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| Course No.: | OM 7010 | Course Title: | Core Family Medicine |
| Credit Hours: | 4 | Clerkship Directors: | Kay Kalousek, DO, Chair COMP Jenna Collins, DO, Vice Chair COMP-NW |
| Term - Dates: | Academic Year 2023-2024 | Level: | OMS III |

Family Medicine Core Rotation Syllabus

Educational Goal

problems typically seen by primary care physicians as well as conditions which may be less common with critical thinking of the problem to conclusion of treatment. Students evaluate patients in the inpatient and outpatient setting. They may perform the breadth of evaluation and management, write notes in the medical record, assist with common minor office procedures. If the Clinic or Hospital policy does not allow the student to document in the permanent record, the student is expected to write a note and orders separate from the chart and ask the preceptor to critique it.

Preparing for the Rotation

1. **Watch the introduction to the Preparation for the Family Medicine Rotation**

2. Family Physicians (AAFP), the Society of Teachers of Family Medicine (STFM), and the National Board of Osteopathic Medical Examiners (NBOME) were used to create this Family Medicine Topics list.

- 3. Study and review the Virtual Core Rotation** document posted on Elentra.
You will use the information and links of this document even if you are on an in-person rotation.

4. Resources

- x OnlineMedEd
- x Aquifer
- x UpToDate
- x STFM
- x AAFP

Recommended applications for handheld devices:

- o UpToDate
- o Epocrates
- o Medscape
- o Medical Calculator
- o USPSTF (Prevention Taskforce app)

NOTE: Individual preceptors may include/require other resources.

5. Required Equipment

- x All medical equipment used for CM&R should be used to practice skills during on-site clinical rotations or virtual clinical rotations.

6. Review of Physical Exams

- x Please refer to Bates [3 K \ V L F Videos](#) (See Separate Physical Exam document in Elentra for links).

Expectations During the Rotation

During the rotation, the student is expected to do the following:

1. The student should be able to function effectively as a member of the health care team in a primary care setting and appreciate the roles and functions of other health care professions. The student should be able to present the data gathered in patient encounters in a concise summary to the preceptor, discuss each problem to consider further diagnosis and treatment plans, consultation, and disposition.
2. The student should have knowledge of current guidelines for disease screening by age group.
3. The student should be able to write progress notes using appropriate format (SOAP).
4. The student should be able to:
 - x elicit and document a history from assigned patients
 - x recognize signs and symptoms of disease processes
 - x assess mental health status
 - x communicate empathetically with a patient
 - x perform and document a physical examination
 - x perform and interpret diagnostic tests
 - x manage, under the supervision of the preceptor, common healthcare problems
 - x provide patient education
 - x understand general management guidelines for common chronic diseases.

5. The student should be able to perform OMT when clinically appropriate.
6. The student should be familiar with when / how to make referrals.
7. The student should understand and practice universal precautions.
8. Lecture or present case histories as requested by interns, residents or attending.
9. Be timely.
10. Wear appropriate attire.
11. Be professional at all times.

Please make sure these topics are covered during your clinical rotation. If not, please direct yourself to read about each topic and be able to answer questions about each of them.

Health Promotion:

- x Adult:
 - o Cancer Screening (breast, cervical, colon, prostate)
 - o Coronary Artery Disease (CAD)
 - o Fall risk in elderly patients
 - o Osteoporosis
 - o Sexually Transmitted Infections (STIs)
 - o Type 2 Diabetes

- x Children & Adolescents:
 - o Growth and development (infant, children, adolescent)
 - o Screening tests
 - o Bright Futures

- x Barriers to Health Care Access

Acute Care:

- x Abdominal pain
- x Abnormal vaginal bleeding
- x Chest pain
- x Common skin lesions
- x Common skin rashes
- x Cough
- x Dizziness
- x Dysuria
- x

- x Circumcision
- x Vasectomy

These skills are expected on your first day of residency.

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

The student will be expected to:

1. Apply basic knowledge of the pathology and physiology of the organ systems into the care of the medical patient.
2. Apply basic knowledge of molecular, biochemical, and cellular mechanisms to the care of the medical patient for maintaining homeostasis.
3. Perform an appropriately comprehensive history and physical examination on both hospitalized and ambulatory medical patients.
4. Formulate and communicate a focused differential diagnostic problem list on each medical

13. Display collegiality and professionalism toward all members

Remediation Policy: Refer to the Clinical Education Manual

Attendance Policy: Refer to the Clinical Education Manual

Academic Dishonesty: Complete confidence in the honor and integrity of the health professions student and health care professional is essential. Such confidence depends entirely on the exemplary behavior of

| COMPARISON OF OUTCOMES STANDARDS: WU AND COMP | WU | COMP |
|--|----|-----------|
| Critical Thinking | 1 | 1, 2, 3 6 |

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