



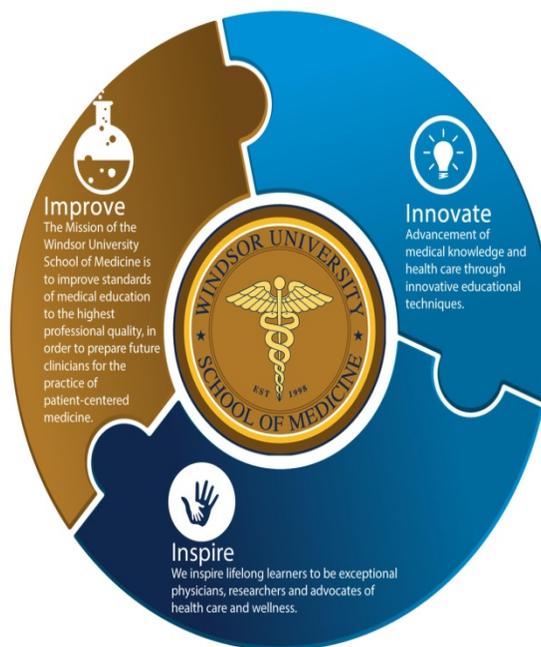
# WINDSOR UNIVERSITY

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## SCHOOL OF MEDICINE

# Community & Preventive Medicine Syllabus

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**This institution is positioned as an affordable international environment for culturally diverse students to gain core competencies required for graduate and post graduate training.**

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## Introduction

The student must complete the PUBH 502: Community and Preventive Medicine MD4 course before he/she may take this Community Service Clerkship selective rotation, which is a 4 week Selective clinical rotation. It includes in-community and regional centers Community Service participation that might be coupled with in-home visits or volunteer out-reach experience where permitted by state law, creating a learning environment in which Professional and Communication competencies can be achieved. In addition to acquiring knowledge and skill, students should gain the ability to gather essential and accurate patient information by history while showing empathy and sympathy. Students develop the concept of philanthropy and volunteering practice and plan based on the understanding of the humanistic environment and needs of its community people either be adult or pediatric. They should apply the medical knowledge, professionalism, communication skills and system based sharing with its out-reached population. The student should develop an understanding of the humanistic basis of the practice of medicine. In the course of the clinical rotation they should develop a personal program of self-realization and professional growth with the guidance of the Community Service Preceptor faculty. They should also demonstrate compassion and empathy in patient care maintaining the highest moral and ethical values. There should be and demonstrate sensitivity to culture, age, gender, religion, sexual orientation and disability as they apply to patients. The students should demonstrate an understanding of the relationships among the various aspects of Community healthcare delivery.

Following the service-learning motto “experience enhances understanding; understanding leads to more effective action,” you will work and learn outside of the classroom in public-service organizations within the city itself.

## **COURSE GOALS and OBJECTIVES**

### **Course Objectives:**

1. Increase your knowledge of the history and character of the community
2. Explore opportunities for public service and civic engagement in the community
3. Discover the essential, dynamic interrelationship of service and leadership
4. Provide opportunities and methods for reflection
5. Deepen your commitment to social justice and community service
6. Clarify your personal values with respect to leadership and service
7. Support the development of service and leadership as distinctive themes of WUSOM
8. Strengthen the foundation for your ongoing involvement in service and leadership activities throughout your years at Windsor University and beyond
9. *Strengthen Knowledge and identification of Home-bound, disabled, low risk ante-natal and newborn patient assessment. Also patient education.*

### Learning and Assessing Goals:

- A. **Knowledge for Practice**
- B. **Problem Solving and Clinical Skills/Patient Care**
- C. **Professionalism**
- D. **Interpersonal and Communication Skills**
- E. **Practice Based Learning and Improvement**
- F. **Systems Based Practice**

### **Personal Skill:**

1. Explore humanistic values
2. Share self-reflections, discoveries and challenges
3. Discuss critical events
4. Enhance cultural awareness
5. Develop healthy coping strategies
6. Enhance networking skills
7. Receive and provide peer support
8. Develop self-confidence
9. Clarify personal values and career goals
10. Promote health equity and social justice

### **Community and Public Health Skills:**

1. Explore Milwaukee history, neighborhoods, and social determinants of health
2. Become familiar with local health care systems and financing
3. Access public health data to identify and track disparities
4. Identify community health assets
5. Select priorities and strategies to improve health outcomes
6. Deliver evidence-based community health promotion
7. Participate in home visits
8. Collaborate with community leaders and organizations
9. Cultivate relationships with colleagues and mentors

### **Clinical Skills:**

1. Provide patient-centered, compassionate care, to patients from disadvantaged urban backgrounds
2. Respond to social determinants of health
3. Advocate improving outcomes and reducing health disparities
4. Access and enhance social and community resources in patient care
5. Assist patients to navigate complex health systems

### **Core Competencies:**

1. Model cultural humility and sensitivity
2. Integrate community, public health and clinical skills
3. Engage with communities to promote the health of a defined population
4. Demonstrate leadership and advocacy skills to reduce health disparities
5. Collaborate with interdisciplinary teams to improve health outcomes

### ***Windsor University Clinical PROGRAM's TOPICS::***

#### **Community Service Proposals:**

#### Course Expectations and Requirements

1. Get involved in the course.

2. Be pro-active.
3. A minimum of 25 hours/week of service over the course of the semester in a community organization or activity.
4. This Practicum emphasizes community-based, off-campus service, Nursing Home and Assisted Living centers.
5. Participate in volunteer service within a community agency or organization.
6. Weekly patient (Serviced client) log entry. Every week, write a log entry in which you reflect on your assignments and/or your insights and activities and engagements with the community in this Practicum. Date each entry. Entry of your final reflective about your experiences and personal growth during the semester.
7. Outline or Overview of the Rotation:
8. Engaging with the Community of your choice:
  - a) Identifying opportunities for public service with your Community Service Leader (Preceptor)
  - b) Your community population's ethnic/social/cultural tapestry: Join community arranged trips, Rescue and Mission, etc.
  - c) Identify the Community economic, demographic, cultural, opportunities and strategies going forward

**Preceptor's "Teaching Schedule Template": Preceptor's name:** \_\_\_\_\_

	Community Center Schedule	Community Visits	In-Home Visits	Traveling	Community Volunteerings	Help Schedule (2 hours Per week)
Mon						
Tues						
Wed						
Thur						
Fri						

## **Procedures to be observed and possibly performed by student during this Rotation:**

- Complete a history and physical exam & recommend a wellness plan for elderly patient
- Complete a history and physical exam & recommend a wellness plan for well adult female
- Complete a history and physical exam & recommend a wellness plan for well adult male
- Complete a history and physical exam & recommend a wellness plan for well child
- Contraceptive Counseling
- Discuss screening for breast cancer
- Discuss screening for cervical cancer
- Discuss screening for colon cancer
- Discuss screening for osteoporosis
- Discuss screening for prostate cancer
- Discuss screening for STI
- Review a vaccine record and identify needed vaccines for adult
- Review a vaccine record and identify needed vaccines for child
- Vaccine administration
- Nutrition Counseling
- Exercise Counseling

## **EVALUATIONS AND GRADING**

### **A. The Formative Mid-core Evaluation**

All clerkship directors must arrange for formative mid-core evaluations with all students. These consist of individualized face-to-face meetings with each student and completion of the mid-core evaluation form (Appendix D). This form is not part of students' permanent record and can be kept on file at the hospital with a copy to the Associate Dean of Clinical Sciences. The purpose of this evaluation is to provide students with informal, qualitative feedback early enough in the clerkship to allow time for remediation of deficiencies. This meeting also gives the clinical preceptors an opportunity to help students recognize their strengths. The mid-core evaluation also gives medical students the opportunity to measure their progress in learning.

### **B. The Summative Final Evaluation**

#### **Grading Policy for the Clerkships**

The Clinical preceptor completes a final evaluation form for each student in a core clerkship. The form requires narrative comments, grades in individual components and a final summative grade (Appendix C). The narrative comments summarize the student's clinical performance, professional behavior including attendance, rapport with patients and staff and the extent to which the students developed the required competencies for that core. This narrative section offers the faculty the opportunity to provide additional evaluative information beyond the letter grade. Students should make every effort to review these comments as soon as possible after completion of a rotation. The opinions of the physicians who have worked with a student are critical for self improvement on the part of the student. In particular, constructive criticisms can help a student develop into a more competent physician. Students should attempt to review

these comments at the hospital, either from the clerkship director or from the medical education office. Alternatively, students can request a copy of the evaluation form from their clinical student coordinator in the Office of Clinical Studies.

The final grade in the clerkship represents a quantitative average of four components:

- 1) **60%: Faculty/Preceptor Final Evaluations and Mid-rotation Faculty/Student Assessment Meeting**
- 2) **20%: Electronic patient encounter logs, SOAP Notes, Case reports.**
- 3) **10%: OSCE /Oral Examination.**

**The final grade calculation= Cumulative of above 4 > 65 % to pass.**

**Grading:**

**Honors:** If you get an A in all 4 areas of evaluation.

**In progress:** Failure of one area but pass all other areas of evaluation.

**Failure:** Fail two or more areas of evaluation.

**Re-mediation**

**In progress:**

- **Clinical evaluation:** successfully repeat 4 weeks of rotation
- **Clinical Log:** successfully complete all logs
- **OSCE/Oral:** successfully repeat the OSCE

**Failure:** The student must repeat the entire clerkship.

**c. Examination Policies and Procedures**

- All students must attend the Oral Exam as scheduled. No excuses are permitted unless approved by the Clinical Preceptor or AHD.
- All students must attend the NBME exam as scheduled. With rare exception and only after approval by the Dean, a student can take a separate WINDSOR written exam.
- Students who are too ill to take the exam as scheduled should refer to the "Medical Excuse" policy in the Student Manual.
- If for any reason a student misses an oral exam, a make-up exam must be scheduled within 2 weeks with the Clinical Preceptor or AHD.
- If for any reason a student misses an NBME exam, a make-up exam must be scheduled within 2 weeks by contacting Dean's office.

**READING LIST REQUIRED**

**Textbooks**

<http://accessmedicine.mhmedical.com/book.aspx?bookid=1415>

## Links for Evaluation forms:

Midcore Evaluation: <http://www.questionpro.com/t/ALT4jZS0fQ>

Final Preceptor Evaluation: <http://www.questionpro.com/t/ALT4jZS0fc>

Student Evaluation of Clinical Preceptor: <http://www.questionpro.com/t/ALT4jZSwFo>

Student Evaluation of Clinical Rotation: <http://www.questionpro.com/t/ALT4jZSymF>

# Windsor University School of Medicine

## Clinical Documentation Checklist

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Hospital/Clinic: \_\_\_\_\_ Preceptor: \_\_\_\_\_

Date Started: \_\_\_\_\_ Date Ended: \_\_\_\_\_ Total Weeks: \_\_\_\_\_

S.No	Clinical Documentation/ Skills	Required	Completed	Student Initials
1.	Electronic Patient Encounter Logs (EPEL)	12		
2.	SOAP Notes	4		
3.	Case Reports	2		
4.	MedU Cases	6/12		
5.	DocCom Modules	2		
6.	Mid-core evaluation	1		
7.	Preceptor Evaluation	1		
8.	Core Examination (NBME Shelf)	1		
9.	Procedure Logs	1		
10	OSCE Skills	1		
11	Feedback Interview	1		
12	Student Evaluation of Rotation	1		
13	Student Evaluation of Preceptor	1		

Note: It is student's responsibility to complete the above requirements in its entirety with integrity and honesty. Students should get them evaluated by his attending, and submit the same to the clinical department. Failure to do so will result in receiving poor grade in the specific clinical rotation on the transcript.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Attending/Preceptor: \_\_\_\_\_ Date: \_\_\_\_\_