



**CLIN 704  
CLINICAL DIDACTICS COURSE SYLLABUS  
4 CREDITS CLINICAL EDUCATION**

**1. Contact Information**

<b>Course Director</b>				
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**2. Course Description/Overview**

The Clinical Didactics longitudinal course takes place over the third and fourth years of medical school. It consists of two hundred hours of educational activities, divided into the following weekly categories:

- 3 hours of faculty contact time (1 hour within regional sites, and 2 hours centralized)
- 2 hours of independent study

Students will complete forty weekly sessions over two years, with 5 hours per session as above. Of the 200 hours, at least 120 must be faculty contact hours. At least twenty-five sessions (or seventy-five faculty contact hours) must be completed during the first 44 weeks of rotations (considered the OMS 3 year). Attendance and completion of assigned tasks will be tracked and will be reviewed with the student’s Assistant Dean on a periodic basis. Successful completion of this course is required for graduation. The faculty contact time for this course will take place on most Wednesday afternoons throughout the calendar year, either in person at regional site locations or via Zoom. Details are provided via email to all students so that they can track dates and assignments on their Outlook calendars. Faculty involved in teaching may include Clinical Education

deans, clinical and basic science faculty, clinical preceptors, other health professionals, OMS 3 and 4 students, various guest speakers, and others.

Topics for sessions will fall into three broad categories:

- 1) Core Competencies for rotations
- 2) Professionalism topics
- 3) Transition to Residency activities and resources

The course will be graded Pass/Fail only. There is ample opportunity for students to complete the requirements during their OMS 3 and OMS 4 years. Partial credits will not be awarded; 4 credits will be awarded at the end of the 4<sup>th</sup> year, prior to graduation. Attendance is tracked in Moodle and points are assigned for various components in E\*Value.

The Assistant Deans will oversee all activities and content provided through regional sites, each in their own assigned regions. The Course Director oversees the Centralized portion of the course.

Details about how to complete the requirements for this course will be discussed during site orientations and during the first week’s Centralized Didactics, as well as throughout the course.

**3. Course Purpose/Goals**

The purpose of this course is to enhance student’s academic growth during their community-based clinical training; provide uniform delivery of important curriculum during the clinical years; support students’ well-being during clinical rotations; provide a framework for evaluating progress toward graduation; and provide information, resources and advising that enhance the transition to residency training.

All content is designed to support students’ development as described in the Entrustable Professional Activities (EPAs) detailed below.

4. Entrustable Professional Activities (EPAs)		
EPAs	Description of Activity	Domains of Competence
<b>EPA 1:</b> 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"> <li>● Patient Care</li> <li>● Knowledge for Practice</li> <li>● Interpersonal and Communication Skills</li> <li>● Professionalism</li> <li>● Osteopathic Principles and Practice (OPP)</li> </ul>
<b>EPA 2:</b> Prioritize a differential diagnosis following a clinical encounter	To be prepared for the first day of residency, all osteopathic medical students in training need	<ul style="list-style-type: none"> <li>● Patient Care</li> <li>● Knowledge for Practice</li> </ul>

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<p>(musculoskeletal considerations that may lead to somatic dysfunction).</p>	<p>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"> <li>• Practice-Based Learning and Environment</li> <li>• Interpersonal and Communication Skills</li> <li>• Personal and Professional Development</li> <li>• Osteopathic Principles and Practice (OPP)</li> </ul>
<p><b>EPA 3:</b> 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"> <li>• Recommend first-line, cost-effective diagnostic</li> <li>• evaluation for a patient with an acute or chronic common disorder or as part of routine health maintenance.</li> <li>• Provide a rationale for the decision to order the test.</li> <li>• Incorporate cost awareness and principles of cost-effectiveness and pre-test/post-test probability in developing diagnostic plans.</li> <li>• Interpret the results of basic diagnostic studies (both lab and imaging); know</li> <li>• Common lab values (e.g., electrolytes).</li> <li>• Understand the implications and urgency of an abnormal result and seek assistance for interpretation as needed.</li> <li>• Elicit and consider patient preferences in making recommendations.</li> <li>• Clinical Experiences</li> <li>• Presentations</li> <li>• COMAT</li> </ul>

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<p><b>EPA 4:</b> 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"> <li>● Patient Care</li> <li>● Knowledge for Practice</li> <li>● Practice-Based Learning and Environment</li> <li>● Interpersonal and Communication Skills</li> <li>● Professionalism</li> <li>● Osteopathic Principles and Practice (OPP)</li> </ul>
<p><b>EPA 5:</b> 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"> <li>● Patient Care</li> <li>● Interpersonal and Communication Skills</li> <li>● Professionalism</li> <li>● Osteopathic Principles and Practice (OPP)</li> </ul>
<p><b>EPA 6:</b> 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"> <li>● Practice-Based Learning and Environment</li> <li>● Interpersonal and Communication Skills</li> <li>● Professionalism</li> <li>● Personal and Professional Development</li> </ul>
<p><b>EPA 7:</b> 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 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>	<ul style="list-style-type: none"> <li>● Knowledge for Practice</li> <li>● Practice-Based Learning and Improvement</li> </ul>

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<p><b>EPA 8:</b> 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"> <li>● Patient Care</li> <li>● Practice-Based Learning and Environment</li> <li>● Interpersonal and Communication Skills</li> <li>● Professionalism</li> </ul>
<p><b>EPA 9:</b> 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"> <li>● Interpersonal and Communication Skills</li> <li>● Professionalism</li> <li>● Systems-Based Practice</li> <li>● Interprofessional Collaboration</li> </ul>
<p><b>EPA 10:</b> 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"> <li>● Patient Care</li> <li>● Interpersonal and Communication Skills</li> </ul>
<p><b>EPA 11:</b> 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, central lines, contrast and radiation exposures, blood transfusions, and OMM) after risks and benefits have been explained by the physician caring for the patient.</p>	<ul style="list-style-type: none"> <li>● Patient Care</li> <li>● Interpersonal and Communication Skills</li> <li>● Professionalism</li> <li>● Systems-Based Practice</li> <li>● Personal and Professional Development</li> </ul>
<p><b>EPA 12:</b> Perform general procedures of a physician including applicable Osteopathic treatments.</p>	<p>All Osteopathic medical students must demonstrate competency in performing a few core procedures under supervision on</p>	<ul style="list-style-type: none"> <li>● Patient Care</li> <li>● Interpersonal and Communication Skills</li> <li>● Professionalism</li> </ul>

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	<p>completion of medical school in order to provide basic patient care. These procedures include:</p> <ul style="list-style-type: none"> <li>• Basic cardiopulmonary resuscitation (CPR)</li> <li>• Bag and mask ventilation</li> <li>• Venipuncture</li> <li>• Inserting an intravenous line</li> <li>• Osteopathic manipulative medicine (OMM)</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-Based Practice</li> <li>• Personal and Professional Development</li> <li>• Osteopathic Principles and Practice (OPP)</li> </ul>
<p><b>EPA 13:</b> Identify system failures and contribute to a culture of safety and improvement.</p>	<p>Preventing unnecessary morbidity and mortality requires health professionals to have both an understanding of systems and a commitment to their improvement. This commitment must begin in the earliest stages of health professional education and training. 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"> <li>• Knowledge for Practice</li> <li>• Practice-Based Learning and Environment</li> <li>• Interpersonal and Communication Skills</li> <li>• Professionalism</li> <li>• Systems-Based Practice</li> </ul>

Prepared by the American Association of Colleges of Osteopathic Medicine, in conjunction with all U.S. Osteopathic Medical Schools. April 2016.  
*Osteopathic Considerations for Core Entrustable Professional Activities (EPAs) for Entering Residency, 2016.*

5. Course Learning Objectives (NBOME)		
Course Learning Objectives	Methods of Assessment	Learning Activities
<p><b>Osteopathic Practice and Principles</b> 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>Small Group Discussions, Assistant Dean Feedback and Evaluations, Case Presentations</p>	<p>Didactics, Case Presentations, Independent Learning</p>
<p><b>Patient Care</b> Provide patient-centered care that is culturally responsive, compassionate, and appropriate for the effective treatment of illness and promotion of health.</p>	<p>Small Group Discussions, Assistant Dean Feedback and Evaluations, Case Presentations</p>	<p>Didactics, Case Presentations, Independent Learning</p>
<p><b>Medical Knowledge</b> Develop a foundation of practical clinical knowledge on rotations while applying basic science knowledge. Develop skill in transitioning from passive to active learning. Elements include 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 in order to optimize patient care.</p>	<p>Small Group Discussions, Assistant Dean Feedback and Evaluations, Case Presentations</p>	<p>Didactics, Case Presentations, Independent Learning</p>

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<p><b>Clinical Skills</b> Recognize important roles of administrative personnel, nurses and physicians in the delivery of health care that contributes to a student’s professional development. Further refine patient history and physical exam, and patient case presentations.</p>	<p>Small Group Discussions, Assistant Dean Feedback and Evaluations, Case Presentations</p>	<p>Didactics, Case Presentations, Independent Learning</p>
<p><b>Practice-Based Learning and Improvement</b> 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>Small Group Discussions, Assistant Dean Feedback and Evaluations, Case Presentations</p>	<p>Didactics, Case Presentations, Independent Learning</p>
<p><b>Interpersonal and Communication Skills</b> 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>Small Group Discussions, Assistant Dean Feedback and Evaluations, Case Presentations</p>	<p>Didactics, Case Presentations, Independent Learning</p>
<p><b>Professionalism</b> Cultivate professional growth through interactions with all members of the health care organization. Exhibit appropriate, professional behavior.</p>	<p>Small Group Discussions, Assistant Dean Feedback and Evaluations, Case Presentations</p>	<p>Didactics, Case Presentations, Independent Learning</p>
<p><b>Knowledge for Practice</b> 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>Small Group Discussions, Assistant Dean Feedback and Evaluations, Case Presentations</p>	<p>Didactics, Case Presentations, Independent Learning</p>
<p><b>Systems-Based Practice</b> Effectively utilize available health care system resources to provide optimal health care to the individual patient and local and global communities.</p>	<p>Small Group Discussions, Assistant Dean Feedback and Evaluations, Case Presentations</p>	<p>Didactics, Case Presentations, Independent Learning</p>

NBOME Fundamental Osteopathic Medical Competencies. June 2016.

**6. Course Schedule/Calendars**

The Clinical Didactics schedule and assignments will be provided to students on a regular basis via email and via Outlook calendar invitations. This course starts on the first day of OMS 3 and ends on the last day of OMS 4.

**7. Course Format**

A time block for Centralized Didactics and regional site sessions is set aside on Wednesday afternoons throughout the calendar year. Variations from this schedule are possible at times and will be announced in advance.

**8. Course Logistics**

- 1) The Regional Site activities and content are set by the Assistant Dean (AD). The AD will inform students of the weekly curriculum for that hour. Attendance for that hour will not be tracked on Moodle but will be tracked by the regional site staff. For the regional hour each week, camera policy on Zoom will be set by the AD.
- 2) Clinical Education will announce the Centralized activities and curriculum, along with weekly session expectations such as having cameras on or not. Attestation of attendance at the 2 hours of Centralized Didactics will be entered into Moodle by students. All students are expected to post their professional photo with white coat as their default photo on Zoom. Names should be written as “First Last, OMS3 or OMS4”. Students should ensure that they are participating in Zoom sessions from a location where they can comfortably appear on camera if required. It is not acceptable for students to be doing other activities during live Didactics, even when cameras are off. This is the standard behavior for professionals. The dress code for all Clinical Didactics sessions is business casual. Scrubs may be worn if the student is on a surgical or EM rotation only. White coats are optional. Didactics is not time off; it is part of students’ professional obligation while on rotations. Exceptions must be discussed with the Assistant Dean, who will be the faculty member overseeing evaluation of professionalism. Technical issues that may arise should also be discussed with the Assistant Dean.

**9. Learning Assessments**

**Formative Assessments**

Assessment	Pass/Fail
Assistant Dean Reviews	Pass/Fail
Completion of Annual Independent Learning Plan	Pass/Fail
Evaluation of Formal Presentation – Assistant Dean	Pass/Fail
Meeting minimum requirement for OMS 3 Year	Pass/Fail

**Summative Assessments**

Assessment	Pass/Fail
Meeting appropriate professional behavior standard	Pass/Fail
Attendance requirement met	Pass/Fail
Completion of all activities associated with Transition to Residency as posted on Moodle	Pass/Fail
Participation requirement met for Regional Site Sessions	Pass/Fail

A passing grade for the rotation is contingent upon completion of the total requirements.

Grades for this course are Pass/Fail. The course must receive a grade of Pass for students to graduate. Instead of remediation, there will be extension of the course until the requirements are met.

**10. Exam Policy**

There may be periodic quizzes during the course as part of individual units, however there is no end of course examination.



## 11. Course Textbooks & Supplies

To participate in this course, all students will need a computer, Internet access, and headphones. Any student who has difficulty obtaining the required equipment should notify their Assistant Dean.

There are a number of resources available in the PNWU Library online which will serve as references during this course. Specific suggestions for textbook chapters, journal articles, key websites, other readings, multimedia resources, or reference documents will be distributed as part of the weekly plan for Clinical Didactics.

These may include but are not limited to:

[UpToDate](#)

[Access Medicine Case Files Collection](#)

[Merck Manual](#)

[Merriam-Webster Medical Dictionary](#)

[CURRENT Medical Diagnosis & Treatment 2023](#)

[Foundations of Osteopathic Medicine, 4e](#)

[Somatic Dysfunction in Osteopathic Family Medicine, 2e](#)

[Atlas of Osteopathic Techniques, 3e](#)

[CURRENT Diagnosis & Treatment: Family Medicine, 5e](#)

[CURRENT Practice Guidelines in Primary Care 2023](#)

[Harrison's Principles of Internal Medicine, 21e](#)

[Nelson Textbook of Pediatrics, 21e](#)

[Current Diagnosis & Treatment: Pediatrics, 26e](#)

[Sabiston Textbook of Surgery, 21e](#)

[Schwartz's Principles of Surgery, 11e](#)

[Current Diagnosis & Treatment: Surgery, 15e](#)

[Tintinalli's Emergency Medicine: A Comprehensive Study Guide, 9e](#)

[The Washington Manual of Medical Therapeutics, 36e](#)

[Fitzpatrick's Color Atlas and Synopsis of Clinical Dermatology, 9e](#)

[CURRENT Diagnosis & Treatment: Obstetrics & Gynecology, 12e](#)

[Williams Gynecology, 4e](#)

[Williams Obstetrics, 26e](#)

[Behavioral Medicine: A Guide for Clinical Practice, 5e](#)

[CURRENT Diagnosis & Treatment: Psychiatry, 3e](#)

Centralized Didactics presentations are generally recorded and posted in Moodle for later review, along with materials provided by presenters, such as slides.

## 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 for personal business or texting during in-person sessions is prohibited. For further clarification of student professionalism expectations, see 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 who are having difficulty meeting the requirements of this course should discuss it with their Assistant Dean whenever a problem arises. Students in need of peer tutorial assistance are directed to contact the Learning Skills Specialist on campus through Student Affairs. 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.