



Edward Via College of Osteopathic Medicine

4th Year Clinical Rotation: Public Health/Preventive and Occupational/Environmental Medicine

MED 8400: Elective Clinical
 Rotation I MED 8410: Elective
 Clinical Rotation II MED 8420:
 Elective Clinical Rotation III
 MED 8430: Elective Clinical
 Rotation IV

COURSE SYLLABUS

Chair	Contact Information
Johnny Stackhouse, DO Chair for Family Medicine - AC	Phone: 334-442-4012 Email: jstackhouse@auburn.vcom.edu
Brian Dickens, DO Chair for Family Medicine - VC	Phone: 540-231-4951 Email: bdickens@vcom.vt.edu
Jeff Cashman, DO Chair for Family Medicine - CC	Phone: 864-327-9847 Email: jcashman@carolinas.vcom.edu

I. Rotation Description

Students will shadow a physician whose primary medical practice includes either Public Health/Preventive Medicine or Occupational/Environmental Medicine. This may also include Hyperbaric and/or Aerospace Medicine. Students will participate in patient care based on their level of competency and at the discretion of their attending. Rotation goals may be further refined by the precepting physician and their field of expertise.

II. Rotation Goals

Exposure to and clinical awareness of issues in: general public health, global health, preventive medicine, and occupational medicine. Student will assist in the direct management of patients and be able to act as resources for medical issues dealing with the specialty. Assigned reading is meant to expose students to areas of public health and occupational medicine.

- a. Demonstrate a basic familiarity with the field of public/preventive health
- b. Demonstrate a basic familiarity with occupational/environmental health
- c. Understand travel immunizations, health and clues to illness
- d. Gain knowledge of Virginia department of health (VDH) reportable diseases
- e. Understand sexually transmitted diseases and treatment: guidelines
- f. Understand the management of tuberculosis
- g. Understand the concept of zoonotic disease - specifically hookworm and giardiasis
- h. Learn the types of occupational lung disease.



- i. Understand basic concepts of pediatric environmental health.
- j. Understand risks involving bloodborne exposure and post exposure prophylaxis
- k. Gain knowledge of the types of tick borne disease in the US
- l. Learn recommended immunizations for health care workers
- m. Learn clinical recommendations regarding exposure to radon.

III. Rotation Design

The majority of the rotation occurs in the outpatient setting.

IV. Credits

4 week course = 4 credit hours

V. Suggested Textbook and References

- a. Travel immunizations recommended by CDC for VCOM mission trips (Honduras, El Salvador, the Dominican Republic <http://wwwnc.cdc.gov/travel/page/presentations-health-pros>)
- b. Staying healthy on medical missions <http://www.medscape.com/viewarticle/729611>
- c. The pre-travel consultation : <http://www.medscape.com/viewarticle/722281>
- d. Identify reportable disease in the state of Virginia and time frame for reporting http://www.vdh.virginia.gov/epidemiology/documents/pdf/Reportable_Disease_List.pdf
- e. STDs review Virginia Department of Health (VDH) <http://www.vdh.virginia.gov/epidemiology/DiseasePrevention/Programs/STI/index.htm>
- f. Facts about HIV/AIDS <http://www.vdh.virginia.gov/epidemiology/DiseasePrevention/Programs/HIV-AIDS/index.htm>
- g. CDC STD treatment guidelines <http://www.cdc.gov/std/treatment/2010/pdf/2011-Booklet-Whole-Press.pdf>
<http://www.cdc.gov/std/treatment/2010/pdf/2011-Poster-Whole-Press.pdf>
- h. TB for health care providers Modules 1-5 <http://www.cdc.gov/tb/education/ssmodules/default.htm>
- i. Zoonotic disease <http://www.cdc.gov/24-7/CDCFastFacts/zoonotic.html>
list of zoonotic disease [http://www.cfsph.iastate.edu/DiseaseInfo/?transmission\[\]=006&lang=en](http://www.cfsph.iastate.edu/DiseaseInfo/?transmission[]=006&lang=en)
- j. NIOSH <http://www.cdc.gov/niosh/about.html>
- k. NIOSH workplace safety <http://www.cdc.gov/niosh/topics/bbp/>
- l. Bloodborne infectious disease treatment guidelines post-exposure interventions <http://www.cdc.gov/mmwr/PDF/rr/rr5706.pdf>
[http://www.mpaetc.org/MPAETC/media/MPAETC/Product%20Downloads/PEP-final-\(2006\).pdf](http://www.mpaetc.org/MPAETC/media/MPAETC/Product%20Downloads/PEP-final-(2006).pdf)
- m. ATSDR and PSR Pediatric Environmental health Tool Kit <http://www.psr.org/resources/pediatric-toolkit.html>

VI. Course Grading/Requirements for Successful Completion of the Occupational Medicine Rotation

- a. Attendance according to VCOM and preceptor requirements
- b. Preceptor Evaluation at end-of-rotation

Grading policies, academic progress, and graduation requirements may be found in the *College Catalog and Student Handbook* at: <http://www.vcom.vt.edu/catalog/>.

VII. Clinical Performance Objectives

The end-of-rotation evaluation for this rotation will be completed by your preceptor and is based on clinical core competencies. These core competencies reflect student performance in 6 key areas: communication, problem solving, clinical skills, medical knowledge, osteopathic medicine and professional and ethical considerations. Your end-of-rotation evaluation from your preceptor will be based directly on your performance in these 6 core competencies as described below.

- a. Communication - the student should demonstrate the following clinical communication skills:
 1. Effective listening to patient, family, peers, and healthcare team
 2. Demonstrates compassion and respect in patient communications
 3. Effective investigation of chief complaint, medical and psychosocial history specific to the rotation
 4. Considers whole patient: social, spiritual & cultural concerns
 5. Efficiently prioritizes essential from non-essential information
 6. Assures patient understands instructions, consents & medications
 7. Presents cases in an accurate, concise, well organized manner

- b. Problem Solving – the student should demonstrate the following problem solving skills:
 1. Identify important questions and separate data in organized fashion organizing positives & negatives
 2. Discern major from minor patient problems
 3. Formulate a differential while identifying the most common diagnoses
 4. Identify indications for & apply findings from the most common radiographic and diagnostic tests
 5. Identify correct management plan considering contraindications & interactions

- c. Clinical Skills - the student should demonstrate the following problem solving skills:
 1. Assesses vital signs & triage patient according to degree of illness
 2. Perform good auscultory, palpatory & visual skills
 3. Perform a thorough physical exam pertinent to the rotation

- d. Osteopathic Manipulative Medicine - the student should demonstrate the following skills in regards to osteopathic manipulative medicine:
 1. Apply osteopathic manipulative medicine successfully when appropriate
 2. Perform and document a thorough musculoskeletal exam
 3. Utilize palpatory skills to accurately discern physical changes that occur with various clinical disorders
 4. Apply osteopathic manipulative treatments successfully

- e. Medical Knowledge – the student should demonstrate the following in regards to medical knowledge:
 1. Identify & correlate anatomy, pathology and pathophysiology related to most disease processes
 2. Demonstrate characteristics of a self-motivated learner including demonstrating interest and enthusiasm about patient cases and research of the literature
 3. Are thorough & knowledgeable in researching evidence based literature
 4. Actively seek feedback from preceptor on areas for improvement
 5. Correlate symptoms & signs with most common diseases

- f. Professional and Ethical Behaviors - the student should demonstrate the following professional and ethical behaviors and skills:
1. Is dutiful, arrives on time & stays until all tasks are complete
 2. Consistently follows through on patient care responsibilities
 3. Accepts & readily responds to feedback, is not resistant to advice
 4. Assures professionalism in relationships with patients, staff, & peers
 5. Displays integrity & honesty in medical ability and documentation
 6. Acknowledges errors, seeks to correct errors appropriately
 7. Is well prepared for and seeks to provide high quality patient care
 8. Identifies the importance to care for underserved populations in a non-judgmental & altruistic manner
- g. Osteopathic Manipulative Medicine Components
Students must be familiar with the OMM didactic and workshop requirements for their OMS-4 year as described in the Osteopathic Manipulative Medicine website