



Complementary and Integrative Medicine Ambulatory Community Selective Course Syllabus

Course Director:

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Goals:

1. Students will observe first hand the integration of alternative therapies into a family medicine practice.
2. They will produce a scholarly work which is an in-depth review of one of the alternative therapies practiced by the preceptor.

Objectives:

Medical Knowledge and Skills Objective

1. Enhance diagnostic skills by focusing on communication, patient-centered care, narrative medicine, and the therapeutic relationship.
2. Describe and demonstrate competence in an expanded range of therapeutic options for patients presenting with common problems in the family medicine setting, e.g. acupuncture for pain control, herbal therapies for a variety of conditions, nutritional therapies, mind-body therapies, the role of spirituality in patient assessment and care.
3. Identify reliable resources for information regarding evidence about alternative therapies for both the professional and the patient.
4. Demonstrate critical thinking skills and the ability to review the medical literature about alternative therapies.
5. Identify reasons that patients use integrative and alternative therapies and how it can be applied in family medicine.

Career Development Objective

1. Describe how this experience might result in including at least one alternative therapy in the student's future scope of practice.
2. Discuss the key principles of integrative medicine and how they enhance the quality of patient-centered care.

Advocacy Objective

choose one:

1. Discuss how an open communication process with patients regarding their interest in alternative therapies increases patient self-efficacy and empowerment.

2. Describe how a family physician can help the patient select and refer to a competent and professional alternative practitioner.

Health Care Systems/Practice Management Objective

1. Describe the reimbursement of alternative therapies by major insurance carriers.
2. Discuss the process by which currently unreimbursed CAM services can eventually become approved for health insurance coverage.

Service Learning Objective

Present a lecture/discussion to a community or student group regarding a specific or a range of alternative therapies (lecture slide sets available at <http://cam.utmb.edu>)

Complementary and Alternative Medicine Objective

Research and write up an in-depth report of a CAM therapy/system or a review of the integrative approach to a problem commonly seen in family practice. This paper will contain at least 20 references. An evidence-based approach and critical thinking method is expected in this assignment.

Overview of Course Activities:

There are three components of this course: clinical preceptorship, reflective journal and evidenced-based paper. The student will be assigned a preceptor who is a practicing family physician (not a relative) in the state of Texas. This preceptor is characterized as a physician who integrates conventional medical practices and at least one alternative therapy, e.g., acupuncture, nutritional therapy, mind-body medicine, naturopathy, in their practice. Preference for community selection of the student will be considered, insofar as possible, in the choice of physician and community. Students will participate in all practice-related activities as designated by preceptor. These can include but are not limited to office practice, nursing home care, house calls, office management, continuing medical education programs, ER call, outpatient procedures, civic and community activities, medical staff meetings, charitable service, public lectures, and personal fitness activities. Students will produce a reflective journal which describes their daily experiences with focus on required objectives including the optional service learning. They will write an in-depth, evidence-based paper on a CAM topic.

Absence:

This course follows the absence policy of the School of Medicine as defined by the Curriculum Committee. Students must report all anticipated absences in advance to the course director for approval. Examples of absences that will be approved include residency interviews and examinations. Documentation will be required from the student to confirm their participation in these approved activities. Unanticipated absences (e.g. illness) must be reported within 24 hours to the course director and the community preceptor. Unanticipated absences that last more than 2 days will require documentation from the student to justify the absence (e.g. a “doctor’s note” from the student’s personal physician). Absences that are not approved or that are not reported in a timely manner will be considered “unexcused.” Any unexcused absence will result in a failing grade for the course. School of Medicine Policy dictates that students are not permitted any more than three excused absences per course. More than three excused absences will result in an incomplete and will require the student to make up the absences to complete the course and receive a passing grade. The Student Education Committee of the Department of Family Medicine will determine the make-up time.

Evaluation and Appeals:

Students are encouraged to seek continuing feedback from their preceptors during the rotation, particularly at the mid-rotation point. There are two writing assignments which must be completed to complete the course: 1) Reflective journal 2) Evidence-Based paper. Evaluation by preceptor will include review of the reflective journal.

Review of CIM paper will be done by UTMB faculty. A grade of satisfactory or fail will be awarded. All three components (preceptorship activities, reflective journal and CIM paper) must be satisfactorily completed in order to receive a satisfactory grade for the course.

Preceptors will complete the standard student evaluation form designed by the Ambulatory Community Selective Committee and submit this to the Course Director. An example of this evaluation form is attached to this syllabus. The final grade for the course will be assigned by the Course Director, based on the preceptor evaluation form and completion of the written assignments.

Appeals of course grades follow the School of Medicine Appeals Policy 7.1.18 as outlined in the Institutional Handbook of Policies and Procedures. Course grades must be appealed in writing to the Course Director within ten working days from the time that the grade is made available. An appeals committee will render a decision on the student's appeal within ten days of meeting to discuss the appeal. Further appeals of this decision again follow the SOM Appeals Policy (see Institutional Handbook).

Students will also be asked to complete an evaluation of the course, the community site, and preceptor. These evaluations are essential to making future improvements and their completion is mandatory.

Professionalism:

Students are reminded of the UTMB Honor Pledge:

“On my honor, as a member of the UTMB community, I pledge to act with integrity, compassion, and respect in all my academic and professional endeavors.”

While off-campus the student is expected to continue to adhere to the Student Conduct Policy 7.1.3 outlined in the Institutional Handbook of Policies and Procedures. It is also very important to recognize that the highest standards of professional behavior are expected from all members of the health care team. Information on professional behavior is part of the clinical evaluation and significant irregularities in behavior may result in a failing clinical score, outweighing other positive demonstration of clinical skills.

◆ FACULTY PRECEPTOR: RETURN EVALUATION TO YOUR DEPT SELECTIVES COORDINATOR NO LATER THAN THE LAST DAY OF THE PERIOD ◆

Student Performance Evaluation Form

UTMB School of Medicine Ambulatory Community Selective

Student Name: _____ Student PID #: _____ Selective Period: _____

Instructor Name: _____ Selective Name: _____ Selective Course #: _____

This form must be completed by the student's faculty supervisor for the student to receive a final grade. All ratings of 'Exceeds' or 'Below' expected level of performance must be accompanied by explanatory comments. Please note this information may be included in the Medical Student Performance Evaluation (Dean's Letter of Evaluation).

1. Knowledge Acquisition Skills – How well does the student independently seek information, identify relevant sources, use a variety of sources (including technology when appropriate), critically analyze resources, refer to and appraise relevant information appropriately, and/or is prepared for discussions or elective activities?

Comment required to justify any rating above or below expected level of performance:

- Exceeds expected level of performance _____
- At expected level of performance** _____
- Below expected level of performance _____
- Cannot evaluate this item _____

2. Problem-solving Skills - How well does the student integrate basic science and clinical concepts, demonstrate understanding of concepts and issues as they apply to the problem or concept at hand, critically revise hypotheses or strategy towards approaching the problem, derive differential diagnoses and treatment plans, and/or define differences in normal and abnormal conditions?

Comment required to justify any rating above or below expected level of performance:

- Exceeds expected level of performance _____
- At expected level of performance** _____
- Below expected level of performance _____
- Cannot evaluate this item _____

3. Communication Skills - How well does the student express relevant information about concepts, ask questions, balance listening and speaking, and/or qualify personal commentary as such among healthcare team members and patients?

Comment required to justify any rating above or below expected level of performance:

- Exceeds expected level of performance _____
- At expected level of performance** _____
- Below expected level of performance _____
- Cannot evaluate this item _____

4. Professionalism – How well does the student accept and use feedback, recognize and abstain from academic dishonesty, demonstrate respect and courtesy to peers, staff, patients and faculty, demonstrate sensitivity to gender/ethnicity/cultural issues when raised, and/or is punctual and attends all meetings as well as protects healthcare information?

Comment required to justify any rating above or below expected level of performance:

- Exceeds expected level of performance _____
- At expected level of performance** _____
- Below expected level of performance _____
- Cannot evaluate this item _____

5. Clinical Interaction/Data Gathering Skills – How thorough and accurate are patient interviews, physical exams, patient education/counseling, oral patient presentation to faculty/peers, and written documentation?

Comment required to justify any rating above or below expected level of performance:

- Exceeds expected level of performance _____
- At expected level of performance** _____
- Below expected level of performance _____
- Cannot evaluate this item _____

6. Technical Skills – How well does the student acquire and demonstrate the following skills: procedures appropriate to the clinical setting, research (laboratory) techniques?

Comment required to justify any rating above or below expected level of performance:

- Exceeds expected level of performance _____
- At expected level of performance** _____
- Below expected level of performance _____

Cannot evaluate this item _____

7. Written Assignment – If applicable, did the student complete the written assignment and turn it in for your evaluation?
Comment required to justify any rating above or below expected level of performance:

Completed _____
 Not completed _____

Please comment on the student's depth of thought on this written assignment:
Comment required to justify any rating above or below expected level of performance:

Exceeds expected level of performance _____
 At expected level of performance _____
 Below expected level of performance _____
 Cannot evaluate this item _____

8. Comments regarding summary of student performance / goals for future development:

FINAL GRADE (Check one) _____ **Satisfactory** _____ **Fail**

Your signature confirms that this student spent at least 50% of their time in the clinical setting.

Instructor Signature: _____ Date: _____