



RSRCH 701, RESEARCH ELECTIVE ROTATION SYLLABUS
2 CREDITS FOR 2-WEEK ROTATION/4 CREDITS FOR 4-WEEK ROTATION
CLINICAL EDUCATION

1. Contact Information

Course Director				
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2. Course Description/Overview

The mission of Pacific Northwest University of Health Sciences, Office of Scholarly Activity (OSA) fosters and engages the best talents of each individual and group in order to cultivate an interprofessional and collaborative environment that stimulates the creation of knowledge about health care, education, our communities, and our organization. Students interested in research may participate in ongoing basic and possibly clinical research projects by enrolling in this Research Elective. Students will be allowed to work with/under the direction of faculty on ongoing research projects. A list of faculty members participating in the program and their areas of research interest can be obtained from OSA.

Scholarly activities/research are any systematic creative endeavors that generate new knowledge, challenge or expand existing knowledge, or identify gaps in knowledge, and which are intended to result in dissemination to external entities through peer reviewed mechanisms. According to the Accreditation Council for Graduate Medical Education (ACGME), scholarly activities fall into the following categories:

- Research (bench, translational, and/or human subjects)
- Organized clinical discussions
- Rounds
- Journal clubs
- Conferences
- Peer-reviewed funding

- Publication of original research or review articles in peer reviewed journals
- Chapters in textbooks
- Publication or presentation of case reports or case series
- Clinical series at local, regional, or national professional and scientific society meetings
- Participation in national committees or educational organizations. The ability to complete a research elective provides a unique research experience and a better understanding of clinical research. In RSRCH 701, research students will perform tasks along the spectrum of research including but not limited to: literature review, drafting protocols, collecting data, data entry, subject recruitment, data analysis, abstract preparation, manuscript preparation, and presentation. A preceptor must be identified (with prior approval) to supervise the student's activities on this rotation. Students will participate in various stages of the process of conducting and evaluating research. The stages of the processes in which students participate depend on the status of the project and the student's skills and interests, and may include data collection and entry, patient enrollment, database construction, chart review, and exposure to grant writing. Students will work as part of a research team within a department.

Prerequisite: Only students listed in good academic standing with PNWU and/or do not have on record a recently failed COMLEX exam are permitted to take this elective.

3. Course Purpose/Goals

The purpose of this course is to ensure professional responsibilities are met as required per federal and state laws as well as demonstrating the Core Entrustable Professional Activities (EPAs) for Entering Residency.

4. Entrustable Professional Activities (EPAs)

Course Learning Objectives	Description of Activity	Domains of Competence
EPA 1: Gather a history and perform a physical examination including an osteopathic structural exam as appropriate.	Osteopathic medical students should be able to perform an accurate, complete or focused history and physical exam in a prioritized, organized manner without supervision and with respect for the patient. The history and physical examination should be tailored to the clinical situation and specific patient encounter. This data gathering and patient interaction activity serves as the basis for clinical work and as the building block for patient evaluation and management. Learners need to integrate the scientific foundations of medicine with clinical reasoning skills to guide their information gathering.	<ul style="list-style-type: none"> • Patient Care • Knowledge for Practice • Interpersonal and Communication Skills • Professionalism • Osteopathic Principles and Practice (OPP)

<p>EPA 2: Prioritize a differential diagnosis following a clinical encounter (musculoskeletal considerations that may lead to somatic dysfunction).</p>	<p>To be prepared for the first day of residency, all osteopathic medical students in training need to be able to integrate patient data to formulate an assessment, developing a list of potential diagnoses that can be prioritized and lead to the selection of a working diagnosis. Developing a differential diagnosis is a dynamic and reflective process that requires continuous adaptation to avoid common errors of clinical reasoning such as premature closure.</p>	<ul style="list-style-type: none"> • Patient Care • Knowledge for Practice • Practice-Based Learning and Environment • Interpersonal and Communication Skills • Personal and Professional Development • Osteopathic Principles and Practice (OPP)
<p>EPA 3: Recommend and interpret common diagnostic and screening tests</p>	<p>This EPA describes the essential ability of the day one resident to select and interpret common diagnostic and screening tests* using evidence-based and cost-effective principles as one approaches a patient in any setting</p>	<ul style="list-style-type: none"> • Recommend first-line, cost-effective diagnostic • evaluation for a patient with an acute or chronic common disorder or as part of routine health maintenance. • Provide a rationale for the decision to order the test. • Incorporate cost awareness and principles of cost-effectiveness and pre-test/post-test probability in developing diagnostic plans. • Interpret the results of basic diagnostic studies (both lab and imaging); know • Common lab values (e.g., electrolytes). • Understand the implications and urgency of an abnormal result and seek assistance for interpretation as needed. • Elicit and consider patient preferences in making recommendations.

		<ul style="list-style-type: none"> • Clinical Experiences • Presentations • COMAT
<p>EPA 4: Enter and discuss orders and prescriptions and applicable Osteopathic treatments.</p>	<p>Writing safe and indicated orders is fundamental to a physician's ability to prescribe therapies or interventions beneficial to patients. It is expected that Osteopathic medical students will be able to do this without direct supervision when they matriculate to residency. Entering students will have a comprehensive understanding of some but not necessarily all of the patient's clinical problems for which they must provide orders. They must also recognize their limitations and seek review and guidance for any orders and prescriptions they are expected to provide but for which they do not understand the rationale. The expectation is that learners will be able to enter safe orders and prescriptions in a variety of clinical settings (e.g., inpatient, ambulatory, urgent, or emergent care).</p>	<ul style="list-style-type: none"> • Patient Care • Knowledge for Practice • Practice-Based Learning and Environment • Interpersonal and Communication Skills • Professionalism • Osteopathic Principles and Practice (OPP)
<p>EPA 5: Document a clinical encounter in the patient record.</p>	<p>Osteopathic medical students should be able to provide accurate, focused, and context-specific documentation of a clinical encounter in either written or electronic formats. Performance of this EPA is predicated on the ability to obtain information through history, using both primary and secondary sources, and physical exam in a variety of settings (e.g., office visit, admission, discharge summary, telephone call, and email).</p>	<ul style="list-style-type: none"> • Patient Care • Interpersonal and Communication Skills • Professionalism • Osteopathic Principles and Practice (OPP)
<p>EPA 6: Provide an oral presentation of a clinical encounter.</p>	<p>Osteopathic medical students should be able to concisely present a summary of a clinical encounter to one or more members of the health care team (including patients and families) in order to achieve a shared understanding of the patient's current condition. A prerequisite for the ability to provide an oral presentation is synthesis of the information, gathered into an accurate assessment of the patient's current condition.</p>	<ul style="list-style-type: none"> • Practice-Based Learning and Environment • Interpersonal and Communication Skills • Professionalism • Personal and Professional Development
<p>EPA 7: Form clinical questions and retrieve evidence to advance patient care.</p>	<p>It is crucial that students be able to identify key clinical questions in caring for patients, identify information resources, and retrieve information and evidence that will be used to address those questions. Osteopathic medical students should have basic skill in critiquing the quality of the evidence and assessing applicability to their</p>	<ul style="list-style-type: none"> • Knowledge for Practice • Practice-Based Learning and Improvement

	<p>patients and the clinical context. Underlying the skill set of practicing evidence-based medicine is the foundational knowledge an individual has and the self-awareness to identify gaps and fill them.</p>	
<p>EPA 8: Give or receive a patient handover to transition care responsibility.</p>	<p>Effective and efficient handover communication is critical for patient care. Handover communication ensures that patients continue to receive high-quality and safe care through transitions of responsibility from one health care team or practitioner to another. Handovers are also foundational to the success of many other types of interprofessional communication, including discharge from one provider to another and from one setting to another. Handovers may occur between settings (e.g., hospitalist to PCP, pediatric to adult caregiver, discharges to lower-acuity settings) or within settings (e.g., shift changes).</p>	<ul style="list-style-type: none"> • Patient Care • Practice-Based Learning and Environment • Interpersonal and Communication Skills • Professionalism
<p>EPA 9: Collaborate as a member of an interprofessional team.</p>	<p>Effective teamwork is necessary to achieve the Institute of Medicine competencies for care that is safe, timely, effective, efficient, and equitable. Introduction to the roles, responsibilities, and contributions of individual team members early in professional development is critical to fully embracing the value that teamwork adds to patient care outcomes.</p>	<ul style="list-style-type: none"> • Interpersonal and Communication Skills • Professionalism • Systems-Based Practice • Interprofessional Collaboration
<p>EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management.</p>	<p>The ability to promptly recognize a patient who requires urgent or emergent care, initiate evaluation and management, and seek help is essential for all physicians. New residents in particular are often among the first responders in an acute care setting, or the first to receive notification of an abnormal lab or deterioration in a patient's status. Early recognition and intervention provide the greatest chance for optimal outcomes in patient care. This EPA often calls for simultaneously recognizing need and initiating a call for assistance.</p>	<ul style="list-style-type: none"> • Patient Care • Interpersonal and Communication Skills
<p>EPA 11: Obtain informed consent for procedures/tests (under preceptor supervision).</p>	<p>All physicians must be able to perform patient care interventions that require informed consent. Osteopathic medical students may be in a position to obtain signatures for informed consent for interventions, tests, or procedures they order or perform (e.g., immunizations,</p>	<ul style="list-style-type: none"> • Patient Care • Interpersonal and Communication Skills • Professionalism • Systems-Based Practice

	central lines, contrast and radiation exposures, blood transfusions, and OMM) after risks and benefits have been explained by the physician caring for the patient.	<ul style="list-style-type: none"> • Personal and Professional Development
EPA 12: Perform general procedures of a physician including applicable Osteopathic treatments.	<p>All Osteopathic medical students must demonstrate competency in performing a few core procedures under supervision on completion of medical school in order to provide basic patient care.</p> <p>These procedures include:</p> <ul style="list-style-type: none"> • Basic cardiopulmonary resuscitation (CPR) • Bag and mask ventilation • Venipuncture • Inserting an intravenous line • Osteopathic manipulative medicine (OMM) 	<ul style="list-style-type: none"> • Patient Care • Interpersonal and Communication Skills • Professionalism • Systems-Based Practice • Personal and Professional Development • Osteopathic Principles and Practice (OPP)
EPA 13: Identify system failures and contribute to a culture of safety and improvement.	<p>Preventing unnecessary morbidity and mortality requires health professionals to have both an understanding of systems and a commitment to their improvement.</p> <p>This commitment must begin in the earliest stages of health professional education and training.</p> <p>Therefore, this EPA is critical to the professional formation of a physician and forms the foundation for a lifelong commitment to systems thinking and improvement.</p>	<ul style="list-style-type: none"> • Knowledge for Practice • Practice-Based Learning and Environment • Interpersonal and Communication Skills • Professionalism • Systems-Based Practice

5. Course Learning Objectives (NBOME)		
Course Learning Objectives	Methods of Assessment	Learning Activities
<p>Osteopathic Practice and Principles</p> <p>Candidates must be able to demonstrate knowledge of osteopathic principles and practice, and to demonstrate and apply knowledge of somatic dysfunction diagnosis and Osteopathic Manipulative Treatment in the clinical setting.</p>	<p>Preceptor and Regional Assistant Dean Feedback, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), Preceptor Evaluation, and course director review.</p>	<p>Research training courses on Moodle, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), presentation at PNWU Academic Day Forum, CV entries, etc.</p>

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<p>Patient Care Provide patient-centered care that is culturally responsive, compassionate, and appropriate for the effective treatment of illness and promotion of health.</p>	<p>Preceptor and Regional Assistant Dean Feedback, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), Preceptor Evaluation, and course director review.</p>	<p>Research training courses on Moodle, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), presentation at PNWU Academic Day Forum, CV entries, etc.</p>
<p>Medical Knowledge Demonstrate an understanding and application of the evolving ethics of human subject research, osteopathic, biomedical, clinical, epidemiological, biomechanical, and cognate (e.g., epidemiological and social-behavioral) sciences to optimize patient care.</p>	<p>Preceptor and Regional Assistant Dean Feedback, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), Preceptor Evaluation, and course director review.</p>	<p>Research training courses on Moodle, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), presentation at PNWU Academic Day Forum, CV entries, etc.</p>
<p>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.</p>	<p>Preceptor and Regional Assistant Dean Feedback, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), Preceptor Evaluation, and course director review.</p>	<p>Research training courses on Moodle, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), presentation at PNWU Academic Day Forum, CV entries, etc.</p>
<p>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 and research outcomes.</p>	<p>Preceptor and Regional Assistant Dean Feedback, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), Preceptor Evaluation, and course director review.</p>	<p>Research training courses on Moodle, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), presentation at PNWU Academic Day Forum, CV entries, etc.</p>
<p>Professionalism Demonstrate a commitment to the highest standards of professional responsibilities, adherence to ethical principles and cultural responsiveness to diverse beliefs and customs.</p>	<p>Preceptor and Regional Assistant Dean Feedback, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), Preceptor Evaluation, and course director review.</p>	<p>Research training courses on Moodle, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), presentation at PNWU Academic Day Forum, CV entries, etc.</p>

<p>Knowledge for Practice Develop a foundation of knowledge in anatomy, physiology, pathophysiology, clinical medicine, osteopathic principles related to Primary Care, and clinical research. Students will be expected to apply this knowledge and demonstrate effective diagnostic and therapeutic reasoning skills related to these systems.</p>	<p>Preceptor and Regional Assistant Dean Feedback, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), Preceptor Evaluation, and course director review.</p>	<p>Research training courses on Moodle, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), presentation at PNWU Academic Day Forum, CV entries, etc.</p>
<p>Systems-Based Practice Effectively utilize available health care system resources to provide optimal health care to the individual patient and local and global communities.</p>	<p>Preceptor and Regional Assistant Dean Feedback, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), Preceptor Evaluation, and course director review.</p>	<p>Research training courses on Moodle, Scholarly Activity product (abstract, presentation, manuscript, and/or literature review), presentation at PNWU Academic Day Forum, CV entries, etc.</p>

Examples of Acceptable Objectives:

- Develop a research hypothesis with objectives and goals
- Type a selective literature review manuscript summarizing the current evidence base and foundations for the global burden of disease
- Create and submit an IRB proposal
- Obtain IRB approval for a proposed study
- Submit a manuscript for publication
- Submit a case study and/or case series for publication
- Co-author a manuscript for publication
- Co-author a case study and/or case series for publication
- Co-author a clinical opinion for publication
- Co-author an editorial for publication
- Co-author a book chapter for publication
- Submit an abstract to a national conference for dissemination
- Submit an abstract to a state and/or local conference for dissemination
- Be listed and perform as a co-investigator on a study (e.g. collecting data or managing day-to-day study operations)
- Present an abstract at a national conference
- Present an abstract at a state and/or local conference
- Complete the research modules on Moodle Research Education Course
- Provide a description of how this research supports Osteopathic Principles

6. Course Schedule/Calendars

Please refer to the rotation schedule in E*Value. Students must complete a JotForm when they express an interest in conducting research/scholarly activity for credit. The form is located here: <https://form.jotform.com/72985764600162> A minimum of three weeks prior to the anticipated rotation start date is necessary to form appropriate research objectives and ensure human subject protection federal regulations.

7. Course Format

This rotation block is scheduled from Monday of the first day through Sunday of the last day. Students must complete a JotForm when they express an interest in conducting research/scholarly activity for credit. The form is located here:

<https://form.jotform.com/72985764600162>

The schedule for this rotation is negotiated with the preceptor of record and may be up to 80 hours per week. Preceptors can be found on the PNWU Office of Scholarly Activity webpage or by emailing osa@pnwu.edu. Once a preceptor is identified, a conference call *may* be arranged with the course director, if necessary, to ensure communication of the scholarly activity interests, research experience of the student, answer questions about the course content, and introduce the conceptual frameworks that are integral to this study. This rotation is designed as an independent research elective. There is no attendance requirement, but there should be communication with your preceptor with any questions or for guidance on the end scholarly activity product.

- **Students must have Human Subjects Research Training**
 - Training is required to be completed through CITI Program.
 - <http://www.pnwu.edu/inside-pnwu/departments/osa/scholarly-activity/training/>
- **Students must provide a copy of the IRB and/or IACUC approval letter**
 - If applicable, working on an already approved human subject research protocol and/or animal protocol, the student must provide the approval letter from the IRB/IACUC of record which will inform the PNWU IRB of the student's involvement in the study.
- **All students will complete the self-directed modules on Moodle under Research Education – Office of Scholarly Activity RSRCH 701**
 - Enrollees are required to complete each module and respective quiz as applicable.

8. Course Logistics

EXAMPLE FOUR-WEEK ROTATION GENERAL OUTLINE:

Complete CITI Training

- a. Upload completion certificate to E*Value in the IRB Certificate section
- b. See instructions on Moodle for more details

II. Reading

- a. Complete the Research Training Course Video modules on Moodle under RSRCH 701
- b. Attendance and quiz completion of these modules are tracked via Moodle

III. Scholarly Activity Product Progression

- a. Discuss with your preceptor:
 - i. The goals and objectives of your rotation
 - ii. Develop an IRB and/or IACUC protocol (if applicable)
 - iii. Develop an IRB and/or IACUC application (if applicable)
 1. Provide a copy of the IRB and/or IACUC approval letter once approval is received (if applicable)
 2. IRB amendment adding you as study personnel (if applicable)
 - iv. Read the IRB protocol/application of the study you will be working on (if applicable)
 - v. Decide on the final scholarly activity product to be completed by the end of the rotation
- b. Complete a [selected literature review](#) manuscript of your topic – REQUIRED ([sample here](#))
 - i. The review must include a paragraph on how Osteopathic Principles and Practice (OPP) and Osteopathic Manipulative Treatment (OMT) may be applied in this scenario
 - ii. The [PNWU Library](#) **must** help you with a literature review

1. <http://form.jotform.us/form/32467044656155>
 - c. Provide a manuscript of your [literature review](#) findings with all [citations referenced in the review](#) - REQUIRED
 - d. Discuss these findings with your preceptor
 - e. Write up your scholarly activity product, in addition to the literature review, (see ACGME list from above) and work with your preceptor for guidance
 - f. Prepare the product for publication (if applicable)
 - g. Determine the next steps for future research in this area
- IV. E*Value**
- a. Complete evaluations - REQUIRED
- V. Scholarly Activity Final Product**
- a. Please email to your preceptor and course director by last Friday of rotation:
 - i. Your abstract, case study, etc. product (see ACGME list from above) - REQUIRED
 - ii. A [selected literature review manuscript](#) of your topic - REQUIRED
 - iii. A research poster summarizing your scholarly activity product/experience using the following template:
 1. <http://www.pnwu.edu/inside-pnwu/departments/osa/> - REQUIRED
 - iv. Indicate your next steps with this product (e.g. publication, presentation, IRB submission, or nothing) - REQUIRED

EXAMPLE TWO-WEEK ROTATION GENERAL OUTLINE:

- VI. Complete CITI Training**
- a. Upload completion certificate to E*Value in the IRB Certificate section
 - b. See instructions on Moodle for more details
- VII. Reading**
- a. Complete the Research Training Course Video modules on Moodle under RSRCH 701
 - b. Attendance and quiz completion of these modules are tracked via Moodle
- VIII. Scholarly Activity Product Progression**
- a. Discuss with your preceptor:
 - i. The goals and objectives of your rotation
 - ii. Decide on the final scholarly activity product to be completed by the end of the rotation
 - b. Complete a [selected literature review](#) manuscript of your topic – REQUIRED ([sample here](#))
 - i. The review must include a paragraph on how Osteopathic Principles and Practice (OPP) and Osteopathic Manipulative Treatment (OMT) may be applied in this scenario
 - ii. The [PNWU Library](#) **must** help you with a literature review
 1. <http://form.jotform.us/form/32467044656155>
 - c. Provide a manuscript of your [literature review](#) findings with all [citations referenced in the review](#) - REQUIRED
 - d. Discuss these findings with your preceptor
 - e. Write up your scholarly activity product, in addition to the literature review, (see ACGME list from above) and work with your preceptor for guidance
 - f. Prepare the product for publication (if applicable)
 - g. Determine the next steps for future research in this area
- IX. E*Value**
- a. Complete evaluations - REQUIRED
- X. Scholarly Activity Final Product**

- a. Please email to your preceptor and course director by last Friday of rotation:
 - i. Your abstract, case study, etc. product (see ACGME list from above) - REQUIRED
 - ii. A [selected literature review manuscript](#) of your topic - REQUIRED
 - iii. A research poster summarizing your scholarly activity product/experience using the following template:
 1. <http://www.pnwu.edu/inside-pnwu/departments/osa/> - REQUIRED
 - iv. Indicate your next steps with this product (e.g. publication, presentation, IRB submission, or nothing) - REQUIRED

9. Learning Assessments

Formative Assessments			
Assessment		Pass/Fail	
Course Director Reviews		Pass/Fail	
Preceptor Evaluation of Student Performance in Core Competencies		Pass/Fail	
Assessment	Type	Date Due	Points
Completion and submission of CITI Human Subjects training certificate (IRB Certificate)	Upload to E*Value Instructions on Moodle course page	Before the First Week of Rotation	Pass/Fail
Moodle Research Training Courses	Modules on Moodle under Research Education RSRCH 701	Last Friday of Rotation	Pass/Fail
Final Scholarly Activity Product	Emailed to your preceptor and course director	Last Friday of Rotation	Pass/Fail

Summative Assessments	
Assessment	Pass/Fail
Preceptor Evaluation of Student Performance	Pass/Fail
Attendance/Participation (any unexcused absence constitutes a fail)	Pass/Fail
Complete of training and objectives (e.g. CITI and Moodle Modules)	Pass/Fail
Final Scholarly Activity Product	Pass/Fail

10. 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.

11. Course Textbooks & Supplies

Required Textbooks	
Title/ISBN	Author/Publisher/Edition
Preceptor may recommend reading materials.	Contact your preceptor(s).
Self-Guided Modules - Scholar 7 Series	Robert Hostoffer, DO and Brian Peppers, DO, PhD. Ohio Osteopathic Association. Scholar Seven – Your Guide to Research Education.

	<i>Link on PNWU Moodle Research Education Course</i> http://moodle.pnwu.edu/course/view.php?id=251
Self-Guided Modules - PubMed Essentials	Rebecca Brown, MLS, AHIP, Training Development Specialist <i>Link on PNWU Moodle Research Education Course</i> http://moodle.pnwu.edu/course/view.php?id=251
Self-Guided Modules - Research Training Course for Residents	Eric Zemper, Ph.D., FACSM and Janathn Rohrer, Ph.D., D. Min. Michigan State University College of Osteopathic Medicine Statewide Campus System. <i>Available on PNWU Moodle Research Education Course</i> http://moodle.pnwu.edu/course/view.php?id=251

Suggested Additional Resources	
Title/ISBN	Author/Publisher/Edition
Measurement standards for interdisciplinary medical rehabilitation.	<i>Johnston MV1, Keith RA, Hinderer SR. Arch Phys Med Rehabil vol. 73 (12 Suppl.) Dec. 1992</i>
Designing Clinical Research / 9781608318049	Hulley et al., (4th Ed.) Philadelphia: Lippincott Williams & Wilkins (2013)
PDQ Epidemiology	Streiner and Norman, (2nd Ed.) Hamilton, Ont.: B.C. Decker Inc. (1998)
PDQ Statistics	Norman and Streiner, (2nd Ed.) Hamilton, Ont.: B.C. Decker Inc. (1999)
Your Statistical Consultant	Newton and Rudestam, Thousand Oaks, CA: Sage Publications (1999)
Resolving Ethical Dilemmas: A Guide for Clinicians / 9780781793797	Lo, Bernard. (4th Edition). Philadelphia: Lippincott Williams & Wilkins (2009)

12. Student Roles and Responsibilities

Links to current Student Catalog and Student Handbook:

- <https://www.pnwu.edu/admissions/student-catalog>
- <https://www.pnwu.edu/students/student-handbook>

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 Rica Amity, PhD, Learning Skills Specialist (ramity@pnwu.edu). Though the Assessment Department 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:

Prior to First Day - Course Prep Checklist

- Dr. Showalter be reviewing/approving research elective rotation requests. Please submit an ERF in E*Value at least two weeks in advance of your anticipated start date to allow time for review and approval. The ERF should include the research topic, preceptor name, and list of goals & objectives. These can be included in the comments section of the ERF or attach a separate word document. Incomplete and/or last-minute ERF submissions may result in a delayed or denied ERF request.
- Human Subjects Research Training
 - All individuals (PNWU students, faculty, staff as well as unaffiliated investigators) conducting human subject research, whether on the PNWU campus or elsewhere, must have training in responsible conduct of research and protection of human subjects. Training is required to be completed through CITI Program.
 - <http://www.pnwu.edu/inside-pnwu/departments/osa/scholarly-activity/training/>
 - Any questions, please email osa@pnwu.edu
- Institutional Review Board (IRB) Approval (If applicable)
 - Provide documentation that the study you are working on is IRB approved
- Send a copy of the protocol and approval letter to research@pnwu.edu (If applicable)
 - Provide documentation that you have been added as personnel to the existing IRB approved protocol
- Send a copy of the protocol and approval letter to research@pnwu.edu (If applicable)

First day

- Ensure your preceptor has all your contact information
- Ask your preceptor 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 of research records and medical records
- Greet and be courteous to all staff. Be careful of joking, off color humor or comments that could be misunderstood

Daily

- Be on time and prepared with what is needed
- Greet and be courteous to all staff. Be careful of joking, off color humor or comments that could be misunderstood.
- 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
- Research Training Course

Weekly

- Participate
- Be prepared
- Ensure progress towards your scholarly activity product
- Review progress on logs and the growth of his/her understanding.

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.