

College of Osteopathic Medicine of the Pacific

Syllabus Pathology

Course No.:	OM 7550A G	Course Title:	Pathology
Credit Hours:	2 4 weeks, 2 4 credit hours for each rotation	Chair: Clerkship director:	Chaya Prasad, MD
Term Dates:	Variable OMS III and OMS IV academic year	Level:	OMS III, OMS IV

FOR POMONA CAMPUS

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FOR OREGON CAMPUS

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This elective rotation is a two four (2 4) week introductory, structured clinical experience under direct supervision designed to provide the student experience diagnosing, treating and caring for patients with pathological disorders. There is no post rotation exam for the elective. Most students electing to take this rotation will be in the third or

4. Formulate and communicate a focused differential diagnostic problem list on each psychiatric, surgical, obstetrical/gynecological, pediatric and medical patient. (COMP/AOA core competencies 2, 4; Institutional outcomes 1, 2, 3, 4, 7)
5. Identify knowledge deficits and search the medical literature for the most current aspects of diagnostic and management strategies to thereby apply the principles of evidence based medicine to the care of the individual acutely and chronically ill or injured medical, psychiatric, surgical, obstetrical/gynecological, and pediatric patient. This will be supported by ACEP on line material such as guidelines review. (COMP/AOA core competencies 2, 6, 7; Institutional outcomes 1, 2, 6, 7)
6. Formulate strategies for disease prevention based on knowledge of disease pathogenesis and mechanisms of health maintenance, with

15. Follow all infection control policies and guidelines as established by the Centers for Disease Control and Prevention (CDC) and the Society for Healthcare Epidemiology of America (SHEA). (COMP/AOA core competencies 2, 4, 6, 7; Institutional outcomes 1, 2, 7)
16. Obtain a greater understanding of the patient physician relationship and consistently apply the "bio psychosocial model." (COMP 1,2,3,5,7; Institutional Outcomes 1,2,3,4,5,6,8)
17. Apply Osteopathic Principles and Practice as an integral part of patient treatment and care. (COMP 1,2,3,4,5, 6,7; Institutional Outcomes 1,2,3,4,5,6,7,8)

At the end of the rotation, the student should be able to:

Assist in the evaluation, treatment, and disposition of patients.

Complete an accurate History and Physical

Write accurate, organized and legible progress notes

Establish a differential diagnosis for patients

Recommend to the intern/resident or attending physician a treatment plan for assigned patients

Demonstrate a knowledge of library use quoting references on patients

Identify abnormal laboratory values, then create an appropriate treatment plan and present it to your

During the two four (2 4) four week elective, the student will be exposed to a wide variety of common pathological

9. Student will observe sign out of pap smears.
10. Student will understand the process of obtaining and preparation and staining of pap smears.
11. Student will understand the significance of adequate history and reporting of pap smears using TBS format.
12. Student will understand the follow up of abnormal pap smears.

WEEK 4 Clinical pathology:

Choice of transfusion medicine or hematopathology

Overview: Transfusion Medicine

Transfusion medicine is a critical part of the CP training for pathology residency. For all of the CP disciplines, the student acts as a liaison between the laboratory and the clinician.

13. Student should participate in the daily activities of the service including review of blood utilization data
14. Participate in the work up of transfusion reactions and transfusion medicine consults.
15. Student should become familiar with the various blood products
16. Have a solid understanding of how/when to order these products
17. Recognize the importance of proper labeling and identification of patient samples.

Overview: Hematopathology

The hematopathology service combines some aspects of both CP blood smears, bone marrow aspirates, laboratory data and AP lymph node and bone marrow biopsy specimens to make an accurate diagnosis of many hematologic disorders.

18. Students should follow a case identifying the importance of pertinent clinical information, the pathology review and the incorporation of ancillary studies.
19. Students should review cases with the attending.

It is strongly recommended that students spend approximately 10 hours per week reading independently. Students should not rely solely on the review books to be adequately prepared for the rotation as they do not provide the knowledge base needed to successfully pass the rotation.

Reading passper

Didactic methods to achieve required objectives include:

- Reading assignments
- Lectures
- Computer assisted programs (if available)
- Student attendance at/participation in formal clinical presentations by medical faculty

Clinically oriented teaching methods may include:

- Assignment of limited co management responsibilities under supervision
- Participation in clinic visits, daily patient rounds and conferences
- Supervised and critiqued clinic work ups of patients admitted to the service
- Assigned, case oriented reading and case presentations

Recommended Texts

Textbook:

1. Robbins, Cotran and Kumar
2. Pathoma
3. As directed by preceptor

Evidence Based Medicine:

ACP's PIER Stat! Ref PIER© is a collection of over 400 evidence summaries published by the American College of Physicians. Each module provides authoritative guidance to improve the quality of care.

Cochrane Library for Evidence Based Medicine The Cochrane Library contains high quality, independent evidence to inform healthcare decision making.

DynaMed Point of care reference resource designed to provide doctors and medical researchers with the best available evidence to support clinical decision making

Essential Evidence Plus A powerful resource packed with content, tools, calculators and alerts for clinicians who deliver first contact care.

ACP Medicine ACP Medicine is a comprehensive, evidence based reference for fast, current answers on the best clinical care.

Recommended downloads for handheld devices:

Epocrates
Medscape
Medical Calc
AHRQ ePSS

Electronic Texts

Cecil Medicine MD Consult
Harrison's Online AccessMedicine
Current Medical Diagnosis and Treatment

MD Consult Provides full text access to approximately 40 medical textbooks, 50 medical journals, comprehensive drug information, and more than 600 clinical practice guidelines
Ebsco A to Z Database provides links and coverage information to more than 124,000 unique titles from more than 1,100 database and e journal packages.

The Medical Letter on Drugs and Therapeutics An independent, peer reviewed, nonprofit publication that offers unbiased critical evaluations of drugs, with special emphasis on new drugs.

Each site will provide students with a schedule on their first day of the rotation. These schedules are rarely available prior to the start the rotation. It is solely your responsibility to read and understand all information provided to you by the site. Some sites have additional requirements above and beyond those set forth by the College of Osteopathic Medicine.

Expectations:

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

1. Function as an essential member of the office team.
2. Report to the office daily. If

KEYS TO SUCCESS:

1. READ, READ, READ!!!!!! It is imperative that you read for this clerkship. If you read the required text, it will make it easier for you to understand the medical management of your patients and to answer questions from your resident and attendings.
2. Know your patients well. Read up on the disease process of your patients, which includes diagnosis and treatment. These practices will help you understand the manifestation of the disease process and why certain treatment modalities are being used.
3. Practice and learn how to orally present patients. This will be a skill that you will use for all rotations and will have to master as a physician.

There is no post rotation examination for this rotation. At the beginning of the rotation, the physician/mentor should review expectations/guidelines of performance with the student. On the last day of service, the supervising physician should review the student's performance with the student and have the student review the evaluation form before submission.

Additional information is located in the Clinical Education Manual at:

<https://www.westernu.edu/media/osteopathic/pdfs/cem.pdf>

Documentation

A. Patient Encounters

Students are required to document each patient encounter in a case log on T Res. Failure to submit the log will count as failure to complete the clerkship for every third and fourth year clinical rotation.

B. Procedures

Students are also required to document each procedure performed in a procedure log on T Res application for every third and fourth year clinical rotation. **Fourth year students must document 10 OMM procedures over the academic year that were performed and documented on T Res as a graduation requirement.**

C. T Res Encounter/ Procedure Resources

Links:

T Res help Center <https://resilience.zendesk.com/hc/en-us/articles/200113817-Contact-T-Res-Support>

T Res Intro Guide <https://resilience.zendesk.com/hc/en-us/articles/229416407-T-Res-101-T-Res-tutorial-for-Trainees>

T Res Tutorials <https://resilience.zendesk.com/hc/en-us/sections/200386696-T-Res-Tutorials-Troubleshooting>

T Res IOS link <https://apps.apple.com/ca/app/t-res-2/id1062685078>

T Res Android link <https://play.google.com/store/apps/details?id=com.resiliencesw.tres.android.app>

D. Evaluating and Documenting the Entrustable Professional Activities During a Student Rotation

Entrustable Professional Activities, or better known as EPA's, are clinical skills that physicians are entrusted to perform independently. EPAs are tasks or responsibilities that can be entrusted to unsupervised execution by a trainee once he or she has obtained sufficient specific competence. EPAs are independently executable, observable, and measurable in their process and outcomes.

During your rotation you will be required every week to be evaluated on your entrustment to perform a particular clinical skill independently, such as performing a physical exam or documenting a patient encounter in a note. Being entrusted to perform an EPA independently is what is required during your first year of residency. The purpose of this exercise is to allow students to have immediate practical feedback regarding their clinical skills and measure their progress as they develop their ability to be entrusted in performing these skills. As a medical student your "Level of EPA Entrustment" would be expected to be at a beginner's level. Your EPA's will progress in post graduate training, but you will become familiar with the process in your medical school clinical rotations.

Once a week, students will ask a resident (PGY1-5) or an attending to **answer a single question** in the **EPA Preceptor Skills Assessment** that is accessed through the EPA app on COMP Connect using your iPad or iPhone. Following this one question, students will be asked to answer a single self-reflection question familiar with

Evaluation/Grading

GRADING

The student's final grade will be a combination of the following:

Participation: The student is encouraged to be actively engaged in the daily activities of the department in surgical pathology, cytology, and in the clinical laboratory.

Written report: See above for details.

Professionalism: Including reporting on time, abiding by the dress code (scrubs are acceptable), demonstrating teamwork and communicating accurately

General Policies Policy on Disability Accommodations: To obtain academic accommodations for this rotation, students with disabilities should contact the Harris Family Center for Disability and Health Policy and the Clinical Education Department within 10 days of the beginning of the system. The Harris Family Center for Disability and Health Policy can be reached at (909)469

Collaboration Skills	4	4
Ethical and Moral Decision Making Skills	5	1,3,5,6
Lifelong Learning	6	1,2,3,6,7
Evidence Based Practice	7	1,2,3,6,07
Humanistic Practice	8	3,4,5

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