1. **Contact Information**

### Course Director

<table>
<thead>
<tr>
<th>Name</th>
<th>Field</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marc Cote, DO</td>
<td>Internal Medicine</td>
<td>BHH 143</td>
<td>509.249.7703</td>
<td><a href="mailto:mcote@pnwu.edu">mcote@pnwu.edu</a></td>
</tr>
</tbody>
</table>

### Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisa Beckstrand</td>
<td>Clerkship Coordinator</td>
<td>BHH 104</td>
<td>509.249.7843</td>
<td><a href="mailto:lbeckstrand@pnwu.edu">lbeckstrand@pnwu.edu</a></td>
</tr>
<tr>
<td>Amy Gaulke</td>
<td>Clerkship Coordinator</td>
<td>BHH 104</td>
<td>509.249.7753</td>
<td><a href="mailto:agaulke@pnwu.edu">agaulke@pnwu.edu</a></td>
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2. **Course Description/Overview**

This Hematology & Oncology clerkship is scheduled with a preceptor who is an expert in this field. The student will experience the day to day activities of clinicians as he/she assists in the care of their patients. Exposure to patients in the clinic setting will give the student opportunity to practice interview and documentation skills. The student may be given the opportunity to participate in procedures as the preceptor determines his/her readiness. The curriculum for this rotation is based on nationally recognized curriculum modified for fourth year elective focus from the Clerkship Directors for Internal Medicine.

3. **Course Purpose/Goals**

The purpose of this Hematology & Oncology clerkship is to give the student exposure to the clinical practice of this specialty. Completion of this course should prepare the student well for the COMLEX exams and give a foundation for knowledge to make him/her competitive for residency.

4. **Course Learning Objectives (NBOME)**

<table>
<thead>
<tr>
<th>Course Learning Objectives</th>
<th>Methods of Assessment</th>
<th>Learning Activities</th>
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Revised: 9.23.15
| **Patient Care** | Provide patient-centered care that is culturally responsive, compassionate, and appropriate for the effective treatment of illness and promotion of health. | Preceptor and Regional Dean Feedback, On the Fly Evaluations, PxDx, Case Presentations, Preceptor Evaluation, Regional Dean Review. | Clinical experiences, Didactics, Case Presentations, SOAP Note Modules, OPP Day, Skills Labs, MyFolio entries. |
| **Medical Knowledge** | Demonstrate an understanding and application of the evolving osteopathic, biomedical, clinical, epidemiological, biomechanical, and cognate (e.g., epidemiological and social-behavioral) sciences to optimize patient care. | Preceptor and Regional Dean Feedback, On the Fly Evaluations, PxDx, Case Presentations, Preceptor Evaluation, Regional Dean Review. | Clinical experiences, Didactics, Case Presentations, SOAP Note Modules, OPP Day, Skills Labs, MyFolio entries. |
| **Practice Based Learning and Improvement** | Demonstrate the ability to continuously evaluate patient care practices, scientific evidence and personal beliefs and biases as they relate to improving the care of patients and optimizing patient outcomes. | Preceptor and Regional Dean Feedback, On the Fly Evaluations, PxDx, Case Presentations, Preceptor Evaluation, Regional Dean Review. | Clinical experiences, Didactics, Case Presentations, SOAP Note Modules, OPP Day, Skills Labs, MyFolio entries. |
| **Interpersonal and Communication Skills** | Demonstrate the ability to consistently interact respectfully, empathetically, and professionally with patients, families, allied health care providers, staff and colleagues, to optimize patient outcomes. | Preceptor and Regional Dean Feedback, On the Fly Evaluations, PxDx, Case Presentations, Preceptor Evaluation, Regional Dean Review. | Clinical experiences, Didactics, Case Presentations, SOAP Note Modules, OPP Day, Skills Labs, MyFolio entries. |
| **Professionalism** | Demonstrate a commitment to the highest standards of professional responsibilities, adherence to ethical principles and cultural responsiveness to diverse beliefs and customs. | Preceptor and Regional Dean Feedback, On the Fly Evaluations, PxDx, Case Presentations, Preceptor Evaluation, Regional Dean Review. | Clinical experiences, Didactics, Case Presentations, SOAP Note Modules, OPP Day, Skills Labs, MyFolio entries. |
| **Knowledge for Practice** | Develop a foundation of knowledge in anatomy, physiology, pathophysiology, clinical medicine and osteopathic principles related to Hematology & Oncology. Students will be expected to apply this knowledge and demonstrate effective diagnostic and therapeutic reasoning skills related to these systems. Specific learning objectives for each rotation are the PxDx logs (the “Must See” cases) listed in the syllabus and found in Moodle and on the PNWU Website. | Preceptor and Regional Dean Feedback, On the Fly Evaluations, PxDx, Case Presentations, Preceptor Evaluation, Regional Dean Review. | Clinical experiences, Didactics, Case Presentations, SOAP Note Modules, OPP Day, Skills Labs, MyFolio entries. |
| **Systems-Based Practice** | Effectively utilize available health care system resources to provide optimal health care to the individual patient and local and global communities. | Preceptor and Regional Dean Feedback, On the Fly Evaluations, PxDx, Case Presentations, Preceptor Evaluation, Regional Dean Review. | Clinical experiences, Didactics, Case Presentations, SOAP Note Modules, OPP Day, Skills Labs, MyFolio entries. |

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Please refer to the rotation schedule in E*Value.

The rotation block is scheduled from Monday of the first day through Sunday of the last day. It is the expectation that the student will be available to assist the preceptor or designee whenever he/she is working. This may include evening and weekend call time as assigned by the preceptor and may be up to 80 hours per week.

Didactics take place throughout your 3rd & 4th year and will be scheduled by the Regional Dean. Attendance is mandatory when you are rotating within the region. Exceptional circumstance involving clinical duties that require absence from didactics must be approved by the Regional Dean before didactics begin.

Clinical rotations for PNWU are developed in a community training model. Community training involves placing students in a busy physician’s practice with learning objectives that direct the student’s focus. It is the student’s job to learn rather than the physician’s job to teach. Learning is “just in time” taking advantage of educational opportunities that present and augmenting learning opportunities with reading or modules to complete the objectives. In this model, students are expected to develop lifelong learning patterns of accessing appropriate resources rather than being told what to do and when to do it (prescriptive learning). The required texts will provide information necessary for successfully studying in this rotation, but some students may prefer suggested texts or others. Preceptors may direct the student to their favorite texts or online resources.

**Case Logs – PxDx**

The Case Logs or “Must See” cases recorded in PxDx are the course objectives for this rotation. These objectives will prepare the student with a wide breadth of understanding of the common and life threatening conditions seen in Hematology & Oncology. The “Must See” cases for this rotation are listed below.

Fourth year students should focus on a deeper understanding of the disease processes than encountered during Core rotations including:

- Comorbidities
- Polypharmacy and Drug interactions
- Diagnostic testing
- Chronic treatment

Logs of the “Must See” cases will be documented in E*Value on PxDx. Logs may be satisfied by seeing a patient with the condition or procedure, completing a reading assignment on the condition, or doing an online module. When participating in patient care, you may wish to briefly state information about a patient for your reference. For example: “38 yo male with depression” or “42 yo female, assisted in total abdominal hysterectomy”. If a reading is completed or a module done, briefly comment in the notes section the text used or module completed. While each log must have at least one requirement for a passing grade, logging the number of encounters actually participated in will better reflect your rotation experience. The logs may be collated in the portfolio to showcase work for residency interviews. To verify logs completed, a summary report can be run in PxDx to see which requirements have been met.
MedU cases are available for your use. Family Medicine modules are called fmCASES, Internal Medicine modules are called SIMPLE, Pediatrics modules are called CLIPP, Surgery modules are called WISE-MD and can be found at www.med-u.org. These modules can be used to satisfy the PxDx requirement, and are valuable tools in studying for COMLEX 2 CE. Find log on instructions on Moodle at: http://moodle.pnwu.edu/course/view.php?id=1261.

APGO Teaching Modules for Women’s Health topics are available at www.apgo.org. If you have not already done so, you can create an account using your PNWU email address. Access to uWise test bank is also available and will assist you in study for COMLEX 2 CE.

For elective rotations without a PxDx list, a minimum of 5 case logs for each week of rotation must be entered to obtain a pass for the course.

<table>
<thead>
<tr>
<th>Must See Cases</th>
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<tbody>
<tr>
<td><strong>Condition</strong></td>
</tr>
<tr>
<td>Anemia, autoimmune</td>
</tr>
<tr>
<td>Anemia, macrocytic</td>
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<tr>
<td>Anemia, microcytic</td>
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<tr>
<td>Anemia, other</td>
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<tr>
<td>Anemia, secondary</td>
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<tr>
<td>Breast cancer</td>
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<tr>
<td>Cancer diagnosis</td>
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<tr>
<td>Cancer therapy</td>
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<tr>
<td>Coagulation disorders</td>
</tr>
<tr>
<td>Dysproteinemia</td>
</tr>
<tr>
<td>Eosinophilia</td>
</tr>
<tr>
<td>G-6-P-D</td>
</tr>
<tr>
<td>Hemoglobin formation disorder</td>
</tr>
<tr>
<td>Histiocytic syndromes</td>
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<tr>
<td>Intravascular coagulation</td>
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<tr>
<td>Iron overload</td>
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<tr>
<td>Leukemia</td>
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<tr>
<td>Lung cancer</td>
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<tr>
<td>Lymphocytopenia</td>
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<tr>
<td>Lymphoma</td>
</tr>
<tr>
<td>Metastatic cancer of unknown primary</td>
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<tr>
<td>Myeloproliferative disorders</td>
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<tr>
<td>Neutropenia</td>
</tr>
<tr>
<td>Paraneoplastic syndrome</td>
</tr>
<tr>
<td>Peripheral blood smear</td>
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<tr>
<td>Plasma cell disorders</td>
</tr>
<tr>
<td>Sickle cell disease</td>
</tr>
<tr>
<td>Spherocytosis</td>
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<tr>
<td>Splenomegaly</td>
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<tr>
<td>Thalassemia</td>
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SOAP Notes

Mastery of writing SOAP notes is an important skill for students to learn. Some of the purposes of SOAP notes include to:

- Reflect the evolution of the physician’s thinking progress as a case unravels, differential diagnosis is created and a final diagnosis surfaces
- Communicate patient status and progress to others involved in care
- Maintain a record for future reference
- Document care for billing purposes
- Protect from liability
- Follow a verbal presentation format

When electronic medical records are being used, in some institutions, students may not be given the opportunity to write notes in the legal record. Writing a SOAP note is still an excellent exercise to organize the information known about a patient. The student should be writing notes every day, either in the chart when permitted, or as a separate activity. Have your preceptor and/or Regional Dean review your notes and give feedback on your clinical reasoning.

Learn the terminology utilized in the discipline and that is expected by your preceptor for each SOAP note type. Review the Core SOAP note module in the Moodle clerkship pages for how to document a thorough history and physical. Use the focused discipline note for a routine visit and for preparing for COMLEX 2 PE. During each rotation, pick out at least one SOAP note that reflects your best work and upload to your Portfolio under Patient Care.

Case Presentations

Another important skill to master in communication with other members of the health care team is case presentations. There are three basic types of case presentations:

- Clinical Rounds/Office Presentation
  - Daily reports of patient progress
  - Briefly recap patient presentation and changes since last visit
  - Takes 1-2 minutes
- Morning Report
  - Review of patient presentation to house staff and medical learners
  - Teaching case – ask questions that stimulate creation of differential diagnoses
  - Be prepared to discuss salient teaching points and latest recommendations
  - Usually takes 10-15 minutes
- Formal Disease Process
  - 30-60 minute presentation that begins with a case
  - More in depth discussion of the disease process and treatment options
  - Usually use a PowerPoint or Prezi
  - Use this format for your recorded presentation

You should be giving patient reviews to your preceptor on a daily basis. The structure of these reports should follow the same format as your SOAP notes. Learning to present in a systematic way shows you have learned the basic communication of the health care team. Your Regional Dean will also be asking you to give case reports to judge your progress. Other
8. Learning Assessments

<table>
<thead>
<tr>
<th>Formative Assessments</th>
<th>Pass/Fail</th>
</tr>
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<tbody>
<tr>
<td>Regional Dean Reviews</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>On the Fly Evaluation of Recorded Presentation</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Mid-rotation Preceptor Review (if applicable)</td>
<td>Not graded</td>
</tr>
<tr>
<td>Preceptor Evaluation of Student Performance in Core Competencies</td>
<td>Pass/Fail</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Summative Assessments</th>
<th>Pass/Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor Evaluation of Student Performance</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>PxDx “Must See” Case Logs</td>
<td>100% complete to pass</td>
</tr>
<tr>
<td>Attendance (any unexcused absence constitutes a fail)</td>
<td>Pass/Fail</td>
</tr>
</tbody>
</table>

Grades for this course are Pass/Fail. All assessments must have a grade of “Pass” to pass a rotation. Any of the above assessments with a “Fail” will require remediation of the rotation. Students who have not completed the rotation satisfactorily will be referred to P&M committee for determination of remediation.

Combined formative and summative assessments will determine a passing grade. Attendance, log completion, and attending physician/regional dean evaluations all contribute to grade assessment.

9. Exam Policy

No end of service examinations are given by PNWU during electives. Students in their fourth year should be preparing for COMPLEX 2 CE & PE during their rotations.

10. Course Textbooks & Supplies

<table>
<thead>
<tr>
<th>Required Textbooks</th>
<th>Author/Publisher/Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>None. Preceptor may recommend reading materials.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Additional Resources</th>
<th>Author/Publisher/Edition</th>
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</table>
11. Student Roles and Responsibilities

**a. Student Professionalism**
Professional behavior is expected at all times during this course. It is important that students learn to discuss topics of a sensitive nature in a caring and professional manner. Use of cell phones or texting during class is prohibited. For further clarification of student professionalism expectations, see p. 23 of the Student Catalog.

**b. Honor Code**
The highest standards of academic honesty are required of all PNWU-COM students at all times. It is expected that no PNWU student will be dishonest in any way, or give the impression of dishonest behavior, nor will PNWU students tolerate dishonesty in others. Disciplinary action may occur as a result of failure to comply with these standards.

**c. Academic Support**
Students in need of peer tutorial assistance are directed to contact Dr. Rica Amity, PhD., Learning Skills Specialist (ramity@pnwu.edu). Though the Office for Academic Affairs strives to accommodate all tutorial assistance requests, priority will be given to students who demonstrate need based on their academic performance.

The most successful students will practice the following behaviors:

**First day**

- Share contact information with the preceptor and learn what expectations of communication are.
- Ask about the regular schedule, on call expectations and notify the preceptor if there are any excused absence days (i.e. COMLEX exams).
- Find out where personal items may be placed and documentation can be done, as well as policies regarding student access to and documentation on medical records.
- Greet and be courteous to clinic staff. Be careful of joking, off color humor or comments that could be misunderstood.

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- Clarify expectations for the use of electronic aids.
- Ask if he/she should pre-round on hospital inpatients and clarify time and place for meeting daily.

**Daily**

- Be on time and prepared with what is needed.
- Greet and be courteous to clinic staff. Be careful of joking, off color humor or comments that could be misunderstood. Review patients for the next day for topics to read on.
- Read or do modules on patients seen that day for reinforcement of learning.
- Log every day. Two to three cases logged every day will help get through the "Must See" cases without last minute cramming.
- Be prepared to assist in any opportunities that present.
- Be enthusiastic. No matter what his/her area of interest is, there are things the student will be exposed to that may not be seen again in his/her career.

**Weekly**

- Participate in didactics.
- Be prepared with interesting cases he/she has seen throughout the week - help teach classmates.
- Return to his/her clinical responsibilities before/after didactics (this should not be a full day off!).
- Review progress on logs and the growth of his/her understanding.

**Mid-Rotation**

- The student should request feedback on how he/she is doing. It is the student’s responsibility to document the feedback on the mid-rotation feedback form and upload to MyFolio for your future reference. Make adjustments on performance based on that feedback.

**End of Rotation**

- The student should ask for a final review of his/her performance during the last week of the rotation. Students should be getting feedback from the preceptor informally daily on performance and areas needing improvement. Supplying the preceptor with a paper copy of the evaluation will help secure completion of the evaluation while your performance is fresh in the preceptor’s mind. If the student has felt especially positive about the interactions, consider asking the preceptor if he/she would be willing to write a strong letter of recommendation.

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