



# Physician Development

Med I  
Student Guide  
2006-2007

# Physician Development

2006-2007

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# PHYSICIAN DEVELOPMENT INTRODUCTION

Being an exemplary clinician begins with the development of history taking and physical examination skills. To help you achieve these skills, the **Physician Development Program** has four main areas of focus: doctor patient relationship, medical interviewing, physical examination and information synthesis. These topics are spread over two years so that you will have ample opportunity to master them before the clinical years. To help reinforce skills learned, the **Senior Partners Program** is included as a part of Physician Development. Meetings with your senior partner will allow you to practice skills learned throughout Physician Development.

The learning process is often self-directed. History taking and physical examination skills are best taught in small group settings, with a committed mentor-teacher and a willing partner or patient. This requires preparation prior to the group meeting, active participation, cooperation with fellow students, close contact with faculty and volunteer patients, and most importantly practice. Your growth as a clinician depends on these components.

Student Syllabus: The following pages contain a description of the course including student objectives, assignments, and responsibilities. The student syllabus is meant to serve as a road map for the course. It is not designed to take the place of a textbook.

Questions/Problems: The Physician Development Program Coordinator, Amanda Jaconette, is available at 292-6445, and the Physician Development Program Assistant, Casey Leitwein is available at 292-9687. Both are located in the Med 1/Med 2 office in B053 Graves Hall, and are available Monday-Friday, 8:00 a.m. – 5:00 p.m. Amanda or Casey can help with scheduling questions and general information. We are also available to answer questions or help resolve problems. We look forward to your participation!

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# COURSE COMPONENTS

## Med 1

- Anatomy Clinical Correlations (begins August 2006)
- Doctor Patient Relationship - DPR (begins January 2007)
- DPR Preceptorship (begins March 2007)
- Med 1 Physician Development OSCE (begins May 21, 2007)
- Med 1 Senior Partners (various times throughout the year)
- Basic Life Support Training (begins January 2007)

## COURSE GOAL

The overall goal of Physician Development is to enable the pre-clinical medical student to master the skills of clinical interviewing and physical examination prior to beginning clinical clerkships. The goal of the Med 1 curriculum is to introduce students to basic interviewing and physical examination skills and allow students to begin applying the skills in clinical settings.

## COURSE OBJECTIVES

Students will:

1. Develop professional presence during small group sessions, preceptorships and patient encounters.
2. Be familiar with the basic techniques of physical examination and the use of some examination instruments.
3. Understand the importance of human anatomy in developing physical examination skills.
4. Learn the components of the medical interview.
5. Learn to develop an effective doctor-patient relationship through listening and observing, empathic responding, questioning and probing.
6. Perform several complete histories and problem-focused histories on standardized and actual patients.
7. Begin learning to synthesize and analyze information obtained during the clinical interview.
8. Learn and become competent performing basic life support.
9. Complete assignments as required in year 1 of the Senior Partners program.

# OVERVIEW OF COURSE COMPONENTS

## Introductory Lecture

The course begins with an introductory lecture on **Monday, August 14 at 8:00 AM in 160 Meiling Hall.**

## Infection Control

The Infection Control lecture will be held on **Wednesday, August 23<sup>rd</sup> at 2:00 PM.** This lecture is required for every health care worker before participating in patient care. After the lecture, each student must take and pass an Infection Control quiz, administered by the medical center. Students are unable to continue in Physician Development until a passing grade on the quiz is documented.

## Anatomy Clinical Correlations

To begin learning basic physical examination skills and the use of examination instruments, you will participate in four anatomy correlation sessions **beginning on August 28, 2006.** During these sessions, you will learn physical examination techniques as they relate to specific portions of your anatomy curriculum.

*Description:* Each session begins with a large group lecture/demonstration in 160 Meiling Hall. This is followed by a small group session where you will practice examination techniques using your own instruments. During these sessions you will be examining fellow students. Examination gowns will be available, however students are encouraged to wear shorts. Female students may also wish to wear bathing suit tops, or sports bras. Senior students or faculty members will facilitate the small group sessions.

*Evaluation:* You will be tested on your skills in a practical setting in the Clinical Skills Education and Assessment Center on the same day as your anatomy practical examinations. For each examination, you will have four standardized patient encounters. During each encounter, you will be expected to perform an examination technique. Since these encounters simulate actual patient encounters, **professional attire, including your white coat and ID badge, are required.** Standardized patients will grade each encounter. A total of 50 points are available for the anatomy correlations component of Physician Development.

## Doctor Patient Relationship

The Doctor-Patient Relationship (DPR) course is designed to teach the student how to establish and build rapport with patients, how to conduct a medical interview, how to actively listen to obtain necessary medical information. You will participate in six small group sessions **beginning with a lecture on Monday, January 22, 2007.** An experienced clinician and a behaviorist will facilitate these sessions.

*Description:* Each session in the DPR course has a specific focus and specific goals. To prepare for each session, students are expected to complete assigned readings, and will take an on-line “quiz” over each reading. During the sessions, students are expected to actively participate in discussions. Each student will be observed and videotaped performing interviews using either “real” or “standardized” patients. Students will get feedback on their skills from course facilitators and other students. Since you will have patient encounters during DPR, **professional attire, including your white coat and ID badge, are required during any standardized or actual patient encounter.**

*Evaluation:* Students can earn a total of 100 points in the DPR component of Physician Development. There will be four on-line quizzes over the DPR reading, each worth up to 13 points. Quiz scores will account for 50 points. The other 50 points will come from an evaluation, completed by the DPR facilitators. Facilitators will evaluate students based on participation, professionalism and skill development.

### DPR Preceptorship

The DPR preceptorship begins with an introductory lecture on **Monday, March 19<sup>th</sup> in Meiling Hall**. This purpose of this preceptorship is for students to gain practical experience in DPR skills and clinical interviewing in an outpatient setting with actual patients.

*Description:* You will be assigned to work with a clinician in an ambulatory or hospital setting. You will contact your preceptor and make arrangements to meet for **four half-day sessions**. In these sessions, you will apply your clinical interviewing skills toward more focused problem solving. Students should complete a time log, and are required to turn the log in to the Med 1/Med 2 office no later than **May 18, 2007**. Since you will have patient encounters during this preceptorship, **professional attire, including your white coat and ID badge, are required during any patient encounter**.

*Evaluation:* Students can earn a total of 50 points in the DPR Preceptorship component of Physician Development. Points will be awarded based on an evaluation, completed by the preceptors. Students will be evaluated on professionalism, participation and interviewing skills.

### Basic Life Support

The OSU College of Medicine requires that all Med 1 students take and pass Basic Life Support (BLS) prior to starting the Med 2 year. It is important to ensure this is completed before starting preceptorships, in case BLS skills are needed in the medical setting to which you will be assigned. The Physician Development program offers a certification course in January-February.

*Description:* The course consists of a mandatory one-hour lecture and one day hands-on skills course. The skills course takes place on a **SATURDAY**. Students may choose from one of two Saturdays to take the course. If a student is BLS certified, he/she is not required to take the course; however, documentation of certification must be presented to Amanda Jaconette in the Physician Development office. The American Red Cross basic CPR course does **NOT** cover all the requirements, and is not a substitute for BLS training.

### Senior Partners

The Senior Partners program will begin with a performance conducted by Grandparents Living Theatre. The purpose of the senior partners program is to allow students to gain a longitudinal patient care experience with an elderly community member and practice skills learned in Physician Development throughout the year.

*Description:* The Senior Partners program will have specific assignments to complete throughout the Med 1 year. Each assignment will be preceded by an informational session regarding the topic, and email reminders will be sent regarding due dates. Please refer to your Physician Development calendar for due dates, and the Senior Partners website (<http://seniorpartners.osu.edu>) for more information.

*Evaluation:* Students can earn a total of 100 points in the Senior Partners component of Physician Development. Each student begins the year with 100 points, and points are deducted if assignments are completed after an assigned due date. One point is deducted for each day an assignment is late. If there is an unavoidable delay in completing an assignment that leads to a missed due date, please notify Michelle Myers ([myers.654@osu.edu](mailto:myers.654@osu.edu) or 293-7914), Program Coordinator, **BEFORE THE DUE DATE!**

#### Med 1 PD/PCM OSCE

“OSCE” stands for Objective Structured Clinical Examination. Toward the end of the Med 1 year, each student will participate in an OSCE that evaluates clinical performance using skills taught through the Med 1 year.

*Description:* The OSCE will take place in the Clinical Skills Education and Assessment Center. Students will participate in a number of clinical encounters with standardized patients, each with a medical interviewing and physical examination component. Encounters will also evaluate some skills learned in the PCM course. Specific information regarding what skills are covered will be distributed prior to the examination.

*Evaluation:* Students can earn a total of 100 points during the OSCE. Points are awarded based on checklists completed by the standardized patients, and performance on “quizzes” that cover the medical history that was to be obtained.

## STUDENT GRADES

Each student receives a grade in Physician Development, separate from their grade in anatomy, basic sciences and PCM grade. The grade is objective, based on the points received from the course components. In addition to the point total, students must PASS the infection control quiz and complete Basic Life Support training. Those who do not complete all the components of the course will receive a grade of “Incomplete” until all course components are completed.

Anatomy Correlations Practical examinations:	50 points
Doctor Patient Relationship quizzes:	50 points
DPR course evaluation:	50 points
DPR Preceptor evaluation:	50 points
Senior Partners:	100 points
PD OSCE:	<u>100 points</u>
Total Points:	400 points

\*Completing assignments in a timely fashion is also considered in grading. Students who are late completing evaluations and other requirements hinder their opportunity to earn Honors or Letters.

Students who score in the top 10% of the class are eligible to receive a grade of “**Honors**” in Physician Development.

Students who score in the next 15% are eligible to receive a grade of “**Letter of Commendation**” in Physician Development.

Students who earn a score of 280 or greater will receive a grade of “**Pass**” in Physician Development.

Students who score below 280 will fail the course, and will be referred to the Physician Development Student Review Committee for recommendation of remediation or the need to repeat the course in the following year.

## OTHER IMPORTANT INFORMATION

1. Reading Assignments: Reading assignments are individualized for each section of physician development and must be completed prior to each session.

Required Text: Bates’ Guide To Physical Examinations and History Taking (ninth edition) by Lynn S. Bickley. Additional readings will be posted on WebCT.

2. Missed Sessions: Attendance is mandatory at all Physician Development sessions. An absence is excused in the event of personal illness (with a doctor’s excuse), death in the immediate family, or other extreme circumstance. It is the student’s responsibility to contact the Physician Development Office, **and** the appropriate instructor/preceptor **prior** to any missed session. Due to the nature of the sessions in Physician Development, make

up sessions are very difficult to coordinate. Please respect the time of your preceptors and teachers, and miss sessions only when it is unavoidable.

3. Communications: Each student is required to have an activated e-mail site within the Ohio State University. Most communication from the Physician Development office will occur through e-mail. It is the student's responsibility to check e-mail **daily** in order to keep up-to-date and informed on events, announcements, due dates and policy changes.
4. Examination dates: All students are expected to take examinations at the scheduled time. Permission to take an examination at another time will be granted only when a student is physically unable to take the examination at the appointed time, and will require a written physician statement or other acceptable documentation. It is the student's responsibility to contact the Physician Development office **prior** to the examination date if it is necessary to miss an examination.

## REQUIRED INSTRUMENTS

1. Oto-ophthalmoscope- instruments that combine the otoscope and ophthalmoscope are desirable so you do not have to purchase two power sources.
2. Reflex hammers- there are many varieties. Most popular are those that have a rubber triangle at the head (tomahawk); however, often recommended is the "Babinski" reflex hammer. Both can be purchased in the medical bookstore.
3. Stethoscope- certain features are necessary. The stethoscope should have a flat diaphragm (for high-pitched sounds), and a bell (for detecting low pitched sounds). A rubber rim around the bell is desirable (which helps to prevent the bell from being converted into a diaphragm inadvertently with pressure against the chest wall). Tubing approximately 12 inches long is best (the shorter the tubing the better). Comfortable ear pieces are critical. Remember, this purchase should last you for many years of your medical career.
4. Tuning forks- probably the best for testing vibratory sense is the C-128 HZ tuning fork. However, to detect sensorineural defects in hearing a 512 Hz or 1024 HZ is needed. You need to purchase at least a C-128 HZ and 512 Hz
5. Light source- often a penlight is suggested. However, penlights purchased in the bookstore often have a short life span and provide a "flickering" light that is not very bright. Alternatively, the light source from the Oto-ophthalmoscope can be used, or a penlight purchased at a sporting goods store may be used.
6. Ruler- preferable one that is calibrated in inches and centimeters. This can be combined with a hand-held Rosenbaum pocket eye chart (eye chart for visual acuity), found in the medical bookstore.
7. Rosenbaum Pocket Eye Chart- these are hand held visual acuity charts that will fit into a coat pocket, and have pictorial estimates for pupil size. One edge is designed to be a ruler. Rosenbaum charts are available in the medical bookstore.
8. Sphygmomanometer- (optional) This instrument is often used during the second-year of medical school. Choose on with an aneroid pressure gauge, and be sure there is not a pin stop at the "zero" mark.

# **The Ten General Objectives**

**of**  
**The Ohio State University College of Medicine and Public Health**  
**M.D. Curriculum**

The purpose of the M.D. curriculum is to prepare students for post-graduate education and the eventual practice of medicine. Towards that purpose, each graduate of the College of Medicine and Public Health must:

- A. Acquire knowledge and skills to promote health and prevent disease.
- B. Acquire the basic clinical knowledge and skills for the diagnosis and management of the spectrum of diseases, occurring in individual patients as well as in special populations, with the emphasis on common disorders.
- C. Acquire the skills necessary to remain current with scientific research and new discoveries that influence patient care.
- D. Commit to life-long learning and professional development.
- E. Demonstrate compassion, show respect, and take responsibility for patients, their families, one's colleagues, and all other health care delivery participants.
- F. Demonstrate effective communication with patients, families, colleagues, and other health care providers.
- G. Develop and use analytic problem-solving skills.
- H. Develop knowledge and skills for patient advocacy and cost-effective care through an understanding of contemporary health care delivery systems.
- I. Recognize, acknowledge, and address ethical issues related to patient care, resource management, and professional practice.
- J. Understand the fundamental knowledge, principles, and processes of the science basic to the practice of medicine.

The above objectives are in alphabetical order. All ten are important, and must be accomplished to graduate. Each will have differing emphasis during specific phases of the curriculum.

Approved by:

Executive Curriculum Committee 6/14/96  
Council of Chairs 7/18/96  
Faculty Council 7/24/96

# 2006-2007 Physician Development Schedule

Doug Knutson, MD, Director, Physician Development  
 Joe Dusseau, MD, Associate Director, Physician Development  
 Allison Macerollo, MD, Director of Physical Exam  
 Robert Murden, Director of Doctor Patient Relationship, Physician Development  
 Amanda Jaconette, Program Coordinator, Physician Development, 292-6445  
 Casey Leitwein, Program Assistant, Physician Development, 292-9687

## Med 1

<b><i>PD Intro Lecture</i></b>				
<b>Date</b>	<b>Day</b>	<b>Time</b>	<b>Group</b>	<b>Class</b>
8/14/2006	Monday	8:00AM – 8:30AM	All	Lecture

<b><i>Infection Control</i></b>				
<b>Date</b>	<b>Day</b>	<b>Time</b>	<b>Group</b>	<b>Class</b>
8/23/2006	Wednesday	2:00-3:00 PM	All	Lecture

<b><i>Anatomy Correlations</i></b>				
<b>Date</b>	<b>Day</b>	<b>Time</b>	<b>Group</b>	<b>Class</b>
8/28/2006	Monday	8:00-8:30 AM	All	Lecture
8/28/2006	Monday	1:30-2:30 PM	A	Small Group
8/30/2006	Wednesday	1:30-2:30 PM	B	Small Group
9/8/2006	Friday	7:30 AM-12:30 PM	Assigned	Exam
9/18/2006	Monday	8:00-8:30 AM	All	Lecture
9/18/2006	Monday	1:30-2:30 PM	A	Small Group
9/20/2006	Wednesday	1:30-2:30 PM	B	Small Group
9/29/2006	Friday	7:30 AM-12:30 PM	Assigned	Exam
10/9/2006	Monday	8:00-8:30 AM	All	Lecture
10/9/2006	Monday	1:30-2:30 PM	A	Small Group
10/11/2006	Wednesday	1:30-2:30 PM	B	Small Group
10/20/2006	Friday	7:30 AM-12:30 PM	Assigned	Exam
11/6/2006	Monday	8:00-8:30 AM	All	Lecture
11/6/2006	Monday	1:30-2:30 PM	A	Small Group
11/8/2006	Wednesday	1:30-2:30 PM	B	Small Group
11/17/2006	Thursday	7:30 AM-12:30 PM	Assigned	Exam

<b>Basic Life Support</b>				
Date	Day	Time	Group	Class
1/8/2007	Monday	8:30-10:00 AM	All	Lecture
1/20/2007	Saturday	8:00 AM-2:00 PM	Assigned	Certification Calss
1/27/2007	Saturday	8:00 AM-2:00 PM	Assigned	Certification Calss

<b>DPR</b>				
Date	Day	Time	Group	Class
1/22/2007	Monday	12:30 PM – 2:30 PM	All	Lecture
1/23/2007	Tuesday	1:30-4:30	A	Small Group #1
1/28/2007	Thursday	1:30-4:30	B	Small Group #1
1/30/2007	Tuesday	1:30-4:30	A	Small Group #2
2/1/2007	Thursday	1:30-4:30	B	Small Group #2
2/6/2007	Tuesday	1:30-4:30	A	Small Group #3
2/8/2007	Thursday	1:30-4:30	B	Small Group #3
2/15/2007	Thursday	1:30-4:30	B	Small Group #4
2/20/2007	Tuesday	1:30-4:30	A	Small Group #4
2/22/2007	Thursday	1:30-4:30	B	Small Group #5
2/27/2007	Tuesday	1:30-4:30	A	Small Group #5
3/1/2007	Thursday	1:30-4:30	B	Small Group #6
3/6/2007	Tuesday	1:30-4:30	A	Small Group #6

<b>Doctor Patient Relationship Preceptorship</b>
3/19/2007-5/18/2007

<b>Med 1 OSCE</b>			
Date	Day	Time	Group
5/21/2005	Monday	1:00 PM - 7:00 PM	As Assigned
5/22/2005	Tuesday	1:00 PM - 7:00 PM	As Assigned
5/23/2005	Wednesday	1:00 PM - 7:00 PM	As Assigned
5/24/2005	Thursday	1:00 PM - 7:00 PM	As Assigned
5/25/2007	Friday	1:00 PM - 7:00 PM	As Assigned

<b>Senior Partners</b>				
<b>Date</b>	<b>Day</b>	<b>Time</b>	<b>Group</b>	<b>Class</b>
8/21/2006	Monday		All	Assignment Due Date
10/16/2006	Monday	1:00-4:30 PM	All	Theater Performance
10/26/2006	Thursday	1:00-2:30 PM	All	Introduction Lecture
12/1/2006	Friday	1:30-4:30 PM	Assigned	Meet -n- Greet
12/4/2006	Monday	1:30-4:30 PM	Assigned	Meet -n- Greet
12/5/2006	Tuesday	1:30-4:30 PM	Assigned	Meet -n- Greet
12/6/2006	Wednesday	1:30-4:30 PM	Assigned	Meet -n- Greet
12/7/2006	Thursday	1:30-4:30 PM	Assigned	Meet -n- Greet
12/12/2006	Tuesday	1:30-4:30 PM	Assigned	Meet -n- Greet
1/8/2007	Monday		All	Assignment Due Date
2/22/2007	Thursday		Assigned	DPR assignment
2/27/2007	Tuesday		Assigned	DPR assignment
4/30/2007	Monday		All	Assignment Due Date