO
Professor of Rheumatology
Associate Dean for Graduate Medical Education and Program Development
(707) 638-5931
howard.feinberg@tu.edu
ADA Notification

Touro University California complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. Touro University California students with disabilities seeking reasonable accommodations should do so through the TUC Director of Academic Support.

Safe Learning Environment

TUC community members share a commitment to social justice. This commitment includes the need to create safe learning and environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. It is expected that we (Faculty, Students and Staff) treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

Diversity Statement

TUCOM values perspectives of individuals from all backgrounds of our students including race, gender expression, gender identity, sexual orientation, country of origin, physical and learning abilities, and religious affiliations. TUCOM strives to make the curriculum and the learning environments inclusive safe spaces for all students. TUCOM rejects bigotry, racism, violence, discrimination, or intimidation of any kind. If learners see ways in which we can improve please let the Course/Administrative Coordinators and/or the Associate Dean of Academic Affairs know.
Course Description Internal Medicine Core Rotation

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 Rotation Manual and Canvas.

TUCOM Mission Statement

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and postdoctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

Alignment of Course Outcomes and Competencies with TUCOM Mission

The curricula for all of the core courses during the clinical years are 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 learn 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.

AOA Competencies – TUCOM Program Learning Outcomes Addressed

The following competencies are addressed in this course:

1. Osteopathic philosophy/Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. Systems Based Practice
8. Structural Competency

Course Learning Outcomes (CLOs)
The learning outcomes of the Internal Medicine Course are based on the eight TUCOM Program Learning Outcomes. The course 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. 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)
2. Provide patient care that incorporates a strong fund of applied osteopathic medical knowledge and best medical evidence, osteopathic principles and practices, sound clinical judgment, and patient and family preferences. (AOA; 1,3)
3. Demonstrate the ability to effectively perform a medical interview, gather data from patients, family members, and other sources, while establishing, maintaining, and concluding the therapeutic relationship and in doing so, show effective interpersonal and communication skills, empathy for the patient, awareness of biopsychosocial issues, and scrupulous protection of patient privacy. (AOA; 3,4)
4. Demonstrate the ability to perform a physical examination, including osteopathic structural and palpatory components, as well as the ability to perform basic clinical procedures important for generalist practice. (AOA; 1,3)
5. Demonstrate analytical thinking in clinical situations and the ability to formulate a differential diagnosis based on the patient evaluation and epidemiological data, to prioritize diagnoses appropriately, and to determine the nature of the concern or problem, in the context of the life cycle and the widest variability of clinical environments. (AOA;2, 3)
6. Demonstrate the ability to develop and initiate an appropriate evidence-based, cost-effective, patient-centered management plan including monitoring of the problem, which takes into account the motivation, willingness, and ability of the patient to provide diagnostic information and relief of the patient’s physical and psychological distress. Include patient counseling and education. Management should be consistent with osteopathic principles and practices including an emphasis on preventive medicine and health promotion that is based on best medical evidence. (AOA; 1,3)
7. Demonstrate the ability to work effectively with other members of the health care team in providing patient-centered care, including synthesizing and documenting clinical findings, impressions, and plans, and using information technology to support diagnostic and therapeutic decisions. This should include interpersonal and communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams by applying related osteopathic principles and practices. (AOA; 1,3,4)
8. Demonstrate the ability to describe and apply fundamental epidemiological concepts, clinical decision-making skills, evidence-based medicine principles and practices, fundamental information mastery skills, methods to evaluate relevance and validity of research information, and the clinical significance of research evidence. (AOA; 2,6)
9. Demonstrate effective written and electronic communication in dealing with patients and other health care professionals. Maintain accurate, comprehensive, timely, and legible medical records. (AOA; 3,4)
10. Demonstrate milestones that indicate a commitment to excellence with ongoing professional development and evidence of a commitment to continuous learning behaviors. (AOA; 5)
11. Demonstrate an understanding of the important physician interventions required to evaluate, manage, and treat the clinical presentations that will or may be experienced in the course of practicing osteopathic medicine by properly applying competencies and physician tasks, incorporating applied
medical sciences, osteopathic principles, and best available medical evidence. This would also include, but not be limited to, incorporating the following physician tasks: (AOA; 1,3,6)

1. Health promotion and disease prevention.
2. History and physical examination.
3. Appropriate use and prioritization of diagnostic technologies.
4. An understanding of the mechanisms of disease and the normal processes of health.
5. Health care delivery.
6. Osteopathic principles, practices and manipulative treatment as related to the appropriate clinical encounters.

12. Using all of the outcomes listed above as a framework for gathering and integrating knowledge, demonstrate competency in the area of medical knowledge in the disease states listed in the course topics. (AOA; 2)

13. Systems-based practice is an awareness of and responsiveness to the larger context and systems of health care, and it is the ability to effectively identify and integrate system resources to provide osteopathic medical care that is of optimal value to individuals and society at large. Students are expected to obtain a beginning understanding and awareness of the larger context and systems of health care, and effectively identify systems’ resources to maximize the health of the individual and the community at large. (AOA; 7)

14. Connect patient problems to structural factors like socioeconomic status, race, gender, and public policy, when indicated; advocate for equity in health outcomes, and serve as a resource to patients and communities in the pursuit of equity in health; demonstrate humility when communicating with patients and the healthcare team about the health impacts of structural factors. (8)

Adapted from the NBOME Fundamental Osteopathic Medical Competencies.

Instructional Methods

Through completion of the clerkship activities, and the online assignments and readings, students will achieve mastery of the CLO's and competencies at a level appropriate to a third year medical student.

The categories of learning activities are as follows:

- Clinical rotations, associated didactic activities, and tracking of those activities through logs
- Online interactive cases - Aquifer
- Online didactic sessions - eConferences
- Online quizzes - COMBANK
- Self-Directed PowerPoint presentations and web site links including guidelines and videos
- Required reading

Required Assignments

Required Assignments are associated with course learning outcomes (CLOs). Assignments, if completed adequately will allow students to achieve an appropriate level of mastery over the CLO’s.
For details on requirements, review “Section IV: Clinical Curriculum” in the TUCOM Clinical Rotation Manual. Each of the required assignments also is detailed in accompanying curricular documents.

1. Reading assignments
2. PowerPoint lectures on Osteopathic Principles and Practice and OMT
3. Logs of clinical activities and procedures
4. Aquifer cases
5. eConferences
6. COMBANK quizzes
7. COMAT end of rotation examination

For each core course students must complete the reading assignments, the OMM PowerPoints, logs, Aquifer cases, take a COMBANK quiz, and pass the COMAT examination. Students must attend all scheduled eConferences. For each core course students must complete one or two site evaluations and receive a clinical performance evaluation from their primary preceptor.

Clinical Resources

The Boards and the COMAT examination are just one aspect of medical training assessment. While a board review system is appropriate and important for these examinations, it is not sufficient to ensure students are becoming well-trained physicians. In addition to clinical and faculty resources available through rotation sites, resources online are provided to round out clinical training.

Selected Didactic Resources

The curricular resources are selected to ensure students have an understanding of the depth and breadth of the materials with which they should become competent. Aquifer cases are required and if incomplete will result in loss of points towards the final grade. Reading assignments are required but not graded. Other links are delineated as either required or highly recommended but also not graded.

The reading assignments and links have been carefully chosen to give coverage of critical family medicine topics at a depth appropriate to a third-year medical student. They have been carefully chosen to give exposure to important texts books and articles with which attendings will expect students to be familiar with. Every student should read every day, at least one chapter and one article. Read about the patients seen that day and if necessary, review weak areas on days where there are no new clinical encounters. Students should not use a board review book for their primary reading source. Board review books should be used for board prep and COMAT preparation source. Students should not rely exclusively on one reading resource such as UptoDate but rather try Harrison’s, CURRENT Medical Diagnosis & Treatment, other online resources from MD Consult or Access Medicine. Again, the selection chosen is designed to guide students in appropriate reading choices, not to limit them. If students are assigned reading on a topic by preceptors, but not given a specific chapter or article, they should use the resource listed here. If students see a patient with a diagnosis listed below, they should use the reading assignment to review the topic. The order in which students read the assignments is not important - it should be tailored to align with individual learning styles, clinical experience and student schedules.
Textbooks And Supplemental Materials

Textbooks

2. **CURRENT Medical Diagnosis and Treatment, 59th edition** (2020) – Maxine A. Papadakis, Stephen J. McPhee, Michael W. Rabow
4. **Foundations of Osteopathic Medicine, 4th edition** (2018) – Michael A. Seffinger (ebook is not available through Touro library yet - only 3rd edition available)
7. Board review book

Online Resources

- Annals of Internal Medicine
- Archives of Internal Medicine
- AAFP Family Medicine Journals
- American College of Physicians, Internal Medicine Essentials for Students
- The British Medical Journal
- Case Files Internal Medicine
- Journal of the American Osteopathic Association (JAOA)
- The Lancet
- New England Journal of Medicine
- UpToDate
- Underground Med Short videos

Other Resources

- TUC Library (board review materials, textbooks, articles, and more)
- Aquifer Interactive Cases
- Truelearn COMBANK

Other Course Specific Requirements

- Attendance - see Clinical Rotation Manual
- Participation - full participation as directed by Adjunct Faculty and completion of required assignments on time
- Clothing - professional attire, white coats
- Equipment - stethoscope, reflex hammer, computer and internet access
Assessment And Grading

TUCOM Clinical course grades for the Class of 2023 and later are issued as **Pass/Fail/Honors**.

To pass a core rotation, students must satisfy the following criteria at the end of the course.
- A combined total score of 70% of all elements of the rotation must be received
- A Pass must be received on the CPE.
- A passing grade must be received on the COMAT examination.

**Weighted Percentages**
All assignments are required. The weighted percentages of all core course components are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>45.0%</td>
</tr>
<tr>
<td>Student Site Evaluation(s)</td>
<td>2.0%</td>
</tr>
<tr>
<td>Aquifer cases</td>
<td>7.0%</td>
</tr>
<tr>
<td>Logs</td>
<td>7.0%</td>
</tr>
<tr>
<td>eConferences</td>
<td>5.0%</td>
</tr>
<tr>
<td>COMBANK quiz</td>
<td>4.0%</td>
</tr>
<tr>
<td>COMAT Post Rotation Examination</td>
<td>30.0%</td>
</tr>
<tr>
<td><strong>Course total</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Honors**
To receive Honors for a Passed Core Course the following criteria must be met:
- Recommendation for Honors on received CPE
- All assignments must be completed **on time** and receive scores ≥70% (including eConferences)
- Standard COMAT score ≥ 107

**Internal Medicine Topics List and Reading Assignments**
Topics are divided by week but should not necessarily be used as a determining factor of when to read about each topic. Learning is most effective when reading and assignments, such as Aquifer cases, reinforce clinical experience as the student progresses through rotation. Students should try to cover all these topics well, and consult a board review book for an overview of all topics to study to prepare for the COMAT and Boards.
In addition to the reading assignments, students are required to complete Aquifer cases and view the online OMM power points available in the Canvas course. Other requirements, which include logs, clinical activities and evaluations, are referenced in the overview to clinical activities and canvas.

<table>
<thead>
<tr>
<th>Weekly Topics</th>
<th>Weekly Reading Assignments</th>
</tr>
</thead>
</table>
| **Week 1 and 2: Cough and Shortness of Breath, Cardiovascular and Respiratory** | • **CURRENT Medical Diagnosis and Treatment, 59th edition:**  
  o Prt. 2 - sections on Cough, Dyspnea and Chest Pain,  
  o Prt. 9 - Pulmonary Disorders,  
  o Prt. 10 - Heart Disease  
• **UptoDate:**  
  o Outpatient evaluation of the adult with chest pain  
  o Evaluation of the adult with chest pain in the emergency department,  
  o Patient education: Chest pain  
  o Management of infection in exacerbations of chronic obstructive pulmonary disease  
  o Management of exacerbations of chronic obstructive pulmonary disease  
  o Acute bronchitis in adults  
  o Community-acquired pneumonia in adults: Assessing severity and determining the appropriate site of care  
  o Treatment of community-acquired pneumonia in adults who require hospitalization  
  o Treatment of community-acquired pneumonia in adults in the outpatient setting  
• **Foundations of Osteopathic Medicine, 4th edition:**  
  o 43C: Osteopathic Considerations in Pulmonary, Case Study: Difficulty in Breathing  
• **Somatic Dysfunction in Osteopathic Family Medicine, 2nd edition:**  
  Part III Clinical Conditions:  
  o Ch. 25 - The Patient with Lower Respiratory Tract Problems,  
  o Ch. 27 - The Patient with Congestive Heart Failure  
• **An Osteopathic Approach to Diagnosis and Treatment, 3rd edition:**  
  o Ch. 112 - Pulmonary Applications,  
  o Ch. 113 - Cardiac Applications |
### Week 3 and 4: Common Inpatient issues, other Infectious Disease and Cancer

1. Medical consequences of Chronic Alcohol Abuse (liver covered in different week)
2. Diabetes Mellitus, DKA, Hyperosmolar State, medical consequences of Diabetes
3. Guillain-Barre Syndrome and CIDP
4. Altered Mental Status including: delirium, dementia, confusion, and disorientation
5. HIV/AIDS
6. Cellulitis
7. Osteomyelitis
8. Tuberculosis
9. Sepsis including diagnostic and classification criteria
10. Cancers of the female and male organs including breast, ovarian, cervical, uterine, and prostate cancers

**Harrison’s Principles of Internal Medicine, 20th edition:**
- Ch. 396-398 - Diabetes Mellitus,
- Ch. 432 - Disorders of the Autonomic Nervous System,
- Ch. 24 - Confusion and Delirium,
- Ch. 197 - Human Immunodeficiency Virus Disease: AIDS and Related Disorders,
- Ch. 126 - Osteomyelitis,
- Ch. 173 - Tuberculosis

**Other Articles and Resources:**
- Inpatient Management of Diabetes Mellitus,
- Guillain-Barre Syndrome,
- Basic TB Facts

**UptoDate:**
- Overview of the chronic neurologic complications of alcohol,
- Clinical manifestations and diagnosis of alcoholic fatty liver disease and alcoholic cirrhosis
- Management of moderate and severe alcohol withdrawal syndromes,
- Diabetic ketoacidosis and hyperosmolar hyperglycemic state in adults: Clinical features, evaluation, and diagnosis,
- Diabetic ketoacidosis and hyperosmolar hyperglycemic state in adults: Treatment,
- Delirium and acute confusional states: Prevention, treatment, and prognosis
- Diagnosis of delirium and confusional states
- Cellulitis and skin abscess: Clinical manifestations and diagnosis
- Methicillin-resistant Staphylococcus aureus (MRSA) in adults: Treatment of skin and soft tissue infections
- Preseptal Cellulitis
- Orbital Cellulitis

**An Osteopathic Approach to Diagnosis and Treatment, 3rd edition:**
- Ch. 107 - Lymphatics

### Week 5 and 6: Thyroid, Autoimmune and Rheumatic

**CURRENT Medical Diagnosis and Treatment, 59th edition:**
- Prt. 20 - Rheumatologic, Immunologic, & Allergic Disorders,
- Prt. 26 - Diseases of the Thyroid Gland
1. Thyroid disease including hypothyroid and hyperthyroid states, thyroid cancer, thyroiditis.
2. Endocrine neoplasias
3. Sjögren’s Syndrome
4. Behcet’s
5. SLE
6. RA and inflammatory arthritis
7. Osteoarthritis
8. Systemic Sclerosis
9. Seronegative Spondyloarthropathies
10. Vasculitic Syndromes including ANCA positive and negative diseases
11. Sarcoïdosis
12. Polymyalgia rheumatica
13. Idiopathic inflammatory myopathies

• **Harrison’s Principles of Internal Medicine, 20th edition:**
  - Ch. 348 - Autoimmunity and Autoimmune Diseases,
  - Ch. 356 - The Vasculitis Syndromes
• **Case Files - Thyroid cases**
• **UptoDate:**
  - Clinical manifestations and diagnosis of pulmonary sarcoidosis,
  - Extrapulmonary manifestations of sarcoidosis
• **Other Articles and Resources:**
  - Rheumatology diagnostic criteria

---

Week 7 and 8: Renal and Gastrointestinal

1. Hepatitis (infectious and non-infectious)
2. Cirrhosis
3. Alcoholic Liver Disease and systemic complications
4. Non-Alcoholic Fatty Liver including NASH (non alcoholic fatty steatosis), and NAFD (non alcoholic fatty liver disease)
5. Cholangitis and cholecystitis
6. Pancreatitis
7. Diverticulosis, and diverticulitis
8. Inflammatory bowel disease and irritable bowel disease
9. Fluid and electrolyte imbalances and management
10. CKD: Chronic Kidney Disease
11. ARD: Acute Renal Disease
12. Anemia
13. Glomerular disease: nephritis, nephrosis, and proteinuria
14. GI motility and malabsorption disorders
15. G.I. and renal malignancies

• **Harrison’s Principles of Internal Medicine, 20th edition:**
  - Ch. 329 - Approach to the Patient with Liver Disease
• **CURRENT Medical Diagnosis and Treatment, 59th edition:**
  - Prt. 16 - Liver, Biliary Tract, & Pancreas Disorders,
  - Prt. 22 - Kidney Disease
• **UptoDate:**
  - Clinical manifestations and diagnosis of alcoholic fatty liver disease and alcoholic cirrhosis,
  - Prognosis and management of alcoholic fatty liver disease and alcoholic cirrhosis,
  - Predicting the severity of acute pancreatitis,
  - Management of acute pancreatitis,
  - Clinical manifestations and diagnosis of irritable bowel syndrome in adults,
  - Treatment of irritable bowel syndrome in adults
• **Other Articles and Resources:**
  - Nonalcoholic steatohepatitis,
  - Irritable bowel syndrome

• **An Osteopathic Approach to Diagnosis and Treatment, 3rd edition:**
  - Ch. 114 - Gastrointestinal Applications,
  - Ch. 110 - Visceral Manipulation
Internal Medicine Logs: Procedures and Diagnoses

Procedures and Diagnoses Logs are designed to guide students during their clinical clerkship with regard to the clinical experience and didactic material they are expected to encounter. Logs are entered directly in CANVAS. For each procedure, the student will have to indicate if they were directly exposed to the procedure or if they had to refer to an alternative experience such as: Aquifer case, Article, Reading Assignment or Video.

Procedures

IM: Admission note
IM: Arterial blood gas collection
IM: Arterial blood gas interpretation
IM: Basic airway management
IM: Basic ventilator management
IM: Bladder catheter placement
IM: Calculate IV fluid, maintenance, and replacement, based on weight or body surface area
IM: Central venous catheter placement
IM: Confirmation of death
IM: CSF fluid interpretation
IM: Describe a cardiac murmur
IM: Describe skin lesion
IM: Develop a differential diagnosis including osteopathic considerations
IM: Discharge note
IM: Focused neurologic examination
IM: Give a complete presentation of a patient
IM: Identify signs of respiratory distress
IM: Initial management chest pain
IM: Initial management GI bleeding
IM: Initial management shock
IM: Interpret CBC
IM: Interpret chemistry panel including liver function, renal function, electrolytes, glucose
IM: Interpret ECG
IM: Interpret Hgb A1C test
IM: Interpret TB testing and choose appropriate test
IM: Interpret UA
IM: Lead placement for EKG
IM: Lumbar puncture
IM: Measure Pulsus Paradoxicus
IM: Mini Mental Status Examination
IM: Nasogastric tube placement
IM: Obtain advance directive
IM: Order and interpret cardiac enzymes
IM: Order blood toxicology screening
IM: Orthostatic vital signs
IM: Paracentesis
IM: Perform ECG
IM: Perform venipuncture
IM: Place IV
IM: Placement of oral airway
IM: Present a patient in 2 minutes
IM: Present a patient in 5 minutes
IM: Read and interpret Chest X-Ray
IM: Systematically read and Interpret abdominal X-ray
IM: Thoracentesis
IM: Write H&P complete including Osteopathic Considerations
IM: Write prescription
IM: Write a progress note

**Required during IM core rotation**

OMM: IM Osteopathic Structural Examination (OSE)
OMM: IM Osteopathic Manipulative Treatment (OMT)

**Diagnoses**

IM: Acute renal disease
IM: Alcoholic liver disease and systemic complications
IM: AMS: Delirium, dementia, confusion, and disorientation
IM: Anemia
IM: Atrial Fibrillation
IM: Bronchitis
IM: CAD/Acute Coronary Syndrome
IM: Cellulitis
IM: Cholangitis and cholecystitis
IM: Chronic Kidney Disease
IM: Cirrhosis
IM: Congestive Heart Failure
IM: COPD/Emphysema
IM: Diverticulosis, and diverticulitis
IM: Diabetes and diabetic complications including DKA
IM: Endocarditis
IM: Fluid and electrolyte imbalances and management
IM: Glomerular Disease: Nephritis
IM: Glomerular Disease: Nephrosis
IM: Glomerular Disease: Proteinuria
Internal Medicine Aquifer Case List

Aquifer Cases are required for all core courses.

The TUCOM - Internal Medicine course accessible in the Aquifer platform, contains a selection of cases presented as interactive self-directed learning activities and aimed at improving students’ clinical skills and medical knowledge during their Internal Medicine core rotation.

Students have to complete 10 cases of their choice by the end of this 8-week core rotation.

eConferences Internal Medicine

There will be one interactive case conference during each of the Internal Medicine rotation block. Attendance and participation is mandatory.
Internal Medicine eConferences will take place virtually on **Wednesday afternoons at 3:00 PM PST/PDT** (see course calendar in Canvas) on Zoom, and will be hosted by faculty and Clinical Teaching Students.

All students are expected to submit a case seen on their clinical rotation prior to the first eConference during the block. All cases should include structural competency/social determinants of health and osteopathic principles and practice considerations. Students will be notified if their case is chosen for the upcoming eConference.

Case submission form and eConference zoom link are available in canvas: [Internal Medicine course](#).

---

**Internal Medicine COMAT Examination**

It is required that students pass COMAT. The CED highly recommends a board review book is used throughout the rotation in addition to the required reading. It is also required that students do practice questions using COMBANK and recommended that students complete additional questions as needed.

**Internal Medicine COMAT Objectives**

Based on general learner-centered objectives, as outlined in the Internal Medicine Examination Blueprint, the examinee will be required to demonstrate the ability to apply:

1. Foundational content knowledge to situations and patient presentations encountered in clinical settings and important to Internal Medicine.
2. Foundational content knowledge and clinical problem-solving ability related to particular physician tasks critical to Internal Medicine.
3. Knowledge and clinical problem-solving as related to the Fundamental Osteopathic Medical Competency Domains, including osteopathic principles and practice and OMT, osteopathic medical knowledge, interpersonal and communication skills, practice-based learning and improvement, systems-based practice, professionalism and patient care.

For Internal Medicine, the examinee will be required to demonstrate the ability to diagnose and manage selected patient presentations and clinical situations involving, but not limited to:

1. **Allergy/Skin/Miscellaneous:** atopic diseases, anaphylaxis, drug allergy, common dermatological conditions and skin lesions and chemical exposure
2. **Cardiovascular:** acute coronary syndromes, arrhythmias, chronic ischemic disease of the heart, congenital heart disease, hyperlipidemia, peripheral vascular disease, congestive heart failure, aortic dissection, valvular heart disease, pericarditis and endocarditis
3. **Endocrine:** weight gain/loss, adrenal disorders, diabetes mellitus, parathyroid and thyroid disturbances, pituitary disorders, disorders of the testes and women’s health
4. **Gastrointestinal:** diseases of the upper and lower gastrointestinal tract, liver, gallbladder and pancreas; gastrointestinal disease prevention, gastrointestinal tract cancer and other gastroesophageal issues
5. **Hematology/Oncology:** coagulation disorders, anemia, solid tumors, hematologic malignancies and screening and disease prevention
6. **Infectious diseases:** commonly encountered infectious and immunological diseases and host responses, HIV infections, bioterrorism, and infectious disease treatment and prevention/prophylaxis
7. **Musculoskeletal:** osteoporosis, somatic dysfunction, viscerosomatic relationships, inflammatory and non-inflammatory rheumatic diseases, vasculitis, and disorders of bone and muscle
8. **Neurology:** brain anatomy/function, stroke, disorders of the spinal cord and peripheral nerves, disorders of cerebral function and central nervous system neoplasms
9. **Renal/Hypertension:** fluid and electrolyte disorders, acute renal injury, chronic kidney disease, renal calculi, glomerular and tubulointerstitial disorders, obstructive uropathy and arterial hypertension
10. **Respiratory:** respiratory tract cancer, asthma, chronic obstructive pulmonary disease, pneumonia, pulmonary embolism, critical care medicine and respiratory failure

These objectives are from the NBOME website and do not reflect any changes on the part of TUCOM faculty. For additional information: [NBOME Internal Medicine COMAT](https://www.nbome.org/programs/medicine/)


SURGERY I & II CORE CLERKSHIPS
CLNC 701A & 701B - 12 Units
Syllabus 2021-2022 Academic Year
Touro University CA – College of Osteopathic Medicine

COURSE DIRECTORS
K. Scott Whitlow, DO, FAAEM
Associate Dean, Clinical Education Dpt.
Professor of Emergency Medicine and Medical Toxicology
(707) 638- 5288
kscott.whitlow@tu.edu

Nicole Peña, DO
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(707)-638-5217
nicole.pena@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education Dpt.
Associate Professor
(707) 638-5917
nathalie.garcia-russell@tu.edu

ADMINISTRATIVE SUPPORT
Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
irina.jones@tu.edu

3rd Year Clerkship and Program Coordinators
tuc.year3teamced@tu.edu

Assessment Coordinators
tuc.ced.grades@tu.edu

INSTRUCTORS
Nicole Peña, D.O.
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(O) 707-638-5217, (C) 925-899-5495
nicole.pena@tu.edu

Adjunct Clinical Faculty at Core Rotation Sites
Contact core site administrators

COURSE CONSULTANT
J. Peter Zopfi, DO
General Surgery & Trauma
NorthBay Medical Center
TUCOM Adjunct Faculty
ADA Notification

Touro University California complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. Touro University California students with disabilities seeking reasonable accommodations should do so through the TUC Director of Academic Support.

Safe Learning Environment

TUC community members share a commitment to social justice. This commitment includes the need to create safe learning and environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. It is expected that we (Faculty, Students and Staff) treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

Diversity Statement

TUCOM values perspectives of individuals from all backgrounds of our students including race, gender expression, gender identity, sexual orientation, country of origin, physical and learning abilities, and religious affiliations. TUCOM strives to make the curriculum and the learning environments inclusive safe spaces for all students. TUCOM rejects bigotry, racism, violence, discrimination, or intimidation of any kind. If learners see ways in which we can improve please let the Course/Administrative Coordinators and/or the Associate Dean of Academic Affairs know.
Course Description Surgery Core Rotation

Core clinical sites for the General Surgery rotation offer a broad range of experiences. In one four-week block students will be rotating with a general surgery service. In the second four-week block the experience will depend on the site and may be more specialized. The topics covered by 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 Rotation Manual and Canvas.

TUCOM Mission Statement

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and postdoctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

Alignment of Course Outcomes and Competencies with TUCOM Mission

The curricula for all of the core courses during the clinical years are 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 learn 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.

AOA Competencies - TUCOM Program Learning Outcomes Addressed

The following competencies are addressed in this course:

1. Osteopathic philosophy/Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. Systems Based Practice
8. Structural Competency

Course Learning Outcomes (CLOs)

The learning outcomes of the Surgery Course are based on the eight TUCOM Program Learning Outcomes. The course 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. Develop basic knowledge of, and participate in providing pre-operative care including risk stratification, inpatient and outpatient work up for surgical readiness, diagnosis and initial management of common preoperative issues, including initiating osteopathic treatments, lifestyle, and medical management, to help a patient be ready for surgery. (AOA; 1,3)

2. Be able to diagnose and initiate management of common surgical illnesses and differentiate acute surgical illnesses from those that can be managed conservatively. (AOA; 3)

3. Have developed communication skills that will facilitate the clinical interaction with patients who may require surgery, including risk benefit counseling and describing basic surgical procedures and post-operative self-care. (AOA; 3,4)

4. Develop basic clinical problem-solving and clinical reasoning skills pertinent to diagnosing patients with: acute abdomen, breast mass, biliary tract disease, hernia, abdominal mass, colo-rectal disease, scrotal swelling, GI bleeding and thyroid nodules. Be able to differentiate an acute from a non-acute abdomen, have a thorough knowledge of the differential diagnosis of abdominal pain including epidemiological risk factors and be able to take appropriate steps to arrive at the most likely diagnoses. Use evidence-based medicine to make choices about appropriate diagnostic tools. Be able to describe the presentation of each differential diagnosis. (AOA 2,3,6)

5. Demonstrate knowledge and clinical skills required for providing peri-operative surgical care for patients with: acute abdomen, breast mass, biliary tract disease, hernia, abdominal mass, colo-rectal disease, scrotal swelling, GI bleeding and thyroid nodules. Be able to describe the presentation and initial management steps of each diagnosis. Be able to perform appropriate clinical tasks to provide initial care and rule in or out emergent diagnosis. Be able to describe management for the patient with a breast mass, colorectal mass, scrotal mass, and thyroid nodule from discovery to diagnosis including supportive care, pre-operative care, and surgical care. Use evidence-based medicine to make choices about appropriate management. (AOA; 4,6)

6. Demonstrate the need for team collaboration, communication and professional behavior in management of patients with: acute abdomen, breast mass, biliary tract disease, hernia, abdominal mass, colo-rectal disease, scrotal swelling, GI bleeding and thyroid nodules. (AOA 4,7)

7. Demonstrate the ability to communicate through traditional oral and written methods with colleagues, residents, attendings and staff regarding patient evaluation and management. (AOA; 3,4)

8. Begin to develop an approach to management of trauma and differentiating surgical vs. non-surgical traumatic situations. (AOA; 2,3)

9. Demonstrate professionalism by empathetic listening, appropriate comportment, and showing respect for patient wishes and dignity during surgical procedures. (AOA; 5)

10. Based on data gathered from history examination and appropriate testing, be able to explain the options for surgical procedures and or lifestyle or medical changes necessary for a successful procedure in the case of the surgeries on the topic list. (AOA; 3)
11. Be able to explain to your patients what the risks and benefits of surgeries are based on the common procedures and the patient’s current state of health. (AOA; 3,4)
12. Explain the osteopathic perspective on the importance of normal anatomy in relation to common surgical issues; this includes nutrition, wound healing, and normal structure and function. (AOA; 1)
13. Develop a basic knowledge of wound healing, wound care, physiology of wound healing, and how osteopathic principles of finding normal and circulation apply to diagnosis and management of wound healing. Know how wound healing can be complicated by common factors such as toxin exposures (alcohol, tobacco, drugs,) obesity, and pre-existing health issues. (AOA; 1,2,3)
14. Describe the assessment and management of common postoperative complications including fever, chest pain, disorientation and coma, urinary problems, ileus, mechanical obstruction wound dehiscence, evisceration and infection, shock, and acute pulmonary failure. (AOA; 2,3)
15. Provide brief didactic instruction to a non-D.O. audience including other physicians, patients, and other involved health care providers to explain the basic osteopathic principles and techniques to manage common post-operative complications. (AOA; 1,4)
16. Describe the normal physiology of fluid volume control, body fluid distribution, pH, and electrolytes. (AOA; 2)
17. Differentiate the types and uses of parenteral solutions and be able to calculate the appropriate amount of fluid for surgical patients, be able to prescribe fluids. (AOA; 3)
18. Diagnose and correct electrolyte abnormalities in the surgical patient. (AOA; 2,3)
19. Evaluate the quality and applicability of available evidence to determine if a surgical procedure is appropriate for your patient. (AOA; 6)
20. Work collaboratively with members of the surgical team during procedures. (AOA; 4)
21. Describe ethical consideration and care access issues that arise in assessment of possible surgical patients presenting to the emergency room. (AOA; 7)
22. Connect patient problems to structural factors like socioeconomic status, race, gender, and public policy, when indicated; advocate for equity in health outcomes, and serve as a resource to patients and communities in the pursuit of equity in health; demonstrate humility when communicating with patients and the healthcare team about the health impacts of structural factors. (8)

**Instructional Methods**

Through completion of the clerkship activities, and the online assignments and readings, students will achieve mastery of the CLO's and competencies at a level appropriate to a third-year medical student.

The categories of learning activities are as follows:

- Clinical rotations, associated didactic activities, and tracking of those activities through logs
- Online interactive cases - Aquifer
- Online didactic sessions - eConferences
- Online quizzes - COMBANK
- Self-Directed PowerPoint presentations and website links including guidelines and videos
- Required Reading

**Required Assignments**
Required Assignments are associated with course learning outcomes (CLOs). Assignments, if completed adequately, will allow students to achieve an appropriate level of mastery over the CLO’s. For details on requirements, review “Section IV: Clinical Curriculum” in the TUCOM Clinical Rotation Manual. Each of the required assignments also is detailed in accompanying curricular documents.

1. Reading assignments
2. PowerPoint Lectures on Osteopathic Principles and Practice and OMT
3. Logs of clinical activities and procedures
4. Aquifer cases
5. eConferences
6. COMBANK quizzes
7. COMAT of rotation examination

For each core course students must complete the Reading assignments, the OMM PowerPoints, logs, Aquifer cases, take a COMBANK quiz, and pass the COMAT examination. Students must attend all scheduled eConferences. For each core course students must complete one or two site evaluations and receive a clinical performance evaluation from their primary preceptor.

Clinical Resources

The Boards and the COMAT examination are just one aspect of medical training assessment. While a board review system is appropriate and important for these examinations, it is not sufficient to ensure students are becoming well-trained physicians. In addition to clinical and faculty resources available through rotation sites, resources online are provided to round out clinical training.

Selected Didactic Resources

The curricular resources are selected to ensure students have an understanding of the depth and breadth of the materials with which they should become competent. Aquifer cases, including WiseMD are required and if incomplete will result in loss of points towards the final grade. Reading assignments are required but not graded. Other links are delineated as either required or highly recommended but also not graded.

The reading assignments and links have been carefully chosen to give coverage of critical surgery topics at a depth appropriate to a third-year medical student. They have been carefully chosen to give exposure to important textbooks and articles with which attendings will expect students to be familiar. Every student should read every day, at least one chapter and one article. Read about the patients seen that day, at least one chapter and one article. Read about the patients seen that day and if necessary, review weak areas on days where there are no new clinical encounters. Students should not use a board review book for their primary reading source. Board review books should be used for board prep and COMAT preparation source. Students should not rely exclusively on one reading resource such as UptoDate but rather should try Harrison’s, CURRENT Medical Diagnosis & Treatment and other online resources from MD Consult or Access Medicine. Again, the selection chosen is designed to guide students in appropriate reading choices, not to limit them. If students are assigned reading on a topic by preceptors, but not given a specific chapter or article, they should use the resource listed here. If students see a patient with a diagnosis listed below, they should use the reading assignment to review the topic. The order in which students read
the assignments is not important - it should be tailored to align with individual learning styles, clinical experience, and student schedules.

Textbooks And Supplemental Materials

Textbooks
1. CURRENT Diagnosis and Treatment Surgery, 15th edition (2020) - Gerard M. Doherty
4. Urology-textbook.com
5. Trauma 8th edition (2017) - Ernest E. Moore, David V. Feliciano, Kenneth L. Mattox

Online Resources
1. Ethicon Wound Healing and Suture Manual
2. Ethicon Knot Tying Manual
3. Journal of the American Osteopathic Association (JAOA)
4. Suturing Videos
5. UndergroundMed Videos
6. UptoDate

Other Resources
- TUC Library for Surgery rotation (board review materials, textbooks, articles, and more)
- Aquifer WISE MD - Surgery modules
- Truelearn COMBANK

Additional Course Specific Requirements
- Attendance - No more than three days absence is allowed.
- Participation - full participation as directed by Adjunct Faculty and completion of required assignments on time.
- Clothing- Professional attire, white coats.
- Equipment - Stethoscope, reflex hammer, computer, and internet access.
Assessment And Grading

TUCOM Clinical course grades for the Class of 2023 and later are issued as Pass/Fail/Honors.

To pass a core rotation, students must satisfy the following criteria at the end of the course.
- A combined total score of 70% of all elements of the rotation must be received
- A Pass must be received on the CPE.
- A passing grade must be received on the COMAT examination.

Weighted Percentages

All assignments are required. The weighted percentages of all core course components are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>45.0%</td>
</tr>
<tr>
<td>Student Site Evaluation(s)</td>
<td>2.0%</td>
</tr>
<tr>
<td>Aquifer cases</td>
<td>7.0%</td>
</tr>
<tr>
<td>Logs</td>
<td>7.0%</td>
</tr>
<tr>
<td>eConferences</td>
<td>5.0%</td>
</tr>
<tr>
<td>COMBANK quiz</td>
<td>4.0%</td>
</tr>
<tr>
<td>COMAT Post Rotation Examination</td>
<td>30.0%</td>
</tr>
<tr>
<td><strong>Course total</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Honors

To receive Honors for a Passed Core Course the following criteria must be met:
- Recommendation for Honors on received CPE
- All assignments must be completed **on time** and receive scores ≥70% (including eConferences)
- Standard COMAT score ≥ 107

Surgery Topic List and Assigned Reading

Topics are divided by week but should not necessarily be used as a determining factor of when to read about each topic. Learning is most effective when reading and assignments, such as Aquifer cases, reinforce clinical experience as the student progresses through rotation. Students should try to cover all these topics well, and consult a board review book for an overview of all topics to study to prepare for the COMAT and Boards.
In addition to the reading assignments, students are required to complete Aquifer cases and view the online OMM power points available in the Canvas course. Other requirements, which include logs, clinical activities and evaluations, are referenced in the overview to clinical activities and canvas.

<table>
<thead>
<tr>
<th>Weekly Topics</th>
<th>Weekly Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>CURRENT Diagnosis and Treatment Surgery:</strong></td>
</tr>
<tr>
<td>Clinical Skills</td>
<td>o Ch.1 - Approach to the Surgical Patient</td>
</tr>
<tr>
<td>1. History and physical examination of the surgical patient</td>
<td>o Ch.2 - Training, Communication, Professionalism, and Systems-based Practice</td>
</tr>
<tr>
<td>2. Labs, imaging and special tests</td>
<td>o Ch.3 - Preoperative Care</td>
</tr>
<tr>
<td>3. Suturing and knot tying</td>
<td>o Ch.4 - Postoperative Care</td>
</tr>
<tr>
<td>Medical Knowledge</td>
<td>o Ch.5 - Postoperative Complications</td>
</tr>
<tr>
<td>1. Pre- and peri-operative care and assessment of surgical patients, including anesthesia Risk, and Goldman’s index</td>
<td>o Ch.6 - Wound Healing</td>
</tr>
<tr>
<td>2. Wound healing</td>
<td>o Ch.8 - Inflammation, Infection, &amp; Antimicrobial Therapy</td>
</tr>
<tr>
<td>3. Body fluids and fluid and electrolyte therapy</td>
<td>o Ch.9 - Fluid, Electrolyte, &amp; Acid-Base Disorders</td>
</tr>
<tr>
<td>4. Post-operative complications:</td>
<td>o Ch.10 - Surgical Metabolism &amp; Nutrition</td>
</tr>
<tr>
<td>1. Fever</td>
<td>o Ch.11 - Anesthesia</td>
</tr>
<tr>
<td>2. Chest pain</td>
<td>o Ch.12 - Shock &amp; Acute Pulmonary Failure in Surgical Patients</td>
</tr>
<tr>
<td>3. Disorientation and coma</td>
<td><strong>Ethicon Wound Healing and Suture Manual Link: Ch.2</strong></td>
</tr>
<tr>
<td>4. Urinary problems</td>
<td>- Suturing</td>
</tr>
<tr>
<td>5. Ileus</td>
<td><strong>Aquifer Wise MD Skills Modules</strong></td>
</tr>
<tr>
<td>6. Mechanical obstruction</td>
<td>o Suturing and instrument tie</td>
</tr>
<tr>
<td>7. Wound: dehiscence, evisceration and infection</td>
<td>o Two handed knot tie</td>
</tr>
<tr>
<td>8. Shock and acute pulmonary failure</td>
<td><strong>UptoDate</strong></td>
</tr>
<tr>
<td><strong>Week 2: GI/GU</strong></td>
<td>o Evaluation of cardiac risk prior to noncardiac surgery</td>
</tr>
<tr>
<td>1. Bleeding (include hematemesis, hematochezia, melena)</td>
<td>o Preoperative medical evaluation of the healthy adult patient</td>
</tr>
<tr>
<td></td>
<td>o Maintenance and replacement fluid therapy in adults</td>
</tr>
<tr>
<td></td>
<td><strong>UndergroundMed videos</strong></td>
</tr>
<tr>
<td></td>
<td>o Maintenance Fluids</td>
</tr>
<tr>
<td></td>
<td>o Maintenance Fluids Calculation Derivations</td>
</tr>
<tr>
<td></td>
<td>o OR Etiquette</td>
</tr>
<tr>
<td></td>
<td>o Two handed Surgical Square Knot with explanations!</td>
</tr>
<tr>
<td></td>
<td><em>There are a lot more useful videos that are optional for all core courses!</em></td>
</tr>
<tr>
<td></td>
<td><strong>Foundations of Osteopathic Medicine:</strong> Ch.8 - Anatomy and Physiology of the Lymphatic System</td>
</tr>
<tr>
<td></td>
<td><strong>Somatic Dysfunction in Osteopathic Family Medicine:</strong> Part.II - Section on The Surgical Patient</td>
</tr>
<tr>
<td></td>
<td><strong>CURRENT Diagnosis and Treatment Surgery:</strong> Ch.21 - The Acute Abdomen</td>
</tr>
<tr>
<td></td>
<td><strong>UptoDate:</strong></td>
</tr>
</tbody>
</table>
### Week 3: GI/GU

1. Hernia
2. Intestinal obstruction
3. Biliary tract disease
4. Appendicitis

#### Approach to acute upper gastrointestinal bleeding in adults
- Causes of upper gastrointestinal bleeding in adults
- Approach to acute lower gastrointestinal bleeding in adults
- Etiology of lower gastrointestinal bleeding in adults
- Evaluation of occult gastrointestinal bleeding
- Evaluation of the adult with abdominal pain

- **Aquifer Surgery Modules Wise MD**
  - Abdominal Aortic Aneurysm
  - Colon Cancer
- **Foundations of Osteopathic Medicine**: Ch.42 - Abdominal Pain

#### CURRENT Diagnosis and Treatment Surgery:
- Ch.28 - Appendix
- Ch.29 - Small Bowel
- Ch.32 - Hernia Hernias & Other Lesions of the Abdominal Wall

- **Aquifer Surgery Modules Wise MD**
  - Appendicitis
  - Diverticulitis
  - Cholecystitis
  - Inguinal Hernia
- **JAOA**: Effect of Osteopathic Manipulative Treatment on Incidence of Postoperative Ileus and Hospital Length of Stay in General Surgical Patients. Baltazar, G. et al. JAOA 2013;113(204-209)

### Week 4

1. Breast masses and breast cancer (benign and malignant findings)
2. Rectum and colon diseases, including neoplasia
3. Scrotal swelling
4. Thyroid nodule
5. Trauma

#### CURRENT Diagnosis and Treatment Surgery:
- Ch.16 - Thyroid & Parathyroid
- Ch.30 - Large Intestine
- Ch.31 - Anorectum

- **UptoDate**
  - Screening for breast cancer: Evidence for effectiveness and harms
  - Screening for breast cancer: Strategies and recommendations
  - Diagnostic evaluation of women with suspected breast cancer
  - Patient information: Breast cancer guide to diagnosis and treatment (Beyond the Basics)
  - Clinical manifestations and diagnosis of irritable bowel syndrome in adults
  - Tests for screening for colorectal cancer
  - Evaluation of acute scrotal pain in adults
Surgery Logs: Procedures and Diagnoses

Procedures and Diagnoses Logs are designed to guide students during their clinical clerkship with regard to the clinical experience and didactic material they are expected to encounter. Logs are entered directly in CANVAS. For each procedure, the student will have to indicate if they were directly exposed to the procedure or if they had to refer to an alternative experience such as: Aquifer case, Article, Reading Assignment or Video.

**Surgery Procedures**

SURG: Anesthesia administration  
SURG: Appendectomy  
SURG: Aseptic/sterile technique  
SURG: Assess general status of a patient and perform a complete set of vital signs including BP  
SURG: Blood draw, femoral vein  
SURG: Breast procedure (FNA, biopsy, lumpectomy)  
SURG: Calculate daily dietary requirements  
SURG: Calculate IV fluid, maintenance, based on weight or body surface area  
SURG: Describe skin lesion  
SURG: Develop a differential diagnosis  
SURG: Drain abscess  
SURG: Focused neurologic examination  
SURG: Gown scrub glove  
SURG: Hernia repair  
SURG: I&O  
SURG: Inpatient post-operative patient encounter  
SURG: Insert Foley catheter female  
SURG: Insert Foley catheter male  
SURG: Interpret CBC  
SURG: Interpret chemistry panel  
SURG: Interpret UA  
SURG: Knot tying  
SURG: Laparoscopic surgery
SURG: Manage postoperative pain
SURG: Obtain informed consent
SURG: Patient education, incentive spirometry
SURG: Perform vital signs
SURG: Place IV catheter
SURG: Place steri strips
SURG: Placement of drain
SURG: Place nasogastric tube
SURG: Preoperative risk assessment
SURG: Removal of drain
SURG: Remove epidermal or sebaceous cyst
SURG: Remove staples
SURG: Remove sutures
SURG: Skin biopsy
SURG: Suture technique
SURG: Systematically read and interpret chest X-ray
SURG: Wound debridement
SURG: Written Note: operative note
SURG: Written Note: postoperative progress note
SURG: Written Note: preoperative note
SURG: Written Note: progress or SOAP note

Required during Surgery core rotation
OMM: Surg Osteopathic Structural Exam (OSE) in a pre or post op patient
OMM: Surg Osteopathic Manipulative Treatment (OMT) with documentation in a surgical patient

Surgery Diagnoses
SURG: Abdominal Mass
SURG: Acute Abdominal Pain
SURG: Appendicitis
SURG: Biliary Tract Disease
SURG: Breast Mass and Breast Cancer
SURG: GI Bleeding
SURG: Hernia
SURG: Intestinal Obstruction
SURG: Pneumothorax
SURG: Post-Op Complications: Fever
SURG: Post-Op Complications: Altered mental status
SURG: Post-Op Complications: Chest Pain
SURG: Post-Op Complications: Electrolyte imbalance
SURG: Post-Op Complications: In a postoperative patient
SURG: Post-Op Complications: Wound issues
SURG: Rectal and Colon Surgical Disease
SURG: Scrotal Swelling
SURG: Shock
Surgery Aquifer Case List

The Aquifer cases for the Surgery core rotation are available via the WiseMD platform that provide a selection of surgery cases and skill modules aimed at improving students’ clinical skills and medical knowledge during their Surgery core rotation.

For their Surgery core rotation assignment, students have to select 10 modules of their choice and complete them by the end of the second block of Surgery core rotation.

eConferences Surgery

There will be one interactive case conference during each of the Surgery rotation blocks. Attendance and participation is mandatory.

Surgery eConferences will take place virtually on Wednesday afternoons at 4:00 PM PST/PDT (see course calendar in Canvas) on Zoom, and will be hosted by Dr. David Coffman and Clinical Teaching Students.

All students are expected to submit a case seen on their clinical rotation prior to the first eConference during the block. All cases should include structural competency/social determinants of health and osteopathic principles and practice considerations. Students will be notified if their case is chosen for the upcoming eConference.

Case submission form and eConference zoom link are available in canvas: Surgery course.

Surgery COMAT Examination

It is required that students pass COMAT. In order to ensure they are prepared we highly recommend that students select a board review book and study from it throughout the rotation. It is also required that students do practice questions using COMBANK and recommended that students pursue more than the required questions as needed.

Surgery COMAT Objectives

Based on general learner-centered objectives, as outlined in the Surgery Examination Blueprint, the examinee will be required to demonstrate the ability to apply:

1. Foundational content knowledge to situations and patient presentations encountered in clinical settings and important to Surgery.
2. Foundational content knowledge and clinical problem-solving ability related to particular physician tasks critical to Surgery.
3. Knowledge and clinical problem-solving as related to the Fundamental Osteopathic Medical Competency Domains, including osteopathic principles and practice and OMT, osteopathic medical knowledge, interpersonal and communication skills, practice-based learning and improvement, systems-based practice, professionalism and patient care.

For COMAT-Surgery, the examinee will be required to demonstrate the ability to diagnose and manage selected patient presentations and clinical situations involving, but not limited to:

1. Abdominal defects and hernias in the adult and pediatric patient
2. Endocrine and breast and related issues: thyroid, parathyroid, adrenal, pancreas, pituitary and other glands; surgical issues of the breasts
3. Fluids: shock, fluid and electrolytes, surgical nutrition, coagulation and blood
4. Gastrointestinal and related issues: esophagus, diaphragm, stomach, duodenum, small intestine, large intestine, rectum, and appendix
5. General surgical issues in urology, gynecology, and pediatrics
6. Hepatobiliary and related issues: pancreas, biliary tract, liver and spleen
7. Osteopathic principles and practice in surgical care: somatic dysfunction, viscerosomatic relationships and osteopathic manipulative treatment techniques
8. Surgical oncology and surgical pathology
9. Trauma: musculoskeletal injury and fractures; blunt and penetrating chest injury diagnosis and care
10. Wounds and infections: skin and subcutaneous tissues, immunology and transplantation

These objectives are from the NBOME website and do not reflect any changes on the part of TUCOM faculty. For additional information: NBOME Surgery COMAT.
OBSTETRICS & GYNECOLOGY CORE CLERKSHIP
CLNC 703 - 6 Units
Syllabus 2021-2022 Academic Year
Touro University CA – College of Osteopathic Medicine

COURSE DIRECTORS
K. Scott Whitlow, DO, FAAEM
Associate Dean, Clinical Education Dpt.
Professor of Emergency Medicine and Medical Toxicology
(707) 638- 5288
kscott.whitlow@tu.edu

Nicole Peña, DO
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(707)-638-5217
nicole.pena@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education Dpt.
Associate Professor
(707) 638-5917
nathalie.garcia-russell@tu.edu

ADMINISTRATIVE SUPPORT
Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
irina.jones@tu.edu

3rd Year Clerkship and Program Coordinators
tuc.year3teamced@tu.edu

Assessment Coordinators
tuc.ced.grades@tu.edu

INSTRUCTORS
Tina Mason, MD
Obstetrician Gynecologist
Associate Professor, Primary Care Dpt.
(707) 638-5889
tina.mason@tu.edu

Nicole Peña, D.O.
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(O) 707-638-5217, (C) 925-899-5495
nicole.pena@tu.edu

Adjunct Clinical Faculty at Core Rotation Sites
Contact core site administrators

COURSE CONSULTANT
Tina Mason, MD
Obstetrician Gynecologist
Associate Professor, Primary Care Dpt.
(707) 638-5889
tina.mason@tu.edu
ADA Notification

Touro University California complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. Touro University California students with disabilities seeking reasonable accommodations should do so through the TUC Director of Academic Support.

Safe Learning Environment

TUC community members share a commitment to social justice. This commitment includes the need to create safe learning and environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. It is expected that we (Faculty, Students and Staff) treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

Diversity Statement

TUCOM values perspectives of individuals from all backgrounds of our students including race, gender expression, gender identity, sexual orientation, country of origin, physical and learning abilities, and religious affiliations. TUCOM strives to make the curriculum and the learning environments inclusive safe spaces for all students. TUCOM rejects bigotry, racism, violence, discrimination, or intimidation of any kind. If learners see ways in which we can improve please let the Course/Administrative Coordinators and/or the Associate Dean of Academic Affairs know.
Course Description Ob/Gyn Core Rotation

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 Rotation Manual and canvas.

TUCOM Mission Statement

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and postdoctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

Alignment of Course Outcomes and Competencies with TUCOM Mission

The curricula for all the core courses during the clinical years are 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 learn 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 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.

AOA Competencies – TUCOM Program Learning Outcomes Addressed

The following competencies are addressed in this course:

1. Osteopathic philosophy/Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. Systems Based Practice
8. Structural Competency
Course Learning Outcomes (CLOs)

The learning outcomes of the OB/GYN Course are based on the eight TUCOM Program Learning Outcomes. The course 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. Have a basic knowledge of normal female anatomy, 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)
3. Develop professional attitudes and behaviors appropriate for the practice of obstetrics and gynecology including empathy and respect for patients with common obstetrical and gynecologic presentations. (AOA; 5)
4. Recognize one’s role as a leader and advocate for women by demonstrating beginning understanding of legal issues such as informed consent, confidentiality, care of minors and adolescents, and public issues such as right to care and abortion, common legal and ethical issues related to reproductive options. (AOA; 7)
5. Provide patient care that incorporates a strong fund of applied osteopathic medical knowledge and best medical evidence, osteopathic principles and practices, sound clinical judgment, and patient and family preferences. (AOA; 3)
6. Describe the normal anatomy of the pelvis; somatic dysfunction of the pelvis and how to perform an osteopathic evaluation and develop an initial osteopathic treatment plan for pelvic pain. Be able to formulate a differential diagnosis for chronic and acute pelvic pain. (AOA; 1, 2, 3)
7. Develop competence in obtaining a history and physical examination of women, including a sexual history, incorporating social, ethical, and culturally diverse perspectives. (AOA; 3)
8. Be able to diagnose and initiate management of common gynecologic concerns, specifically those in the topic list and diagnosis log. (AOA; 3)
9. Be able to diagnose, communicate about and initiate management of STIs including HPV. (AOA; 3)
10. Demonstrate knowledge of contraception options, including sterilization and abortion and the ability to counsel patients regarding these options. (AOA; 2, 3)
11. Describe the etiology and evaluation of infertility. (AOA; 2)
12. Demonstrate knowledge of prenatal and preconception counseling and care. Demonstrate knowledge of the impact of genetics, medical conditions and environmental factors on maternal health and fetal development. (AOA; 2, 3)
13. Develop communication skills that facilitate clinical interaction with patients in potentially sensitive situations such as dealing with sexually transmitted infections, infertility and other issues pertaining to women’s health. (AOA; 4)
14. Explain the normal physiologic changes of pregnancy, including interpretation of common diagnostic studies, and the viscerosomatic, skeletal, and biomechanical changes in each trimester. (AOA; 1)
15. Demonstrate knowledge of normal intrapartum and delivery care. (AOA; 1, 3)
16. Demonstrate knowledge of common complications of pregnancy and intrapartum care and how to initiate management of them. (AOA; 2, 3)
17. Demonstrate knowledge of perioperative care and familiarity with common obstetric and gynecologic procedures. (AOA; 3)
18. Demonstrate knowledge of postpartum care of the mother and newborn. Be able to offer prenatal, and postpartum counseling and care, and breastfeeding counseling and support. (AOA; 3)

19. Use osteopathic terminology to describe and explain indications and contraindications for osteopathic treatment during pregnancy. Diagnose and initiate appropriate osteopathic treatment of somatic dysfunction common in pregnancy. (AOA; 1,2,3)

20. Use osteopathic principles and treatments in the postpartum period. (AOA; 1)

21. Use osteopathic terminology to describe and explain indications and contraindications for osteopathic treatments for newborns. (AOA; 1)

22. Evaluate existing literature regarding use of osteopathy in pregnancy. Use information gathered to explain to other health care providers the clinical significance and evidence for integrating osteopathy into clinical care. (AOA; 1,7)

23. Describe gynecological malignancies including risk factors, signs and symptoms and initial evaluation. (AOA; 2,3)

24. Connect patient problems to structural factors like socioeconomic status, race, gender, and public policy, when indicated; advocate for equity in health outcomes, and serve as a resource to patients and communities in the pursuit of equity in health; demonstrate humility when communicating with patients and the healthcare team about the health impacts of structural factors. (8)

Adapted from the Association of Professors of Gynecology & Obstetrics, APGO Medical Student Educational Objectives

**Instructional Methods**

Through completion of the clerkship activities, and the online assignments and readings, students will achieve mastery of the CLO's and competencies at a level appropriate to a third year medical student.

The categories of learning activities are as follows:

- Clinical rotations, associated didactic activities, and tracking of those activities through logs
- Online interactive cases - Aquifer
- Online didactic sessions - eConferences
- Online quizzes - COMBANK
- Self-Directed PowerPoint presentations and web site links including guidelines and videos - Canvas
- Required reading

**Required Assignments**

Required Assignments are associated with course learning outcomes (CLOs). Assignments, if completed adequately, will allow students to achieve an appropriate level of mastery over the CLO’s.

For details on requirements, review “Section IV: Clinical Curriculum” in the TUCOM Clinical Rotation Manual. Each of the required assignments also is detailed in accompanying curricular documents.

1. Reading assignments
2. PowerPoint Lectures on Osteopathic Principles and Practice and OMT
3. Logs of clinical activities and procedures
4. Aquifer cases
5. eConferences
6. COMBANK quizzes
7. COMAT end of rotation examination

For each core course students must complete the Reading assignments, the OMM PowerPoints, logs, the appropriate Aquifer cases, take a COMBANK quiz, and pass the COMAT examination. Students must attend all scheduled eConferences. For each core course students must complete one or two site evaluations and receive a clinical performance evaluation from their primary preceptor.

Clinical Resources
The Boards and the COMAT examination are just one aspect of medical training assessment. While a board review system is appropriate and important for these examinations, it is not sufficient to ensure students are becoming well-trained physicians. In addition to clinical and faculty resources available through rotation sites, resources online are provided to round out clinical training.

Selected Didactic Resources
The curricular resources are selected to ensure students understand the depth and breadth of the materials with which they should become competent. Aquifer cases are required and if incomplete will result in loss of points towards the final grade. Reading assignments are required but not graded. Other links are delineated as either required or highly recommended but also not graded.

The reading assignments and links have been carefully chosen to give coverage of critical OB/GYN topics at a depth appropriate to a third-year medical student. They have been carefully chosen to give exposure to important textbooks and articles with which attendings will expect students to be familiar with. Every student should read every day, at least one chapter and one article. Read about the patients seen that day and if weak in certain areas, those should be covered on days students have not had new clinical encounters. Students should not use a board review book for their primary reading source. Board review books should be used for board prep and COMAT preparation sources. Students should not rely exclusively on one reading resource such as UptoDate but rather should try Harrison’s, CURRENT Medical Diagnosis & Treatment and other online resources from MD Consult or Access Medicine. Again, the selection chosen is designed to guide students in appropriate reading choices, not to limit them. If students are assigned reading on a topic by preceptors, but not given a specific chapter or article, they should use the resource listed here. If students see a patient with a diagnosis listed below, they should use the reading assignment to review the topic. The order in which students read the assignments is not important - it should be tailored to align with individual learning styles, clinical experience and student schedules.

Textbooks And Supplemental Materials

Textbooks


8. **An Osteopathic Approach to Diagnosis and Treatment, 3rd edition** (2005) - Eileen L. DiGiovonna, Stanley Schiowitz, Dennis J. Dowlong (ebook not available through Touro library)

9. Board review books

**** Obstetrics and Gynecology, by Beckman et al is required. When you purchase this book and you will have access to an online eBook as well as sample test questions. The book is a cross between a text and a review book. If you read about 75 pages a week you will have covered all the critical topics for the 4-week rotation and COMAT exam. The book is highlighted and outlined in an easy to use format. Finally it is published in collaboration with ACOG AND is based on the guidelines for medical students developed by APGO which were used both for COMAT development and development of this course objectives.

**Online Resources**

- Association of Professors of Gynecology & Obstetrics (APGO)
- American Society for Colposcopy and Cervical Pathology (ASCCP)
- AAFP Family Medicine Journals
- Journal of the American Osteopathic Association (JAOA)
- UptoDate
- Underground Med Short videos

**Other Resources**

- TUC Library (board review materials, textbooks, articles, and more)
- Aquifer Interactive Cases
- Truelearn COMBANK

**Additional Course Specific Requirements**

- Attendance - see Clinical Rotations Manual
- Participation - full participation as directed by Adjunct Faculty and completion of required assignments on time.
- Clothing - Professional attire, white coats.
- Equipment - Stethoscope, reflex hammer, computer and internet access
Assessment And Grading

TUCOM Clinical course grades for the Class of 2023 and later are issued as Pass/Fail/Honors.

To pass a core rotation, students must satisfy the following criteria at the end of the course.
- A combined total score of 70% of all elements of the rotation must be received
- A Pass must be received on the CPE.
- A passing grade must be received on the COMAT examination.

Weighted Percentages

All assignments are required. The weighted percentages of all core course components are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>45.0%</td>
</tr>
<tr>
<td>Student Site Evaluation(s)</td>
<td>2.0%</td>
</tr>
<tr>
<td>Aquifer cases</td>
<td>7.0%</td>
</tr>
<tr>
<td>Logs</td>
<td>7.0%</td>
</tr>
<tr>
<td>eConferences</td>
<td>5.0%</td>
</tr>
<tr>
<td>COMBANK quiz</td>
<td>4.0%</td>
</tr>
<tr>
<td>COMAT Post Rotation Examination</td>
<td>30.0%</td>
</tr>
<tr>
<td><strong>Course total</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Honors

To receive Honors for a Passed Core Course the following criteria must be met:
- Recommendation for Honors on received CPE
- All assignments must be completed on time and receive scores ≥70% (including eConferences)
- Standard COMAT score ≥ 107

Obstetrics & Gynecology Topics List and Assigned Reading

Topics are divided by week but should not necessarily be used as a determining factor of when to read about each topic. Learning is most effective when reading and assignments, such as Aquifer cases, reinforce clinical experience as the student progresses through rotation. Students should try to cover all these topics well, and consult a board review book for an overview of all topics to study to prepare for the COMAT and Boards.
In addition to the reading assignments, students are required to complete Aquifer cases and view the online OMM power points available in the Canvas course. Other requirements, which include logs, clinical activities and evaluations, are referenced in the overview to clinical activities and canvas.

<table>
<thead>
<tr>
<th>Weekly Topics</th>
<th>Weekly Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>• <strong>Williams Gynecology:</strong> Ch.1, Well Woman Care</td>
</tr>
<tr>
<td>1. Women’s health examination and women’s health care management</td>
<td>• <strong>Beckmann and Ling's Obstetrics and Gynecology:</strong></td>
</tr>
<tr>
<td>2. Ethics liability and patient safety in obstetrics and gynecology</td>
<td>o Section I, General Obstetrics and Gynecology: Ch. 1,3-4</td>
</tr>
<tr>
<td>3. Normal embryology and anatomy, normal menses</td>
<td>o Section V, Reproductive Endocrinology and Infertility: Ch. 37-43</td>
</tr>
<tr>
<td>4. Oligomenorrhea</td>
<td>• <strong>UptoDate:</strong> Physiology of the normal menstrual cycle</td>
</tr>
<tr>
<td>5. Amenorrhea</td>
<td>• <strong>AAFP:</strong> Abnormal Uterine Bleeding</td>
</tr>
<tr>
<td>6. Dysmenorrhea</td>
<td>• <strong>An Osteopathic Approach to Diagnosis and Treatment:</strong> Ch. 116 - Gynecologic Considerations</td>
</tr>
<tr>
<td>7. Abnormal uterine bleeding</td>
<td></td>
</tr>
<tr>
<td>8. Premenstrual syndrome and PMDD</td>
<td></td>
</tr>
<tr>
<td>9. Hirsutism and virilization</td>
<td></td>
</tr>
<tr>
<td>10. Infertility</td>
<td></td>
</tr>
<tr>
<td>11. Menopause</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2:</strong></td>
<td><strong>Beckmann and Ling's Obstetrics and Gynecology:</strong></td>
</tr>
<tr>
<td>1. Vulvovaginitis</td>
<td>o Section II, Obstetrics: Ch. 5-19</td>
</tr>
<tr>
<td>2. STI’s</td>
<td>o Section IV, Gynecology: Ch. 26, 28, 29, 31, 32, 35 and 36</td>
</tr>
<tr>
<td>3. PID</td>
<td>o Section V, Reproductive Endocrinology and Infertility: Ch. 47</td>
</tr>
<tr>
<td>4. Cervical cancer</td>
<td>• <strong>ASCCP:</strong> Algorithms, updated consensus guidelines.</td>
</tr>
<tr>
<td>5. Contraception</td>
<td>• <strong>UptoDate:</strong></td>
</tr>
<tr>
<td>6. Endometriosis and chronic pelvic pain</td>
<td>o Approach to females with symptoms of vaginitis</td>
</tr>
<tr>
<td>7. Human sexuality, sexual assault and domestic violence</td>
<td>o Evaluation of chronic pelvic pain in females</td>
</tr>
<tr>
<td>8. Induced abortion</td>
<td>o Treatment of chronic pelvic pain in women</td>
</tr>
<tr>
<td>9. Spontaneous abortion</td>
<td>o Clinical features and evaluation of nausea and vomiting of pregnancy</td>
</tr>
<tr>
<td>10. Ectopic pregnancy</td>
<td>o Treatment and outcome of nausea and vomiting of pregnancy</td>
</tr>
<tr>
<td><strong>Week 3:</strong></td>
<td>o Exercise during pregnancy and the postpartum period</td>
</tr>
<tr>
<td>1. Normal maternal - fetal physiology</td>
<td>o Fish consumption and marine omega-3 fatty acid supplementation in pregnancy</td>
</tr>
<tr>
<td>2. Preconception and antepartum care</td>
<td>o Clinical manifestations and diagnosis of early pregnancy</td>
</tr>
<tr>
<td>3. Genetics and genetic disorders in OB/Gyn</td>
<td>o Calculator: Estimated date of delivery (EDD) pregnancy calculator</td>
</tr>
<tr>
<td>4. Intrapartum care</td>
<td>o Calculator: Gestational age from estimated date of delivery (EDD)</td>
</tr>
<tr>
<td>5. Common pregnancy complications including hyperemesis, UTI, cholestasis, pica</td>
<td></td>
</tr>
<tr>
<td>6. Abnormal labor and intrapartum fetal surveillance including fetal monitoring</td>
<td></td>
</tr>
<tr>
<td>Week 4:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1. Pain management in labor and delivery</td>
<td></td>
</tr>
<tr>
<td>2. Complications of early onset labor or contractions</td>
<td></td>
</tr>
<tr>
<td>3. Failure to progress</td>
<td></td>
</tr>
<tr>
<td>4. Puerperal fever and infection</td>
<td></td>
</tr>
<tr>
<td>5. Induction – indications and methods, risks, benefits</td>
<td></td>
</tr>
<tr>
<td>6. Surgical vaginal deliveries: forceps and vacuum and C-sections</td>
<td></td>
</tr>
<tr>
<td>7. Dystocia – define and describe management, know management options</td>
<td></td>
</tr>
<tr>
<td>8. Third trimester bleeding and postpartum hemorrhage</td>
<td></td>
</tr>
<tr>
<td>9. Preeclampsia and HTN in pregnancy</td>
<td></td>
</tr>
<tr>
<td>10. Gestational diabetes</td>
<td></td>
</tr>
<tr>
<td>11. Preterm labor</td>
<td></td>
</tr>
<tr>
<td>12. Post term pregnancy</td>
<td></td>
</tr>
<tr>
<td>13. Perinatal psychiatric issues – including postpartum blues, depression and psychosis,</td>
<td></td>
</tr>
<tr>
<td>14. Normal postpartum care and immediate care of the newborn</td>
<td></td>
</tr>
</tbody>
</table>

- **CURRENT Diagnosis & Treatment: Obstetrics & Gynecology**: Ch 45, Sexually Transmitted Diseases & Pelvic Infections
- **Underground Med short videos:**
  - Vaginitis Differential
  - Prenatal Visits
  - Stages of Labor
  - Postpartum Checks
- **JAOA:**
- **Somatic Dysfunction in Osteopathic Family Medicine**: Ch 9, The Female Patient
- **Foundations of Osteopathic Medicine**: Ch. 47, Osteopathic Considerations in Obstetrics and Gynecology

---

**Obstetrics and Gynecology Logs: Procedures and Diagnoses**

Procedures and Diagnoses Logs are designed to guide students during their clinical clerkship with regard to the clinical experience and didactic material they are expected to encounter. Logs are entered directly in CANVAS. For each procedure, the student will have to indicate if they were directly exposed to the procedure or if they had to refer to an alternative experience such as: Aquifer case, Article, Reading Assignment or Video.

**OB/Gyn Procedures**

- OB/GYN: Calculate and interpret amniotic fluid index using ultrasound
- OB/GYN: Calculate Bishop score
- OB/GYN: Cesarean delivery
- OB/GYN: Clinical breast examination
OB/GYN: Colposcopy
OB/GYN: Conduct appropriate tests to rule out rupture of membranes (Pooling, nitrazine and ferning)
OB/GYN: Determine EGA using wheel and LMP (Nagle's rule)
OB/GYN: Determine fetal position using ultrasound
OB/GYN: Distinguish preterm labor from Braxton Hicks contractions
OB/GYN: Episiotomy
OB/GYN: Hysterectomy
OB/GYN: IUD insertion and string check
OB/GYN: Labor check
OB/GYN: Leopold's maneuvers
OB/GYN: Non-stress test
OB/GYN: Normal vaginal delivery
OB/GYN: Order and interpret labs for a 28-week prenatal visit
OB/GYN: Order and interpret labs for initial prenatal visit
OB/GYN: Pap smear
OB/GYN: Patient Counseling: postpartum issues
OB/GYN: Patient counseling: common postpartum issues: UTI, lochia, perineal care
OB/GYN: Patient Counseling: birth control
OB/GYN: Patient Counseling: breastfeeding
OB/GYN: Patient Counseling: STD's
OB/GYN: Patient Counseling: abnormal Pap smear
OB/GYN: Patient Counseling: pain management in labor and delivery
OB/GYN: Patient Counseling: postpartum use of Iron, prenatal vitamins and vitamin D, and pain medication
OB/GYN: Patient Counseling: postpartum contraception options
OB/GYN: Patient Counseling: prenatal Care
OB/GYN: Patient Counseling: preterm labor
OB/GYN: Pelvic Examination, including speculum and bimanual examination
OB/GYN: Perform first prenatal visit, history and physical
OB/GYN: Perform wet mount interpret for STI's and vaginitis
OB/GYN: Prenatal care routine visit
OB/GYN: Present first prenatal visit, history and physical
OB/GYN: Presentation: Pregnant patient include G and P status and summary
OB/GYN: Read and interpret fetal monitor strip
OB/GYN: Record appropriate note for first prenatal visit, history and physical
OB/GYN: Specimen collection for STIs
OB/GYN: Take a sexual history
OB/GYN: Ultrasound for EDC
OB/GYN: Ultrasound for fetal position
OB/GYN: Vaginal laceration repair first degree
OB/GYN: Wet mount, perform and interpret
OB/GYN: Written Note: Delivery note
OB/GYN: Written Note: First prenatal visit, history and physical
OB/GYN: Written Note: Labor admission note
OB/GYN: Written Note: Labor check
OB/GYN: Written Note OB/Gyn: postoperative progress note
OB/GYN: Written Note: postpartum discharge
OB/GYN: Written Note: C progress note
OB/GYN: Written Note: prenatal follow up visit

**Required during OB/Gyn core rotation**
OMM: OB/Gyn Documentation of an Osteopathic Structural Exam (OSE) in a pregnant patient
OMM: OB/Gyn Osteopathic Manipulative Treatment (OMT) with documentation in a pregnant patient

**OB/Gyn Diagnoses**

OB/GYN: Abnormal uterine bleeding, post menopause
OB/GYN: Abnormal uterine bleeding, pre menopause
OB/GYN: Abortion
OB/GYN: Amenorrhea
OB/GYN: Cervical cancer
OB/GYN: Cholestasis of pregnancy
OB/GYN: Complications of labor: dystocia
OB/GYN: Complications of labor: failure to progress
OB/GYN: Complications of labor: puerperal Fever, infection
OB/GYN: Dysmenorrhea
OB/GYN: Eclampsia
OB/GYN: Ectopic pregnancy
OB/GYN: Endometriosis
OB/GYN: Endometritis
OB/GYN: Fibroids
OB/GYN: First trimester bleeding
OB/GYN: Gestational diabetes
OB/GYN: Gestational hypertension
OB/GYN: Hyperemesis and gravidarum
OB/GYN: Infertility
OB/GYN: Labor dystocia
OB/GYN: Menopause/perimenopause
OB/GYN: Normal menstrual cycle
OB/GYN: Normal pregnancy
OB/GYN: Oligomenorrhea
OB/GYN: Pelvic pain
OB/GYN: Physiology of pregnancy, labor and delivery
OB/GYN: PICA
OB/GYN: PID
OB/GYN: Postpartum pulmonary embolism
OB/GYN: Postpartum blues, depression and psychosis
OB/GYN: Preeclampsia
OB/GYN: Premature rupture of membranes (PROM)
OB/GYN: Premenstrual syndrome and PMDD
OB/GYN: Preterm labor
OB/GYN: Spontaneous abortion
OB/GYN: STI
OB/GYN: Third trimester bleeding
OB/GYN: UTI in pregnancy
OB/GYN: Vaginitis

Obstetrics and Gynecology Aquifer Case List

Aquifer Cases are required for all core courses. The TUCOM - OB/GYN course accessible in the Aquifer platform, contains a selection of cases presented as interactive self-directed learning activities and aimed at improving students’ clinical skills and medical knowledge during their OB/GYN core rotation.

Students have to complete 5 cases of their choice by the end of this 4-week core rotation.

eConferences Obstetrics and Gynecology

There will be two interactive case conferences during the OB/GYN rotation. Attendance and participation is mandatory.

OB/GYN eConferences will take place virtually on Thursday afternoons, 4:00 PM PST/PDT (see course calendar in Canvas) on Zoom, and will be hosted by Dr. Tina Mason and Clinical Teaching Students.

All students are expected to submit a case seen on their clinical rotation prior to the first eConference during the block. All cases should include structural competency/social determinants of health and osteopathic principles and practice considerations. Students will be notified if their case is chosen for the upcoming eConference.

Case submission form and eConference zoom link are available in canvas: OB/GYN course.

Obstetrics & Gynecology COMAT Examination

It is required that students pass COMAT. In order to ensure they are prepared we highly recommend that students select a board review book and study from it throughout the rotation. It is also required that students do practice questions using COMBANK and recommended that students pursue more than the required questions as needed.

Obstetrics and Gynecology COMAT Objectives

Based on general learner-centered objectives, as outlined in the Obstetrics/Gynecology Examination Blueprint, the examinee will be required to demonstrate the ability to apply:
1. Foundational content knowledge to situations and patient presentations encountered in clinical settings and important to Obstetrics/Gynecology.

2. Foundational content knowledge and clinical problem-solving ability related to particular physician tasks critical to Obstetrics/Gynecology.

3. Knowledge and clinical problem-solving as related to the Fundamental Osteopathic Medical Competency Domains, including osteopathic principles and practice and OMT, osteopathic medical knowledge, interpersonal and communication skills, practice-based learning and improvement, systems-based practice, professionalism and patient care.


For Obstetrics and Gynecology, the examinee will be required to demonstrate the ability to diagnose and manage selected patient presentations and clinical situations involving, but not limited to:

1. **Abnormal Obstetrics**: abnormal labor, spontaneous abortion, ectopic pregnancy and third-trimester bleeding

2. **General Gynecology**: normal gynecology, family planning, adolescent issues and development, issues of domestic violence and sexual assault, breast diseases, vulvar/vaginal diseases, sexually transmitted infections, urinary tract disorders, screening and preventive care, menstrual cycle and premenstrual syndrome, somatic dysfunction and viscerosomatic relationships

3. **Gynecologic Oncology**: cervical, uterine and ovarian disease and neoplasm and gestational trophoblastic neoplasia

4. **Normal Obstetrics**: preconception, antepartum, intrapartum, and postpartum care; history and physical examination; maternal-fetal physiology; preventive care, nutrition and lactation

5. **Reproductive Endocrinology**: menopause, normal/abnormal uterine bleeding, and infertility

These objectives are from the NBOME website and do not reflect any changes on the part of TUCOM faculty. For additional information: [NBOME Obstetrics/Gynecology COMAT](#)
PSYCHIATRY CORE CLERKSHIP
CLNC 705 - 6 Units
Syllabus 2021-2022 Academic Year
Touro University CA – College of Osteopathic Medicine

COURSE DIRECTORS

K. Scott Whitlow, DO, FAAEM
Associate Dean, Clinical Education Dpt.
Professor of Emergency Medicine and Medical Toxicology
(707) 638- 5288
kscott.whitlow@tu.edu

Nicole Peña, D.O.
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(707)-638-5217
nicole.pena@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education Dpt.
Associate Professor
(707) 638-5917
nathalie.garcia-russell@tu.edu

ADMINISTRATIVE SUPPORT

Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
irina.jones@tu.edu

3rd Year Clerkship and Program Coordinators
tuc.year3teamced@tu.edu

Assessment Coordinators
tuc.ced.grades@tu.edu

INSTRUCTORS

Nicole Peña, D.O.
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(O) 707-638-5217, (C) 925-899-5495
nicole.pena@tu.edu

Adjunct Clinical Faculty at Core Rotation Sites
Contact core site administrators

COURSE CONSULTANT

Jeffrey Zwerin, DO
Psychiatrist
Assistant Professor, Primary Care Dpt.
jeffrey.zwerin@tu.edu
ADA Notification

Touro University California complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. Touro University California students with disabilities seeking reasonable accommodations should do so through the TUC Director of Academic Support.

Safe Learning Environment

TUC community members share a commitment to social justice. This commitment includes the need to create safe learning and environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. It is expected that we (Faculty, Students and Staff) treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

Diversity Statement

TUCOM values perspectives of individuals from all backgrounds of our students including race, gender expression, gender identity, sexual orientation, country of origin, physical and learning abilities, and religious affiliations. TUCOM strives to make the curriculum and the learning environments inclusive safe spaces for all students. TUCOM rejects bigotry, racism, violence, discrimination, or intimidation of any kind. If learners see ways in which we can improve please let the Course/Administrative Coordinators and/or the Associate Dean of Academic Affairs know.
Course Description Psychiatry Core Rotation

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 in the Clinical Rotation Manual and canvas.

TUCOM Mission Statement

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and postdoctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

Alignment of Course Outcomes and Competencies with TUCOM Mission

The curricula for all the core courses during the clinical years are 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 learn 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 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.

AOA Competencies – TUCOM Program Learning Outcomes Addressed

The following competencies are addressed in this course:

1. Osteopathic philosophy/Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. Systems Based Practice
8. Structural Competency
Course Learning Outcomes (CLOs)

The learning outcomes of the Psychiatry Course are based on the eight TUCOM Program Learning Outcomes. The course 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. 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)
3. Identify psychopathology, formulate differential diagnoses, and develop assessment and treatment plans for psychiatric patients. Explain the importance of Osteopathic principles and philosophy in diagnosis and treatment plan development. (AOA; 1,2,3)
4. Use laboratory, imaging, and psychological testing, and consultation to assist in the diagnosis of persons with neuropsychiatric symptoms. (AOA; 3)
5. Assess and begin emergency management of a person with neuropsychiatric symptoms, and discuss with attending when a referral might be indicated. (AOA; 3)
6. Recognize the psychiatric manifestations of brain disease of known etiology or pathophysiology, and state the evaluation and initial management of these neuropsychiatric disorders. (AOA; 2,3)
7. Identify, clinically evaluate, and treat the neuropsychiatric consequences of substance abuse and dependence. (AOA; 2,3)
8. Recognize, evaluate, and discuss management options for persons with psychosis associated with schizophrenic, affective, general medical, and other psychotic disorders. (AOA; 2,3)
9. Recognize, evaluate, and state the treatments for patients with mood disorders and anxiety disorders. (AOA; 2,3)
10. Diagnose somatic symptom and related disorders and explain appropriate principles of management. (AOA; 2,3)
11. Define dissociation, state its psychological defensive role, and discuss the clinical syndromes with which it is associated. (AOA; 2)
12. Summarize the distinguishing clinical features, evaluation, and treatment of patients with eating disorders. (AOA; 2,3)
13. Recognize maladaptive traits and interpersonal patterns that typify personality disorders, and discuss strategies for caring for patients with personality disorders. (AOA; 2,3)
14. Summarize the unique factors essential to the evaluation of children and adolescents, and diagnose the common child psychiatric disorders. (AOA; 2, 3)
15. Discuss the structure of the mental health system and legal issues important in the care of psychiatric patients. (AOA; 7)

16. Summarize the indications, basic mechanisms of action, common side effects, and drug interactions of each class of psychotropic medications and explain how to select and use these agents to treat mental disorders. (AOA; 2,3)

17. Explain the principles and techniques of psychosocial therapies to patients. Apply evidence-based medicine to determine whether it is appropriate to use psychotherapy. Discuss with attending when a referral might be indicated. (AOA; 3,6)

18. Work effectively with other health professionals in settings including group therapy, inpatient psychiatric wards. Collaborate with other inpatient teams and clinics to offer psychiatric consultation on patients with organic diagnoses. (AOA; 3,4)

19. Experience maturation in clinical and personal development through working with patients with psychiatric conditions. Use self-reflection and the support of attendings and other mentors on the psychiatric rotation to address personal biases towards psychiatric illness. (AOA; 5)

20. Connect patient problems to structural factors like socioeconomic status, race, gender, and public policy, when indicated; advocate for equity in health outcomes, and serve as a resource to patients and communities in the pursuit of equity in health; demonstrate humility when communicating with patients and the healthcare team about the health impacts of structural factors. (8)

Adapted from objectives by the Association of Directors of Medical Student Education in Psychiatry (ADMSEP)

### Instructional Methods

Through completion of the clerkship activities, and the online assignments and readings, students will achieve mastery of the CLO’s and competencies at a level appropriate to a (third year) medical student.

The categories of learning activities are as follows:

- Clinical rotations, associated didactic activities, and tracking of those activities through logs
- Online interactive cases - Aquifer
- Online didactic sessions - eConferences
- Online quizzes - COMBANK
- Self-Directed PowerPoint presentations and web site links including guidelines and videos - Canvas
- Required reading

### Required Assignments

Required Assignments are associated with course learning outcomes (CLOs). Assignments, if completed adequately will allow students to achieve an appropriate level of mastery over the CLO’s.

For details on requirements, review “Section IV: Clinical Curriculum” in the TUCOM Clinical Rotation Manual. Each of the required assignments also is detailed in accompanying curricular documents.

1. Reading assignments
2. PowerPoint Lectures on Osteopathic Principles and Practice and OMT
3. Logs of clinical activities and procedures
4. Aquifer cases
5. eConferences
6. COMBANK quizzes
7. COMAT end of rotation examination

For each core course students must complete the Reading assignments, the OMM PowerPoints, logs, Aquifer cases, take a COMBANK quiz, and pass the COMAT examination. Students must attend all scheduled eConferences. For each core course students must complete one or two site evaluations and receive a clinical performance evaluation from their primary preceptor.

Clinical Resources

The Boards and the COMAT examination are just one aspect of medical training assessment. While a board review system is appropriate and important for these examinations, it is not sufficient to ensure students are becoming well-trained physicians. In addition to clinical and faculty resources available through rotation sites, resources online are provided to round out clinical training.

Selected Didactic Resources

The curricular resources are selected to ensure students have an understanding of the depth and breadth of the materials with which they should become competent. Aquifer cases are required and if incomplete will result in loss of points towards the final grade. Reading assignments are required but not graded. Other links are delineated as either required or highly recommended but also not graded.

The reading assignments and links have been carefully chosen to give coverage of critical psychiatry topics at a depth appropriate to a third-year medical student. They have been carefully chosen to give exposure to important textbooks and articles with which attendings will expect students to be familiar. Every student should read every day, at least one chapter and one article. Read about the patients seen that day and if weak in certain areas, those should be covered on days students have not had new clinical encounters. Students should not use a board review book for their primary reading source. Board review books should be used for board prep and COMAT preparation sources. Students should not rely exclusively on one reading resource such as UpToDate but rather should utilize recommended textbooks and online resources. The selections chosen are intended to guide students in appropriate reading choices, not to limit them. If students are assigned reading on a topic by preceptors, but not given a specific chapter or article, they should use the resource listed here. If students see a patient with a diagnosis listed below, they should use the reading assignment to review the topic. The order in which students read the assignments is not important - it should be tailored to align with individual learning styles, clinical experience and student schedules.

Textbooks And Supplemental Materials

Textbooks

1. DSM-5TM Handbook of Differential Diagnosis (2014) – Michael B. First
10. Board review books

**Online Resources**
- Association of Directors of Medical Student Education in Psychiatry (ADMSEP)  
- Journal of the American Osteopathic Association (JAOA)  
- UpToDate

**Other Resources**
- Canvas:
  - Osteopathic Principles PowerPoint Presentations. All assigned lectures are based on the text:  
  - Selected articles on various psychiatry topics recommended by Dr. Zwerin  
- TUC Library (board review materials, textbooks, articles, and more)  
- Aquifer Interactive Cases  
- Truelearn COMBANK

**Additional Course Specific Requirements**
1. Attendance - see Clinical Rotations Manual  
2. Participation - full participation as directed by Adjunct Faculty and completion of required assignments on time.  
3. Clothing- professional attire, white coats.  
4. Equipment - stethoscope, reflex hammer, Computer and internet access
Assessment And Grading

TUCOM Clinical course grades for the Class of 2023 and later are issued as Pass/Fail/Honors.

To pass a core rotation, students must satisfy the following criteria at the end of the course.
- A combined total score of 70% of all elements of the rotation must be received.
- A Pass must be received on the CPE.
- A passing grade must be received on the COMAT examination.

Weighted Percentages

All assignments are required. The weighted percentages of all core course components are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>45.0%</td>
</tr>
<tr>
<td>Student Site Evaluation(s)</td>
<td>2.0%</td>
</tr>
<tr>
<td>Aquifer cases</td>
<td>7.0%</td>
</tr>
<tr>
<td>Logs</td>
<td>7.0%</td>
</tr>
<tr>
<td>eConferences</td>
<td>5.0%</td>
</tr>
<tr>
<td>COMBANK quiz</td>
<td>4.0%</td>
</tr>
<tr>
<td>COMAT Post Rotation Examination</td>
<td>30.0%</td>
</tr>
<tr>
<td><strong>Course total</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Honors

To receive Honors for a Passed Core Course the following criteria must be met:

- Recommendation for Honors on received CPE
- All assignments must be completed on time and receive scores ≥70% (including eConferences)
- Standard COMAT score ≥ 107
Psychiatry Topics List and Assigned Reading

Topics are divided by week but should not necessarily be used as a determining factor of when to read about each topic. Learning is most effective when reading and assignments, such as Aquifer cases, reinforce clinical experience as the student progresses through rotation. Students should try to cover all these topics well, and consult a board review book for an overview of all topics to study to prepare for the COMAT and Boards.

In addition to the reading assignments, students are required to complete Aquifer cases and view the online OMM power points available in the Canvas course. Other requirements, which include logs, clinical activities and evaluations, are referenced in the overview to clinical activities and canvas.

<table>
<thead>
<tr>
<th>Weekly Topics</th>
<th>Weekly Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>CURRENT Diagnosis &amp; Treatment: Psychiatry:</strong> Ch.4 - The Psychiatric Interview</td>
</tr>
<tr>
<td></td>
<td><strong>DSM-5TM Handbook of Differential Diagnosis:</strong></td>
</tr>
<tr>
<td>1. Interviewing skills</td>
<td>▪ Ch.1 - Differential Diagnosis Step by Step</td>
</tr>
<tr>
<td>2. Psychiatric history, physical, and the mental status examination</td>
<td>▪ Ch.2</td>
</tr>
<tr>
<td>3. Psychiatric Emergencies: Suicide and Violence</td>
<td>■ Decision Tree for Suicidal Ideation or Behavior</td>
</tr>
<tr>
<td>4. Diagnosis, classification, and treatment planning</td>
<td>■ Decision Tree for Etiological Medical Conditions</td>
</tr>
<tr>
<td>5. Diagnostic testing</td>
<td><strong>The American Psychiatric Publishing Textbook of Psychiatry</strong></td>
</tr>
<tr>
<td>6. Community and forensic psychiatry</td>
<td>▪ Ch.1 - The Psychiatric Interview and Mental Status Examination</td>
</tr>
<tr>
<td>7. Psychopharmacology</td>
<td>▪ Ch.2 - DSM-5 as a Framework for Psychiatric Diagnosis</td>
</tr>
<tr>
<td>8. Psychotherapies</td>
<td>▪ Ch.3 - Assessment of Suicide Risk</td>
</tr>
<tr>
<td>9. Osteopathic approach to Psychiatry</td>
<td>▪ Ch.4 - Laboratory Testing and Neuroimaging Studies in Psychiatry</td>
</tr>
<tr>
<td>10. Osteopathic primary care approach to stress management</td>
<td>▪ Ch.7 - Ethical Considerations in Psychiatry</td>
</tr>
<tr>
<td>11. Psychotropic medication side effects and their treatment</td>
<td>▪ Ch.8 - Legal Considerations in Psychiatry</td>
</tr>
<tr>
<td></td>
<td>▪ Ch.44 - Culturally Diverse Patients</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>CURRENT Diagnosis &amp; Treatment: Psychiatry:</strong> Ch.14 - Neurocognitive Disorders</td>
</tr>
<tr>
<td>1. Delirium, dementia, and amnestic and other cognitive disorders</td>
<td><strong>DSM-5TM Handbook of Differential Diagnosis:</strong></td>
</tr>
<tr>
<td>2. Substance-related disorders</td>
<td></td>
</tr>
<tr>
<td>Ch.2 - Differential Diagnosis by the Trees</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Speech Disturbance</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Delusions</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Catatonic Symptoms</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Elevated or Expansive</td>
<td></td>
</tr>
<tr>
<td>Mood</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Irritable Mood</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Depressed Mood</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Anxiety</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Panic Attacks</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Avoidance Behavior</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Insomnia</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Aggressive Behavior</td>
<td></td>
</tr>
<tr>
<td>Decision Tree for Impulsivity or Impulse-</td>
<td></td>
</tr>
<tr>
<td>Control Problems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ch.3 - Differential Diagnosis by the Tables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schizophrenia Spectrum and Other Psychotic</td>
</tr>
<tr>
<td>Disorders</td>
</tr>
<tr>
<td>Bipolar and Related Disorders</td>
</tr>
<tr>
<td>Depressive Disorders</td>
</tr>
<tr>
<td>Anxiety Disorders</td>
</tr>
</tbody>
</table>

**The American Psychiatric Publishing Textbook of Psychiatry:**
- Ch.10 - Schizophrenia Spectrum and Other Psychotic Disorders
- Ch.11 - Bipolar and Related Disorders
- Ch.12 - Depressive Disorders
- Ch.13 - Anxiety Disorders
- Ch 14- Obsessive Compulsive and Related Disorders
- Ch 15 Trauma and Stressor Related Disorders
- Ch.24 - Substance-Related and Addictive Disorders
- Ch.25 - Neurocognitive Disorders

**UpToDate:**
- Postpartum Blues
- Postpartum unipolar major depression
- Seasonal Affective Disorder
- Grief and bereavement in adults: Clinical features
- COVID-19 Psychiatric Disorders

### Week 3
1. Somatic Symptom and Related Disorders
2. Factitious Disorders and Malingering

**The American Psychiatric Publishing Textbook of Psychiatry:**
- Ch.16 - Dissociative Disorders
### 3. Dissociative and amnestic disorders
- Ch.17 - Somatic Symptom and Related Disorders
- Ch.18 - Eating and Feeding Disorders
- Ch.26 - Personality Pathology and Personality Disorders

- **DSM-5TM Handbook of Differential Diagnosis:**
  - Ch.3 - Differential Diagnosis by the Tables
    - Somatic Symptom and Related Disorders
    - Personality Disorders

- **Somatic Dysfunction in Osteopathic Family Medicine: Part.II**

### 4. Eating disorders
- Ch.26 - Personality Pathology and Personality Disorders

### 5. Personality disorders
- Ch.17 - Somatic Symptom and Related Disorders
- Ch.18 - Eating and Feeding Disorders
- Ch.26 - Personality Pathology and Personality Disorders

<table>
<thead>
<tr>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child and adolescent psychiatry</td>
</tr>
<tr>
<td>2. Sexual dysfunctions</td>
</tr>
<tr>
<td>3. Paraphilic Disorders</td>
</tr>
<tr>
<td>4. Brain Stimulation Therapy: Electroconvulsive Therapy (ECT); Transcranial Magnetic Stimulation (TCMS)</td>
</tr>
</tbody>
</table>

- **The American Psychiatric Publishing Textbook of Psychiatry:**
  - Ch.3 - Normal Child and Adolescent Development
  - Ch.9 - Neurodevelopmental Disorders
  - Ch.21 - Sexual Dysfunctions
  - Ch.23 - Disruptive, Impulse-Control, and Conduct Disorders
  - Ch 27 Paraphilic Disorders
  - Ch 30 Brain Stimulation Therapies
  - Ch.41 - Children and Adolescents

- **UptoDate:**
  - Asperger syndrome (a specific autism spectrum disorder): Management and prognosis in children and adolescents
  - Autism spectrum disorders in children and adolescents: Overview of management

- **CURRENT Diagnosis & Treatment: Psychiatry:**
  - Ch.33 - Autism and Autism Spectrum Disorders
  - Ch.34 - Attention-Deficit/Hyperactivity Disorder

---

**Psychiatry Logs: Procedures and Diagnoses**

Procedures and Diagnoses Logs are designed to guide students during their clinical clerkship with regard to the clinical experience and didactic material they are expected to encounter. Logs are entered directly in CANVAS. For each procedure, the student will have to indicate if they were directly exposed to the procedure or if they had to refer to an alternative experience such as: Aquifer case, Article, Reading Assignment or Video.
Psychiatry Procedures

Psych: Written Note: Progress or SOAP note
Psych: ADD assessment
Psych: ADHD assessment
Psych: Assessment of patient's decision-making capacity
Psych: Complete history
Psych: Comprehensive mental status examination
Psych: Develop a differential diagnosis
Psych: Evidence based depression screening
Psych: Evidence based substance abuse screening
Psych: Focused neurologic examination
Psych: Group therapy session
Psych: Individual counseling or therapy session
Psych: Lifestyle health risk assessment
Psych: Mini Mental State Examination (MMSE)
Psych: Mental Status Examination (MSE)
Psych: Other
Psych: Patient Counseling: lifestyle changes to promote mental health
Psych: Screen for physical abuse
Psych: Screen for suicidal ideation
Psych: Use CAGE for alcohol screen
Psych: Written Note: MSE
Psych: Abnormal Involuntary Movement Scale (AIMS)

Required during Psych core rotation

OMM: Psych Documentation of an Osteopathic Structural Exam (OSE)
OMM: Psych Osteopathic Manipulative Treatment (OMT) with Documentation

Psychiatry Diagnoses

Psych: ADHD
Psych: Adjustment disorder
Psych: Alcohol abuse
Psych: Amnestic disorders
Psych: Asperger’s
Psych: Autism
Psych: Bipolar disorder
Psych: Child abuse
Psych: Delirium
Psych: Dementia
Psych: Dissociative disorders
Psych: Dysthymia
Psych: Eating disorder
Psych: Factitious disorders
Psych: Generalized Anxiety Disorder (GAD)
Psych: Grief reaction
Psych: Major depression
Psych: Other
Psych: Panic attacks
Psych: Personality disorder
Psych: Postpartum depression
Psych: Seasonal Affective Disorder (SAD)
Psych: Schizophrenia
Psych: Somatic Symptom and Related Disorders
Psych: Substance abuse
Psych: Suicide
Psych: Violence

Psychiatry Aquifer Case List

Aquifer Cases are required for all core courses.

The TUCOM - Psychiatry course, accessible in the Aquifer platform, contains a selection of cases presented as interactive self-directed learning activities and aimed at improving students’ clinical skills and medical knowledge during their Psychiatry core rotation.

Students have to complete 5 cases of their choice by the end of this 4-week core rotation.

eConferences Psychiatry

There will be two interactive case conferences during the Psychiatry rotation. Attendance and participation is mandatory.

Psychiatry eConferences will take place virtually on Monday afternoons, 3:00 PM PST/PDT (see course calendar in Canvas) on Zoom and will be hosted by faculty and Clinical Teaching Students.

All students are expected to submit a case seen on their clinical rotation prior to the first eConference during the block. All cases should include structural competency/social determinants of health and osteopathic principles and practice considerations. Students will be notified if their case is chosen for the upcoming eConference.

Case submission form and eConference zoom link are available in canvas: TUCOM - Psychiatry course

Psychiatry COMAT Examination
It is required that students pass COMAT. To ensure they are prepared we highly recommend that students select a board review book and study from it throughout the rotation. It is also required that students do practice questions using COMBANK and recommended that students pursue more than the required questions as needed.

Psychiatry COMAT Objectives

Based on general learner-centered objectives, as outlined in the Psychiatry Examination Blueprint, the examinee will be required to demonstrate the ability to apply:

1. Foundational content knowledge to situations and patient presentations encountered in clinical settings and important to Psychiatry.
2. Foundational content knowledge and clinical problem-solving ability related to particular physician tasks critical to Psychiatry.
3. Knowledge and clinical problem-solving as related to the Fundamental Osteopathic Medical Competency Domains, including osteopathic principles and practice and OMT, osteopathic medical knowledge, interpersonal and communication skills, practice-based learning and improvement, systems-based practice, professionalism and patient care.

For Psychiatry, the examinee will be required to demonstrate the ability to diagnose and manage selected patient presentations and clinical situations involving, but not limited to:

1. **Common Psychiatric Conditions**: disorders presenting in the pediatric age group; delirium, dementia, amnestic and related disorders; schizophrenia and related disorders, psychiatric illness due to a general medical condition, somatic dysfunction in psychiatric conditions, substance-related disorders, eating disorders, sexual disorders, mood disorders, anxiety disorders, somatoform disorders, adjustment disorders and personality disorders
2. **Health Promotion/Disease Prevention/Health Care Delivery**: assessment of dangerousness, genetic counseling, cross-cultural issues, physician-patient relationship, health care financing and cost effectiveness, and medical ethics
3. **History and Physical Examination**: assessment methods (laboratory, neuroimaging, neurophysiologic, and psychological testing), interviewing, rating scales, assessment of physical findings and historical information, mental status examination, structural examination and DSM diagnosis
4. **Management**: evidence-based decision making, psychosocial interventions, clinical psychopharmacology and related somatic treatments such as electroconvulsive therapy, treatment complications, osteopathic manipulative treatment and treatment guidelines/best practices
5. **Scientific Understanding of Health and Disease Mechanisms**: mental health epidemiology, psychosocial foundations, neurobiological foundations, epigenetics, viscerosomatic relationships and other osteopathic principles

These objectives are from the NBOME website and do not reflect any changes on the part of TUCOM faculty. For additional information: NBOME Psychiatry COMAT
PEDIATRICS CORE CLERKSHIP
CLNC 704 - 6 Units
Syllabus 2021-2022 Academic Year
Touro University CA – College of Osteopathic Medicine

COURSE DIRECTORS
K. Scott Whitlow, DO, FAAEM
Associate Dean, Clinical Education Dpt.
Professor of Emergency Medicine and Medical
Toxicology
(707) 638-5288
kscott.whitlow@tu.edu

Nicole Peña, DO
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(707)-638-5217
nicole.pena@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education Dpt.
Associate Professor
(707) 638-5917
nathalie.garcia-russell@tu.edu

ADMINISTRATIVE SUPPORT
Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
irina.jones@tu.edu

3rd Year Clerkship and Program Coordinators
tuc.year3teamced@tu.edu

Assessment Coordinators
tuc.ced.grades@tu.edu

INSTRUCTORS
Kimberley Wolf, DO
Associate Professor OMM Dept.
(707) 638-5963
kimberly.wolf@tu.edu

Nicole Peña, D.O.
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(O) 707-638-5217, (C) 925-899-5495
nicole.pena@tu.edu

Adjunct Clinical Faculty at Core Rotation Sites
Contact core site administrators

COURSE CONSULTANT
Geetika Sengupta, MD
Pediatrician
Assistant Professor, Primary Care Dept.
geetika.sengupta@tu.edu
ADA Notification

Touro University California complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. Touro University California students with disabilities seeking reasonable accommodations should do so through the TUC Director of Academic Support.

Safe Learning Environment

TUC community members share a commitment to social justice. This commitment includes the need to create safe learning and environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. It is expected that we (Faculty, Students and Staff) treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

Diversity Statement

TUCOM values perspectives of individuals from all backgrounds of our students including race, gender expression, gender identity, sexual orientation, country of origin, physical and learning abilities, and religious affiliations. TUCOM strives to make the curriculum and the learning environments inclusive safe spaces for all students. TUCOM rejects bigotry, racism, violence, discrimination, or intimidation of any kind. If learners see ways in which we can improve please let the Course/Administrative Coordinators and/or the Associate Dean of Academic Affairs know.
Course Description Pediatrics Core Rotation

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 the Clinical Rotation Manual and Canvas.

TUCOM Mission Statement

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and postdoctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

Alignment of Course Outcomes and Competencies with TUCOM Mission

The curricula for all the core courses during the clinical years are 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 learn 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 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.

AOA Competencies – TUCOM Program Learning Outcomes Addressed

The following competencies are addressed in this course:

1. Osteopathic philosophy/Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. Systems Based Practice
8. Structural Competency
Course Learning Outcomes (CLOs)

The learning outcomes of the Pediatrics Course are based on the eight TUCOM Program Learning Outcomes. 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)
3. Explain the influence of family, community, and society on the child in health and disease. (AOA; 1,3)
4. Demonstrate development of communication skills that will facilitate clinical interaction with children, adolescents, and their families with a focus on obtaining complete and accurate data. (AOA; 4)
5. Perform and document a complete age-appropriate history and physical examination of infants, children, and adolescents. (AOA; 1,3)
6. Use clinical findings and interpretation of laboratory and radiologic testing to generate an appropriate diagnostic and management plan. (AOA; 1,3)
7. Give verbal patient presentations and write encounter notes demonstrating how pertinent findings inform diagnostic reasoning. (AOA; 3,4)
8. Describe high yield pediatric health promotion and disease prevention strategies. (AOA; 3)
9. Behave professionally towards colleagues, staff, and patients and display attitudes appropriate for clinical practice in the care of children. (AOA; 5)
10. Access the primary medical literature and apply principles of evidence-based medicine to the care of children. (AOA; 6)
11. Connect patient problems to structural factors like socioeconomic status, race, gender, and public policy, when indicated; advocate for equity in health outcomes, and serve as a resource to patients and communities in the pursuit of equity in health; demonstrate humility when communicating with patients and the healthcare team about the health impacts of structural factors. (AOA; 8)

More specific Pediatric Course objectives are described in the Clinical Pediatrics Objectives Map.

Instructional Methods

Through completion of the clerkship activities, and the online assignments and readings, students will achieve mastery of the CLO's and competencies at a level appropriate to a third year medical student.

The categories of learning activities are as follows:

- Clinical rotations, associated didactic activities, and tracking of those activities through logs
- Online interactive cases - Aquifer
- Online didactic sessions - eConferences
- Online quizzes - COMBANK
- Self-Directed PowerPoint presentations and web site links including guidelines and videos
- Required Reading
Required Assignments

Required Assignments are associated with course learning outcomes (CLOs). Assignments, if completed adequately will allow students to achieve an appropriate level of mastery over the CLO’s. For details on requirements, review “Section IV: Clinical Curriculum” in the TUCOM Clinical Rotation Manual. Each of the required assignments also is detailed in accompanying curricular documents.

1. Reading assignments
2. PowerPoint lectures on Osteopathic Principles and Practice and OMT
3. Logs of clinical activities and procedures
4. Aquifer cases
5. eConferences
6. COMBANK quizzes
7. COMAT end of rotation examination

For each core course students must complete the Reading assignments, the OMM PowerPoints, logs, Aquifer cases, take a COMBANK quiz, and pass the COMAT examination. Students must attend all scheduled eConferences. For each core course students must complete one or two site evaluations and receive a clinical performance evaluation from their primary preceptor.

Textbooks And Supplemental Materials

The following resources are recommended for use on the Pediatric Clerkship. Nelson Essentials of Pediatrics is considered the core text and the student is expected to be familiar with material in that text. The supplemental resources are suggested as either unabridged compendia of information on pediatric disease (C), concise reviews of key topics (R), validated education/self-assessment tools (T), or essential pediatric resources that all osteopathic physicians should be familiar with (E). Recommended reading assignments can be found on the Clerkship Curriculum Map.

Textbooks

Online Resources

- **Aquifer**: Computer-assisted Learning in Pediatrics Program (CLIPP) Cases
- PowerPoint presentations created by Touro University and adjunct faculty and made available for medical student review (on Canvas) (R)
- Pediatrics in Review - Excellent review articles on a variety of Pediatric topics. Dr. Malouf used this to study for his third year pediatric shelf exam. (R)
- Pediatric Care Online An excellent rapid resource for information on a variety of pediatric topics. Has an associated mobile app. (needs rating)
- Journal of the American Osteopathic Association (JAOA)
- American Family Physician
- Primary Care: Clinics in Office Practice
- UptoDate (R)

Other Resources

- TUC Library (board review materials, textbooks, articles, and more)
- Aquifer Interactive Cases
- Truelearn COMBANK

Additional Course Specific Requirements

- Attendance - see Clinical Rotation Manual.
- Participation - full participation as directed by Adjunct Faculty and completion of required assignments on time.
- Clothing - Professional attire, white coats, and name tags.
- Equipment - Stethoscope, reflex hammer, computer and internet access.

Assessment And Grading

TUCOM Clinical course grades for the Class of 2023 and later are issued as Pass/Fail/Honors.
To pass a core rotation, students must satisfy the following criteria at the end of the course.

- A combined total score of 70% of all elements of the rotation must be received
- A Pass must be received on the CPE.
- A passing grade must be received on the COMAT examination.

**Weighted Percentages**

All assignments are required. The weighted percentages of all core course components are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>45.0%</td>
</tr>
<tr>
<td>Student Site Evaluation(s)</td>
<td>2.0%</td>
</tr>
<tr>
<td>Aquifer cases</td>
<td>7.0%</td>
</tr>
<tr>
<td>Logs</td>
<td>7.0%</td>
</tr>
<tr>
<td>eConferences</td>
<td>5.0%</td>
</tr>
<tr>
<td>COMBANK quiz</td>
<td>4.0%</td>
</tr>
<tr>
<td>COMAT Post Rotation Examination</td>
<td>30.0%</td>
</tr>
<tr>
<td><strong>Course total</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

**Honors**

To receive Honors for a Passed Core Course the following criteria must be met:

- Recommendation for Honors on received CPE
- All assignments must be completed on time and receive scores ≥70% (including eConferences)
- Standard COMAT score ≥107

**Distinguished Student Award**

The Division of Pediatrics offers the Pediatric Distinguished Student Award. This award is designed to honor a senior medical student who intends to enter a pediatric residency and has demonstrated superior performance in his or her activities as a medical student. Pediatrics evolved as a specialty because children have unique physiologic, biochemical, and psychosocial needs which reflect dynamics of change during growth and development. The recipient of the Pediatric Distinguished Student Award should demonstrate a sound grasp of these concepts as well as skill in applying them to the care of children. Awardees should have completed their pediatric core clerkship and demonstrated exceptional ability and potential for future contributions to the specialty of pediatrics.
Pediatrics Topic List and Assigned Reading

Students should try to cover all these topics as they go through their Pediatrics rotation, and keeping in mind that learning is most effective when reading and assignments, such as Aquifer cases, reinforce clinical experience as the student progresses through the rotation. It is also recommended to consult a board review book for an overview of all topics to study to prepare for the COMAT and Boards.

In addition to the reading assignments, students are required to complete Aquifer cases and view the online OMM power points available in the Canvas course. Other requirements, which include logs, clinical activities and evaluations, are referenced in the overview to clinical activities and canvas.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Milestones (Gross Motor, Fine Motor, Language, Social/</td>
<td>• Nelson’s Essentials: Ch.8 - Disorders of Development</td>
</tr>
<tr>
<td>Emotional)</td>
<td></td>
</tr>
<tr>
<td>Normal Growth</td>
<td>• Nelson’s Essentials: Ch.5 - Normal Growth</td>
</tr>
<tr>
<td>Normal Puberty</td>
<td>• Nelson’s Essentials: Ch.67 - Overview and Assessment of Adolescents</td>
</tr>
<tr>
<td></td>
<td>o Section: Physical Growth and Development of Adolescents</td>
</tr>
<tr>
<td>Immunizations</td>
<td>• Nelson’s Essentials: Ch.94 - Immunization and Prophylaxis</td>
</tr>
<tr>
<td>Pyloric Stenosis</td>
<td>• Nelson’s Essentials: Ch.128 - Esophagus and Stomach, Section: Pyloric Stenosis</td>
</tr>
<tr>
<td>Intussusception</td>
<td>• Nelson’s Essentials: Ch.129 - Intestinal Tract, Section: Intussusception</td>
</tr>
<tr>
<td>Failure To Thrive</td>
<td>• Primary Care: Clinics in Office Practice:</td>
</tr>
<tr>
<td>Neonatal Jaundice</td>
<td>• Nelson’s Essentials:</td>
</tr>
<tr>
<td></td>
<td>o Ch.33 - Dehydration and Replacement Therapy, Section: Dehydration</td>
</tr>
<tr>
<td></td>
<td>o Ch.62 - Anemia and Hyperbilirubinemia, Section: Hyperbilirubinemia</td>
</tr>
<tr>
<td>Neonatal Skin Conditions (Erythema Toxicum, Transient Pustular Melanosis, Seborrheic Dermatitis)</td>
<td>• American Family Physician</td>
</tr>
<tr>
<td>Condition</td>
<td>Source</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Atopic Dermatitis</td>
<td>Nelson’s Essentials: Ch.190 - Atopic Dermatitis</td>
</tr>
<tr>
<td>Acne Vulgaris</td>
<td>Nelson’s Essentials: Ch.189 - Acne</td>
</tr>
<tr>
<td>ADHD (also covered in Psychiatry)</td>
<td>Nelson’s Essentials: Ch.13 - Attention-Deficit/Hyperactivity Disorder</td>
</tr>
<tr>
<td>Autism And Pervasive Development Disorders (including Screening) (also covered in Psychiatry)</td>
<td>Nelson’s Essentials: Ch.20 - Pervasive Developmental Disorders and Psychoses, Section: Autism</td>
</tr>
<tr>
<td>Toxic Ingestion (Acetaminophen, Lead)</td>
<td>Nelson’s Essentials: Ch.45 - Poisoning</td>
</tr>
<tr>
<td>Iron Deficiency Anemia</td>
<td>Pediatrics</td>
</tr>
<tr>
<td>Hemolytic Uremic Syndrome</td>
<td>Nelson’s Essentials: Ch.164 - Hemolytic Uremic Syndrome</td>
</tr>
<tr>
<td>Nephrotic Syndrome in Children</td>
<td>Nelson’s Essentials: Ch.162 - Nephrotic Syndrome and Proteinuria</td>
</tr>
<tr>
<td>Neuroblastoma</td>
<td>Nelson’s Essentials: Ch.158 - Neuroblastoma</td>
</tr>
<tr>
<td>Renal Neoplasms (Wilm’s Tumor)</td>
<td>Nelson’s Essentials: Ch.159 - Wilm’s Tumor</td>
</tr>
<tr>
<td>Acute Lymphocytic Leukemia</td>
<td>Nelson’s Essentials: Ch.155 - Leukemia</td>
</tr>
<tr>
<td>Brain Tumor</td>
<td>Nelson’s Essentials: Ch.157 - CNS Tumors</td>
</tr>
<tr>
<td>Retinoblastoma</td>
<td>First Aid Cases For the USMLE Step 1:</td>
</tr>
<tr>
<td></td>
<td>Hematology and Oncology</td>
</tr>
<tr>
<td></td>
<td>Case 32: Retinoblastoma</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Nelson’s Essentials: Ch.119 - Ocular Infections</td>
</tr>
<tr>
<td>Acute Otitis Media/Otitis Media With Effusion</td>
<td>Nelson’s Essentials: Ch.105 - Otitis Media</td>
</tr>
<tr>
<td></td>
<td>Foundations of Osteopathic Medicine: Ch.42.B - Child with Ear Pain</td>
</tr>
<tr>
<td></td>
<td>Somatic Dysfunction in Osteopathic Family Medicine: Ch.14 - The Patient with Otitis Media</td>
</tr>
<tr>
<td></td>
<td>JAOA:</td>
</tr>
<tr>
<td></td>
<td>Effect of Osteopathic Manipulative Treatment on Middle Ear Effusion Following Acute Otitis Media in Young Children: A Pilot Study. Steele et al. JAOA, Vol.114, 436</td>
</tr>
<tr>
<td>Sepsis in the Neonate</td>
<td>Nelson’s Essentials: Ch.65 - Sepsis and Meningitis</td>
</tr>
<tr>
<td>Croup/Epiglottitis</td>
<td>Nelson’s Essentials: Ch.107 - Croup</td>
</tr>
<tr>
<td>Bronchiolitis</td>
<td>Nelson’s Essentials: Ch.109 - Bronchiolitis</td>
</tr>
<tr>
<td>Pertussis</td>
<td>Nelson’s Essentials: Ch.108 - Pertussis Syndrome</td>
</tr>
<tr>
<td>Topic</td>
<td>Text</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Viral Exanthems (Roseola Infantium, Parvovirus, Varicella, Measles,</td>
<td>* <strong>Nelson’s Essentials</strong>: Ch.97 - Infections Characterized by</td>
</tr>
<tr>
<td>Molluscum Contagiosum)</td>
<td>Fever and Rash</td>
</tr>
<tr>
<td>TORCH Infections</td>
<td>* <strong>Nelson’s Essentials</strong>: Ch.66 - Congenital Infections</td>
</tr>
<tr>
<td>Septic Arthritis and Osteomyelitis</td>
<td>* <strong>Nelson’s Essentials</strong>: Ch.117 - Osteomyelitis, Ch.118 -</td>
</tr>
<tr>
<td></td>
<td>Infectious Arthritis</td>
</tr>
<tr>
<td>Osteopathic Considerations</td>
<td>* <strong>Somatic Dysfunction in Osteopathic Family Medicine</strong>:</td>
</tr>
<tr>
<td></td>
<td>Ch.8 The Pediatric Patient (OPTIONAL the OMM Power Point also covers</td>
</tr>
<tr>
<td></td>
<td>this material)</td>
</tr>
<tr>
<td></td>
<td>* <strong>JAOA</strong>:</td>
</tr>
<tr>
<td></td>
<td>o Osteopathic Manipulative Treatment for the treatment of</td>
</tr>
<tr>
<td></td>
<td>hospitalized premature infants with nipple feeding dysfunction. Lund,</td>
</tr>
<tr>
<td></td>
<td>o Effects of Osteopathic Manipulative Treatment on Pediatric</td>
</tr>
<tr>
<td></td>
<td>Patients with Asthma: A randomized controlled trial. Guiney, et al.</td>
</tr>
<tr>
<td></td>
<td>JAOA, March 2005, Vol.105, 7</td>
</tr>
<tr>
<td></td>
<td>o Resolution of Dacyrostenosis after Osteopathic Manipulative</td>
</tr>
<tr>
<td></td>
<td>* <strong>Chiropractic and Manual Therapies</strong>:</td>
</tr>
<tr>
<td></td>
<td>o Introducing an osteopathic approach into neonatology ward: the</td>
</tr>
<tr>
<td></td>
<td>May 2014, Vol.22, 18</td>
</tr>
<tr>
<td></td>
<td>* <strong>Pediatric Manual Medicine: an Osteopathic Approach</strong>,</td>
</tr>
<tr>
<td></td>
<td>o Ch.2 - head and neck pgs 14-32 (Torticollis and postural asymmetry), pg 59-61 (plagiocephaly), pgs 72-80 (Dacyrostenosis, sucking dysfunction, Otitis Media)</td>
</tr>
<tr>
<td></td>
<td>o Ch.3 - The spine, rib cage and sacrum pgs 122-127 (scoliosis),</td>
</tr>
<tr>
<td></td>
<td>o Ch.4 - The Shoulder complex, pgs 155-59 (overview, impingement), 180-183 (Brachial plexus injuries)</td>
</tr>
<tr>
<td></td>
<td>o Ch.5 - Femur, hip and pelvis, pgs. 194-201 (overview, DDH), 204-207 (femoral anteversion) 226-228 (assessment of the innominate in an infant)</td>
</tr>
<tr>
<td></td>
<td>o Ch.6 - Lower Leg, pgs. 274-283 (overview, assessment of the LE), 289-295 (patellar syndromes and assessment of the knee), 322-326 (shin splints)</td>
</tr>
<tr>
<td></td>
<td>o Ch.7 - Foot, Ankle pgs.330-342 (overview and ankle assessment), 356-357 (ankle sprain)</td>
</tr>
</tbody>
</table>

* Please see course map on Canvas for suggested readings on other topics.
Pediatrics Logs: Procedures and Diagnoses

Procedures and Diagnoses Logs are designed to guide students during their clinical clerkship with regard to the clinical experience and didactic material they are expected to encounter. Logs are entered directly in CANVAS. For each procedure, the student will have to indicate if they were directly exposed to the procedure or if they had to refer to an alternative experience such as: Aquifer case, Article, Reading Assignment or Video.

Pediatric Procedures

PEDS: Perform a developmental surveillance screen.
PEDS: Graph and interpret a child’s height, weight, and head circumference or BMI.
PEDS: Evaluate the results of a screening test for one of the following: Anemia, Lead, Vision, Hearing.
PEDS: Perform an adolescent HEADSS exam, including a discussion of confidentiality - At the discretion of your pediatric preceptor.
PEDS: Using gender, age, and height percentile, determine if a child’s blood pressure is elevated.
PEDS: Describe a cardiac murmur.
PEDS: Identify signs of respiratory distress.
PEDS: Calculate the daily caloric intake of an infant.
PEDS: Perform healthy lifestyle counseling for an obese or overweight child- At the discretion of your pediatric preceptor.
PEDS: Use clinical factors to assess the degree of dehydration in a child.
PEDS: Using the appropriate nomogram, determine if a child needs phototherapy based on their bilirubin level.
PEDS: Assess the following primitive reflexes: moro, grasp, suck, rooting.
PEDS: Perform an infant hip exam including Ortolani and Barlow maneuvers.
PEDS: Assess a child for the presence of strabismus using the corneal light reflex and cover test.
PEDS: Calculate a child’s mean parental height.
PEDS: Determine an adolescent’s sexual maturity rating (Tanner) stage.
PEDS: Assess an Infant’s Red Reflex.
PEDS: Perform a neonatal history including pertinent details of pregnancy, labor, and delivery and problems in the newborn period.
PEDS: Counsel a patient on home safety, car seat or seatbelt use, bicycle safety, smoking risks, or breastfeeding benefits - At the discretion of your pediatric preceptor.
PEDS: Incorporate family and community resources when generating a plan of care for a patient.
PEDS: Present a complete, well-organized verbal summary of the patient's history and physical examination findings, including an assessment and plan.
PEDS: Write a history, physical examination, and assessment and plan using a format appropriate to the clinical situation (e.g., inpatient admission, progress note, well-child, etc.).
PEDS: Complete a journal article analysis write-up (see syllabus for guidelines).
PEDS: Use the results of a scientific literature search in determining the best diagnostic or therapeutic management for a patient.
PEDS: Obtain a complete history and perform a comprehensive physical exam on an infant.
PEDS: Obtain a complete history and perform a comprehensive physical exam on a child.
PEDS: Obtain a complete history and perform a comprehensive physical exam on an adolescent.
PEDS: Interpret the results of one or more of the following diagnostic tests: CBC, urinalysis, chemistry panel, chest x-ray, abdominal x-ray.
PEDS: Create a differential diagnosis list of at least three items length and explain what clinical factors go for or against the diagnosis.
PEDS: Formulate a therapeutic plan appropriate to the working diagnosis.
PEDS: Write admission and daily orders for a hospitalized patient.
PEDS: Write a prescription specific for a child's weight.
PEDS: Calculate a maintenance IV fluid rate based on a child’s weight or body surface area.
PEDS: Counseling regarding pediatric dental Care at discretion of preceptor
PEDS: Interpretation of ADHD screening (such as Vanderbilt)/Depression screening (PHQ9 or other, for patient or postpartum mothers)/Autism screen (M-CHAT or other) forms at discretion of preceptor

Required during Pediatric core rotation:
OMM: Peds Documentation of an Osteopathic Structural Exam (OSE) in an infant/toddler/school aged/teen patient
OMM: Peds Osteopathic Manipulative Treatment (OMT) with Documentation in a child

Pediatric Diagnoses
PEDS: Acute illness requiring emergency stabilization or intensive care (e.g. shock, ALTE, status asthmaticus)
PEDS: Asthma
PEDS: Chronic illness (e.g. congenital heart disease, diabetes, cystic fibrosis, leukemia, sickle cell disease)
PEDS: CNS (e.g. seizures, meningitis, headache)
PEDS: Behavior (e.g. ADHD, autism, enuresis)
PEDS: Dermatologic (e.g. eczema, contact dermatitis)
PEDS: GI (e.g. abdominal pain, gastroenteritis)
PEDS: Growth (e.g. failure to thrive, obesity, short stature)
PEDS: Musculoskeletal (e.g. sprain, fracture)
PEDS: Respiratory (e.g. bronchiolitis, pneumonia)
PEDS: Fever without a focus
PEDS: Neonatal jaundice
PEDS: Non-accidental trauma
PEDS: Somatic dysfunction
PEDS: Well child check – newborn
PEDS: Well child check – infant or toddler
PEDS: Well child check – school age child
PEDS: Well child check – adolescent

Pediatric Aquifer Case List

Aquifer Cases are required for all core courses.
The **TUCOM - Pediatrics** course accessible in the **Aquifer** platform, contains a selection of cases presented as interactive self-directed learning activities and aimed at improving students’ clinical skills and medical knowledge during their Pediatrics core rotation.

Students have to complete 5 cases of their choice by the end of this 4-week core rotation.

**eConferences Pediatrics**

There will be two interactive case conferences during the Pediatrics rotation. Attendance and participation is mandatory.

Pediatrics eConferences will take place virtually on **Monday afternoons at 4:00 PM PST/PDT** (see course calendar in Canvas) on Zooms, and will be hosted by **Dr. Kim Wolf** and Clinical Teaching Students.

All students are expected to submit a case seen on their clinical rotation prior to the first eConference during the block. All cases should include structural competency/social determinants of health and osteopathic principles and practice considerations. Students will be notified if their case is chosen for the upcoming eConference.

Case submission form and eConference zoom link are available in canvas: **Pediatrics course**.

**Pediatric COMAT Examination**

It is required that students pass COMAT. To ensure they are prepared we highly recommend that students select a board review book and study from it throughout the rotation. It is also required that students do practice questions using COMBANK and recommended that students pursue more than the required questions as needed.

**Pediatrics COMAT Objectives**

Based on general learner-centered objectives, as outlined in the Pediatrics Examination Blueprint, the examinee will be required to demonstrate the ability to apply:

1. Foundational content knowledge to situations and patient presentations encountered in clinical settings and important to Pediatrics.
2. Foundational content knowledge and clinical problem-solving ability related to particular physician tasks critical to Pediatrics.
3. Knowledge and clinical problem-solving as related to the Fundamental Osteopathic Medical Competency Domains, including osteopathic principles and practice and OMT, osteopathic medical knowledge, interpersonal and communication skills, practice-based learning and improvement, systems-based practice, professionalism and patient care.
For Pediatrics, the examinee will be required to demonstrate the ability to diagnose and manage selected patient presentations and clinical situations involving, but not limited to:

1. **Cardiology/Respiratory**: congenital disorders, neonatal respiratory distress, vascular diseases, and infectious diseases and other inflammatory conditions affecting the respiratory and cardiovascular systems
2. **CNS-Behavior/Psychiatry**: common behavioral problems, including sleep and colic in infants; tantrums, feeding issues, and potty training in toddlers; attention deficit disorder, encopresis, and oppositional defiant disorder in school-aged children; eating disorders, substance use/abuse, and conduct disorders in adolescents; pervasive developmental disorders, mood and anxiety disorders and headache
3. **Endocrine/Metabolism**: nutrition, diabetes, abnormal growth, thyroid disorders and menstrual disorders
4. **Gastrointestinal**: nutrition, obesity, failure to thrive, digestive difficulties, abdominal pain and infectious diseases affecting the gastrointestinal system
5. **HEENT**: allergies, dental health, congenital anomalies, and ophthalmic and otorhinolaryngologic disorders
6. **Hematology/Lymphatics**: common anemias, lymphadenopathy, immune system disorders, bleeding disorders, malignancies and toxicity
7. **Integument**: rashes, lesions and neonatal skin conditions
8. **Musculoskeletal/OPP**: structural disorders, sports medicine, trauma, somatic dysfunction, viscerosomatic relationships, infectious diseases affecting the musculoskeletal system and rheumatology
9. **Normal Growth and Development**: developmental milestones (e.g., Denver Developmental examination), puberty and the sequence of physical changes in development (e.g., Tanner scale), health promotion, variants of normal growth in healthy children, screening and disease and injury prevention, and anticipatory guidance and immunizations for newborns, infants, toddlers, school-aged children and adolescents
10. **Renal/Urinary**: congenital abnormalities, urinary tract infections, laboratory abnormalities, nephropathy and neoplasms affecting the renal system

These objectives are from the NBOME website and do not reflect any changes on the part of TUCOM faculty. For additional information: [NBOME Pediatrics COMAT](https://www.nbome.org)
OSTEOPATHIC CLINICAL INTEGRATION
CLNC 770 A/B/C - 1.5 Units Total (0.5 Units each term)
Syllabus 2021-2022 Academic Year
Touro University CA – College of Osteopathic Medicine

COURSE DIRECTORS

Nicole Peña, DO
Associate Professor & Interim-Chair OMM Dept.
Director of Distance Learning and OMM Clinical Integration
(707)-638-5217
nicole.pena@tu.edu

K. Scott Whitlow, DO, FAAEM
Associate Dean, Clinical Education Dpt.
Professor of Emergency Medicine and Medical Toxicology
(707) 638- 5288
kscott.whitlow@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education Dpt.
Associate Professor
(707) 638-5917
nathalie.garcia-russell@tu.edu

ADMINISTRATIVE SUPPORT

Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
irina.jones@tu.edu

3rd Year Clerkship Coordinator
tuc.year3teamced@tu.edu

3rd Year Program Coordinator
tuc.year3teamced@tu.edu

Assessment Coordinator
tuc.ced.grades@tu.edu

PRINCIPAL INSTRUCTORS

Nicole Peña, DO
Director of Distance Learning and OMM Clinical Integration
Assistant Professor, OMM Department
(707) 638-5217
nicole.pena@tu.edu
ADA Notification

Touro University California complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. Touro University California students with disabilities seeking reasonable accommodations should do so through the TUC Director of Academic Support.

Safe Learning Environment

TUC community members share a commitment to social justice. This commitment includes the need to create safe learning and environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. It is expected that we (Faculty, Students and Staff) treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

Diversity Statement

TUCOM values perspectives of individuals from all backgrounds of our students including race, gender expression, gender identity, sexual orientation, country of origin, physical and learning abilities, and religious affiliations. TUCOM strives to make the curriculum and the learning environments inclusive safe spaces for all students. TUCOM rejects bigotry, racism, violence, discrimination, or intimidation of any kind. If learners see ways in which we can improve please let the Course/Administrative Coordinators and/or the Associate Dean of Academic Affairs know.
Osteopathic Clinical Integration is a required longitudinal course that takes place during third year. It is divided into three individual terms (A: Summer, B: Fall, C: Spring) which carry 0.5 units each. This cumulative 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, COARs, 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 MAP
OMM eConferences (Terms A/B/C)

OMM eConferences are offered throughout the year. All students must attend 5 OMM conferences during their 3rd year. They can be attended while you are on any rotation, as long as you attend 5 before the end of your last rotation of your 3rd year. All students will deliver a presentation at one or more of their attended OMM eConferences during their 3rd year.

Details of OMM conferences are as follows: Wednesday afternoons, 3:00 PM and 4:00 PM PST/PDT virtually on Zoom. Hosted by Dr. Nicole Peña, as well as other OMM faculty and fellows. All cases should include osteopathic principles and practice considerations, as well as structural competency considerations. Submit a case you have seen on your clerkship by the Friday before your eConference. You will be notified if your case is chosen for presentation during the upcoming eConference. Students are required to attend 5 sessions during their third year. A case submission must accompany each of the 5 sessions attended and each student will present a case at least once. Credit will be given as part of the Osteopathic Clinical Integration course grade.

Each term has a minimum number of eConferences needed to pass. For Term A: Summer, students are required to attend a minimum of 1 OMM eConference to pass the Term. For Terms B: Fall and C: Spring, students are required to attend a minimum of 2 OMM eConferences each term in order to pass. Failure to complete these requirements will necessitate remediation of the OMM eConference component of the course. 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. Students may complete their requirements in advance (during an earlier term) by completing more than the required number of eConferences for that given term. For example, a student may complete 2 OMM eConference in Term A and 3 OMM eConferences in Term B with one presentation given at any of those attended sessions and the student would fulfill the requirement for the year.

COAR Sessions (Terms A/B/C)

All third year students are required to complete 5 COARs by the last day of their last 3rd year rotation. When possible, COAR sessions are offered in person at TUCOM campus on days scheduled for COMAT examinations. Students rotating in the Bay Area and taking COMAT on campus are required to attend 5 sessions on campus during their third year. Students who are not local are required to attend all COAR sessions offered in person at their core rotation sites, any COAR session offered in person during Callbacks and additional COAR modules online to meet the minimum requirement of 5. Attendance to the COAR session 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. When COAR is not available in person during a given term, COAR online modules will serve as a substitute. COAR online modules shall be completed in their entirety along with the osteopathic assignments embedded within the module.

Each term has a minimum number of COAR sessions needed to pass. For Term A: Summer, students are required to attend a minimum of 1 COAR session to pass the Term. For Terms B: Fall and C: Spring, students are required to attend a minimum of 2 COAR sessions each term in order to pass. Failure to complete these requirements will necessitate remediation of the COAR component of the course. 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. Students may complete their requirements in advance (during an earlier term) by completing more than the required number of COARs for that
given term. For example, if all COARs are to be done virtually and no in person COARs are anticipated, a student may complete 2 online COAR modules in Term A and 3 online COAR modules in Term B and the student would fulfill the requirement for the year. If any in person COARs are offered during any term, the in person COAR will be required instead of the online COARs.

**Callbacks (Term C)**

- **OMM Pre-assignment, Lab Session with Assessment, and Survey:** The OMM Department develops a lab for the 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 Osteopathic Clinical Integration course. See posted assignments in the Osteopathic Clinical Integration & Callbacks organization on Canvas for details. Students also must complete an OMM survey to pass the OMM portion of Callbacks. The student will be required to remediate the OMM portion of Callbacks if they fail to pass based on the posted rubric. 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.

- **Objective Structured Clinical Examination (OSCE) and OSCE Feedback:** During Callbacks, students will have one mandatory OSCE involving 2-4 separate OSCE Cases. This OSCE will simulate the COMLEX Level 2 PE and a standard clinical encounter. The OSCE will help to prepare learners for ongoing clinical rotations, residency and licensure. 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. 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 weaknesses 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.

- **Didactic sessions:** Didactic sessions designed and selected to best address the clinical students’ needs for personal and professional development and clinical learning are offered during Callbacks. These include but are not limited to Imaging and advanced Ultrasound labs such as Rapid Ultrasound for Shock and Hypotension (RUSH Exam).

- **COMLEX Level 2 Preparation:** Presentations on how to prepare for COMLEX Level 2 are offered to the class during Callbacks. Attendance to these events is required. Additionally, resources such as preparation tips guides, web links, and review videos will be available in canvas.
○ **Preparation for Year 4 and Residency:** The faculty and staff of the Clinical Education Department will meet with 3rd year students during the on-campus Callbacks experience. The main topics covered during the on-site CED event will be:
  - Year 4 timeline, preparation, and scheduling
  - Q&A with Residency Program Directors and TUCOM Alumni. Residency program directors from local programs will be on campus to present their program and advise students on residency. TUCOM Alumni will also be present to share their experience.

Attendance to these events are required. Additionally, students are encouraged to arrange special meeting times to reconnect with their faculty mentors and advisors.

○ **Additional Assignments:** Additional required assignments, such as online modules and evaluations, are expected to be completed independently during 3rd Year. All related information can be found in the Osteopathic Clinical Integration & Callbacks Canvas Organization.

- **Osteopathic Principles and Practice (OPP) COMAT (Term C)**
  The OPP COMAT will be taken prior to the completion of Year 3 (sometimes offered to be taken onsite during Callbacks), and must be passed to complete this course. This examination emphasizes core knowledge and elements of osteopathic principles and practice in the discipline of Osteopathic Principles and Practice that are essential for the pre-doctoral osteopathic medical student. The exam blueprint, assessment objectives, learning resources and a practice examination can be found online in the NBOME website: (https://www.nbome.org/exams-assessments/comat/exam-series/comat-principles/).

- **Emergency Medicine (EM) COMAT (Term C)**
  The Emergency Medicine COMAT emphasizes core knowledge and elements of osteopathic principles and practice in the discipline of Emergency Medicine. This required COMAT will be taken any time during 3rd year with the condition that it is not scheduled at the same time as another COMAT examination. We strongly recommend however to take this test after completion of Surgery and Internal Medicine rotations. Examination blueprint, assessment objectives, learning resources and a practice examination can be found online in the NBOME website (https://www.nbome.org/exams-assessments/comat/exam-series/comat-emergency-medicine/)

For the scheduling of the Emergency Medicine COMAT examination, students will have to inform the CED at the beginning of the block their intent to take the examination.

**TEACHING METHODS**

- Interactive large and small group experiences
- Skills labs
- Objective structured clinical examination (OSCE)
- Webinars, online modules and online assignments
- Shelf Examinations
COURSE LEARNING OUTCOMES (CLOS)

Individuals successfully completing this course will:

1. Have reviewed the foundational concepts involved in being an outstanding osteopathic physician which include expanding their medical knowledge, clinical reasoning and clinical skills, improving practice based learning and improvement as it relates to primary care, continuing to refine their professionalism and interpersonal communication skills, and reviewing both osteopathic philosophy and practice and OMM.

2. Describe the osteopathic considerations to a given patient case, specifically, the Autonomics, Biomechanics, Circulation and Screening (ABC’S of Osteopathic Medicine) through case based eConferences presentations, COAR sessions and online osteopathic learning modules.

3. Apply osteopathic considerations to a given patient case, identify indications and contraindications, give examples of useful treatments for a given patient or clinical scenario, diagnose somatic dysfunction, and demonstrate successful use of osteopathic manipulative treatment.

4. Be able to deliver an assessment of their level of mastery of clinical knowledge and skills as demonstrated by their performance on the OSCE.

5. Have had the opportunity to begin planning and preparing for their future including securing the knowledge to be successful in continued 3rd and 4th year rotations, success on board examinations, and to meet all medical school graduation requirements, and be able to successfully navigate the residency interview and match process.

6. Identify and address structural determinants of health outcomes in a patient case of their choosing

AOA COMPETENCIES – TUCOM Program Learning Outcomes ADDRESSED IN THIS COURSE

1. Medical knowledge (MK)
2. Practice Based Learning and Improvement (PBLI)
3. Patient Care (PC)
4. Professionalism (P)
5. Interpersonal & Communication Skills (ICS)
6. Osteopathic Principles and Practices (OPP)
7. Structural Competency (SC)
COURSE MAP

<table>
<thead>
<tr>
<th>Course Events</th>
<th>Assessments</th>
<th>AOA Competency – TUCOM Program Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MK  PBLI  PC  P  ICS  OPP  SC</td>
</tr>
<tr>
<td>OSCE</td>
<td>Standardized Patient Checklist (Humanistic Domain)</td>
<td>✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td></td>
<td>Standardized Preceptor Checklist (Biomedical Domain)</td>
<td>✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td></td>
<td>SOAP Note</td>
<td>✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td></td>
<td>OSCE Video Review</td>
<td>✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>Callbacks Groups Sessions &amp; Didactics</td>
<td>Attendance</td>
<td>✓  ✓  ✓</td>
</tr>
<tr>
<td>Shelf Exams: OPP &amp; EM COMATs</td>
<td>Shelf Exam score</td>
<td>✓  ✓</td>
</tr>
<tr>
<td>OMM eConferences</td>
<td>Participation/Presentations</td>
<td>✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>Online Assignments</td>
<td>Completion in Canvas</td>
<td>✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
<tr>
<td>OMM Lab Session</td>
<td>OMM Lab Rubric &amp; Attendance</td>
<td>✓  ✓  ✓  ✓  ✓  ✓  ✓</td>
</tr>
</tbody>
</table>

ASSESSMENT AND GRADING

This course is a **Pass/Fail** course and each component must be satisfactorily completed to pass the course. All components of this course are mandatory.

The following are the requirements for the entire course:

1) **OMM eConferences**: attendance and participation at 5 OMM eConferences
   a. Term A: minimum of 1 to pass term
   b. Term B: minimum of 2 to pass term
   c. Term C: minimum of 2 to pass term
2) **COAR**: 5 sessions required
   a. Term A: minimum of 1 to pass term
   b. Term B: minimum of 2 to pass term
   c. Term C: minimum of 2 to pass term
3) **Callbacks on-campus event**: attendance and completion of evaluation to be completed by the end of Term C
   a. OMM
      i. Pre-OMM Lab Assignment - Posted on Canvas (Examples: SOAP note/clinical case or condition presentation preparation)
      ii. OMM Lab Session - attendance and adequate professional behavior and OMM skills as determined by rubric and faculty.
      iii. Survey - completion
   b. OSCE - attendance and adequate passing performance as determined by video review rubric and associated materials.
   c. In-person didactics, such as the imaging & ultrasound session - attendance and completion of associated assignments.
   d. Comlex Level 2 Preparation - attendance
   e. 4th year and residency preparation - attendance
   f. Additional assignments online in the course organization in Canvas - completion

4) **OPP COMAT**: passing score of 70%
5) **EM COMAT**: passing score of 70%

Successful completion of each term of the course is represented on the student’s transcript by the letter grade of P. There is no Honors associated with the Osteopathic Clinical Integration course.

**REMEDICATION**

- In the event that a student cannot attend part or the full Callbacks event, an excused absence will have to be approved by the Associate Dean for Clinical Education and alternative dates will be discussed for completion of the requirements.
- Any failure through inadequate performance in OSCE, OMM pre-assignment and lab session, the Emergency Medicine COMAT, the OPP COMAT, or through missed attendance of any Callbacks activities, or failure to complete required assignments, will require the student to meet with the course directors to discuss remediation.
- Failure to complete the course (composed of 3 individual terms) will require a meeting with the Student Promotions Committee and may jeopardize a student’s progression toward 4th year.
- If a student misses portions of Callbacks without excused absences or recurrently doesn’t complete required assignment, they will be referred to the Professionalism Committee.
CLINICAL DISTINCTION I AND II
Required Courses 717 and 718
12 Units
Academic Year 2021-2022
Touro University CA – College of Osteopathic Medicine

Course Directors:
Jennifer Weiss, DO
Associate Professor, Academic Affairs
(707) 829 9788
Email: jennifer.weiss@tu.edu

Walter Hartwig, PhD
Professor and Associate Dean of Academic Affairs
(707) 638-5410
Email: walter.hartwig@tu.edu

Glenn Davis M.S.
Associate Professor, Academic Affairs
(707) 638-5275
Email: glenn.davis@tu.edu

Gail Feinberg
Chair, Primary Care Department
(707) 638-5306
Email: Gail.feinberg@tu.edu

Administrative Coordinators
Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
Email: irina.jones@tu.edu
Office: Admin & Fac1-205

3rd Year Clerkship and Program Coordinators
tuc.year3teamced@tu.edu

Course website: ClinicalDistinction.com
**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 - competence, 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](#).

**TUCOM Mission Statement**

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

**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.
Each track is subject focused, and the curriculum will guide students in gaining a balance between subject specific specialty topics and the important competency areas that outstanding osteopathic physicians, committed to primary care should understand. In keeping with the whole of the third-year core curriculum, this elf-study course allows students to maintain a holistic approach to patient care, and to consolidate medical knowledge, supported by a framework 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 all types of clinical practice. Students are directed to focus on finding health when engaged in the clinical reasoning process. This curriculum in particular 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 Clinical Distinction course, each student should be able to show that they have:

1. Acquired medical knowledge in the specialty domain they have selected.
2. Documented growth in one or more other Physician Competencies, preferably by performing EPAs at an increased level of entrustability. More information on Competencies and EPAs is available on the [Clinical Distinction website](#).

**Learning Resources:**

Learning resources vary according to the learning contract.

**Other Course Specific Requirements:**

Both 4-week blocks of Clinical Distinction will include a varied set of activities determined by the track chosen. *Each student is required to do at least one Specialty track.*

**Tracks: Class of 2023, academic year 2021-2022**

Students in the class of 2023 will complete one board success track (CD I) and one specialty track. Students wishing to eliminate the board success track may instead complete one of the following tracks for CD I if they obtain approval from the CD course director.

- Specialty Track
- Clerkship Style Track

The [Clinical Distinction website](#) has information about what the requirements are for each track.

**CD I**

Class of 2023 will be registered for board success track for CD I in block 1 of third year. Students are required to submit a contract of learning through the online form workflow system. This contract must be approved by the student’s academic mentor. At the end of the four-week period, students are required to complete the online form describing their success and obstacles during the four-week study time. The Academic Mentor is
responsible for reviewing this form and submitting the final P/F grade. Details are available on the Clinical Distinction website Board Success page. Students who do not want to complete a Board success track have a few options, each of which must be approved in advance by the Clinical Distinction Course director but include completing either a second Specialty Track or a Clerkship Style Track. For information about this option, students should contact Dr. Jennifer Weiss.

**Deadlines**

Selection of Track and Faculty Sponsor: Submission of a rotation request form with choice of track and faculty sponsor or site approval is due 60 days prior to the start of the Specialty Track CD course. While your contract for the Board Success and Specialty Track is not due at this time, you are encouraged to have reviewed a draft of your contract with the faculty sponsor as a means of getting their sponsorship approved and to avoid any misunderstandings about the work to which you and the faculty member are committing.

Your signed proposal for study, also called your Contract is due by the first day of (CLIN 717, 718) each block of Clinical Distinction. *By failing to complete this on time students will be at risk of needing to remediate the course or being referred to the student promotions committee.* You are strongly encouraged to solicit support from faculty and submit your contract as soon as you decide rather than waiting until you have been registered in a track.

The Exit interview can happen virtually and in a worst-case scenario through an email exchange but ZOOM, skype, facetime or a phone call would serve adequately if you are at a distance from your faculty at the time of completion of your specialty track. Your faculty sponsor should submit the signed evaluation within two weeks of the last day of the rotation.

Deadlines for all other requirements are based on student design as documented in the written contract for the rotation.

For more details on how to design your Clinical Distinction experience, see the Clinical Distinction website.

**Required Assignments**

Required Assignments are based on the track chosen. Assignments, if completed adequately, will allow students to achieve an appropriate level of mastery in TUCOM program learning outcomes, which they may demonstrate through increased entrustability with associated EPAs. By completing the Clinical Distinction track-specific activities and all assignments, students should achieve mastery of the competencies at a level of achievement appropriate for a third-year medical student.

For details on requirements, review individual contracts and various tracks on the Clinical Distinction website.

**Selected Didactic Resources**

The curricular resources listed on the website are selected to ensure students understand the depth and breadth of the materials with which they should become competent for each track. It is suggested that a
minimum of 20-25 modules be a foundational level for a contracted course of independent study. Students are encouraged to design a course of study that is both engaging and challenging.

**Paperwork and Form Requirements for Clinical Distinction**

**Rotation Request Forms**

*Rotation request form must be submitted* 60 days prior to start of rotation for CD II course, 718).

This form *must include* track chosen and supervisor. For all tracks, submission of this form implies you have approval from the supervisor listed and documentation in the form of an email should be copied and pasted into the form.

**Contracts**

Contracts must be submitted no later than the first day of each CD course. Both Board Success (CD I) and Specialty Track (CD II) require a contract to be completed by the first day of the course.

I. Specialty contracts are required for any track or project designed by the student.

II. The Board Success Track requires a Board Review Contract. This form is only used for the **Board Success track**. If you are combining board review with specialty subjects or projects, you should not use the Board Review Contract or completion form but instead use the **Specialty Track contract**.

III. Contracts are *not required* for the following track however few if any students in the class of 2023 will complete a Clerkship Style Track.

   ● Clerkship Style

**Completion Forms**

For the board success track an online form is completed at the end of the course – first by the student and then by the academic mentor. The link to this form is received by the student on approval of their contract. Students should be aware that they need to save the email till the end of the four-week period and that it is due on the last day of the four-week block.

**Narrative Evaluation**

Narrative evaluations are required for all students at the end of the specialty track block. In a similar online process to the board success track, the link to this completion form arrives by email when the contract of learning is approved. This happens before, or by the first week of the Clinical Distinction Specialty Track. If a student is not notified by email that their contract was approved, then it was not approved. Contact the CD course administrator for assistance with any technical problems related to this. The approval email has the link for the narrative evaluation form and the student should be aware that they need to save the email until the end of the Specialty Track project.
The narrative evaluation has two sections: student section and faculty section.

**Students must complete the student section no later than the last Friday of each CD specialty block.**

Schedule an exit interview for all contracted CD courses. During this exit interview students should review both their narrative evaluation and get feedback from their sponsor. While it is not a hard requirement, it is suggested that students get their narrative evaluation to their sponsor in advance of their exit interview to allow the sponsor time to complete their portion before the meeting. It’s a good idea to go through this same process for Board Success Tracks.

**Student Course Evaluation**

Students will be prompted by NI to complete an online evaluation of the CD experience. This must be completed by the last day of each scheduled CD course.

**Assessment and Grading**

Documentation of student achievement of course learning outcomes is dependent on the selected track:

- **Specialty Track**: Narrative evaluations are required to document this growth in any CD course with an individualized contract.
- **Clerkship Style Track**: The CPE form, which is aligned with the competency domains, will serve to document level of achievement in PLOs in the clerkship style track.
- **Board Success Track**: A board review contract and completion form is required to document increased medical knowledge and professionalism through commitment to and completion of learning activities.

A signed contract, if part of the selected track must be completed. All items on the contract must be adequately completed. A narrative evaluation must be completed, or a CPE, depending on the block, using the EPA rubric found in the contracts and narrative evaluation forms. Finally, a student evaluation of the experience must be completed in New Innovations.

Grading is Pass/Fail as determined by completion of each component of the track you choose and the evaluation submitted by your faculty sponsor.

Narrative elements will be included in the MSPE (Dean’s letter). The importance of the narrative elements and their inclusion in the MSPE cannot be emphasized enough. This affords the students an opportunity to distinguish themselves in a manner that lends itself precisely to the language and needs of residency directors selecting program applicants. Students are strongly encouraged to use this opportunity to distinguish themselves in areas of knowledge, skill, behavioral development and personal character. For more information on this aspect of your grade, see the **Clinical Distinction website** or contact Clinical Distinction Course Director Dr. Hartwig.

**Grading for Clinical Distinction Tracks CD I (717) and CD II (718)**

All components of each track are listed below. CD is a pass/fail course. To pass you must complete all components listed.
**Board Review**
Contract
Completion of contracted activities
Completion form
Student Rotation Evaluation

**All Specialty tracks**
Contract
Completion of contracted activities
Narrative evaluation
Student Rotation Evaluation

**Clerkship Style Track**
CPE
Student Rotation Evaluation

Students cannot pass the rotation without completing all components and fulfilling the activities specified in their contract.

**Activities**

In Clinical Distinction, the track selected guides the activities and learning that will happen during the month. Both the Board success and Generalist are independent study tracks. The clerkship style will include independent study and either research or clinical activities. The specialty track may include any combination of the types of activities listed here.

The categories of learning activities are listed below with a few examples:

1. **Clinical Activities**
   a. Clerkship style activities
   b. Targeted clinical encounters
   c. Focused callback sessions
   d. faculty or fellow guided interactive or lecture sessions
   e. Grand rounds
   f. Presentations
   g. Medical conferences
   h. Global health activities

2. **Research**
   a. Development of a research idea or clinical question
   b. Work with principal investigator on existing research project

3. **Independent Study**
   a. Online interactive cases - Aquifer, Web Gems, NIM modules, impact obesity etc.
   b. Reading assignments including texts, journal articles and other resources
   c. Self-Directed PowerPoint presentations and web site links, online videos
   d. COMBANK questions, board review books, board review courses
e. Written narratives, medical documentation or notes, journal reviews, blogs, discussion
f. Completion of MPH

4. Non-Clinical relational work
   a. Non-clinical interviews
   b. Observing in varied environments
   c. Teaching
   d. Yoga
   e. Meditation practice
   f. Software development
   g. Retreat
   h. Boot camp or military training
   i. Service oriented activities such as volunteering at health fairs, clinics or teaching
ELECTIVE CLINICAL ROTATION

Year 3 courses: CLNC 715 (2 weeks, 3 units) and 716 (4 weeks, 6 units)
Year 4 courses: CLNC 814 (2 weeks, 3 units), 820 (3 weeks, 4.5 units) and 813 (4 weeks, 6 units)

Syllabus 2021-2022 Academic Year
Touro University CA – College of Osteopathic Medicine

COURSE DIRECTORS

K. Scott Whitlow, DO, FAAEM
Associate Dean, Clinical Education Dpt.
Professor of Emergency Medicine and Medical Toxicology
(707) 638-5288
kscott.whitlow@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education Dpt.
Associate Professor
(707) 638-5917
nathalie.garcia-russell@tu.edu

ADMINISTRATIVE SUPPORT

Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
irina.jones@tu.edu

3rd Year Clerkship Coordinator
tuc.year3teamced@tu.edu

3rd Year Program Coordinator
tuc.year3teamced@tu.edu

Assessment Coordinator
tuc.ced.grades@tu.edu

INSTRUCTORS

Adjunct Clinical Faculty at Core Rotation Sites
Contact core site administrators
Introduction to Elective 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 elective rotation experience in either 2 or 4-week blocks. In their fourth-year students have more time for electives and will complete 22 weeks in either 2, 3 or 4-week blocks.

TUCOM Mission Statement
The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding Osteopathic physicians who uphold the values, philosophy and practice of Osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and Osteopathic clinical services.

Alignment of Course Outcomes and Competencies with TUCOM Mission
The curricula for all courses during the clinical years are aligned with the TUCOM Mission. Each course is subject specific, yet students are encouraged to focus on 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 learn on learning 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. During the electives, the focus is on self-directed learning, and fosters students to seek their own best practices in lifelong learning and personal development. It is expected that the foundation of primary care clinical practice established in years one two, and in core rotations in year three, will guide the student in their self-directed learning choices. Exposure to a variety of learning experiences, including research, public health, global health, alternative medicine, traditional Osteopathy and other primary care and specialty rotations, helps future primary care physicians to broaden their skill and knowledge base - a critical aspect of primary care.
Course Learning Outcomes

Clinical experiences will vary greatly depending on the chosen elective. The following course learning outcomes, however, should be achieved in most clinical rotations. Exceptions may include research, language intensives and procedure-focused rotations. In these cases, students should make every effort to understand how the elective they have chosen may utilize the listed skills and knowledge.

At the end of each elective course, each student should be able to show progress in these critical elements of medical practice:

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.
2. Provide patient care that incorporates a strong fund of applied Osteopathic medical knowledge and best medical evidence, Osteopathic principles and practices, sound clinical judgment, and patient and family preferences.
3. Demonstrate the ability to effectively perform a medical interview, gather data from patients, family members, and other sources, while establishing, maintaining, and concluding the therapeutic relationship and in doing so, show effective interpersonal and communication skills, empathy for the patient, awareness of biopsychosocial issues, and scrupulous protection of patient privacy.
4. Demonstrate the ability to perform a physical examination, including Osteopathic structural and palpatory components, as well as the ability to perform basic clinical procedures important for generalist practice.
5. Demonstrate analytical thinking in clinical situations and the ability to formulate a differential diagnosis based on the patient evaluation and epidemiological data, to prioritize diagnoses appropriately, and to determine the nature of the concern or problem, in the context of the life cycle and the widest variability of clinical environments.
6. Demonstrate the ability to develop and initiate an appropriate evidence-based, cost-effective, patient-centered management plan including monitoring of the problem, which takes into account the motivation, willingness, and ability of the patient to provide diagnostic information and relief of the patient’s physical and psychological distress. Include patient counseling and education. Management should be consistent with Osteopathic principles and practices including an emphasis on preventive medicine and health promotion that is based on best medical evidence.
7. Demonstrate the ability to work effectively with other members of the health care team in providing patient-centered care, including synthesizing and documenting clinical findings, impressions, and plans, and using information technology to support diagnostic and therapeutic decisions. This should include interpersonal and communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams by applying related Osteopathic principles and practices.
8. Demonstrate the ability to describe and apply fundamental epidemiological concepts, clinical decision-making skills, evidence-based medicine principles and practices, fundamental information mastery skills, methods to evaluate relevance and validity of research information, and the clinical significance of research evidence.
9. Demonstrate effective written and electronic communication in dealing with patients and other health care professionals. Maintain accurate, comprehensive, timely, and legible medical records.
10. Demonstrate milestones that indicate a commitment to excellence with ongoing professional development and evidence of a commitment to continuous learning behaviors.
11. Demonstrate an understanding of the important physician interventions required to evaluate, manage, and treat the clinical presentations that will or may be experienced in the course of practicing Osteopathic medicine by properly applying competencies and physician tasks, incorporating applied medical sciences, Osteopathic principles, and best available medical evidence. This would also include, but not be limited to, incorporating the following physician tasks:

12. Using all of the outcomes listed above as a framework for gathering and integrating knowledge, demonstrate competency in the area of medical knowledge in the disease states listed in the course topics.

13. Systems-based practice is an awareness of and responsiveness to the larger context and systems of health care, and it is the ability to effectively identify and integrate system resources to provide Osteopathic medical care that is of optimal value to individuals and society at large. Students are simply expected to obtain a beginning understanding and awareness of the larger context and systems of health care, and effectively identify systems’ resources to maximize the health of the individual and the community at large.

14. Connect patient problems to structural factors like socioeconomic status, race, gender, and public policy, when indicated; advocate for equity in health outcomes, and serve as a resource to patients and communities in the pursuit of equity in health; demonstrate humility when communicating with patients and the healthcare team about the health impacts of structural factors. (8)

*Adapted from the NBOME Fundamental Osteopathic Medical Competencies

AOA Competencies - TUCOM Program Learning Outcomes

The following competencies may be addressed in this course:

1. Osteopathic Philosophy/Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. Systems Based Practice
8. Structural Competency

Students are provided with resources to address these competencies using the core materials for third year rotations and the online texts available through Touro Library. Additionally, they are encouraged to continue to utilize required texts from third year as resources.
Instructional Methods

Through completion of the clerkship activities, and the self-directed use of online materials and readings, students will achieve mastery of the CLO's and competencies at a level appropriate to a fourth year medical student.

The categories of learning activities are as follows:

1. Clinical rotations and associated didactic activities
2. Reading assignments per site specific faculty
3. Self-directed reading and learning using TUCOM online library, and core third year materials, including Aquifer cases and Canvas links

Textbooks And Supplemental Materials

Useful Reading Resources

- UptoDate
- Core texts in the specific specialty - *It is recommended that students ask their preceptor the first day of rotation what text to use as a primary resource. Students may also contact Course Director for recommendations.*
- Students should utilize board review resources as an aid to review and anchoring learning in board preparation.

Other Resources

The following resources should be used based on their applicable content and materials. They are always available to students and may be utilized on electives.

- TUCOM online Library
- Librarians at TUCOM are available to mail texts and articles and assist with research.
- Canvas and links of core third year courses which provide a foundation for all courses
- Aquifer
- COMBANK
- Canvas collaborate IM
- Case Files

Other Course Specific Requirements

- Attendance - No more than three days absence is allowed.
- Participation - full participation as directed by Adjunct Faculty and completion of any assignments from the preceptor.
- Clothing- Professional attire, white coats.
• Equipment - Stethoscope, reflex hammer, Computer and internet access

Grading

To pass an elective rotation students must receive a Pass on the performance evaluation.

Grade will be calculated as follow:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>95%</td>
</tr>
<tr>
<td>Site Evaluation Submission</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Course Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Important note: TUCOM Clinical course grades for the Class of 2023 and later are issued as Pass/Fail/Honors and no number grade will be entered on the transcript.

To receive Honors it is necessary to
(1) pass the course
(2) complete the site evaluation on time (within 7 calendar days of the end of the rotation)
(3) have a recommendation for Honors on the CPE from the primary preceptor.

Honors designations do not appear on student transcripts, but are noted on the Dean’s Letter (MSPE) only.

Elective Rotations Categories

Here are the options offered to students for their elective credit requirements:

<table>
<thead>
<tr>
<th>CLINICAL CLERKSHIP for OMS3 and OMS 4</th>
<th>INTERNATIONAL CLERKSHIP for OMS3 and OMS4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop patient care skills and familiarity with the fundamental principles of practicing in a particular specialty. The electives require direct patient care and cannot be shadowing experience only. Clinical preceptors need to be credentialed by the CED - a list of already credentialed preceptors is available in <a href="#">New Innovations</a> and on the <a href="#">eSpatial interactive map</a>.</td>
<td>Students develop patient care skills, gain an understanding of health issues on an international scale, and health care delivery systems outside of the United States. International rotations are available through the <a href="#">TUCOM Global Health Program (GHP)</a>. Students must contact Dr. Mahmoud, director of the GHP, to learn about site and rotation availability.</td>
</tr>
</tbody>
</table>
The majority of students’ elective rotations should be Clinical Clerkship Electives

<table>
<thead>
<tr>
<th>RESEARCH ELECTIVE</th>
<th>PROFESSIONAL DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>for OMS3 and OMS 4</td>
<td>for OMS4 only</td>
</tr>
</tbody>
</table>

Research projects can involve basic science, clinical studies, education, or public health. Students can also pursue a [review of scholarly research literature](#) in the biomedical sciences and explore its relevance in clinical medicine. Students must identify a faculty advisor who will provide oversight for their research experience. A research proposal must be submitted to the Assistant Dean of the CED for review and acceptance via the rotation request form.

Professional Development electives are offered to 4th year TUCOM students to assist in developing knowledge and skills outside of the traditional medical school clinical setting to further advance students’ success in medical practice. Students may use this elective to obtain credit for the Master of Public Health field study time or military officer training time. Professional Development proposal should be submitted to the Associate Dean of the CED for review and acceptance. Proposals should include:

- An outline or introduction to your plan, and how this experience will benefit your future practice.
- Daily schedule with at least 30hrs of work per week (preferably 40hrs+)
- Expected deliverables at the end of the experience and the criteria student will meet to successfully pass this elective.

* A maximum of **12 weeks** of non-clinical elective rotations, i.e. Research and Professional Development, can be done during 4th year.
PRIMARY CARE CORE CLERKSHIP
CLNC 819 - 6 Units
Syllabus 2021-2022 Academic Year
Touro University CA – College of Osteopathic Medicine

COURSE DIRECTORS

K. Scott Whitlow, DO, FAAEM
Associate Dean, Clinical Education Dpt.
Professor of Emergency Medicine
(707) 638-5288
kscott.whitlow@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education Dpt.
Associate Professor
(707) 638-5917
nathalie.garcia-russell@tu.edu

ADMINISTRATIVE SUPPORT

Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
irina.jones@tu.edu

Fourth Year Rotations Team
tuc.year4teamced@tu.edu

Assessment Coordinator
tuc.ced.grades@tu.edu

INSTRUCTORS

Adjunct Clinical Faculty at Core Rotation Sites
Contact core site administrators

COURSE CONSULTANT

Vanessa Newman, DO
Osteopathic Manipulative Medicine/ Neuromusculoskeletal Medicine
Assistant Professor, Primary Care Dpt.
vanessa.newman2@tu.edu
**ADA Notification**

Touro University California complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. Touro University California students with disabilities seeking reasonable accommodations should do so through the TUC Director of Academic Support.

**Safe Learning Environment**

TUC community members share a commitment to social justice. This commitment includes the need to create safe learning and environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. It is expected that we (Faculty, Students and Staff) treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

**Diversity Statement**

TUCOM values perspectives of individuals from all backgrounds of our students including race, gender expression, gender identity, sexual orientation, country of origin, physical and learning abilities, and religious affiliations. TUCOM strives to make the curriculum and the learning environments inclusive safe spaces for all students. TUCOM rejects bigotry, racism, violence, discrimination, or intimidation of any kind. If learners see ways in which we can improve please let the Course/Administrative Coordinators and/or the Associate Dean of Academic Affairs know.
Course Description Primary Care Core Rotation

Clinical sites for the 4th 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.

During fourth year, students must complete one 4-week block of a Core Primary Care rotation. Students will rotate in affiliated clinical settings assigned to services that provide patient care in any of the areas listed below:

- Family Medicine - Outpatient
- Internal Medicine - Outpatient
- Pediatrics - Outpatient
- OB/Gyn – Outpatient
- OMM – Outpatient
- Sports Medicine – Outpatient
- Urgent Care – Outpatient

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 Canvas, 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 Canvas daily for independent study after clinical duties are completed and as needed.

TUCOM Mission Statement

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding Osteopathic physicians who uphold the values, philosophy and practice of Osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and postdoctoral education, research, community service, and multidisciplinary and Osteopathic clinical services.

Alignment of Course Outcomes and Competencies with TUCOM Mission

The curricula for all of the core courses during the clinical years are 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 on learning 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. During the fourth-year courses, the focus is on self-directed learning, and fosters students to seek their own best practices in lifelong learning and personal development. It is expected that the foundation of primary care clinical practice established in years one, two and three will guide the student in their self-directed learning choices.

Course Learning Outcomes

The Course learning outcomes for this course depend on the chosen specialty. Understanding that the work of a primary physician is to continually review and continue to deepen competence in all areas of clinical medicine, third year core curricular materials are appropriate to use for the primary care clerkship in fourth year.

Students should refer to the most current third year syllabi in the following situations:

- For a Family Medicine clerkship use the most current third year syllabus for Family Medicine as a guide for both course learning outcomes and topics.
- For an Internal Medicine clerkship use the most current third year syllabus for Internal Medicine as a guide for both course learning outcomes and topics.
- For an OB/Gyn clerkship, students should use the most current third year syllabus for OB/Gyn as a guide for both course learning outcomes and topics.
- For a Pediatric clerkship, students should use the most current third year syllabus for pediatrics as a guide for both course learning outcomes and topics.

In all other situations the following course learning outcomes should be appropriate. Students are encouraged to select topics of study specific to their chosen electives:

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.
2. Provide patient care that incorporates a strong fund of applied Osteopathic medical knowledge and best medical evidence, Osteopathic principles and practices, sound clinical judgment, and patient and family preferences.
3. Demonstrate the ability to effectively perform a medical interview, gather data from patients, family members, and other sources, while establishing, maintaining, and concluding the therapeutic relationship and in doing so, show effective interpersonal and communication skills, empathy for the patient, awareness of biopsychosocial issues, and scrupulous protection of patient privacy.
4. Demonstrate the ability to perform a physical examination, including Osteopathic structural and palpatory components, as well as the ability to perform basic clinical procedures important for generalist practice.
5. Demonstrate analytical thinking in clinical situations and the ability to formulate a differential diagnosis based on the patient evaluation and epidemiological data, to prioritize diagnoses appropriately, and to determine the nature of the concern or problem, in the context of the life cycle and the widest variability of clinical environments.
6. Demonstrate the ability to develop and initiate an appropriate evidence-based, cost-effective, patient-centered management plan including monitoring of the problem, which takes into account the motivation, willingness, and ability of the patient to provide diagnostic information and relief of the patient’s physical and psychological distress. Include patient counseling and education. Management should be consistent
with Osteopathic Principles and Practices including an emphasis on preventive medicine and health promotion that is based on best medical evidence.

7. Demonstrate the ability to work effectively with other members of the health care team in providing patient-centered care, including synthesizing and documenting clinical findings, impressions, and plans, and using information technology to support diagnostic and therapeutic decisions. This should include interpersonal and communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams by applying related Osteopathic Principles and Practices.

8. Demonstrate the ability to describe and apply fundamental epidemiological concepts, clinical decision-making skills, evidence-based medicine principles and practices, fundamental information mastery skills, methods to evaluate relevance and validity of research information, and the clinical significance of research evidence.

9. Demonstrate effective written and electronic communication in dealing with patients and other health care professionals. Maintain accurate, comprehensive, timely, and legible medical records.

10. Demonstrate milestones that indicate a commitment to excellence with ongoing professional development and evidence of a commitment to continuous learning behaviors.

11. Demonstrate an understanding of the important physician interventions required to evaluate, manage, and treat the clinical presentations that may be experienced in the course of practicing osteopathic medicine by properly applying competencies and physician tasks, incorporating applied medical sciences, osteopathic principles, and best available medical evidence.

12. Using all of the outcomes listed above as a framework for gathering and integrating knowledge, demonstrate competency in the area of medical knowledge in the disease states listed in the course topics.

13. Systems-based practice is an awareness of and responsiveness to the larger context and systems of health care, and it is the ability to effectively identify and integrate system resources to provide osteopathic medical care that is of optimal value to individuals and society at large. Students are simply expected to obtain a beginning understanding and awareness of the larger context and systems of health care, and effectively identify systems’ resources to maximize the health of the individual and the community at large.

14. Connect patient problems to structural factors like socioeconomic status, race, gender, and public policy, when indicated; advocate for equity in health outcomes, and serve as a resource to patients and communities in the pursuit of equity in health; demonstrate humility when communicating with patients and the healthcare team about the health impacts of structural factors.

*Adapted from the NBOME Fundamental Osteopathic Medical Competencies.

**AOA Competencies – TUCOM Program Learning Outcomes Addressed**

The following competencies are addressed in this course:

1. Osteopathic philosophy/Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. Systems Based Practice
8. Structural Competency
**Instructional Methods**

Through completion of the clerkship activities, and the self-directed use of online resources and readings, students will achieve mastery of the CLO's and competencies at a level appropriate to a fourth-year medical student. In addition to daily clinical activities as directed by attending physicians, students should plan to spend about 2 hours after clinical hours reading and utilizing online resources for self-directed learning or to complete assignments given by attendings each day.

The categories of learning activities available are as follows:

1. Clinical rotations and associated didactic activities
2. Online interactive cases – Aquifer, COARs
3. Reading Assignments
4. Self-directed PowerPoint presentation and web site links

**Textbooks And Supplemental Materials**

**Reading Resources**

All available through online library access or Canvas

The following will be useful in all Primary Care electives. Students are encouraged to use the reading resources associated with third year core rotations appropriate to their elective. Additionally, if Urgent Care or Sports Medicine is selected, students should use the online library texts pertinent to the specific subject.

- UptoDate
- **CURRENT Medical Diagnosis and Treatment, 59th edition** (2020) – Maxine A. Papadakis, Stephen J. McPhee, Michael W. Rabow
- **Foundations of Osteopathic Medicine, 4th edition** (2018) – Michael Seffinger (ebook not available yet through Touro library - only 3rd edition available)
- Board review book recommended.

**Online Resources**

- Monogram from NHLBI on Obesity
- National Heart Lung and Blood institute and JAMA - See specific links in the folder on the Canvas site in the didactic materials section
- PDF’s JNC 8 And ATP IV updates
Other Resources

- Canvas and links of core third year courses which provide a foundation for all subspecialty courses.
- Aquifer
- COMBANK
- Canvas collaborate IM

Other Course Specific Requirements

- Attendance - No more than three days absence is allowed.
- Participation - full participation as directed by Adjunct Faculty and completion of required assignments on time.
- Clothing - Professional attire, white coats.
- Equipment - Stethoscope, reflex hammer, Computer and Internet access

Assessment And Grading

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>95%</td>
</tr>
<tr>
<td>Site Evaluation Submission</td>
<td>5%</td>
</tr>
<tr>
<td>Course Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

To receive Honors, it is necessary to:

1. pass the course
2. complete the site evaluation on time (last day of the rotation)
3. have a recommendation for Honors on the CPE from your primary preceptor.

There is no High Honors for 4th year rotations. Honors designations do not appear on student transcripts but are noted on the Dean’s Letter (MSPE) only.
COURSE DIRECTORS

K. Scott Whitlow, DO, FAAEM
Associate Dean, Clinical Education Dpt.
Professor of Emergency Medicine
(707) 638-5288
kscott.whitlow@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education Dpt.
Associate Professor
(707) 638-5917
nathalie.garcia-russell@tu.edu

ADMINISTRATIVE SUPPORT

Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
irina.jones@tu.edu

Fourth Year Rotations Team
tuc.year4teamced@tu.edu

Assessment Coordinator
tuc.ced.grades@tu.edu

INSTRUCTORS

Adjunct Clinical Faculty at Core Rotation Sites
Contact core site administrators
ADA Notification

Touro University California complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. Touro University California students with disabilities seeking reasonable accommodations should do so through the TUC Director of Academic Support.

Safe Learning Environment

TUC community members share a commitment to social justice. This commitment includes the need to create safe learning and environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. It is expected that we (Faculty, Students and Staff) treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

Diversity Statement

TUCOM values perspectives of individuals from all backgrounds of our students including race, gender expression, gender identity, sexual orientation, country of origin, physical and learning abilities, and religious affiliations. TUCOM strives to make the curriculum and the learning environments inclusive safe spaces for all students. TUCOM rejects bigotry, racism, violence, discrimination, or intimidation of any kind. If learners see ways in which we can improve please let the Course/Administrative Coordinators and/or the Associate Dean of Academic Affairs know.
Course Description Acute Or Critical Care Core Rotation

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:

- Adult intensive care
- Cardiac intensive care
- Neonatal intensive care
- Pediatric intensive care
- Surgical intensive care
- Transplant Critical Care
- Burn Critical Care
- Trauma Critical Care

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 Canvas, 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, anatomy, pharmacology, procedural skills, innovations in interventions and areas of controversy. Students should use the suggested reading or the core rotation resources in Canvas daily and expect to spend about 2 hours each day in independent study after clinical duties are completed.

TUCOM Mission Statement

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding Osteopathic physicians who uphold the values, philosophy and practice of Osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and Osteopathic clinical services.

Alignment of Course Outcomes and Competencies with TUCOM Mission

The curricula for all courses during the clinical years are aligned with the TUCOM Mission. Each course is subject specific, yet students are encouraged to focus on 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 on learning 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. During the fourth-year courses, the focus is on self-directed learning, and fosters students to seek their own best practices in lifelong...
learning and personal development. It is expected that the foundation of primary care clinical practice established in years one two and three will guide the student in their self-directed learning choices. Exposure to critical care subspecialties prepares future physicians to support patients who need specialty care as well as to broaden their skill and knowledge base.

**Course Learning Outcomes**

At the end of the Critical Care clerkship, each student should be able to:

1. Recognize and show understanding of treatment and prevention of infectious causes and complications in critically ill patients. (AOA 2, 3)
2. Understand hemodynamic monitoring and the pathophysiology that presents in critically ill patients. When appropriate observe or perform related procedures. (AOA 2,3)
3. Understand ventilator management and monitoring and intervention in respiratory aspects of critical care. When appropriate observe or perform related procedures. (AOA 3)
4. Demonstrate the ability to perform a history and physical in a critically ill patient. (AOA 3)
5. Demonstrate the ability to develop an assessment and initiate a management plan in a critical ill patient. (AOA 3)
6. Understand the pathophysiology of respiratory failure, shock, and cardiac arrest. (AOA 2)
7. Develop verbal and written communication skills appropriate to the critical care setting, including interactions with patients, their families and the entire medical team including physicians of various specialties, nurses of all level of training, specialized therapists such as OT or respiratory therapists, social workers etc. (AOA 3,4,5)
8. Demonstrate the ability to write admission and discharge notes and orders for the rotation specific critical care unit. (AOA 3)
9. Use active listening skills and empathy for patients to elicit and attend to patients’ specific concerns. (AOA; 3,4)
10. Explain history, physical examination, and test results and management plans in a manner that the patient can understand. (AOA; 3,4)
11. Observe delivery of or if appropriate deliver difficult news to a patient. (AOA 4,5)
12. Observe discussion on, and when appropriate participate in discussions on end-of-life care, code status and emotionally difficult management decision making such as withdrawal of care. (AOA 4,5)
13. Be familiar with and when appropriate use the systems available at the rotation site to record and distribute information, for example electronic medical record system or remote patient care systems. (AOA 7)
14. Observe and when appropriate, participate in inter-professional meetings regarding both administrative components and patient care. Understand the physician role in these meetings. (AOA 5, 6, 7)
15. When possible, students should use Osteopathic principles and techniques in the diagnosis and management of common concerns in the critical care setting. Students should be learning from critically ill patients when Osteopathic procedures are helpful and when they are contraindicated. (AOA 1)
16. Connect patient problems to structural factors like socioeconomic status, race, gender, and public policy, when indicated; advocate for equity in health outcomes, and serve as a resource to patients and communities in the pursuit of equity in health; demonstrate humility when communicating with patients and the healthcare team about the health impacts of structural factors. (8)
AOA Competencies – TUCOM Program Learning Outcomes Addressed

The following competencies are addressed in this course:

1. Osteopathic philosophy/Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. Systems Based Practice
8. Structural Competency

Students are provided with resources to address these competencies using the core materials for third year rotations and the online texts available through Touro Library. Additionally, they are encouraged to continue to utilize required texts from third year as resources.

Instructional Methods

Through completion of the clerkship activities, and the self-directed use of online materials and readings, students will achieve mastery of the CLO's and competencies at a level appropriate to a fourth-year medical student.

The categories of learning activities are as follows:

1. Clinical rotations and associated didactic activities
2. Reading assignments per site specific faculty
3. Self-directed reading and learning using TUCOM online library, and core third year materials, including Aquifer cases and Canvas links

Textbooks And Supplemental Materials

Recommended Reading Resources

- UptoDate
- CURRENT Medical Diagnosis and Treatment, 59th edition (2020) – Maxine A. Papadakis, Stephen J. McPhee, Michael W. Rabow
- Core texts in the specific specialty of critical care - It is recommended that students ask their preceptor the first day of rotation what text to use as a primary resource. Students may also contact Course Director for recommendations.
• Students should utilize board review resources as an aid to review and anchoring learning in board preparation.

Other Resources

• Canvas and links of core third year courses which provide a foundation for all subspecialty courses.
• Aquifer
• COMBANK

Other Course Specific Requirements

• Attendance - No more than three days absence is allowed.
• Participation - full participation as directed by Adjunct Faculty and completion of any assignments from the preceptor.
• Clothing- Professional attire, white coats.
• Equipment - Stethoscope, reflex hammer, Computer and internet access

Assessment And Grading

<table>
<thead>
<tr>
<th>Clinical Performance Evaluation</th>
<th>95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Evaluation Submission</td>
<td>5%</td>
</tr>
<tr>
<td>Course Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

To receive Honors it is necessary to
(1) pass the course
(2) complete the site evaluation on time (last day of the rotation)
(3) have a recommendation for Honors on the CPE from your primary preceptor.

There is no High Honors for 4th year rotations. Honors designations do not appear on student transcripts but are noted on the Dean’s Letter (MSPE) only.
EMERGENCY MEDICINE CORE CLERKSHIP
CLNC 811 - 6 Units
Syllabus 2021-2022 Academic Year
Touro University CA – College of Osteopathic Medicine

COURSE DIRECTORS

K. Scott Whitlow, DO, FAAEM
Associate Dean, Clinical Education Dpt.
Professor of Emergency Medicine
(707) 638-5288
kscott.whitlow@tu.edu

Nathalie Garcia-Russell, PhD
Assistant Dean, Clinical Education Dpt.
Associate Professor
(707) 638-5917
nathalie.garcia-russell@tu.edu

ADMINISTRATIVE SUPPORT

Irina Jones
Administrative Director of Clinical Education
(707) 638-5278
irina.jones@tu.edu

Fourth Year Rotations Team
tuc.year4teamced@tu.edu

Assessment Coordinator
tuc.ced.grades@tu.edu

INSTRUCTORS

Adjunct Clinical Faculty at Core Rotation Sites
Contact core site administrators
ADA Notification

Touro University California complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. Touro University California students with disabilities seeking reasonable accommodations should do so through the TUC Director of Academic Support.

Safe Learning Environment

TUC community members share a commitment to social justice. This commitment includes the need to create safe learning and environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. It is expected that we (Faculty, Students and Staff) treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

Diversity Statement

TUCOM values perspectives of individuals from all backgrounds of our students including race, gender expression, gender identity, sexual orientation, country of origin, physical and learning abilities, and religious affiliations. TUCOM strives to make the curriculum and the learning environments inclusive safe spaces for all students. TUCOM rejects bigotry, racism, violence, discrimination, or intimidation of any kind. If learners see ways in which we can improve please let the Course/Administrative Coordinators and/or the Associate Dean of Academic Affairs know.
Course Description Emergency Medicine Core Rotation

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 department 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.

TUCOM Mission Statement

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding Osteopathic physicians who uphold the values, philosophy and practice of Osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and Osteopathic clinical services.

Alignment of Course Outcomes and Competencies with TUCOM Mission

The curricula for all the core courses during the clinical years are 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 should understand. This curriculum aims to allow students to maintain a holistic approach to patient care, and to learn 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 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 Emergency Medicine course, each student should be able to:

1. Obtain an accurate problem-focused history and physical examination
2. Recognize immediate life-threatening conditions
3. Evaluate and determine if a patient requires emergent care
4. Evaluate an acutely ill patient and develop a differential diagnosis which includes both the worst-case diagnosis and most likely diagnoses. Students should use the list of most common presenting emergencies and topic list as a guide to this learning outcome. Recognize when a patient presenting in an emergency department is not acutely ill.
5. Initiate treatment of an acutely ill patient
6. Know the initial steps of management of a patient who is in a life-threatening situation, such as cardiac arrest, respiratory failure, overdose, shock and trauma
7. Be able to list the steps of and perform with beginning proficiency basic procedures including, suturing and wound care, sprain and simple fracture management, incision and drainage, phlebotomy and IV placement, Foley tube insertion and airway management.
8. Demonstrate knowledge of the presentation, pathophysiology, and management of common emergency department illnesses, including those listed in the objectives.
9. Develop appropriate disposition and follow-up plans.
10. Demonstrate proficiency in the areas of interpersonal communication. Student should show proficiency through written and oral methods including H&P, procedure notes, patient presentations, consultations, referrals and disposition plans as well as communication with patients and support staff.
11. Educate patients to ensure comprehension of discharge plan
12. Effectively communicate with patients, family members, and other members of the health care team.
13. Demonstrate a compassionate and non-judgmental approach when caring for patients.
14. Effectively use available information technology, including medical record retrieval systems and other educational resources, to optimize patient care and improve their knowledge base. This learning outcome will vary based on the clinical site technology.
15. Students should begin to develop an understanding of the functions of the Emergency Department in a larger context including issues such as health care access costs risks and evidence behind ED performed studies, and patient disposition. Students should begin to take a role in arranging appropriate follow up of patients being discharged from the emergency department.
16. Demonstrate basic professional behaviors including the following:
   a. Be conscientious, on time, and responsible
   b. Exhibit honesty and integrity in patient care
   c. Practice ethical decision-making
   d. Exercise accountability
   e. Maintain a professional appearance
   f. Be sensitive to cultural issues (age, sex, culture, disability, etc.)
17. After obtaining a history and performing a physical exam, which includes an Osteopathic structural exam, the student should be able to determine if Osteopathic treatment is appropriate
18. Student should be able to explain to attending and patient the risks and benefits of the proposed treatment
19. Student should be able to perform gentle Osteopathic manipulation
20. Connect patient problems to structural factors like socioeconomic status, race, gender, and public policy, when indicated; advocate for equity in health outcomes, and serve as a resource to patients and
communities in the pursuit of equity in health; demonstrate humility when communicating with patients and the healthcare team about the health impacts of structural factors.

AOA Competencies - TUCOM Program Learning Outcomes Addressed

The following competencies are addressed in this course:

1. Osteopathic philosophy/Osteopathic Manipulative Medicine
2. Medical Knowledge
3. Patient Care
4. Interpersonal and Communication Skills
5. Professionalism
6. Practice-based Learning and Improvement
7. Systems Based Practice
8. Structural Competency

Instructional Methods

Through completion of the clerkship activities, and the self-directed use of online materials and readings, students will achieve mastery of the CLO's and competencies at a level appropriate to a fourth-year medical student.

The categories of learning activities are as follows:

1. Clinical rotations and associated didactic activities
2. Reading assignments per site specific faculty
3. Self-directed reading and learning using TUCOM online library, and Aquifer cases and Canvas links
4. Logs: While there is not a log created specifically for the Emergency medicine rotation, due to the procedurally focused nature of this area of medicine, students are encouraged to use the existing log software to document the topics and procedures they are exposed to on this rotation.

Textbooks And Supplemental Materials

Recommended Reading Resources

- UptoDate
- CURRENT Medical Diagnosis and Treatment, 59th edition (2020) – Maxine A. Papadakis, Stephen J. McPhee, Michael W. Rabow
• Students should utilize board review resources as an aid to review and anchoring learning in board preparation.

Other Resources

• Canvas and links of core third year courses which provide a foundation for all subspecialty courses.
• Aquifer
• COMBANK
• The Clerkship Directors in Emergency Medicine (CDEM) curriculum and resources online at: https://www.saem.org/cdem/
• Log software

Other Course Specific Requirements

• Participation - full participation as directed by Adjunct Faculty and completion of any assignments from the preceptor
• Students can be scheduled for ALL shifts, including nights, weekends, and holidays.
• Attendance - no more than three days absence is allowed.
• Clothing - professional attire, white coats.
• Equipment - stethoscope, reflex hammer, computer and internet access

Assessment And Grading

<table>
<thead>
<tr>
<th>Assessment And Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
</tr>
<tr>
<td>Site Evaluation Submission</td>
</tr>
<tr>
<td>Course Total</td>
</tr>
</tbody>
</table>

To receive Honors it is necessary to
(1) pass the course
(2) complete the site evaluation on time (last day of the rotation)
(3) have a recommendation for Honors on the CPE from your primary preceptor.

Honors designations do not appear on student transcripts but are noted on the Dean’s Letter (MSPE) only.

Emergency Medicine Topic List

These topics are divided by week so that students may have a general guide to time management. It is expected that when they are on rotation, they will study in an order dictated by the clinical activities rather than an arbitrary division by week.
This portion of the Emergency medicine syllabus, and the procedure section are taken from the CDEM curriculum. (see resources above).

**Week 1 Approach to Emergent Patient Presentations**

The ability to develop risk-stratified (worst-case scenario) differential diagnoses based on a patient’s chief complaint is paramount to emergency physicians and should be part of the armamentarium of all physicians. In the ED, students have the unique opportunity to evaluate patients from the start without the convenience of laboratory data, radiographs, time for disease progression, or opinions of consultants. Students should be aware that while some undifferentiated patients do not require emergent or even urgent attention, others may need immediate life-saving interventions even before a definitive diagnosis is reached.

Develop a differential diagnosis of common emergent causes, describe classic presentation of emergent causes, and describe the initial evaluation and management in a patient presenting with:

- Abdominal pain
- Altered mental status
- Cardiac arrest
- Chest pain
- Gastrointestinal bleeding
- Headache
- Poisoning
- Respiratory distress
- Shock
- Trauma

**Week 2 Specific Disease Entities Exposure**

* Topics that are covered in other rotations are marked so that students can use the materials from the other rotations or may determine they need less time on review of those topics previously covered. In the event that there are other topics which are suggested by an attending or clinical experience, these can be given more study time.

1. Cardiovascular
   a. Abdominal aortic aneurysm
   b. Acute coronary syndrome (IM)*
   c. Acute heart failure
   d. Aortic dissection
   e. DVT/pulmonary embolism
2. Endocrine/electrolyte
   a. Hyperglycemia
   b. Hyperkalemia
   c. Hypoglycemia
   d. Thyroid storm
3. Environmental
   a. Burns/smoke inhalation
   b. Envenomation
c. Heat illness
d. Hypothermia
e. Near drowning

**Week 3 Specific Disease Entities Exposure**

* Topics that are covered in other rotations are marked so that students can use the materials from the other rotations or may determine they need less time on review of those topics previously covered. In the event that there are other topics which are suggested by an attending or clinical experience, these can be given more study time.

4. Gastrointestinal
   a. Appendicitis (S)*
   b. Biliary disease (S)*
   c. Bowel obstruction (S)*
   d. Massive GI bleed
   e. Mesenteric ischemia
   f. Perforated viscous

5. Genito-urinary
   a. Ectopic pregnancy (OB)*
   b. PID/TOA (OB)*
   c. Testicular/ovarian torsion

6. Neurologic
   a. Acute stroke
   b. Intracranial hemorrhage
   c. Meningitis
   d. Status epilepticus

**Week 4 Specific Disease Entities Exposure**

* Topics that are covered in other rotations are marked so that students can use the materials from the other rotations or may determine they need less time on review of those topics previously covered. In the event that there are other topics which are suggested by an attending or clinical experience, these can be given more study time.

7. Pulmonary (IM)*
   a. Asthma
   b. COPD
   c. Pneumonia
   d. Pneumothorax

8. Psychiatric (PSY)*
   a. Agitated patient
   b. Suicidal thought/ideation

9. Sepsis (S)*
Each of the topics listed with an (*) is covered in third year core rotation listed: IM internal medicine, S surgery, PSY psychiatry OB OB/GYN. As a fourth-year student you should review these topics during ER. Using third year core rotation materials may serve you.

**Emergency Medicine Procedure List**

In addition to proper technique, focus should be given to recognizing the indications, contraindications, and complications associated with each procedure listed. Also, the student should be able to discuss aftercare and reasons to return for further evaluation with the patient. The medical educator should make the distinction between procedures the students must be able to “perform competently” (e.g., IVs) and those procedures with which students only need to be familiar (e.g., central lines). Many of the procedures will not be performed by every student. Although students may not develop psychomotor skills through hands-on practice, students can acquire knowledge of some procedures through text, pictures, videos, observation, simulation, or other modalities.

Although students are not permitted to obtain informed consent from patients, they should be able to describe the elements of this necessary step for all procedures they perform.

1. Access
   a. Peripheral Access
      i. Demonstrate placement of an intravenous line
      ii. Demonstrate basic phlebotomy technique
   b. Intraosseous Access
      i. List the indications for an intraosseous line
      ii. Describe intraosseous insertion technique
   c. Central Venous Access
      i. List the indications and complications of a central line
      ii. List the steps for the Seldinger technique
      iii. Describe relative advantages and disadvantages of different kinds of lines

2. Airway Management
   a. List the indications for emergent airway management
   b. Bag-Valve-Mask
      i. Demonstrate effective ventilation
      ii. List the factors that can make BVM difficult or impossible
   c. Airway Adjuncts
      i. Describe the roles and indications for various airway adjuncts
      ii. Demonstrate correct placement of a nasal and oral pharyngeal airway
   d. Intubation
      i. List the indications for endotracheal intubation
      ii. List the steps in orotracheal intubation
      iii. Describe possible complications of intubation
      iv. Describe situations when rescue techniques may be used in a failed airway

3. Arrhythmia Management
   a. Cardiac Monitoring
      i. Correctly place patient on a cardiac monitor
      ii. Demonstrate the ability to apply leads and obtain a 12-lead electrocardiogram
b. AED
   i. Demonstrate appropriate use of an AED

c. Defibrillation
   i. Recognize ventricular fibrillation and pulseless ventricular tachycardia
   ii. Demonstrate appropriate use of a defibrillator.

d. CPR
   i. Demonstrate effective chest compressions

4. Gastroenterology
   a. Nasogastric intubation
      i. List the indications for placement of nasogastric tube
      ii. Describe proper technique for insertion of a nasogastric tube
      iii. Describe complications of nasogastric tube placement

5. Genitourinary
   a. GU Catheterization
      i. Demonstrate the correct placement of a Foley (male and female)

6. Orthopedic
   a. Joint reduction
      i. List the indications for emergent joint reduction
      ii. Describe initial assessment of suspected dislocated joint
   b. Splinting
      i. List several types of extremity splints and their indications
      ii. Demonstrate correct application of a splint
      iii. Describe complications associated with splints
   c. Osteopathic Manipulative Medicine
      i. Demonstrate or Describe a Structural Exam: For patients with musculoskeletal complaints Looking for viscerosomatic changes in various illness and disease processes
      ii. Describe indications and contraindications to the use of OMT in the ED
      iii. Demonstrate or describe the use of OMT in patients with various complaint

7. Infection
   a. Incision and Drainage
      i. List the indications for an incision and drainage
      ii. Discuss the technique for an incision and drainage
      iii. List the indications for antibiotic therapy for an abscess/cellulitis
      iv. Describe complications of incision and drainage

8. Trauma Management
   a. Initial trauma management
      i. List the steps of a primary survey
   b. Cervical Spine precautions
      i. Demonstrate maintenance of c-spine stabilization
   c. Basics of Fast Examination
      i. List the components of a FAST ultrasound examination
      ii. Recognize an abnormal FAST ultrasound examination

9. Wound Care
   a. Preparation
      i. List factors that go into the decision to close a wound primarily
      ii. Describe the difference between a clean and dirty wound
b. Anesthesia
   i. Explain local and regional (digital) anesthetic techniques
   ii. Describe the maximum doses of lidocaine
   iii. Demonstrate application of local anesthesia

c. Irrigation
   i. Describe the role or sterility in wound irrigation and repair
   ii. Explain proper irrigation technique
   iii. Describe how to detect a retained foreign body

d. Closure
   i. Describe different closure techniques (Steri-strips, Dermabond, suturing)
   ii. List the various suture materials and their appropriate uses
   iii. Demonstrate proper closure of a wound (simple interrupted technique)

e. Follow-up care
   i. Describe the number of days for suture removal
   ii. List the indications for tetanus prophylaxis

f. Lumbar Puncture
   i. List the indications for a lumbar puncture
   ii. Discuss the technique for a LP
   iii. List the indications for antibiotic therapy for potential meningitis
   iv. Describe complications of a LP

g. Paracentesis
   i. List the indications for a paracentesis
   ii. Discuss the techniques for a paracentesis
   iii. List the indications for antibiotic therapy for possible spontaneous bacterial peritonitis
   iv. Describe complications of paracentesis

h. Thoracentesis
   i. List the indications for a thoracentesis
   ii. Discuss the technique for a thoracentesis
   iii. List the indications for antibiotic therapy for possible exudative pleural effusions
   iv. Describe complications of a thoracentesis

i. Arterial Blood Gas
   i. List the indications for an ABG
   ii. Discuss the technique for an ABG
   iii. List the contra-indications for an ABG
   iv. Describe complications of an ABG

j. Slit Lamp Exam
   i. List the indications for a slit lamp exam
   ii. Discuss the technique for a slit lamp exam

k. Pelvic / Genital exams

Emergency Medicine Book and Resource List

Reading Resources

- UptoDate
Other Resources

1. Canvas and links of core third year courses which provide a foundation for all subspecialty courses.
2. Aquifer
3. COMBANK
4. Canvas collaborate IM
5. The Clerkship Directors in Emergency Medicine (CDEM) curriculum and resources online at: https://www.saem.org/cdem/resources
6. Log software

There are a significant number of resources for the emergency medicine rotation including modules on the CDEM website and Aquifer. Students should review these resources and choose the best learning options to round out their clinical experience. The modules on the CDEM website cover the topics and procedures listed in this syllabus. The Aquifer cases also offer an approach to emergency department patients and conditions that will allow students to explore their comfort with clinical experiences.

CDEM website

https://www.saem.org/cdem/education/online-education

These Self-Study Modules offer substantial information on all of the core topics in Emergency Medicine.

The first section offers students an "approach to" a specific chief complaint. Each one gives you an idea of not only what critical diagnoses to consider, but also what initial actions must be taken even before arriving at a definitive diagnosis.

The second section is disease specific. These modules describe the classic presentation of disease processes (though rarely will something present classically), explanations of diagnostic tests, hints on how to make the diagnosis, treatment options and pitfalls to avoid. Because all of the modules are pertinent, they are not listed here and students should reference the website to review them.
Aquifer

Since Aquifer cases are not graded during ER rotation, a list of useful cases is given here. Students can select the cases depending on their learning needs and clinical rotation experience and time spent using the CDEM modules.

### Wise MD modules

<table>
<thead>
<tr>
<th>Case Modules</th>
<th>Skills Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abdominal Aortic Aneurysms</td>
<td>Suturing and instrument tie</td>
</tr>
<tr>
<td>Appendicitis</td>
<td>Two handed knot tie</td>
</tr>
<tr>
<td>Bowel Obstruction</td>
<td>Foley Catheter placement</td>
</tr>
<tr>
<td>Burn Management</td>
<td></td>
</tr>
<tr>
<td>Cholecystitis</td>
<td></td>
</tr>
<tr>
<td>Diverticulitis</td>
<td></td>
</tr>
<tr>
<td>Trauma Resuscitation</td>
<td></td>
</tr>
</tbody>
</table>

### Aquifer Library of Cases recommended during EM rotation

<p>| High Value Care 01: 45-year-old male - The importance of clinical reasoning |
| High Value Care 02: 25-year-old female - Making diagnostic testing count |
| High Value Care 10: 16-year-old female - Statistics and clinical decision-making |
| Family Medicine 04: 19-year-old female with sports injury                  |
| Family Medicine 10: 45-year-old male with low back pain                    |
| Family Medicine 12: 16-year-old female with vaginal bleeding and UCG       |
| Family Medicine 20: 28-year-old female with lower abdominal pain           |
| Family Medicine 22: 70-year-old male with new-onset unilateral weakness    |
| Family Medicine 27: 17-year-old male with groin pain                       |
| Radiology 01: 23-year-old male Chest - Infection                           |
| Radiology 02: 51-year-old male Chest - Masses                              |
| Radiology 03: 65-year-old male Chest - Trauma                              |
| Radiology 07: 40-year-old female - Renal/GU                                |
| Radiology 08: 18-year-old female and 19-year-old male GI - Trauma          |
| Radiology 09: 34-year-old male Neuro - Trauma                               |
| Radiology 11: 8-week old male - Pediatrics A                               |
| Radiology 12: 2-month old female - Pediatrics B                             |
| Radiology 13: 59-year-old female MSK - Arthritis, osteomyelitis            |
| Radiology 16: 24-year-old male MSK - Trauma                                |
| Radiology 17: 65-year-old male - Cardiac and Cardiovascular                |
| Radiology 19: 53-year-old female - Oncology                                |
| Geriatrics 01: 85-year-old female using anticoagulants                     |
| Geriatrics 02: 85-year-old female with hypoglycemia                        |
| Geriatrics 06: 85-year-old female with delirium                            |
| Geriatrics 08: 86-year-old female and elder abuse                          |
| Geriatrics 12: 78-year-old female and falls                                |
| Geriatrics 15: 75-year-old male with abdominal pain                        |
| Geriatrics 16: 87-year-old male with low back pain                         |
| Geriatrics 17: 86-year-old female with pneumonia                           |
| Geriatrics 18: 83-year-old female with urinary tract symptoms              |
| Geriatrics 19: 70-year-old male with urinary concerns                      |
| Pediatrics 09: 2-week-old female with lethargy                             |
| Pediatrics 10: 6-month-old female infant with a fever                      |
| Pediatrics 12: 10-month-old female with a cough                            |
| Pediatrics 15: Two siblings: 4-year-old male and 8-week-old male with vomiting |
| Pediatrics 16: 7-year-old female with abdominal pain and vomiting          |
| Pediatrics 17: 4-year-old female refusing to walk                          |
| Pediatrics 19: 16-month-old male with first seizure                        |
| Pediatrics 20: 7-year-old male with a headache                             |</p>
<table>
<thead>
<tr>
<th>Geriatrics 20: 79-year-old male with severe pain and low health literacy</th>
<th>Pediatrics 22: 16-year-old female with abdominal pain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geriatrics 21: 70-year-old female with symptomatic end-stage COPD</td>
<td>Pediatrics 23: 15-year-old female with lethargy and fever</td>
</tr>
<tr>
<td>Geriatrics 23: 70-year-old female and hazards of hospitalization: transitions of care and discharge planning for geriatric inpatients</td>
<td>Pediatrics 24: 2-year-old female with altered mental status</td>
</tr>
<tr>
<td>Geriatrics 24: 78-year-old female with pressure injuries</td>
<td>Pediatrics 25: 2-month-old male with apnea</td>
</tr>
<tr>
<td>Geriatrics 25: 85-year-old male and restraints</td>
<td>Pediatrics 27: 8-year-old female with abdominal pain</td>
</tr>
<tr>
<td>Pediatrics 22: 16-year-old female with abdominal pain</td>
<td>Pediatrics 30: 2-year-old male with sickle cell disease</td>
</tr>
</tbody>
</table>

| Internal Medicine 01: 49-year-old male with chest pain | Internal Medicine 23: 54-year-old female with fatigue |
| Internal Medicine 02: 60-year-old female with chest pain | Internal Medicine 24: 52-year-old female with headache, vomiting, and fever |
| Internal Medicine 03: 54-year-old female with syncope | Internal Medicine 25: 75-year-old female with altered mental status |
| Internal Medicine 04: 67-year-old female with shortness of breath and lower-leg swelling | Internal Medicine 26: 58-year-old male with altered mental status and experiencing homelessness |
| Internal Medicine 06: 45-year-old male with hypertension | Internal Medicine 27: 65-year-old male with hypercalcemia |
| Internal Medicine 07: 28-year-old female with light-headedness | Internal Medicine 28: 70-year-old male with shortness of breath and cough |
| Internal Medicine 09: 55-year-old female with upper abdominal pain and vomiting | Internal Medicine 30: 55-year-old female with leg pain |
| Internal Medicine 10: 48-year-old female with diarrhea and dizziness | Internal Medicine 31: 40-year-old man with knee pain |
| Internal Medicine 11: 45-year-old male with abnormal liver chemistries | Internal Medicine 33: 49-year-old female with confusion |
| Internal Medicine 12: 55-year-old male with lower abdominal pain | Internal Medicine 34: 55-year-old male with low back pain |
| Internal Medicine 17: 28-year-old male with a pigmented lesion | Internal Medicine 35: 35-year-old female with three weeks of fever |
| Internal Medicine 20: 48-year-old female with HIV | Internal Medicine 36: 49-year-old male with ascites |

**Osteopathy in Emergency Medicine**

The following are guidelines for integrating the study of Osteopathy in the emergency department. Students need to have sensitivity when working in allopathic settings. Part of their work on rotation is to educate colleagues and teachers about Osteopathy. Students should rely on TUCOM Osteopathic Faculty for support in integrating Osteopathy into all rotations.
The following should be approached as a self-study module in the event that you do not have Osteopathic attendings to work with. You are encouraged to contact TUCOM Osteopathic Faculty for support in working through this material.

**Required OMM/OPP Reading**


**Osteopathic Treatment for Common ER Complaints**

For each of the following conditions, list at least one Osteopathic treatment you could use. Be prepared to explain the listed items below to your attending. In addition to talking to your attending and the patient, be ready and able to demonstrate at least one gentle treatment for each condition listed. Finally be prepared to document your findings and treatment in the patient’s chart.

Include the following information:

a. Discuss why you would choose the technique
b. Discuss what you would do before treating the patient, include history, physical and any tests or imaging you would order prior to treatment, as well describing how you would obtain informed consent
c. List contraindications to its use
d. Describe how the technique is performed
e. Describe relevant anatomy and physiology
f. Describe relationships to lymphatic supply, vascular supply and innervation (including autonomic)
e. Describe potential outcomes
h. Demonstrate how you would document the assessment, plan and procedure note for osteopathic considerations and OMT.

**Common ER Complaints**

1. Headaches
2. Edema
3. Congestive heart failure
4. Respiratory distress, asthma and pneumonia
5. Otitis media or ear pain
6. Functional or mechanical bowel obstruction
7. TMJ pain
8. Sprained ankle
9. Costochondritis
10. Adolescents with torticollis from exercise
11. Trauma, pain or sprain of cervical, thoracic or lumbar spine
Disorders of Autonomic Dysregulation

1. List functions of the autonomic nervous system
2. List disease states commonly presenting in the ER which have dysregulation of the autonomic nervous system as a primary component of the physiologic basis
3. Describe treatment techniques for managing the dysregulation of the autonomic nervous system.
4. Examples: hypertension, panic attack, arrhythmia

Osteopathic Techniques Employed in the ER

1. For each of the following techniques describe or write:
   a. Why you would choose the technique based on the patient, the environment and the condition as well as any other factors?
   b. Contraindications to its use
   c. How the technique is performed
   d. Potential outcomes
2. Be able to demonstrate at least one from each of these groups of techniques

Groups or Types of Techniques

Lymphatic drainage techniques
CV4 or EV4
Functional, myofascial, strain/counter strain and HVLA - spinal segments
Cranial treatment - other
Rib raising
OSTEOPATHIC NEUROMUSCULOSKELETAL MEDICINE (ONMM)

CLNC 817 - 3 Units
Syllabus 2021-2022 Academic Year
Touro University CA – College of Osteopathic Medicine

COURSE DIRECTOR:

Victor Nuño D.O.
Associate Professor, Department of Osteopathic Manipulative Medicine (OMM)
Phone: (707) 638-5257
email: Victor.Nuno@tu.edu

OPP Administrative Coordinator:
Sara Deshaies
sara.deshaies@tu.edu (510) 499-1411

ADA Notification
Touro University California complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. Touro University California students with disabilities seeking reasonable accommodations should do so through the TUC Director of Academic Support.

Safe Learning Environment
TUC community members share a commitment to social justice. This commitment includes the need to create safe learning and environments. We recognize that societal biases impact underserved and underrepresented populations in varying ways. As such, we are committed to holding ourselves accountable when it comes to issues of racism, sexism, homophobia, transphobia, ageism, ableism, weightism, and learning ability as it arises in learning, work and social spaces. Therefore, expectations for coursework and in class discussions are concomitant with these values. It is expected that we (Faculty, Students and Staff) treat each other with respect and collegiality. It is important that we acknowledge that everyone should be addressed and referred to in accordance with their personal identity and we will be open to conversations and diverse perspectives necessary for full understanding and to create a safe learning environment.

Diversity Statement
TUCOM values perspectives of individuals from all backgrounds of our students including race, gender expression, gender identity, sexual orientation, country of origin, physical and learning abilities, and religious affiliations. TUCOM strives to make the curriculum and the learning environments inclusive safe spaces for all students. TUCOM rejects bigotry, racism, violence, discrimination, or intimidation of any kind. If learners see ways in which we can improve please let the Course/Administrative Coordinators and/or the Associate Dean of Academic Affairs know.
Course Description:

The Osteopathic Neuromusculoskeletal Medicine (ONMM) course takes place during a two week block in year 4. It builds upon the pre-clinical Osteopathic Principles and Practices (OPP) I, II, III, IV coursework, as well as osteopathic integrated learning in the clinical setting during the OMS III year. Like other OPP courses, it is designed to reinforce the basic tenets, philosophy, principles, and practice of Osteopathic medicine as students prepare for graduation and residency training. This course is primarily designed to provide the student the mechanism by which they can advance and demonstrate their OPP knowledge, skills and attitudes as it directly relates to patient care. Students should refer to the competency milestones in the Student Guide to Competencies: Milestones, Feedback and Assessment.

This course is founded in, and expressed through the cornerstones of the four Osteopathic Tenets. These are:

1. The body is a unit; the person is a unity of body, mind, and spirit.
2. The body is capable of self-regulation; self-healing, and health maintenance.
3. Structure and function are reciprocally interrelated.
4. Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.

Students are expected to use this time to develop and demonstrate their competence and entrustability as an osteopathic physician with respect to osteopathic manipulative treatment (OMT) and OPP.

TUCOM Mission Statement

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and Osteopathic clinical services.

Alignment of Course Outcomes and Competencies with TUCOM Mission

The curricula for all of the core courses during the clinical years are 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 on learning 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.

Course Learning Outcomes:

Learning outcomes for this course build on years I and II foundation, techniques and theory, year III clinical exposure, culminating in the osteopathic supervised clinical practice during this rotation. Objectives are applied directly to clinical encounters with patients. At the end of the ONMM rotation, each student should be able to show that they can:
1. Apply all types of osteopathic manipulative modalities in a variety of settings, patient presentations, and disease processes with an understanding of indications, contraindications and mechanism of action. Modalities including but not limited to: osteopathic cranial manipulative medicine, soft tissue, myofascial release, counterstrain, lymphatic, muscle energy, facilitated positional release, balanced ligamentous tension, Still technique (CC I)

2. Identify relevant diagnosis and treatment opportunities for a given complaint utilizing basic sciences knowledge including but not limited to: joint mechanics, muscular function innervation, autonomic supply, circulation and lymphatic clearance. (CC II)

3. Incorporate osteopathic assessment into their physical exam skills for a myriad of complaints (CC III)

4. Include identification of past physical and emotional trauma as well as life stressors and the mind, body, spirit unit in their diagnosis and treatment of patients (CC III)

5. Communicate OPP and OMT considerations clearly to their attending physician, patients, presentations, and documents appropriately in the medical record (CC IV)

6. Demonstrate professional interactions as a future osteopathic physician with all students, fellows, patients and faculty (CC V)

7. Conduct searches and reviews OPP, OMT, anatomy, and biomechanics literature (CC VI)

8. Teach and advance the understanding of others around the use of OPP and OMT (CC VI)

9. Apply appropriate billing and coding practices for the use of OMT in clinical practice (CC VII)

10. Connect patient problems to structural factors like socioeconomic status, race, gender, and public policy, when indicated; advocate for equity in health outcomes, and serve as a resource to patients and communities in the pursuit of equity in health; demonstrate humility when communicating with patients and the healthcare team about the health impacts of structural factors.

**Competency Based Education Plan**

All Osteopathic medical training is based on the seven core competencies and each of these competencies will be observed during the student’s rotation:

1. Osteopathic Principles and Practices;
2. Medical Knowledge,
3. Patient Care,
4. Interpersonal and Communication Skills,
5. Professionalism,
6. Practice-Based Learning and Improvement, and
7. Systems-Based Practice
8. Structural Competency*

*TUCOM operates its mission in curriculum with Program Learning Outcoems, which are the 7 AOA Core Competencies plus Structural Competency.

**Teaching Methods**

Following the AOA core competencies, the Osteopathic Neuromusculoskeletal Medicine Rotation will utilize the following educational strategies as available during the time of the actual student experience:
• Clinical time with Touro OMM faculty at the Solano County Family Health Services Clinic in Fairfield or inpatient services at NorthBay Medical Center in Fairfield (I, II, III, IV, V, VII)
• On-campus H89 OMT Lab (I, II, III, IV, V, VII)
• Student Run Free Clinic (I, II, III, IV, V, VII)
• SAAO lunchtime Lab (I, II, III, IV, V, VII)
• Berkeley Suitcase Clinics (I, II, III, IV, V, VII)
• OMM lab teaching first and second year students (I, IV, V)
• Anatomy lab teaching first and second year students (I, II, IV)
• OMM Fellow Book/Journal Club (VI, V)
  ○ One recent JAOA article will be assigned per 2-week rotation for students to read and discuss with clinical faculty
• David Crotty, D.O. Clinical Case presentation (V, VI, IV)
• Participation in research/academic project (V, VI, IV)

NOTE: By special request and permission by the course coordinator, students who are unable to participate in the rotation offered near campus, may rotate with an approved preceptor. The list of pre-approved preceptors will be distributed to the class on a yearly basis at the beginning of the academic year. The student will be graded on their clinical work with the preceptor and still be expected to prepare and present a David Crotty, D.O. Clinical Case. Students who are not rotating locally can present remotely through Zoom or similar application. Students who are interested, may attempt to set up a rotation with a preceptor who is not pre-approved, but will need to be approved by the course coordinator and get the preceptor credentialed by the clinical education department. The basic requirement for being an approved preceptor is performing OMT on 90% of their patients.

Learning Resources: Canvas, Syllabus, Internet

The syllabus is up to date as of the time it is posted to Canvas before the beginning of the year. However, schedule changes and other important information updates may occur throughout the year, which will not be reflected in the syllabus.

The Canvas course page is the most accurate and up to date resource for this course. All schedule changes, assignments, updates, and announcements will be posted on the Canvas course page. Please refer to the course page daily for updates and announcements.

| REQUIRED |
|-----------------|-------------------------------|---------------------|------------------|
| Somatic Dysfunction in Osteopathic Family Medicine, Nelson, Kenneth E.; Glonke, Thomas | Lippincott Williams & Wilkins, 2nd edition, 2007 | ISBN 9781451103052 | $70.00 |
Textbooks and Supplemental Materials:

Many of the required and recommended textbooks and materials for this course are the same as those for OPP1-4. There is no need to purchase duplicates.

Other Course specific requirements:
This section will include at least the following requirements:

- Attendance: Students are expected to be present for EVERY day of their rotation. No more than 2 days of excused absences will be allowed without the discretion of the course director. Further absence will require the student to make up the days of time or repeat the rotation experience.
- Participation: Clinic & inpatient participation is per the preceptor discretion. When in the OMM lab, students are expected to help first and second year colleagues if needed. When in the OMT Lab at H-89, students are expected to engage in supervised practice.
- Clothing: Professional
Assessment and Grading:
Feedback for this rotation will be formative. During the first week, formative feedback will be collected by the student on a form given to each preceptor grading their performance with respect to history and physical exam, osteopathic structural examination, osteopathic manipulative treatment, and oral presentation skills. Time will be afforded the student to review this feedback with faculty and improve their skills with practice during the second week. During the second week of the rotation, the student will again give each preceptor the feedback form that will be used to populate the form of a traditional clinical education preceptor evaluation. Dr. Nuño will be responsible for synthesizing feedback from all faculty that had contact with the student during their rotation, collating it, and providing a grade for the clinical rotation. Students will be required to complete a post-rotation survey of the comfort level performing an osteopathic structural exam and OMT consistent with other post-rotation surveys.

Each student who participates in the Osteopathic Neuromusculoskeletal Medicine clinical rotation will be required to complete a David Crotty Clinical Case Presentation. This case presentation should be based on an actual patient in which they were a participant in treating with OMT during this rotation. The guidelines for this case presentation will be posted to Canvas. The deadline for case submission will be 1 week after the conclusion of their rotation.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>80%</td>
</tr>
<tr>
<td>David Crotty Clinical Case Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Student Evaluation</td>
<td>5%</td>
</tr>
<tr>
<td>Course Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Appendices
Appendix A. Clinical Performance Evaluation (CPE)

Osteopathic Medical Student Clinical Performance Evaluation (CPE)

Student: __________  Preceptor: __________  Course #: __________
Site: __________  Clerkship Dates: __________  Specialty: __________

Dean’s Letter Summary (All comments included in this box or reverse page, unless otherwise labeled, will be put into the students Dean’s Letter verbatim)

*Any additional comments not to be included in the Dean’s Letter, please use reverse side of this form or a separate correspondence and label as such.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Student’s performance by the rotation’s end (Please check one box for each section)</th>
<th>Fails Expectation (50%)</th>
<th>Misses Expectation (60%)</th>
<th>Meet Expectation (70%)</th>
<th>Exceeds Expectation (85%)</th>
<th>Masters Expectation (100%)</th>
<th>No Basis for Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopaedic Principles and Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice Based Learning &amp; Improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal &amp; Communication Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems Based Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structural Competency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preceptor’s Signature __________  Date: __________

Evaluation Reviewed with Student? Yes __________  No __________  Student’s Signature __________

*Please provide a copy of this evaluation to the student after review.

Mail form to: Office of Clinical Education, Touro University-CA College of Osteopathic Medicine, 1310 Club Drive, Vallejo, CA 94592; Or Email to: TUC.CED.Grades@tu.edu Fax Not Recommended
Appendix B. Affiliation Agreement for Adjunct Clinical Faculty

PRECEPTOR AGREEMENT
between
TOURO UNIVERSITY CALIFORNIA COLLEGE OF OSTEOPATHIC MEDICINE and

Preceptor’s Name & Title
Adjunct Clinical Faculty

This Agreement is intended to define the relationship of Touro University California College of Osteopathic Medicine (TUCOM), Dr., and TUCOM students receiving clinical training under this Preceptor’s supervision. The TUCOM Clinical Rotation Manual provides the philosophic framework for clinical rotations as well as further detail regarding duties of all parties and is considered part of this Agreement.

Preceptor will:
- Maintain all necessary licensure, certifications, privileges, and professional liability insurance, and notify TUCOM immediately of any material change.
- At all times maintain oversight, and supervision of students for any patient care, including student-patient interactions, physical exams, and procedures.
- Ensure an appropriate physical and learning environment for Students.
- Preceptors will provide learning opportunities consistent with Touro University’s curriculum (see Clinical Rotations Manual).
- Offer constructive feedback to Students, including completion and submission of Clinical Performance Evaluations (CPE) in a timely manner. Please be advised that if the CPE is not completed and received by Touro CED within 14 business days after the end of each rotation the CED will automatically issue a “FAS” for that rotation. This will serve to time-liner complete our regulatory requirements. However, this will prevent students who deserve grade lower or higher than a “FAS” from receiving those grades. It will also not allow for any comments for the MSPE to be included. Please try your very best to complete them within this timeframe.

TUCOM will:
- Maintain responsibility for scheduling Students’ rotations and publishing this information in a timely manner.
- Provide the Clinical Rotation Manual to Preceptor and Students and notify all parties of any material changes in this document.
- Ensure that Students have completed all curricular and administrative requirements prior to entering into this clinical training, including, but not limited to, satisfactory completion of the preclinical course of study, maintenance of current immunizations, and passage of criminal background check and drug test.
- Maintain professional liability insurance for Students.
- Offer educational support to Preceptor, including access to Touro University California’s electronic library resources.

Students will:
- Provide patient care only under supervision of Preceptor.
- Behave and communicate in a professional and respectful manner that represents TUCOM well.
- Offer constructive feedback to TUCOM on their clinical experiences which will be made available to Preceptor only in a summary, anonymous form, including completion and submission of Evaluations of Clinical Assignments in a timely manner.

This Agreement may be terminated at any time by written mutual agreement of TUCOM and Preceptor. No person in the United States shall, on the basis of race, color, national origin, language, sex, religion, or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Touro University and its adjunct clinical faculty comply by this Federal Standard of non-discrimination.

For Touro University College of Osteopathic Medicine - California:

For Adjunct Clinical Faculty:

I attest that I have received a copy of the Clinical Rotations Manual, and I understand the responsibilities outlined for my role as a preceptor. I intend to abide by all State Medical Board and Federal regulations.

<table>
<thead>
<tr>
<th>K. Scott Whitlow, D.O.</th>
<th>Date</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Clinical Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For renewing preceptors

☐ All of the information provided in my prior credentialing documents is current, and I permit reuse of the information for this adjunct faculty renewal

<table>
<thead>
<tr>
<th>Adjunct Clinical Faculty Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
Appendix C. Adjunct Clinical Faculty Information Sheet

Clinical Education Department
Adjunct Clinical Faculty Information Sheet

Name: _______________________________ D.O. □ M.D. □ Birth date: ___________ Male □ Female □
Hospital/Clinic Name: ________________________________________________________________
Address: __________________________ City: __________________ State: ______ Zip code: ______
Phone: _______________ Fax: _______________ Email: ________________________________
Specialty(ies): _________________________________________________________________
Terminal Degree: ___________ Years of Practice: _____ Medical License Number/State: ___________
☐ American Board Certification(s) & Date(s): __________________________________________
☐ Osteopathic Board Certification(s) & Date(s): _______________________________________
Current Hospital Affiliations: ________________________________________________________

Clinical Teaching Experience:
☐ Medical Student Preceptor
- List medical school affiliation(s): __________________________________________________
☐ Intern/Resident Preceptor
- Program Type(s): _______________________________________________________________
Other previous teaching position(s): __________________________________________________

Teaching Availability: __________ medical students/month, for the months of: ____________

Signature: __________________________________________________ Date: ________________

PLEASE ATTACH YOUR MOST RECENT C.V. -- REQUIRED TO COMPLETE THIS APPLICATION

Return via email or mail to: Touro University, College of Medicine
Clinical Education Department
1310 Club Drive, Vallejo CA 94592
Phone: 707-635-5206 Email: TUC_ClinEd@tou.edu

For office use only:

Previous Rank (if applicable): __________________________ Adjunct Rank: ☐ Instructor ☐ Asst. Professor
Initial Credentialing Date: ___________________________ ☐ Professor ☐ Assoc. Professor
Notes: ______________________________________________
CED Evaluator signature: ____________________________ Date: ________________
Dean Signature: ____________________________ Date: ________________