

Clinical Clerkship Syllabus 2020-21

GENERAL INFORMATION

COURSE DETAILS & INFORMATION

Course Name:	Inpatient Medicine
Graduating Class Year:	DO21
Discipline:	Clinical
Course Option Type:	Required
Grade Scheme:	Pass / Fail
Department:	Family & Internal Medicine
Credit Hours:	4
Duration:	4 weeks
Dates:	June 8, 2020 – May 21, 2021

Role	Name	Email	Phone
Course Director	Jennifer Latterell, DO	Jennifer.Latterell@dmu.edu	515-271-1557
Academic Assistant	Jamie Loffredo	Jamie.Loffredo@dmu.edu	515-271-1053

GENERAL COURSE DESCRIPTION

The required rotation is a four (4) week clinical clerkship under direct supervision designed to provide experience in diagnosing, treating and caring for adult and/or pediatric patients in the inpatient setting. The purpose of the experience is to gain a broad, diverse, inpatient experience.

Clinical experiences are intended to assist the student further their skills in clinical evaluation and patient management in preparation for residency. In addition to gaining specific skills, the student should also develop skills in systematic medical problem-solving and patient management abilities; establish or reinforce patterns of independent learning and self-evaluation; and improve communication and medical record keeping. The student should also develop fundamental psychomotor skills by performing routine basic procedures under direct supervision.

The rotations allowed for this requirement are:

- ICU (SICU and CCU will not be accepted as meeting this requirement)
- Hospitalist (family medicine or internal medicine hospitalist services would count)
- Peds ICU (NICU will not be accepted as meeting this requirement)
- Peds Hospitalist

AOA COMPETENCIES AND COURSE SCHEDULE

The table below defines each of the seven competency domains set forth by the AOA.

AOA Core Competencies	
https://www.aacom.org/docs/default-source/core-competencies/corecompetencyreport2012.pdf?sfvrsn=4	
I. Osteopathic Principles and Practices	Students will provide osteopathic care to patients that supports the promotion of health and delivery of compassionate, appropriate, and effective treatment of disease based on patient information and preferences, evidence-based medicine, and clinical judgment.
II. Medical Knowledge	Students will demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and psychosocial/behavioral concepts and their application to patient-centered care.
III. Patient Care	Students will demonstrate best practices in the delivery of patient-centered care with respect to data gathering and documentation, determination of differential diagnoses and treatment planning, implementation of clinical procedures, and the provision of clinical services consistent with health promotion and disease prevention.
IV. Interpersonal and Communication Skills	Students will demonstrate effective listening, speaking, writing, and nonverbal communication skills with patients or other members of the health care and academic environment.
V. Professionalism	Students will conduct themselves with poise, courtesy, honesty and responsibility when dealing with patients or other members of the health care and academic environment. Students will engage in self-care and regulation in order to maintain a productive career in medicine.
VI. Practice-Based Learning and Improvement	Students will appraise, assimilate, and apply scientific evidence to the care of their patients. They will engage in self-evaluation and life-long learning to ensure optimal patient outcomes.
VII. Systems-Based Practice	Students will demonstrate a knowledge of health care systems and the resources available to provide comprehensive quality patient care and processes to deal with impediments to patient safety, quality, and access to care.

This course assesses associated AOA competencies and sub-competencies as noted in the table below.

COURSE GOALS, OUTCOMES & COMPETENCIES

The goals of this course are to develop a general competency regarding inpatient internal medicine practice. Each student is to develop a core knowledge of general disease processes and to observe and participate in the coordination of adult or pediatric inpatient medical care.

Learning Outcome	AOA/AACOM Competencies	EPAs	Instructional Methods	Assessment Methods	Resources
Obtain and record an appropriately complete, cogent, and organized medical history	I.3.a, III.1.b, III.1.c, III.1.e, III.1.f, III.1.h, III.1.i, III.1.j, III.6.a, III.6.b, III.6.d, III.6.e, IV.1.a, IV.1.b, IV.1.c, IV.1.d, IV.1.e, IV.1.f	1, 6	Clinical Experience - Inpatient Patient Presentation Self-Directed Learning Ward Rounds	Clinical Performance Rating/Checklist Oral Patient Presentation	Real Patient, EMR
Conduct and record an appropriately complete and accurate physical examination.	I.2.a, I.2.b, I.2.c, I.2.d, I.2.e, I.2.f, I.2.g, I.2.h, I.2.i, I.3.a, I.3.b, I.3.c.1, I.3.c.2, I.3.d, I.3.e, I.3.f, I.3.g, I.3.g.1, I.3.h, I.3.i, I.3.j, I.4.d, I.5.a, I.5.b, I.5.c, I.6.e, I.7.b, I.7.d	1, 6	Clinical Experience - Inpatient Self-Directed Learning Ward Rounds	Clinical Performance Rating/Checklist Oral Patient Presentation	Real Patient, EMR
Collaborate with other health care professionals to provide patient-centered care	I.4.g, II.3.a, II.3.c, II.3.d, III.1.g, III.1.k, III.2.a, III.2.b, III.2.c, III.6.e, IV.1.b	6, 8, 9	Clinical Experience - Inpatient Patient Presentation Self-Directed	Clinical Performance Rating/Checklist Exam - Nationally Normed/Standardized, Subject	Real Patient, EMR

Learning Outcome	AOA/AACOM Competencies	EPAs	Instructional Methods	Assessment Methods	Resources
			Learning Ward Rounds	Oral Patient Presentation	
Formulate an appropriate plan for confirming the diagnosis.	I.4.c, I.4.e, I.4.h, I.4.i, V.5.e, VI.4.a, VI.4.c, VI.4.d, VII.3.b	2, 10	Clinical Experience - Inpatient Patient Presentation Self-Directed Learning Ward Rounds	Clinical Performance Rating/Checklist Exam - Nationally Normed/Standardized, Subject Oral Patient Presentation	Real Patient, EMR
Formulate an appropriate initial and ongoing treatment program taking into account the urgency of the patient's problems.	I.2.a, I.2.c, III.4.g, III.4.h, III.4.i, III.4.j, III.4.k, III.4.l, IV.1.h, IV.2.g, IV.2.h, V.1.e, VII.5.a	3, 10	Clinical Experience - Inpatient Patient Presentation Self-Directed Learning Ward Rounds	Clinical Performance Rating/Checklist Exam - Nationally Normed/Standardized, Subject Oral Patient Presentation	Real Patient, EMR
Use knowledge of the pathophysiology of signs and symptoms to establish clinical correlation with disease processes.	II.2.a, II.2.b, II.2.c, II.2.d, II.3.a, II.3.b, II.3.c, II.3.d, II.3.e, II.3.f, II.3.g	2, 3, 10	Clinical Experience - Inpatient Patient Presentation Self-Directed Learning Ward Rounds	Exam - Nationally Normed/Standardized, Subject	Real Patient, EMR

Learning Outcome	AOA/AACOM Competencies	EPAs	Instructional Methods	Assessment Methods	Resources
Use information from texts, syllabi, and journals to study general topics related to patient’s problems.	II.2.d, III.4.a, III.4.b, VI.2.b, VI.2.c, VI.4.c	7	Clinical Experience - Inpatient Self-Directed Learning Ward Rounds	Oral Patient Presentation Participation	
Record patient progress in the medical record; and make a verbal report to the health care team in a clear and succinct manner.	II.3.a, III.2.a, III.4.a, III.4.b, III.4.d, III.4.e, III.4.f, III.4.g, III.4.i	2, 5	Clinical Experience - Inpatient Patient Presentation Ward Rounds	Clinical Performance Rating/Checklist Oral Patient Presentation Participation	Real Patient, EMR
Communicate in a respectful, effective, efficient, and educational manner with patients and their families.	IV.1.a, IV.1.b, IV.1.c, IV.1.d, IV.1.e, IV.1.f, IV.1.g, IV.1.h, IV.1.i, IV.1.j, IV.1.k, IV.1.l, IV.1.m, IV.1.n	4, 10	Clinical Experience - Inpatient Patient Presentation Ward Rounds	Clinical Performance Rating/Checklist Oral Patient Presentation	Real Patient, EMR
Order and appropriately interpret the results of commonly used diagnostic procedures.	I.1.c, I.6.e, III.1.k, III.3.a, III.3.b, III.3.c, III.3.d, III.3.e, III.3.f, III.3.g, III.3.h, III.3.i, III.3.j, III.3.k, III.3.l, III.4.c, III.4.d	3, 4, 11, 12	Clinical Experience - Inpatient Patient Presentation Self-Directed Learning Ward Rounds	Clinical Performance Rating/Checklist Exam - Nationally Normed/Standardized, Subject	Real Patient, EMR

Content Mapping:

Organ System
Cardiovascular
Digestive
Endocrine
Hematologic
Immune
Integumentary
Lymphatic
Musculoskeletal
Nervous, including sensory
Respiratory
Urinary/Excretory

Scientific Understanding of Health & Disease Mechanisms
Anatomy – normal/abnormal
Behavioral Health – normal/abnormal
Biochemistry – normal/abnormal
Cell & Tissue Biology – normal/abnormal
Genetics – normal/abnormal
Immunology – normal/abnormal
Microbiology – normal/abnormal
Molecular & Cell Biology – normal/abnormal
Neurology – normal/abnormal
Osteopathic principles – normal, homeostasis
Osteopathic principles – somatic & visceral dysfunction
Pathology
Pharmacology – normal/abnormal
Physiology – normal/abnormal
Psychiatry – normal/abnormal

Health Care Delivery
Biostatistics
Examination & Recognition (includes neuro musculoskeletal exam)
Gathering patient information
Health care system overview
Information management & technology
Medical ethics & medical professionalism
Physician-patient communication
Population-based care
Practice management
Teamwork & collaboration

Patient Conditions: To ensure a comparable and quality experience while on clerkship, rotations may have a list of patient conditions and procedures that students must encounter during the experience. Students document exposure to these conditions and procedures through patient encounter logging (please see case log section below). If a student does not meet the minimum exposure to a condition or procedure, an assignment in the form of a video, module, or reading assignment will be available to the student. Below are the patient conditions for this rotation:

Patient Condition / Clinical Diagnoses
Asthma/Chronic Obstructive Pulmonary Disease*
Cardiac/Ischemic disease*
Congestive Heart Failure*
Depression*
Diabetes/ DKA*
Gastroenteritis*
Hepatic cirrhosis*
Hypertension*
Pneumonia*
Renal Failure*
Substance-related and addictive disorders*
Genitourinary Tract Infection*
Bowel Obstruction
Sepsis

Procedure
Central Line Placement
Lumbar Puncture
Thoracentesis
EKG Interpretation
X-ray Interpretation
Arterial Blood Gas Interpretation
Paracentesis

*Indicates a core, peer-reviewed diagnosis

STUDENT RESPONSIBILITIES

Formative Assessment

Students are required to request mid-rotation feedback from their preceptor and implement at least one of the suggested changes. At the conclusion of the rotation, the student will be required to write a short summary of what change they made and how it enhanced their education. This will occur on the site evaluation and is required for passing the rotation. Students who encounter barriers in obtaining their mid-rotation feedback should notify the clerkship director within one week.

Case Logs

One of the mechanisms for monitoring a student's progress, patient load, rotation experience and competency achievement is through the student's case logs.

Students on every clinical rotation are expected to:

- Complete a daily log of all patient encounters
 - Each patient encounter requires a diagnosis
 - Students must ensure the accuracy of the data, including the rotation name. Entering logs under the incorrect rotation name, for instance, is considered as being in non-compliance with the case log policy.
- Students are required to log all patient encounters. If a student is on a low volume rotation, which is defined as less than 15 encounters per week, their clerkship coordinator should be notified by the halfway point of the rotation.
- Students must log non-clinical activities such as residency interviews, board exams, research, didactic activities and absences.
- If internet access is limited, such as while on an international rotation, paper logs must be submitted within 7 days of the end of the rotation. Logs may be submitted either in person or scanned and provided via email.
- Prompt entry of patient encounters is required. Entries must be entered within seven days of the encounter.
- Students not in compliance with the case log policy will be sent a warning letter for each incidence of non-compliance. The second incident of non-compliance will result in a referral to APC for professional concerns. In addition, students not in compliance with the case log policy will not be eligible for high pass or honors for that rotation.
- Students that have technical difficulties submitting logs may contact the Help Desk at 515-271-1522 for assistance. Students must also notify their clerkship coordinator of logging difficulties.

Site and Preceptor Evaluation

Students are required to complete the site evaluation by the Monday morning after the rotation ends.

Required Reading

If completing an internal medicine or ICU rotation, read from one of the required texts on the following diagnoses:

- COPD exacerbation, also read Chapters 2-5 in the Global Initiative for Chronic Obstructive Lung Disease 2019 Report
- Septic shock, also read Rhodes, et al's Surviving Sepsis Campaign
- Diabetic Ketoacidosis, also read Westerberg
- Asthma Exacerbation, also read Global Initiative for Asthma
- Acute Pancreatitis
- Acute GI Bleed
- Congestive Heart Failure
- Pneumonia
- Cellulitis

If completing a PICU or pediatric hospitalist rotation, read from Harriet Lane on the following diagnoses:

- Diabetic Ketoacidosis, also read Wolfsdorf, et al.
- Managing fluids and rehydration
- Asthma Exacerbation, also read Global Initiative for Asthma
- Bronchiolitis, also read Ralston, et al.

RESOURCES REQUIRED FOR LEARNING

Required Textbooks and eResources

If completing an adult medicine or ICU rotation:

- Kasper, et al (eds), *Harrison's Principles of Internal Medicine, 20th Ed.*, August 13, 2018
OR Goldman, et al (eds), *Goldman-Cecil Medicine, 26th Ed.*, Elsevier, September 26, 2019.
AND, all the following
- Gilbert, David, MD, et al, *Sanford Guide to Antimicrobial Therapy* 2019. Could choose print, online, or mobile editions.
- *Global Initiative for Chronic Obstructive Lung Disease: Pocket Guide to the Diagnosis, Management, and Prevention of Chronic Obstructive Pulmonary Disease*, 2019 Report. https://goldcopd.org/wp-content/uploads/2018/11/GOLD-2019-POCKET-GUIDE-FINAL_WMS.pdf
- Rhodes, Andrew, et al. (2017). *Surviving Sepsis Campaign: International Guidelines for Management of Sepsis and Septic Shock: 2016*. *Critical Care Medicine*: 45(3) p 486-552, doi: 10.1097/CCM.0000000000002255
https://journals.lww.com/ccmjournals/Fulltext/2017/03000/Surviving_Sepsis_Campaign_International.15.aspx
- *Global Initiative for Asthma: Pocket Guide for Asthma Management and Prevention* 2019 Report <https://ginasthma.org/wp-content/uploads/2019/04/GINA-2019-main-Pocket-Guide-wms.pdf>

- Westerberg, D. P. (2013). *Diabetic Ketoacidosis: Evaluation and Management*. American Family Physician. 87(5) p 337-346
<https://www.aafp.org/afp/2013/0301/p337.html>

If completing a pediatric hospitalist or PICU rotation:

- Lauren Kahl, MD and Helen K. Hughes, MD, MPH, *The Harriet Lane Handbook*, 21st Edition, May 16, 2017.
- Gilbert, David, MD, et al, *Sanford Guide to Antimicrobial Therapy* 2019. Could choose print, online, or mobile editions.
- Wolfsdorf JI, Glaser N, Agus M, et al. *ISPAD Clinical Practice Consensus Guidelines 2018: Diabetic ketoacidosis and the hyperglycemic hyperosmolar state*. Pediatric Diabetes. 2018;19(Suppl. 27):155–177. <https://doi.org/10.1111/ pedi.12701>
https://cdn.ymaws.com/www.ispad.org/resource/resmgr/consensus_guidelines_2018_/11.diabetic_ketoacidosis_and.pdf Global Initiative for Asthma: Pocket Guide for Asthma Management and Prevention 2019 Report <https://ginasthma.org/wp-content/uploads/2019/04/GINA-2019-main-Pocket-Guide-wms.pdf>
- Ralston, S. L, et al. (2019). *Clinical Practice Guideline: The Diagnosis, Management, and Prevention of Bronchiolitis*. Pediatrics. doi:10.1542/peds.2014-2742
<https://pediatrics.aappublications.org/content/pediatrics/134/5/e1474.full.pdf>

Recommended Textbooks/eResources

All resources below are available through library section of Pulse

EVIDENCE-BASED MEDICINE:

- [Cochrane Library for Evidence-Based Medicine](#)- The Cochrane Library contains high-quality, independent evidence to inform healthcare decision-making.
- [UpToDate®](#)- an evidence-based knowledge system authored by physicians to help clinicians make the right decisions at the point of care. All UpToDate content is written and edited by a global community of 4,800 physicians, world-renowned experts in their specialties.
- [Lexicomp Online](#) – a drug resource, available through the UpToDate®

ELECTRONIC TEXTS:

- *Goldman-Cecil Medicine* - Library Catalog
- *Harrison's Principles of Internal Medicine* - Library Catalog
- *Current Medical Diagnosis and Treatment 2017* – Library Catalog
- *eJournals - Full Text Finder*
- [Primer to the Internal Medicine Clerkship](http://library.dmu.edu/record=b1094430~S0) <http://library.dmu.edu/record=b1094430~S0>

COM Clerkship Syllabus Addendum

COURSE POLICIES

ATTENDANCE

The educational hours will be determined by the preceptor and must be in accordance with ACGME work hour guidelines. Educational time/hours include clinical time and required didactic activities. Maximum educational time on a 4-week rotation is 320 hours. Students are expected to be on rotation at least 5 days per week. If a student is scheduled by the preceptor for less than 144 hours of educational time on a 4-week rotation, the student may learn from another preceptor, which preferably would be a physician but could be a physician assistant, nurse practitioner, certified nurse anesthetist, radiology technician, as long as this makes up no more than 25% of total rotation hours. If no other preceptors are available, the student must notify their clerkship coordinator as soon as possible to arrange for more clinical time elsewhere or an assignment. Students are to be on rotation no more than 6 consecutive days.

The link to the ACGME Common Program Requirements, which addresses duty hours, is <https://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/CPRResidency2019.pdf>.

ABSENCE POLICY

Absences: Students may miss rotation time for several reasons, which may include illness, residency interviews, and educational conferences/absences. Regardless of the reason for the absence, the following procedure applies.

For excused absences, students are allowed to miss a maximum of two days during a two-week rotation and four days during a four-week rotation. No more than two days will be approved for a single event or activity and students are not to miss more than two days in a single week. Planned absences requested over the first two days of the rotation will not be approved.

Students missing any time on their rotation must notify the following individuals as soon as possible:

- clinical site and preceptor
- site coordinator, and
- DMU clerkship coordinator.

If the absence is greater than two days and because of illness, students are required to provide their clerkship coordinator with a physician's note. Notes from preceptors will not be accepted. The note must address the following:

- Documentation of the illness
- Documentation of the resolution of illness and release of the student back to duty.

Unexcused Absences: Absences are considered unexcused if the student fails to communicate their absence with the preceptor, site contact, and DMU clerkship coordinator or if an absence is not approved by Des Moines University. Unexcused absences will be tracked over the course of the clinical years. For the first unexcused absence, a student will receive a letter of warning. For the second unexcused absence, the student will receive a letter of warning and be referred to the

Academic Progress Committee. If the student has a third unexcused absence during their clinical training, it will result in rotation failure.

Absences for Residency Interviews and Board Exams: Students may be absent from clinical rotations for board exams and residency interviews. The following guidelines apply for these specific circumstances:

- Students are encouraged to give as much notice to their clinical site and clerkship coordinator as possible when scheduling residency interviews. Des Moines University requests at least 14 days' notice when scheduling residency interviews. Exceptions can be made if a student is offered a last-minute interview spot, pending the approval of the clinical site.
- Exceptions may be made for maximum number of days missed from rotation to accommodate residency interviews. This is on a case-by-case basis and factors taken into account include:
 - Total number of planned absences already scheduled during the rotation
 - Number of days already planned to be missed during the same week as the pending request
 - Days already missed from the rotation due to illness
 - Structure of the rotation such as hours scheduled and ability to make up the clinical time
 - Site specific policies regarding the maximum number of missed days allowed during the rotation
- All residency interview absences must be approved by the clinical site. Sites frequently have their own policies for maximum number of days missed from a rotation and minimum notice required for absences. In the case where a site's policy is more restrictive than the Des Moines University policy, Des Moines University will honor the site's policy.
- If missing a significant amount of time from a rotation for residency interviews, a student may be required to use time off in order to accommodate the time away from rotations.
- Board exam days are credited as clinical time, but travel days to the board exams are considered days off from rotations.

Conference Absences: Students are encouraged to engage in non-clinical opportunities while on clinical rotations. The following provides guidance for students to receive permission and credit for these activities. Each student can be approved for up to one conference absence per academic year. Some examples of educational activities include:

- OMM-related education activities for OMM Fellows, as approved by the OMM Department Chair
- Participation in national or state osteopathic, medical, or student boards/committees (e.g. AOA, ACOEP, ACOFP, COSGP, UAAO, AMSA, IOMA, etc.)
- Other educational activities as preapproved by the clinical site and Associate Dean for Clinical Affairs
- Students will be allowed to attend one medical conference per year for networking with residencies
- Master's courses required for dual degree students

Additional items to consider when requesting an educational absence follow:

- All educational absences are subject to the approval of the clinical preceptor, rotation site, and Office of Clinical Affairs
- In addition to the approval process outlined above, any educational absence that will be greater than two days will require any days greater than two days missed to be made up. Make up for educational absences must be clinical time outside time already scheduled on the rotation.
- When requesting the educational absence of greater than two days, the student should outline a plan for making up time otherwise the request may be sent back to the student or denied. If the time greater than two days missed cannot be made up with clinical experience, the request will be denied.
- The student may work with his or her preceptor, clerkship coordinator, Director of Undergraduate and Graduate Development, or Associate Dean for Clinical Affairs if needing assistance in creating a make-up plan.
- All requests should be submitted via Special Circumstance and at least 30 days prior to the date of the requested time off. Failure to adhere to this 30-day policy may result in denial of the request.
- As with all absences, all educational absences must be logged.
- Approval for an educational absence is subject to the student's overall academic and professional record.
- Travel to and from any activity is not considered clinical education time and will be included in the student's case log.
- Students are responsible for travel and conference expenses.
- Any student, absent from clinical rotations for an educational absence without seeking prior approval is in violation of this policy and may be subject to disciplinary action.

Leaves of Absence: Any extended absence, including those due to illness or family emergencies, may require the student to take a voluntary leave of absence (LOA). The student would have an opportunity to make up missed clerkship time at a later date. An LOA may delay the student's rotation schedule and subsequent advancement to the next academic year, graduation and/or match and residency.

Make-up Policy: Students will be required to make up excused missed rotation time if they miss more than two shifts in a week or the maximum missed time allowed for rotations as outlined under the "Attendance" heading. Students may make-up missed time by doing one of the following:

- Participate in clinical activity at the site on a weekend. This is the preferred make-up activity and will be the expected make-up plan if the site has weekend or extended weekday hours.
- If the rotation is at a site without weekend hours, the missed rotation time may be made up in the form of an assignment which may include:
 - Online modules
 - Reading assignment
 - Research or practice improvement project
 - Reflection paper

The student's preceptor may be consulted when determining the requirements of the assignment. When notifying their clerkship coordinator of the missed time, the student should include a plan for making up time missed greater than two days. The student may work with his or her preceptor, clerkship coordinator, Director of Undergraduate and Graduate Development, or Associate Dean for Clinical Affairs if needing assistance in creating a make-up plan. Students who do not make up missed rotation time may delay their progression to the next academic year, graduation and/or match eligibility.

Didactic sessions missed will be made up as decided by the clerkship director on a case-by-case basis. Post rotation exam make-up is discussed in the Post Rotation Exam Policy section.

Holiday Policy: Students are expected to be on rotation on holidays unless the facility is closed, and/or they are told not to attend by their preceptor or site contact. As with all absences from rotation, regardless of reason, holiday absences must be logged in the case logs.

Inclement Weather Policy: Students will likely encounter inclement weather during their clinical years. If a student has been notified by the site that s/he is not expected on rotation due to inclement weather, the student should select a reading topic to do from home. If a student feels that his or her safety is at risk if traveling to rotation in inclement weather, he or she must notify the site, preceptor, and DMU clerkship coordinator immediately of the decision to be at home and, in addition, notify his or her coordinator of the topic they will study from home. As with all absences from rotation, regardless of reason, inclement weather absences must be logged in the case logs.

EVALUATION

Examinations and Other Summative Assessment Methods:

A clinical evaluation form must be completed by the attending physician and submitted to the Office of Clinical Affairs at the completion of each clinical rotation in order for a grade to be assigned. For rotations where the student works with residents, a resident may complete the clinical evaluation form, but it must be co-signed by the attending physician. Only one evaluation form will be accepted for each rotation. In order to receive a passing grade in a core rotation that requires a post rotation exam, a student must pass both components: the clinical evaluation and the post rotation exam.

Grading:

For the core clinical clerkships of family medicine, general internal medicine, psychiatry, general pediatrics, general surgery, obstetrics/gynecology, and emergency medicine, the following grades are possible: Honors, High Pass, Pass, and Fail. All other rotations, both elective and required, are pass/fail.

If the student receives four or five "below expectations" ratings on a single preceptor evaluation, the student will be issued an academic warning letter. If a student receives four or five "below expectations" on a single preceptor evaluation a second time, the student will be referred to the Academic Progress Committee for poor performance. They will be required to meet with the

Clerkship Director or Associate Dean for Clinical Affairs to discuss the student’s areas for improvement and develop an action plan for improving performance.

Core Clinical Clerkships: Grading for the core clinical clerkships are determined by the preceptor evaluation and post rotation examination scores. Both components must be passed for the student to receive a passing grade. Core clinical clerkships are the required third year family medicine, general internal medicine, obstetrics and gynecology, psychiatry, general surgery, and general pediatrics. The required emergency medicine, which can be completed in either the OMSIII or OMSIV year, is also considered a core clinical clerkship. These are the only rotations where a “Honors” or “High Pass” grade is possible. Criteria for Honors and High Pass are below.

Score Ranges	Grade
Average rating in both the BMD and PED of ≥ 4.6 AND a COMAT score of ≥ 105	Honors*
Average rating in both the BMD and PED of ≥ 4.6 AND a COMAT score of ≥ 95 OR Average rating in both the BMD and PED of ≥ 4.0 AND a COMAT score of ≥ 105	High Pass*

BMD: Biomedical Domain on the clinical evaluation

PED: Professionalism and Ethics Domain on the clinical evaluation

*To earn an Honors or High Pass grade in a clerkship, a student must not have any unauthorized absences during the clerkship and must not have failed the COMAT on initial attempt. The student must also be in compliance with the case log policy.

Clerkship Failure: A failing grade will be issued to any student who receives one of the following during a single rotation:

1. Three confirmed unexcused rotation absences.
2. Failing scores on all of the following key exams required for successful completion within a core clerkship - post-rotation exam, retake of post rotation exam, and oral exam.
3. One or more “unacceptable” ratings on any single preceptor evaluation form.
4. Six or more “below expectations” ratings on any single preceptor evaluation form.

Post Rotation Exam Policy: The following policy applies to all students on their third-year core required rotations which include: Family Medicine, General Internal Medicine, General Pediatrics, General Surgery, OB/GYN and Psychiatry. This policy also pertains to students on their 3rd or 4th year Emergency Medicine or OMM rotations.

1. All students are required to take a post rotation examination after each core rotation. The Family Medicine post rotation exam is to be taken after the 1st four-week required Family Medicine rotation. The post rotation exam must be taken on the last Thursday or Friday of the clinical rotation.
 - Emergency Medicine, Family Medicine, General Surgery, Internal Medicine, OB/GYN, Pediatrics and Psychiatry examinations will be completed through the NBOME – COMAT website. The minimum passing score is 80.

-
- OMM examinations will be completed through the learning management system. The minimum passing score is 70.
 - Any student on a clerkship with a required post rotation exam will receive an email from the department's academic assistant mid-way into the rotation to arrange the exam. If a student has not received information on the exam, the student is required to contact the appropriate academic assistant by Tuesday morning of the 3rd week of the rotation to ensure that all students are enrolled for the exam.
 - All exams must be monitored by a DMU-approved proctor.
 - No food, drinks, books, notes, PDAs, i-Touches, cell phones, or other electronic devices are allowed during the exam.
 - If students take an end-of-rotation exam on Thursday or Friday morning, they are expected to report to their clerkship following the exam.
 - Accommodations granted to students by DMU will be honored in the post rotation exam.
2. Extensions for completing these examinations may be authorized due to illness or emergencies. To be considered for an extension, the student must:
- Contact the department academic assistant via phone or email as soon as the student realizes that an extension is required.
 - Explain the circumstances regarding the situation, and why it will not be possible to complete the examination within the specified period of time.
 - Granting of extensions will be approved on a case-by-case basis. The clerkship director will make the final decision as to whether or not an extension is granted.
 - If granted an extension, students are expected to take the end of rotation exam by the deadline set by the Clerkship Director or the exam attempt will be recorded as score of 0.
3. Post Rotation Exam Failure:
- Students who fail their post rotation exam will not be eligible for Honors or High Pass for that rotation.
 - Students must contact the department's academic assistant within 48 hours of being notified of an examination failure to arrange a retake of the examination.
 - The post rotation examination must be retaken within 14 calendar days of the notification of the initial exam failure. If a student does not retake the post rotation exam within 14 calendar days of the notification of initial exam failure, the posted score for the second attempt will be recorded as a 0.
 - If the student achieves a score of 80 or higher on the retake, the minimum passing score of 80 will be reported to Clinical Affairs.
 - Students who fail the post-rotation retake must contact the department's academic assistant within 48 hours.
 - The academic assistant will schedule the student for an oral examination.
 - The oral remediation exam will be videotaped/recorded.
 - The clerkship director, as well as other DMU faculty members, will be present for the administration of each oral examination.

-
- The student is responsible for making all arrangements, including time off from their current rotation as well as travel back to the University for the oral examination.
 - Failure of the oral examination will result in failure of the rotation.
 - The oral examination will be taken within 28 days of the notification of the failure of the second end of rotation exam. If the student does not take the oral examination within 28 days of the notification of failure of the second end of rotation exam, a failing score will be entered for the oral exam and the student will fail the rotation.
 - Oral examination details:
 - The oral examination will be face to face with the student and examiners, taking place on campus or via teleconference technology.
 - At least two examiners will conduct the oral exam, including the clerkship director. All examiners must be clinicians.
 - Each examiner will test on content within the scope of his or her area of expertise.
 - Content of the oral exam will be based on the clerkship syllabus.
 - Oral examinations will not last longer than 90 minutes.
 - All oral examinations will be video-taped.
 - The grading of the examination is determined by the clerkship director. The oral examination score will be reported to Clinical Affairs as “pass” or “fail”.

Remediation: Clerkship failures require remediation as determined by the appropriate college's Academic Progress Committee (APC).

If a student is required to repeat a clerkship that requires passage of a post rotation exam, the student will be required to retake the post rotation exam after the clerkship is repeated, regardless of previous score. Students are not eligible to earn an Honors or High Pass grade on a clerkship that is being repeated due to clerkship failure.

ACADEMIC INTEGRITY STATEMENT

The faculty of DMU-COM believe that, as future professionals, the students must observe high standards of honesty and integrity and that faculty and students have a shared responsibility to diligently ensure these high standards are upheld. Consequently, the faculty and students agree to abide by the tenets of the University's Code of Conduct and to dutifully report any violation of the Code to appropriate officials. Students who violate the Code of Conduct will be subject to misconduct penalties as outlined in the current COM Student Handbook.

COPYRIGHT POLICY

Copyright Notice: Information presented within this course may contain copyrighted material used for educational purposes. It is intended for use only by students enrolled in this course.

Reproduction or distribution of this Copyright Compliance material is strictly prohibited. Unauthorized use of this material is a violation of the DMU Code of Conduct and may also violate federal copyright protection laws.

DISABILITY

Des Moines University is committed to providing reasonable access to learning opportunities for students with disabilities who meet the technical standards of the program, with or without reasonable accommodations. If you are a student with a disability who requires reasonable accommodations to reasonably access the curriculum and educational services offered at DMU, please contact the Accommodations and Educational Support Specialist in the Center for Educational Enhancement in person, by phone (515-271-4452) or by email (accommodations@dmu.edu) to begin the individualized interactive process. Accommodations are not determined by faculty members directly. Therefore, students are directed to submit an application and appropriate documentation to support their request for accommodations in the classroom and clinical settings. Accommodations are not provided retroactively. Thus, students are encouraged to request accommodations as far as possible in advance of the date the accommodations are necessary. Please, review the policy and procedure for [Accommodations in Educational Programming](#) to access the forms and documentation to support your request.