

Edward Via College of Osteopathic Medicine

MED 8000
Foundations of Clinical Medicine
Academic Year 2024 – 2025

COURSE SYLLABUS

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I. Course Description

The Foundations of Clinical Medicine (FCM) course provides a comprehensive curriculum designed to assist students in improving their mastery of core fundamental concepts applicable to clinical rotation. FCM emphasizes diagnostic medicine, physician-patient communication, research basics and responsible

modules in order to receive credit for completion of this component of the course **by Friday at 5:00pm of the 1st week of the FCM course.**

¾ Judicious Use of Antibiotics, Tests, and Procedures

¾ Review of ECG

- A report will be generated from Storyline to ensure completion by each student. Students must complete the following 3 modules and earn a 75% or greater on the embedded knowledge assessment questions, in order to receive credit for completion of this component of the course **by Friday at 5:00pm of the 1st week of the FCM course.** Students will have unlimited attempts on the knowledge assessment questions to earn a 75% or greater.
 - ¾ Health Systems Awareness
 - ¾ Value-Based Purchasing
 - ¾ Improving Patient Safety

x AMA Ed Hub Opioid Therapy and Pain Management Modules

Completion of the 5 assigned AMA Ed Hub Opioid Therapy and Pain Management Modules, completion of the module quizzes, and submission of the certificate of completion for each module to CANVAS **by Friday at 5:00pm of the 1st week of the FCM course.**

- Register and create a free account at: <https://fssso.ama-assn.org/login/account/login>
- Completion certificates must be submitted to Canvas by the end of the course at: <https://canvas.vcom.edu>

x CITI Training: Protection of Human Research Subjects

All students must complete CITI Training. Students must complete the Protection of Human Research Subjects CITI Training Course and submit their certificate of completion to CANVAS before beginning their research project **by Friday at 5:00pm of the 1st week of the FCM course.**

By the OMS 3 year, all students have completed this training. Confirm that your CITI training is still valid and will be valid throughout your OMS 3 year. If it is not valid, you will need to complete a refresher course.

- Submit your certificate of completion to Canvas before beginning your research project at: <https://canvas.vcom.edu>
- If you have any questions about registration or course selection, please contact Eryn Perry, eperry@vcom.edu

x CITI Training: OSHA Bloodborne Pathogens

All students must complete CITI Training. Students must complete the OSHA Bloodborne Pathogens CITI Training Course and submit their certificate of completion to CANVAS **by Friday at 5:00pm of the 1st week of the FCM course.**

If you have already completed this training, confirm that your CITI training is still valid and will be valid throughout the length of your research project. If it is not valid, you will need to complete a refresher course.

- Submit your certificate of completion to Canvas before beginning your research project at: <https://canvas.vcom.edu>
- If you have any questions about registration or course selection, please contact Eryn Perry, eperry@vcom.edu

For those who have not yet completed this training, follow the steps below to create an account affiliated with VCOM, which will allow you to complete CITI Training:

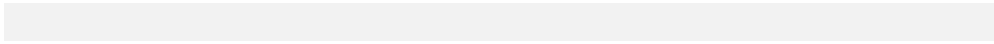
- By following the link below, you will access the CITI Training website where you will register for an account. Once you have reached this link, perform the following actions to create an account affiliated with VCOM:
 - ¾ <https://www.citiprogram.org> and click “Register” on the top right of the page.
 - ¾ Under “Select Your Organization Affiliation,” type “Edward Via College of Osteopathic Medicine” in the box and choose this selection from the drop-down menu.
 - f* Check the box to agree to the Terms of Service and Privacy Policy.
 - f* Check the box to affirm that you are an affiliate of VCOM.
 - f* Click, “Create a CITI Program account”.
 - ¾ Complete the Personal Information section and click “Continue to Step 3.”
 - ¾ Create your Username, Password and Security Question and Answer and click “Continue to Step 4.”

x **HIPAA Basics Module**

Completion of the HIPAA Basics course and associated knowledge assessment questions from Vector Solutions. Students will receive an email from Vector Solutions with a link and instructions for completing the course. Students must submit their completion certificate to CANVAS **by Friday at 5:00pm of the 1st week of the FCM course.**

x **Residency Preparation Modules**

Completion of the two Residency Preparation modules **by Friday at 5:00pm of the 1st week of the FCM course.** The modules are located on VCOMTV under the following pathway: VCOM-VC > 2025 > Pathways to Residency. A report will be generated from VCOMTV to ensure completion by each student. To be sure you get credit for completion, do not use an external



Code. A full description of the VCOM Honor Code can be found in the College Catalog Student Handbook: <http://www.vcom.edu/handbooks/catalog/index.html>

VII. Syllabus and Rotation Schedule

- e. Independent contractor
 - f. Locum tenens
- iii. Recognize the key characteristics of patient-centered medical homes
- iv. Identify the health care delivery systems in the United States
 - a. Non-profit health systems
 - b. For-profit health systems
 - c. Veterans Administration
 - d. Department of Defense
 - e. Indian Health Service
- v. Identify third party payers
 - a. Governmental payers
 - b. Commercial (Private Insurance) Insurance
- vi. Recall eligibility for Medicare
- vii. Select what services are covered by the four parts of Medicare
- viii. Recall the eligibility for Medicaid
- ix. Recall the eligibility for the Children's Health Insurance Program (CHIP)
- x. Recognize differences between Medicare and Medicaid
- xi. Distinguish between different methods of payment
 - a. Fee-for-service
 - b. Capitation
 - c. Episode-based
 - d. Per diem
 - e. Global payments
- xii. Distinguish between different types of managed care organizations
 - a. Health Maintenance Organization (HMO)
 - b. Preferred Provider Organization (PPO)
 - c. Point of Service Organization (POS)
 - d. Exclusive Provider Organization (EPO)
- xiii. Define moral hazard
- xiv. Recognize the components the of health insurance design and the impact on the delivery of health care
 - a. Cost-sharing
 - 1) Deductibles
 - 2) Co-pays
 - 3) Coinsurance

inappropriate over prescription of these medications.

This component of the FCM curriculum will provide students with information regarding the guidelines for prescribing opioids for chronic pain. Students must complete the 5 assigned educational modules, complete the quiz for each module, and submit the certificate of completion for each module to Canvas.

- 1. Understanding Pain and Conducting a Pain Assessment: Practical Guidance for Pain Management**
Online Module: <https://edhub.ama-assn.org/interactive/17579464>
Learning Objectives:
 - i. Define and discuss classifications of pain.
 - ii. Describe strategies for assessing pain.
 - iii. Explain the rationale and approaches for mental health assessment as it relates to pain.
- 2. Using Non-Opioid Medications: Practical Guidance for Pain Management**
Online Module: <https://edhub.ama-assn.org/interactive/17579479>
Learning Objectives:
 - i. Identify non-opioid medication options for pain management.
 - ii. Discuss mechanism of action, interactions, and recommendations for NSAIDs, acetaminophen, SNRIs, antiepileptics, antidepressants, and topical agents for pain management.
- 3. Treating Older Adults: Practical Guidance for Pain Management**
Online Module: <https://edhub.ama-assn.org/interactive/17579490>
Learning Objectives:
 - i. Describe management strategies for common side effects and risks associated with opioid use. Describe strategies for assessing and managing pain in older adults;
 - ii. Discuss treatment options for managing pain in older patients, including non-pharmacologic treatments, non-opioid pharmacologic treatments, and opioids.
- 4. Treating Common Pain Conditions: Practical Guidance for Pain Management**
Online Module: <https://edhub.ama-assn.org/interactive/17579505>
Learning Objectives:
 - i. Define the characteristics of common chronic pain conditions.
 - ii. Describe ways to use

C. CITI Training: OSHA Bloodborne Pathogens

OSHA Bloodborne Pathogens is designed as initial training or annual retraining to meet the requirements of the U.S. Occupational Safety and Health Administration's (OSHA) Bloodborne Pathogen Standard. Directed at researchers, employees, and students who handle or have contact with human blood, tissues, bodily fluids, or other potentially infectious materials. Students must complete the OSHA Bloodborne Pathogens CITI Training Course and submit their certificate of completion to CANVAS.

1. OSHA Bloodborne Pathogens Standard

Online Module: [OSHA Bloodborne Pathogens Standard](#)

Learning Objectives:

- i. Describe the overall requirements for employers and their responsibilities for workers who have occupational exposure to bloodborne pathogens.
- ii. Discuss the topics required to train employees who have occupational exposure to human blood or OPIM.
- iii. Describe an Exposure Control Plan and its required contents.

2. Hepatitis B Virus (HBV) Vaccination: Routes of Exposure and Routes of Transmission

Online Module: [Hepatitis B Virus \(HBV\) Vaccination](#)

Learning Objectives:

- i. Describe how the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Standard requirements pertain to the HBV vaccine.
- ii. Explain the HBV vaccine administration schedule.
- iii. Differentiate between workplace exposures and general exposures to bloodborne pathogens outside of work.

3. Labels and Engineering Controls

Online Module: [Labels and Engineering Controls](#)

Learning Objectives:

- i. Recognize the required color and configuration of the universal biohazard symbol.
- ii. Describe the equipment and containers that require labeling with the biohazard symbol.
- iii. Discuss a few of the common engineering controls and examine the recommended work practices associated with their use.

4. Universal Precautions and Work Practices

Online Module: [Universal Precautions and Work Practices](#)

VCOMTV: [Occupational Exposure/Needle Stick](#)

Learning Objectives:

- i. Define universal precautions.
- ii. Recognize the types of PPE used for protection against exposure to bloodborne pathogens and when to select them.
- iii. Identify biomedical wastes and treatment and disposal protocols for the various waste types.

5. Emergency Response Procedures

Online Module: [Emergency Response Procedures](#)

Learning Objectives:

- i. Recognize various emergency incident and exposure response situations.
- ii. Demonstrate how to respond to minor laboratory spills involving biological materials.
- iii. Assemble a biohazard spill response kit for a work area.

E. Research Primer Modules

The modules in the Research Primer will instruct you on the basics of identifying a research idea/hypothesis, conducting background literature studies, conducting the research project, and reporting on the research outcomes. Concepts presented will help you establish a strong skills base in basic and clinical research. The modules are located on VCOMTV under the following pathway: VCOM-CC > Foundations of Clinical Medicine > Research Modules.

1. Background Research and Literature

VCOMTV: [Background Research and Literature](#)

Learning Objectives:

- i. Identify sources of scientific information.

7.

I. Fatigue

Providing medical care to patients is physically and mentally demanding. Night shifts, even for those who have had enough rest, cause fatigue. VCOM has adopted fatigue mitigation processes and ensures that there are no negative consequences and/or stigma for using fatigue mitigation strategies. As part of these policies, students are required to receive training on fatigue. Students must complete the Fatigue Module that is part of the LIFE Curriculum created by Duke University Hospital, the UNC Hospitals, the NC AHEC, and the NC Physician's Health Program to assist GME programs, residents, and faculty to prevent, identify, and manage resident fatigue and impairment. Although the module refers to residents, the concepts apply to medical students as well.

Online Module: [Fatigue](#)

Learning Objectives:

- i. Define fatigue and sleep inertia.
- ii. Describe how to recognize excessive sleepiness.
- iii. Discuss the physical, mental, and social consequences of fatigue (i.e. traffic violations, reduced motivation, increased cynicism, increased substance abuse).
- iv. Understand the link between medical error and fatigue.
- v. Identify strategies for managing fatigue, including optimal napping and prophylactic use of caffeine.
- vi. Predict times of peak and nadir performance.
- vii. Explain the night float system and explore strategies for addressing duty hour issues.
- viii. Understand the shared responsibility of residents, faculty, and programs in managing fatigue to optimize medical care for patients, minimize errors, and enhance resident learning.
- ix. Select an appropriate evaluation for a fatigued resident.