

## GENERAL COURSE INFORMATION

<b>Course # &amp; Title:</b>	General Clinical Electives with Prefixes of ANE, ANT, CRT, DRM, EMR, FAM, GLB, INT, MED, NEU, OPH, ORT, PED, PSY, PTH, RAD, RWM, SRG, TRM, ULT, URG, URO, WMN, WND, and course number from 4000-4600
<b>Course Credit Hours:</b>	1-8 credit hours based on clinical hours of at least 35 per credit hours
<b>Contact Hours:</b>	<input checked="" type="checkbox"/> Distance, Blended, or Clinical Courses: 1 Credit = 37.5 hrs. to complete all activities
<b>Semester(s) &amp; Year:</b>	Fall 2023 and Spring 2024
<b>Grading Scale:</b>	Honors, Pass, Fail (H, P, F)
<b>Delivery Mode:</b>	Clinical
<b>Class Meeting Times/Locations:</b>	Clinicals – The Preceptor's schedule will determine the location and average workday, including office hours, hospital rounds, clinic or nursing home visits, and call schedule etc. RVU recommends a minimum of 35 hours and maximum of 70 hours of service per week to maintain patient safety and allows for self-learning.

## FACULTY CONTACT INFORMATION

<b>Student Inquiry Contact:</b>	Dr. Stephen J. Miller, DO, MPH, Clerkship Director In order to make an appointment or to contact someone with an urgent clerkship issue, please email <a href="mailto:clerkshipdirectorshelpline@rvu.edu">clerkshipdirectorshelpline@rvu.edu</a>
<b>Additional Faculty (if any):</b>	Credentialed Adjunct Clinical Faculty (Preceptors)

## COURSE DETAILS

<b>Course Description:</b>	Individual Course Descriptions can be found in the RVU Student Catalog  2023 – 2024 <a href="http://www.rvu.edu/handbook/">http://www.rvu.edu/handbook/</a>
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### Learning Outcome Information:

When Mapping, please use a competency-based progression of learning: I= Introduce; R= Reinforce; C= Competent				
Upon Successful completion of the course, the student will be able to:	ILOs	PLOs	EPA	Assessment Method
1. Apply clinical reasoning and judgement skills in the practice of medicine	1c, 2c, 4c, 5c	1c, 2c, 3c, 6c	1c, 2c, 3c, 4c, 5c, 6c, 7c	Preceptor Assessment
2. Demonstrate interpersonal communications and relationships skills with patients, care team members, and others	1c, 2c, 3c, 4c	4c, 5c	8c, 9c, 10c	Preceptor Assessment
3. Conduct patient and condition appropriate physical exams and procedures with compassion and empathy	1c, 2c, 4c, 5c	3c, 4c, 6c	11c, 12c	Preceptor Assessment Patient Logs
4. Evaluate systems-based practices to contribute to quality improvements	1c, 2c, 5c	7c	13c	Preceptor Assessment

5. Act in a professional manner that meets the standards of the osteopathic profession	1c, 2c, 3c, 4c	5c	9c	Preceptor Assessment
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**Required Texts/Materials:**

There are no required learning resources; however, Credentialed Adjunct Clinical Faculty may request students purchase resources for individual externship electives.

**Assignments and Due Dates:**

1. Patient Logs - Enter Patient Logs to New Innovations daily. All logs must be submitted by 5 days following the end of the elective
2. Preceptor Assessment Form – Ensure the preceptor has a copy of the Preceptor Assessment prior to the last day of the elective

**Patient Logs**

Students will log each virtual or direct patient care into New Innovations. Minimum patient contact/logs are considered an average of 4 outpatients or 2 inpatients per day if completed in the 3<sup>rd</sup> year or at least 6 outpatients or 3 inpatients per day if completed in the 4<sup>th</sup> year. The log will include the patient’s age, patient diagnosis, procedures done if performed with the preceptor, and whether the patient encounter was conducted via direct patient care or telehealth. It will serve multiple purposes including as a contact tracer if needed, documented proof of quality and quantity of patient experiences, and in preparation of students for residency portfolio recordkeeping. The Patient Logs portion of the externship is graded as a Pass or Fail. A passing grade will be achieved if the required Patient Logs are complete and are submitted to New Innovations by 5 days following the end of the externship.

**Preceptor Assessment**

A Clinical Externship Faculty Assessment of Student Doctors on Clinical Rotation (**see Appendix A**) must be completed and submitted by the preceptor for each clinical externship for a grade for the course to be posted. The grade for the assessment will be assigned by the Course Director based on the preceptor’s overall recommendation as well as responses to professionalism, EPAs, and skills questions. Should a student fail the assessment, the Course Director will assign remediation. Successful remediation will result in a course grade of Px. Unsuccessful remediation will result in a second course failure and referral to SPC.

**Final Grade Calculation:**

Category of Assessment	Possible Grade
Patient Logs	P/F
Preceptor Assessment Form (s) Recommendation	Clerkship Director review of Preceptor Assessment Form

Final grades for the course are awarded by the Course Director as:

- H – Honors
  - Preceptor Assessment – Totality of assessment places student at the level of Manager or Educator as awarded by the Course Director
  - On-time submission of complete patient logs
- P – Pass
  - Preceptor Assessment – Totality of assessment places student at the level of Pass as awarded by the Course Director
  - On-time submission of complete patient logs
- F – Fail
  - Preceptor Assessment – Student does not achieve the level of Pass or Honors as awarded by the Course Director
  - Insufficient Patient Logs
- Incomplete
  - A grade will be awarded once the complete Patient Logs are submitted. The student is not eligible to receive a grade of Honors if the Patient Logs are not submitted on-time.
- Px – Pass with Remediation
- WIP – Work in Progress

**Course Policies:**

Please refer to the RVU Student Catalog/Handbook and the Clinical Education Manual for policies including, but not limited to:

- Email and MyVista Utilization
- Academic Integrity
- Academic Accommodations Process
- Health and Technical Standards
- OPP and PCM Laboratory Policies

Biosafety, Universal Precautions, and Bloodborne Pathogens  
 Academic Grievances Policy (Grading Disputes)  
 Attendance Policy  
 Excused Absences  
 Course Adjustment Policy  
 Student Supervision Policy

Please note, course syllabi are subject to change as necessary at the discretion of the Course Director.

### Credit Hours

Clinical Elective Externships generally range from one to eight weeks. One credit hour for clinical elective externships is awarded based on at least 35 hours spent in direct patient care and demonstrating adequate patient log support of an average of 4 outpatients or 2 inpatients per day if completed in the 3<sup>rd</sup> year or at least 6 outpatients or 3 inpatients per day if completed in the 4<sup>th</sup> year.

### Attendance Policy

The focus of the clinical experience in years 3 and 4 is patient care and interaction. One hundred percent attendance is, therefore, required to be sure that continuity of care is maintained. It is understood that certain situations may arise that will result in an absence from required daily participation. In such instances, the following policies will be observed:

- Absences for any reason must be approved by both by both the Preceptor and Clinical Dean.
- Preplanned absences - Submit the Clinical Education Excused Absence Request form in iNet for preplanned absence as soon as event dates and details are known.
- Emergency absences - Submit the Clinical Education Excused Absence Request form in iNet the same day as any emergency absence.

### Professional Conduct Policy

Students are expected to adhere to the highest level of professional conduct at all times. Students will always treat *all* employees of Rocky Vista University and those in clinical training sites with respect and courtesy. Students will demonstrate ethically responsible behavior; act honestly and with integrity to patients, their representatives, faculty/preceptors and coworkers. Students will preserve confidentiality and not discuss patients in public places or with unauthorized persons. No documents with patient-identifying information will leave the clinical setting. Compliance with all institutional regulations, state and federal HIPAA laws is expected. Dishonesty, blatant unethical conduct, sexual misconduct, or other unprofessional behavior will result in disciplinary action at the discretion of the Associate Dean of Clinical Education, who may convene a panel for a hearing. Final action may result in dismissal from RVU. The student has the right to appeal the dismissal to the Dean.

### Course Schedule:

#### One Credit Hour Elective

Week	Date	Lecture Topics *	Assessments & Assignments Due
1	Day 1	Orientation	Discuss expectations of the rotation with the preceptor.
		Patient Care	Maintain Patient Logs and formative feedback with preceptor.
1	Day 2	Patient Care	Maintain Patient Logs and formative feedback with preceptor.
1	Day 3	Patient Care	Maintain Patient Logs and formative feedback with preceptor.
1	Day 4	Patient Care	Maintain Patient Logs and formative feedback with preceptor.
1	Day 5	Patient Care	Maintain Patient Logs and formative feedback with preceptor.
		Exit Interview	Review of Preceptor Assessment with the Preceptor

#### Two Through Eight Credit Hours Electives

Week	Date	Lecture Topics *	Assessments & Assignments Due
2-8	Day 1	Patient Care	Maintain Patient Logs and formative feedback with preceptor.
2-8	Day 2	Patient Care	Maintain Patient Logs and formative feedback with preceptor.
2-8	Day 3	Patient Care	Maintain Patient Logs and formative feedback with preceptor.
2-8	Day 4	Patient Care	Maintain Patient Logs and formative feedback with preceptor.
2-8	Day 5	Patient Care	Maintain Patient Logs and formative feedback with preceptor.
2-8	Day 6	Patient Care	Maintain Patient Logs and formative feedback with preceptor per the preceptor's schedule.
2-8	Day 7	Patient Care	Maintain Patient Logs and formative feedback with preceptor per the preceptor's schedule.

2-8	Final day of the Rotation	Exit Interview	Review of Preceptor Assessment with the Preceptor
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## STUDENT SUCCESS & SUPPORT RESOURCES

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### POLICIES

**Academic Integrity Policy:**

<https://catalog.rvu.edu/academic-integrity>

**All RVU Policies:**

<https://policies.rvu.edu/> (must be logged into inet.rvu.edu)

**Program Handbook:**

<https://catalog.rvu.edu>

### RESEARCH & WRITING SUPPORT

**Frank R. Ames Memorial Library:**

<https://library.rvu.edu/framl/home>

**Plagiarism:**

<https://library.rvu.edu/researchguide/researchethics/plagiarism>

**Writing Center:**

<https://www.rvu.edu/writing-center/>

### GENERAL STUDENT SUPPORT

**Diversity, Equity, & Inclusion:**

<https://www.rvu.edu/about/diversity-equity-and-inclusion/>

**Financial Services:**

<https://www.rvu.edu/admissions/financial-aid/>

**IT Help Desk:**

[https://myvista.rvu.edu/ics/Help\\_Desk/](https://myvista.rvu.edu/ics/Help_Desk/) (must be logged into inet.rvu.edu)

**Mental Health & Wellness:**

<https://www.rvu.edu/mental-health/>

**Services for Students with Disabilities-CO:**

<https://www.rvu.edu/co/student-affairs/disability-services/>

**Services for Students with Disabilities-UT:**

<https://www.rvu.edu/ut/student-affairs/disability-services/>

**Student Affairs:**

<https://www.rvu.edu/student-affairs/>

**1\* Obtains an appropriate history.**

Student Doctor cannot obtain an appropriate history.	Student Doctor obtains an appropriate history with constant supervision.	Student Doctor obtains an appropriate history with minimal supervision.	Student Doctor obtains an appropriate history independently.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2\* Performs an appropriate physical examination.**

Student Doctor cannot obtain an appropriate physical examination.	Student Doctor obtains an appropriate physical examination with constant supervision.	Student Doctor obtains an appropriate physical examination with minimal supervision.	Student Doctor obtains an appropriate physical examination independently.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3\* Formulates an appropriate differential diagnosis.**

Student Doctor cannot formulate an appropriate differential diagnosis.	Student Doctor formulates an appropriate differential diagnosis with constant supervision.	Student Doctor formulates an appropriate differential diagnosis with minimal supervision.	Student Doctor formulates an appropriate differential diagnosis independently.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4\* Recommends and interprets common diagnostic and screening tests.**

Student Doctor cannot recommend or interpret common diagnostic and screening tests.	Student Doctor recommends or interprets common diagnostic and screening tests with constant supervision.	Student Doctor recommends or interprets common diagnostic and screening tests with minimal supervision.	Student Doctor recommends or interprets common diagnostic and screening tests independently.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5\* Recommends an appropriate treatment or management plan.**

Student Doctor cannot recommend an appropriate treatment or management plan.	Student Doctor recommends an appropriate treatment or management plan with constant supervision.	Student Doctor recommends an appropriate treatment or management plan with minimal supervision.	Student Doctor recommends an appropriate treatment or management plan independently.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6\* Documents an acceptable clinical encounter note.**

Student Doctor cannot document an acceptable clinical encounter note.	Student Doctor documents an acceptable clinical encounter note with constant supervision.	Student Doctor documents an acceptable clinical encounter note with minimal supervision.	Student Doctor documents an acceptable clinical encounter note independently.
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**7\* Provides an organized oral presentation of the clinical case.**

Student Doctor cannot provide an organized oral presentation of the clinical case.	Student Doctor provides an organized oral presentation of the clinical case with constant supervision.	Student Doctor provides an organized oral presentation of the clinical case with minimal supervision.	Student Doctor provides an organized oral presentation of the clinical case independently.
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**8\* Demonstrates the ability to access appropriate resources to gather medical information and evidence as needed.**

Student Doctor cannot demonstrate the ability to access appropriate resources to gather medical information and evidence as needed.	Student Doctor demonstrates the ability to access appropriate resources to gather medical information and evidence as needed with constant supervision.	Student Doctor demonstrates the ability to access appropriate resources to gather medical information and evidence as needed with minimal supervision.	Student Doctor demonstrates the ability to access appropriate resources to gather medical information and evidence as needed independently.
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**9\* Participates and collaborates as a respectful and helpful member of an interprofessional team.**

Student Doctor cannot participate or collaborate as a respectful and helpful member of an interprofessional team.	Student Doctor participates or collaborate as a respectful and helpful member of an interprofessional team with constant supervision.	Student Doctor participates or collaborate as a respectful and helpful member of an interprofessional team with minimal supervision.	Student Doctor participates or collaborate as a respectful and helpful member of an interprofessional team independently.
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**10\* Recognizes a patient requiring urgent or emergent care and provides appropriate recommendations when able to discuss with preceptor.**

Student Doctor cannot recognize a patient requiring urgent or emergent care nor acts appropriately while waiting for assistance.	Student Doctor recognizes a patient requiring urgent or emergent care nor acts appropriately while waiting for assistance with constant supervision.	Student Doctor recognizes a patient requiring urgent or emergent care nor acts appropriately while waiting for assistance with minimal supervision.	Student Doctor recognizes a patient requiring urgent or emergent care nor acts appropriately while waiting for assistance independently.
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**11\* Performs general procedures of a physician.**

Student Doctor cannot perform procedural skills expected for a medical student.	Student Doctor has procedural skills below expectation for a medical student.	Student Doctor has procedural skills at the expectations for a medical student.	Student Doctor has procedural skills above the expectation for a medical student
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**12\* Approaches patient care with a whole person approach (body, mind, and spirit) as part of managing patient's medical issues.**

Student Doctor does not use a whole person approach with patient care.  Student Doctor uses a whole person approach with constant prompting.  Student Doctor uses a whole person approach with minimal prompting.  Student Doctor uses a whole person approach without prompting.

**13\* Demonstrates high level of professionalism expected of a medical student.**

Student Doctor cannot demonstrate high level of professionalism expected of a medical student.	Student Doctor demonstrates high level of professionalism expected of a medical student with constant supervision.	Student Doctor demonstrates high level of professionalism expected of a medical student with minimal supervision.	Student Doctor demonstrates high level of professionalism expected of a medical student independently.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**14\* Demonstrates appropriate medical knowledge in their current year of education.**

Student Doctor cannot demonstrate appropriate medical knowledge in their current year of education.	Student Doctor demonstrates appropriate medical knowledge in their current year of education with constant supervision.	Student Doctor demonstrates appropriate medical knowledge in their current year of education with minimal supervision.	Student Doctor demonstrates appropriate medical knowledge in their current year of education independently.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15\* Demonstrates excellent interpersonal and communication skills (phone calls, emails, conversations).**

Student Doctor cannot demonstrate excellent interpersonal and communication skills.	Student Doctor demonstrates excellent interpersonal and communication skills with constant supervision.	Student Doctor demonstrates excellent interpersonal and communication skills with minimal supervision.	Student Doctor demonstrates excellent interpersonal and communication skills independently.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16\* Demonstrates self-directed learning on a regular basis.**

Student Doctor cannot demonstrate self-directed learning on a regular basis.	Student Doctor demonstrates self-directed learning on a regular basis with constant supervision.	Student Doctor demonstrates self-directed learning on a regular basis with minimal supervision.	Student Doctor demonstrates self-directed learning on a regular basis independently.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17\* Contributes to a patient care culture of quality and safety.**

Student Doctor does not contribute to a patient care culture of quality and safety.	Student Doctor contributes to a patient care culture of quality and safety with constant prompting.	Student Doctor contributes to a patient care culture of quality and safety with minimal prompting.	Student Doctor contributes to a patient care culture of quality and safety with no prompting.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**18\* Based on the Student Doctor's performance during this clerkship:**

- This individual demonstrates knowledge and abilities BELOW what is expected of an incoming third year student.  This individual demonstrates knowledge and abilities expected of an incoming third year student.
- This individual is advancing and demonstrates additional knowledge and abilities but is not yet performing at the level of an incoming fourth year student.
- This individual continues to advance and demonstrates additional knowledge and abilities, consistently including the majority of those targeted for an incoming fourth year student.
- This individual has advanced so that he or she now substantially demonstrates the knowledge and skills targeted for medical school. This level is designated as the graduation target.
- This individual has advanced beyond performance targets set for medical school and is demonstrating 'aspirational' goals which might describe the performance of a resident. This is an honors designation that only applies to the top 10% of graduating medical students.

**19\* Looking at the Student Doctor's global performance, which of the four categories best reflects how your student interacted with you?**

- Reporter - Reporters can accurately and reliably gather clinical information on each of their patients. Reporters can communicate clearly (both verbally and in writing) the clinical information they have obtained. Reporters can distinguish important information from unimportant information and are able to focus data collection and presentation on central issues.
- Interpreter - Interpreters can identify problems independently and prioritize problems, including new problems, as they arise. Interpreters can develop a differential diagnosis independently and make a case for and against each of the important diagnoses under consideration for a patient's central problem(s).
- Manager - Managers can develop and defend a diagnostic and a therapeutic plan for each of their patients' central problem(s). Managers can utilize their growing clinical judgment to decide when action needs to be taken. Managers can analyze the risk/benefit balance of specific diagnostic and therapeutic measures based on an individual patient's circumstances.
- Educator - Educators have mastered the fundamental skills described above. Educators have the insight to define important questions to research in more depth, the drive to seek out the evidence behind clinical practice, and the skills to scrutinize the quality of this evidence. Educators take a share in educating the rest of the team.

**20\* Did the Student Doctor attend the rotation as expected (35+ hours per week)?**

- Yes
- No
- Unknown

**21\* Did the Student Doctor share and discuss their Clerkship SMART goals with you?**

- Yes
- No
- Unknown
- Not applicable for Elective Clerkships

**22 Additional feedback for growth and improvement. Please include feedback that provides evidence of the student's strengths and weaknesses (consider skills listed in the syllabus) and give examples of achievement or deficiencies.**

**23 Comments from you or your team in this section are your opportunity to communicate with the Dean on this student's readiness for residency. If your assessment is submitted prior to September 1st of the student's graduation year, then your comments will be added to the student's MSPE/Dean's Letter. If your assessment is submitted after September 1st of the student's graduation year, then your comments will help inform the Dean of the student's eligibility for special awards recognition for graduation.**