

**UNIVERSITY OF HAWAII
JOHN A. BURNS SCHOOL OF MEDICINE
DEPARTMENT OF MEDICINE**

**THIRD-YEAR CLERKSHIP IN
INTERNAL MEDICINE**

MEDICINE 532

CLERKSHIP HANDBOOK



Revised 5/2024

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TOP 10 WAYS TO EXCEL ON THE INTERNAL MEDICINE CLERKSHIP

1. Set clear expectations with your residents and attendings. Strive to exceed their expectations and follow through on every assigned task.
2. Be actively involved in the care of your patients to the greatest extent possible. Go the extra mile. You will benefit as much as they will.
3. Always put forth your best effort for the team. Learning will follow. The more you put in, the more you will gain.
4. Read consistently and deeply about the problems your patients face. Raise what you learn in your discussions with your team and in your notes. Educate your team members about what you learn whenever possible.
5. Learn to deliver excellent presentations as early as possible. This will make you more effective in patient care and gain the confidence of your supervisors to allow you more involvement in patient care.
6. Ask questions when you don't understand something, can't figure something out, or feel lost or confused.
7. Speak up! Share your thoughts in teaching sessions, share your opinions about your patients' care, constructively discuss how to improve the education you are receiving and the systems around you.
8. Actively seek feedback from ALL your supervisors and take time to reflect on your experiences.
9. Keep your goals focused on the right priorities, in the following order: patient care, learning, and personal satisfaction. Keeping your priority focused on patient care will actually help you to meet all three goals.
10. Always be enthusiastic. Be caring and conscientious, and strive to deliver outstanding quality to your patients as you learn as much as you can from every experience.

Adapted from: Primer to the Internal Medicine Clerkship, Second Edition, A Guide Produced by the Clerkship Directors in Internal Medicine (CDIM), c2008, 2nd edition

DESCRIPTION OF THE THIRD-YEAR CLERKSHIP IN INTERNAL MEDICINE

INTRODUCTION

Goal of Clerkship

The goal of the Third-Year Clerkship in Internal Medicine is to introduce students to the breadth and depth of Inpatient and Ambulatory Internal Medicine, the foundation for all clinical specialties.

Students will refine their clinical skills and knowledge through patient encounters, develop effective oral and written communication, demonstrate professional and ethical behavior, learn their role in the care team and demonstrate life-long learning. It is the student's responsibility to utilize this clerkship experience to accomplish these goals, and it is the Department of Medicine's responsibility to assure that every graduate of the John A. Burns School of Medicine has obtained Graduation Level competency in Internal Medicine.

Under the direction of JABSOM clinical faculty members, students will experience "patient-based learning" which includes, but is not limited to, evaluating patients through history-taking and physical examinations, developing comprehensive assessments with appropriate differential diagnoses, generating diagnostic and therapeutic plans, providing care and follow up appropriate to the clinical setting.

Design of the Clerkship

MED 532 (LIC) consists of 3.5- 4 weeks of Inpatient Medicine (mini block) and 21 half-days of Ambulatory Medicine clinics (19 IM + 2 Neuro) – approximately one half-day weekly.

Work Hours

The Internal Medicine Clerkship adheres to the JABSOM Statement of Student Workload:

"In recognition of the multiple expectations placed on students in all JABSOM clinical rotations, including the need to acquire knowledge and clinical skills, attend conferences, read about patients and research learning issues, it is important to support students in ways that will optimize their ability to accomplish the above. Therefore, at a minimum:

1. On-call and post-call hours will be limited to allow students to learn effectively the following day;
2. Adequate time will be allocated as designated study time in all required clerkships; and
3. All experiences, including clinical responsibilities, will be reviewed periodically to determine the educational value."

The Clerkship complies with the following:

1. Work hours are limited to 80 hours/week, averaged over the duration of the rotation;
2. Students are given at least one 24-hour period off every 7 days;
3. Ambulatory third year students are excused from their clerkships to attend Friday Afternoon Didactics

Students are required to log their Inpatient work hours, and Inpatient & Ambulatory workload is periodically monitored by the Clerkship.

Safety in Numbers

All students are strongly advised to carpool to all clinical sites and to walk to & from the hospitals and clinics in groups, especially during early morning or late evening hours when lighting is not ideal. It may be wise to bring a flashlight with you to illuminate your pathway. If you are unable to carpool, consider arranging for a drop-off and pick-up by family or friends. If needed, please contact hospital security for an escort to your vehicle. Parking at individual sites will be reviewed at site-specific orientation at the start of each rotation.

Designated Study Time

Students are provided one **(1) half-day** of "designated study time" per week, **averaged** over the course of the clerkship. Students should be aware that during busier weeks of Inpatient Medicine, there may not be one full half-day per week available, so some weeks of Ambulatory Medicine may have multiple half-days for study.

"Designated study time" is defined as time Monday through Friday and morning through afternoon away from patient care responsibilities that is **dedicated to studying**. This **includes** reading, completing write-ups, preparing for required clerkship activities, etc. Time should be used for educational activities as described above, not for leisure activities. Study time is granted when patient care tasks and any required activities have been completed.

Students are advised to notify their team and/or preceptor(s) when they are leaving to study.

Academic action may be initiated against students who abuse the "designated study time," as determined by the Department of Medicine Student Education Committee. Likewise, sites that do not follow the guidelines on "designated study time" should be brought to the attention of the clerkship director.

The day prior to the NBME Exam is designated a full day of "designated study time" for clerkship students.

Days Off

Students will have at least **one (1)** day off per week, **averaged** over the course of the clerkship.

On Inpatient Medicine, there is one (1) day off each week, usually a Saturday or a Sunday. The day off will be determined by the site's Hospital Site Coordinator and Chief Medical Resident.

On Ambulatory Medicine, there are usually two (2) days off each week, usually Saturday and Sunday. Days off will be determined by the Ambulatory Preceptor.

Holidays

Students will follow the holiday schedule that is observed at their training site.

Attendance

Attendance is mandatory for all Medicine Clerkship orientations, lectures, and exams.

Students may take time away from clinical responsibilities when needed to access health care without fear of academic penalty. The Clerkship Director must be notified in advance.

Absences

On each day you are absent, the Chief Medical Resident, Hospital Site Coordinator/Ambulatory Preceptor and Clerkship Coordinator must be notified. You will be required to make up any time missed unless otherwise informed.

If you are absent for more than three (3) days, totaled over the course of the clerkship, the clerkship is required to report this to the Office of Student Affairs.

Required make up for time missed must be completed by the end of Medicine Clerkship to receive Credit for the clerkship.

The Internal Medicine Clerkship adheres to the JABSOM Absentee Policy:

“Policy Regarding Missing Required Activities

Students who are late to or absent from a required session, must contact the course directors or faculty in charge of the session. The consequences will be decided by the course directors and may include: make-up session and/or supplemental assignment, counseling, notification of the Office of Student Affairs, discussion at the Evaluation, Review and Remediation Committee (ERRC), referral to the Student Standing and Promotion Committee.

The following will be considered in determining student referral to the Student Standing and Promotion Committee:

- review of past absences of individual with OME and OSA
- review of past behavior and professionalism issues with OSA

In addition, any unexcused absences from a required session may result in an “incomplete” grade until the make-up session and/or supplemental assignment has been completed, or a “no credit” grade for the course. The following will be considered excused absences: approved educational activities, approved research activities, approved absence for personal reasons, illness (with notification of course directors/faculty prior to the session), unavoidable circumstances with documentation (e.g., accidents, transportation failure, care for immediate family member). Approvals for foreseeable events (e.g. conferences, etc) are not guaranteed, and the request form must be submitted to course directors at least one month in advance. Factors involved in decision making include academic progress, type of event and the student role in the event, and what the faculty feel would be in the best interest of the student. Students may appeal the decision with the Directors of the Office of Student Affairs and Office of Medical Education, and those directors should consult the course directors in making their decision. Students should also notify OSA if they will be traveling off island.”

Please see the JABSOM policies handbook for the most up to date absence policies.

CURRICULUM

The IM Clerkship curriculum is adapted from the **Clerkship Directors in Internal Medicine (CDIM)-Society of General Internal Medicine (SGIM) Core Medicine Clerkship Curriculum Guide** Version 3.0. The Guide outlines thirty-three (33) **Training Problems** and seventeen (17) **General Clinical Core Competencies** that are aligned with the Accreditation Council for Graduate Medical Education (ACGME) general competencies. The training problems and general clinical core competencies can be found in the clerkship training problem handbook.

The curriculum has been reviewed by JABSOM's Department of Medicine Student Education Committee (SEC) and is aligned with & fulfills JABSOM's Graduation Objectives. **Note that the graduation objective(s) being addressed by each curricular component are noted by roman numerals within parentheses.**

Learning Objectives

1. Refer to the training problem list and handbook. The goal for the student is to evaluate each Training Problem at least once on Inpatient and once on Ambulatory Medicine; however, the minimum requirement is to evaluate each Problem at least once over the entire rotation. (I-V)
2. Refer to the General Clinical Core Competencies in Internal Medicine.

Learning Strategies

1. After seeing each patient, students should identify which **Training Problems** were addressed, read and study those Training Problems and aim to meet the specific learning objectives for each (Appendix A). (I-III)
2. Students should read and study the **General Clinical Core Competencies in Internal Medicine** and aim to meet the specific learning objectives for each. (I-V)
3. Students should refer to the **Recommended Resources** for their further reading and studying. (I-II)

Learning Environment

The learning environment for the Medicine Clerkship includes selected Inpatient and Ambulatory settings which promote life-long learning and development of appropriate professional behaviors in our students, residents, faculty, and staff at all locations. We encourage students' ongoing feedback to identify and promptly correct any violations of professional standards. Any such concerns may be directed to Clerkship Director, at any time, and/or anonymously submitted via the end-of-clerkship survey forms.

ASSESSMENT IN THE THIRD-YEAR CLERKSHIP IN INTERNAL MEDICINE

General Guidelines

The clerkship uses a "competency-based" system to assess the 3 domains: Medical Knowledge, Clinical Skills and Professionalism.

For **Medical Knowledge**, competency is assessed throughout the clerkship by:

- a. Direct observation of student's clinical performance (I-II)
- b. Performance on the NBME Subject Examination in Internal Medicine at the end of the clerkship (I-II)

For **Clinical Skills**, competency is assessed throughout the clerkship by:

- a. Direct observations of student's clinical performance (III)
- b. Performance on the Clinical Skills Exam (CSE) (IIIa,c,d,e,g)

For **Professionalism**, competency is assessed throughout the clerkship by:

- a. Direct observations of student's clinical performance (VI)

Hospital Site Coordinators and Ambulatory Preceptors provide students mid-clerkship feedback on clinical performance. Students are also encouraged to seek feedback at least weekly from the residents and faculty. At the end of the clerkship, the SEC reviews each student's entire clerkship performance, including clinical performance (inpatient and ambulatory), CSE and NBME Exam scores to determine each student's grade. For questions about clerkship grades, refer to JABSOM's Academic Appeals Policy.

Credit

To earn Credit for MED 532, students must demonstrate **Clerkship Level Competency** ("meets expectations") in all three domains of Medical Knowledge, Clinical Skills and Professionalism, as reflected by their Clinical Performance, CSE and NBME Exam.

On the CSE, students must achieve a score of **Pass** (exam is graded on a Pass/Fail basis).

On the NBME Exam, students must score **60** or higher.

Students who do not demonstrate Clerkship Level Competency in all three domains by the end of the clerkship may be required to repeat part or all the clerkship and/or retake the CSE and/or NBME Exam. Students will have up to two (2) opportunities to achieve this.

High Pass

To earn a High Pass, students must satisfy **2 of 3** criteria – 1) a recommendation for Honors by Inpatient Medicine; 2) a recommendation for Honors by Ambulatory Medicine; and 3) score **77** or higher on the NBME Exam.

Honors

To earn Honors, students must be recommended for Honors by **both** Inpatient and Ambulatory Medicine and score **77** or higher on the NBME Exam.

ASSESSMENT METRICS

The 3rd Year Clerkship in Internal Medicine assesses student performance in three major categories of knowledge base, clinical performance and professionalism, all of which encompass the graduation objectives. Final grades are based on the compilation of these evaluations and are assigned as: Honors, High Pass, Credit and Unsatisfactory. To allow for more standardized assessments of students, the following rubric was created. When approaching assessment of your student, please consider how the student performs in comparison to ALL other students you have worked with, not just other students seen this academic year or even within a specific block.

	HONORS	HIGH PASS	CREDIT	UNSATISFACTORY
KNOWLEDGE	<p>NBME score 77 or higher</p> <p>Performs independent research on various clinical topics relevant to patient care on a consistent basis; incorporates evidence-based medicine or reviews guidelines in most/all write-ups</p> <p>Shows mastery of pathophysiology of straight-forward disease states and is able to expand on complex problems</p>	<p>NBME score 77 or higher</p> <p>Performs independent research on various clinical topics relevant to patient care on a consistent basis; incorporates evidence-based medicine or reviews guidelines in most/all write-ups</p> <p>Shows mastery of pathophysiology of straight-forward disease states and is able to expand on complex problems</p>	<p>NBME score 60 or higher</p> <p>Embodies self-directed learning by looking up new learning issues independently but may need occasional prompting to determine appropriate clinical questions and finding appropriate resources</p> <p>Shows basic understanding of pathophysiology of straight-forward disease states</p>	<p>NBME score <60</p> <p>Requires frequent reinforcement and/or prompting to look up clinical topics</p> <ul style="list-style-type: none"> • Struggles to develop clinical questions • Inappropriate resources used, lack of EBM

<p>CLINICAL PERFORMANCE</p>	<p>Passes IM CSE</p> <p>Able to elicit a thorough & organized history from a patient without missing any significant points or misses only minor details</p> <p>Performs BPES head-to-toe without any missing elements</p> <p>Independent and motivated for patient care tasks</p> <p>Comes prepared to clinic and wards, ready to take on patient care tasks without hesitation</p>	<p>Passes IM CSE</p> <p>Able to elicit a thorough & organized history from a patient without missing any significant points or misses only minor details</p> <p>Performs BPES head-to-toe without any missing elements</p> <p>Independent and motivated for patient care tasks</p> <p>Comes prepared to clinic and wards, ready to take on patient care tasks without hesitation</p>	<p>Passes IM CSE</p> <p>Able to elicit a full history, may be missing a few minor details and/or 1-2 significant points</p> <ul style="list-style-type: none"> • Decent organization • Identifies relevant problems <p>Can perform BPES with a few minor mistakes (i.e. 1-2 branch steps out of correct sequence)</p> <ul style="list-style-type: none"> • Organized and systematic • Able to adapt to most situations to maintain patient comfort <p>Comes prepared, may need some coaching for patient care tasks</p>	<p>Does not pass CSE</p> <p>Has difficulty obtaining a complete history, misses significant elements (i.e. skips social history, family history, review of systems, etc)</p> <ul style="list-style-type: none"> • Poor organization • Unable to identify relevant issues <p>Unable to or does not perform the complete BPES for new patients</p> <ul style="list-style-type: none"> • Poor organization, missing steps • Unable to adapt to situation, insensitive to patient comfort
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<p>CLINICAL PERFORMANCE (CONTINUED)</p>	<p>Assessments are complete and organized with little to no corrections</p> <ul style="list-style-type: none"> • Captures all relevant and “zebra” diagnoses • Able to follow thought process clearly <p>Notes submitted on time and complete with key information</p> <ul style="list-style-type: none"> • Maintains organization and able to prioritize information without assistance <p>Presentations organized, concise and easy to follow with key information</p> <p>Clear communication with families in “digestible” language</p> <p>Manages 3+ new patients in clinic each half-day</p> <p>Evaluates 2+ new patients per long-call day</p> <p>Formulates accurate diagnostic workup & basic treatment plans</p>	<p>Assessments are complete and organized with little to no corrections</p> <ul style="list-style-type: none"> • Captures all relevant and “zebra” diagnoses • Able to follow thought process clearly <p>Notes submitted on time and complete with key information</p> <ul style="list-style-type: none"> • Maintains organization and able to prioritize information without assistance <p>Presentations organized, concise and easy to follow with key information</p> <p>Clear communication with families in “digestible” language</p> <p>Manages 3+ new patients in clinic each half-day</p> <p>Evaluates 2+ new patients per long-call day</p> <p>Formulates accurate diagnostic workup & basic treatment plans</p>	<p>Assessments are complete and organized but may need minor corrections</p> <ul style="list-style-type: none"> • May miss a few “zebra” diagnoses • Able to follow thought process clearly <p>Notes submitted on time and complete with key information</p> <ul style="list-style-type: none"> • May need minor help with maintaining organization or prioritization of information <p>Presentations organized and easy to follow with key information, may need tips on being concise</p> <p>Clear communication with families in “digestible” language</p> <p>Manages 2-3 new patients in clinic each half-day</p> <p>Evaluates 1+ new patients per long-call day and manages 2-3 additional patients</p>	<p>Assessments are incomplete, disorganized and/or inappropriate</p> <ul style="list-style-type: none"> • Insufficient or incomplete differential diagnoses • Missing explanations or thought process • Lack of or inappropriate diagnostic studies and treatment plan <p>Notes submitted late, incomplete, inappropriate cutting/pasting or missing key information</p> <p>Presentations disorganized and missing key or accurate information</p> <p>Poor communication with patients and families</p> <ul style="list-style-type: none"> • Frequent use of medical jargon • Insensitivity to patient needs and concerns <p>Unable to manage more than 2 patients at once (inpatient medicine)</p>
<p>PROFESSIONALISM</p>	<p>Maintains professional attire</p> <p>On time, no missed clinics or makes up missed clinics</p> <p>Prepared to see patients</p> <ul style="list-style-type: none"> • Engaged in learning 	<p>Maintains professional attire</p> <p>On time, no missed clinics or makes up missed clinics</p> <p>Prepared to see patients</p> <ul style="list-style-type: none"> • Engaged in learning 	<p>Maintains professional attire</p> <p>On time, no missed clinics or makes up missed clinics</p> <p>Prepared to see patients</p> <ul style="list-style-type: none"> • Engaged in learning 	<p>Unprofessional attire, frequently late or missing clinics, unprepared to see patients</p> <ul style="list-style-type: none"> • Disengaged

	<ul style="list-style-type: none"> • Incorporates feedback into workflow & shows improvement over rotation <p>Ready and eager to see new patients</p> <p>Appropriate interpersonal skills, works well with team members</p>	<ul style="list-style-type: none"> • Incorporates feedback into workflow & shows improvement over rotation <p>Ready and eager to see new patients</p> <p>Appropriate interpersonal skills, works well with team members</p>	<ul style="list-style-type: none"> • Incorporates feedback into workflow & shows improvement over rotation <p>Ready and eager to see new patients</p> <p>Appropriate interpersonal skills, works well with team members</p>	<ul style="list-style-type: none"> • Does not incorporate feedback into workflow • Lack of improvement over rotation <p>Reluctant to see new patients, requires significant encouragement</p> <p>Has difficulty with interpersonal skills</p>
FORMAL GRADING	Recommended for Honors by BOTH Inpatient and Ambulatory attendings/preceptors + score >77	Meets 2 of 3 criteria for Honors	May be recommended for Honors by one or more attending/preceptor + score >60	

MS3 EXPECTATIONS

The following scale was created to normalize expectations of students who rotate throughout the year, as students are anticipated to have gained skills and knowledge over time. Please refer to this chart when grading your student as this provides a general list of expectations.

Beginning MS3:

- Requires occasional prompting for history-taking; needs some assistance with organization and teasing out relevant issues
- Frequent researching of topics basic knowledge topics (i.e. gaps in basic knowledge) but uses appropriate resources
- Able to complete BPES but misses branch steps
- Able to generate simple/straightforward differential diagnosis list but lacks depth
- Assessment and recommendations very limited and/or needs significant assistance
- Notes take significant time and may be missing a few relevant data points, may be submitted late in the day
- Presentations may be difficult to follow, require prompting, reliant on notes and may miss a few key details
- Still learning to address all of patient's concerns but shows genuine care for the patient, may miss a few emotional cues

Mid-year MS3:

- Completes full history-taking accurately with occasional mistakes in more complex cases
- Requires researching more advanced topics for discussion but solid basic fund of knowledge and uses appropriate resources
- Able to complete BPES with few branch steps
- Generates detailed differential diagnosis list for training list/common problems & able to prioritize the most likely diagnosis
- Has basic understanding of treatment concepts for straightforward problems and able to contribute to management plans
- Notes contain all relevant data, show reasonable synthesis and are submitted in timely fashion
- Presentations contain relevant data, are clearly organized and less reliant on notes
- Able to elicit and address patient's concerns, acknowledges and reads emotional cues appropriately, working on communication with families

Late MS3 (Soon-to-be MS4):

- Completes full, organized and accurate history-taking for complicated patients
- Able to discuss advanced clinical topics with reasonable understanding (i.e. clinical guidelines, management of diseases/clinical presentations on training problem list)
- Able to complete BPES including branch steps for chief complaint and other relevant systems
- Generates comprehensive differential diagnosis list with appropriate prioritization and evidence
- Consistently creates accurate basic treatment plans, may need assistance with complex patients/problems
- Notes are well-organized, submitted on time/early, contain a well developed assessment and accurate treatment plan; may need some assistance with complex problems
- Presentations concise and clear, contain relevant data with minimal extraneous detail and require minimal to no notes
- Attune to patient's needs and nonverbal cues, effectively communicates with patients and families

INPATIENT MEDICINE: SPECIFIC REQUIREMENTS AND GUIDELINES

Location

Site: Students will be assigned to Kuakini Medical Center (KMC), Queen's Medical Center (QMC), Tripler Army Medical Center (TAMC) or Kaiser Permanente Medical Center (KP).

Orientation: Students will be oriented to the site by its Hospital Site Coordinator(s) (HSC) and Chief Medical Resident(s) (CMR).

Team Assignment: Students will be assigned to a medical team where an Upper Level Resident (ULR) will be directly responsible for the student's supervision. Student will also work with the Intern(s) on the team. The assigned ULRs are expected to sign and adhere to the Resident Agreement Form.

Call

Students must take call every day that their team is on call, until 10 p.m. at the latest. Students may leave earlier with approval from the Upper Level Resident if their patient care responsibilities are complete.

Work Hours (See Work Hours, Dedicated Study Time and Days Off)

The earliest time students are permitted to arrive at the hospital is 5:00 a.m and to see patients is 5:30 a.m. (excluding emergency situations such as Code Blues). Work hours will be documented on the **Work Hours Log** and submitted weekly. Kuakini students should log the number of ICU patients managed each week.

The Hospital Site Coordinators, Chief Medical Residents and Upper Level Residents are aware of these work hour guidelines. Students are advised to meet with the aforementioned individuals if they are unable to complete all work within these guidelines. If a student does not follow these work hour guidelines, the HSC, CMR and ULR are required to advise the student and notify the clerkship director.

Patient Assignments

The Upper Level Resident and/or Attending are responsible for assigning patients to the student. Patients should be selected for their ability to cooperate and communicate, as well as for their specific medical problems.

The student has a list of Training Problems upon which the Third-Year Clerkship in Internal Medicine curriculum and specific learning objectives are based. The student's goal is to see at least one (1) patient with each of thirty-two (32) Training Problems. The Training Problem does not have to be the patient's Chief Complaint, and a patient may present with several Training Problems (see Training Problems section).

The student is expected to log every patient in the Patient Tracking System. The log should be kept up to date as this may be requested for review by the Clerkship Director or HSC at any time during the rotation.

Patient Census

The student should admit 1–2 patients per call day and actively follow an average of three (3) patients at all times (maximum 5 patients).

Patient Care Responsibilities

1. **History & Physical:** The student should complete an **independent** Initial History and Physical on each patient assigned, including those received as holdovers the next morning. This includes a complete history-taking and BPES with branch steps as appropriate either precepted or while directly observed by an ULR or attending. Observation of a resident/attending or a “group” H+P does not qualify as the student’s own H+P (i.e. the student should perform at least 90% independently), and he/she must return at another time to perform this independently. If the student can not complete the entire H+P at one time, it is permissible to return to the bedside to complete the task. (III, IV, VI)
2. **Physical exam:** The student should perform the Basic Physical Exam Sequence (BPES) as was taught in the pre-clinical years with branch steps as needed (the fundoscopic exam is included in the BPES). The ULR or attending is responsible for ensuring proper supervision of the following parts of the physical exam which may be performed by the student if clinically indicated: female breast exam, female genital and/or pelvic exam, male genital and/or prostate exam, and female & male rectal exam. The student must be supervised by a physician (interns, upper level residents, chief residents or attendings) who is certified or has expertise to competently perform the exam in question. (III, IV, VI)
3. **Pre-Rounding:** The student is expected to pre-round (see patients independently prior to rounding with the team) and write independent daily progress notes on all his/her assigned patients unless previously instructed to do otherwise. The student is encouraged to seek out the Intern or ULR prior to formal team rounds to review daily patient care plans. The Intern or ULR should review the notes with the student, give constructive feedback and countersign but NOT attest notes. Any missed history or physical exam finding should be noted, corrected and demonstrated as needed. (I, II, III, IV, VI)
4. **Rounds:** The student is expected to round with the team and take the lead in discussing his/her patients, including delivering an independent assessment of the patient’s problems and the student’s plans. In addition, the student is expected to have a general knowledge of the other patients on the team so that he/she can be included in the team’s discussions of and can assist in the care of all the team’s patients. The student is expected to actively participate in teaching attending rounds with the team. (I, II, III, IV, V, VI)
5. **Patient management:** The student is expected to assume as much patient care responsibility as the team feels is appropriate for the individual student’s level of training and competence. The student is expected to participate in patient education and counseling; work with nursing staff, dieticians, respiratory therapists, physical and occupational therapists, social workers, hospital chaplains, etc; and to assist in discharge planning. (I, II, III, IV, V, VI)
6. **Procedures:** There are no required procedures for third-year medical students to perform during this rotation. The student may perform or assist in the performance of procedures that the team feels are appropriate for the student’s level of training and competence. The student must be supervised by a physician who is certified or has expertise to competently perform the procedure in question, which includes interns, upper level residents, chief residents or attendings. The ULR is responsible for ensuring proper supervision of any procedure performed or assisted by the student. (I, II, III, IV, VI)
7. **Orders:** The student should learn how to write Orders on his/her assigned patients. The student will observe the residents entering orders electronically and should practice documenting orders in his/her Comprehensive Write-ups & daily Progress Notes (in the Plans section) The Hospital Site Coordinator and residents should review the student’s orders with the student and correct them as needed. (I, II, III)

Required Submissions

Comprehensive Write-ups

The student is required to submit a minimum of 3 write-ups by the end of the inpatient rotation. The HSC will read & review each write-up with the student and provide constructive feedback. The HSC will also decide whether these 3 write-ups are satisfactory; if they are deemed unsatisfactory, the student will be required to submit 1–3 additional write-ups, as determined by the Hospital Site Coordinator, up to a maximum of 6. Write-up #1 must be a traditional, Inpatient Medicine H&P with an expanded assessment & plan for at least three (3) problems. Write-ups #2 and #3 will be an H&P printed directly from the inpatient site’s Electronic Medical Record. These write-ups will be reviewed in detail by the HSC to assess the student’s competency in using the EMR to document a patient history.

All reviewed/edited comprehensive write-ups must be submitted to the student’s file to receive credit. (I, II, III, IV)

Patient Narrative

The student is required to submit a one-page narrative by the end of week 2 that tells a meaningful “story” of one of their patients. An extended social history interview is conducted and transformed into a written piece to be shared with and read by the inpatient team; the patient selected should be able and willing to provide sufficient answers to open-ended questions (or have family that is able to do so). This is inspired by the “My Life, My Story” Project being conducted at the Wisconsin VA in hopes of promoting patient-centered care. (III, V, VI)

Required Clerkship Activities specific to Inpatient Medicine

1. Chief Medical Resident Rounds (I, III, IV, VI)

- a) All students on Inpatient Medicine attend weekly Chief Rounds with the CMR to give students the opportunity to specify topics they would like to learn about in a small group setting.
- b) The CMR and ULR are responsible for ensuring that students are instructed in, but not limited to, the following:
 - Case presentations
 - Interpretation of basic EKGs
 - Interpretation of common imaging
 - Physiology and management of fluids and electrolytes
 - Interpretation of arterial blood gases
 - Basic physiology and management of shock
 - Basic understanding and management of ventilators (at KMC)
- c) The CMR may use the Small Group Learning Experience Evaluation Form to evaluate the students in the group.

2. Student Report (I, II, IV, VI)

- a) The student is expected to prepare one formal case to be presented at a weekly conference

with other students on the rotation.

- b) A didactic should be included at the end of the presentation which relates to the case.

3. POCUS (Point of Care Ultrasound) Exercise

This exercise gives students the opportunity to further practice and refine their POCUS skills during their internal medicine clerkship. Point of Care Ultrasound is becoming more increasingly valued in internal medicine and other specialties. The goal is to 1) understand ultrasound principles; 2) acquire images; 3) interpret images; and 4) correlate images to the clinical picture. During your inpatient internal medicine clerkship, you will be required to use POCUS on two (2) out of the three (3) systems: cardiovascular, pulmonary, and gastrointestinal (abdominal) based on the patient's chief complaint.

4. HIPSTER (Hawaii InterProfessional Simulation Training for Emergency Response) (I, II, III, IV, VI)

- a) Students will work with the UH Schools of Nursing and Pharmacy students in simulated emergency situations. Students from the medical school are expected to take on the role of team leader and triage various high acuity situations.
- b) This activity is pass/fail. There are prerequisite course materials that must be reviewed prior to participating.
- c) Dresscode including use of appropriate PPE will be enforced.

5. Bedside Clinical Skills (format is site-specific)

- a) Students on Inpatient Medicine will participate in weekly Bedside Clinical Skills.
- b) Each week, students will see patients at the bedside with an attending or CMR to review the cardiovascular, pulmonary and abdominal examinations in concert with the **Observed History and Physical**.
- c) Students are expected to review the appropriate chapters in Bate's Guide to Physical Examination and History prior to each session.

6. Physician Contact Exercise

- a) Students on Inpatient Medicine will contact a patient's primary care or specialist provider following the suggested practices for physician contacts.
- b) Students are expected to complete a minimum of one Physician Contact Worksheet over the course of the block.

Assessments and Feedback to Students

The student is expected to ask for feedback weekly on their performance and progress from team residents and attendings. This feedback should identify the student's strengths and weaknesses to identify areas for improvement and growth.

Observed Focused History and Physical Examination: This will focus on the cardiovascular, pulmonary and abdominal physical examinations. It is the student's responsibility to arrange for a time when the student and

CMR (or HSC or attending) are available to observe the student if this is not completed as part of Bedside Clinical Skills. The observing faculty member or CMR will complete the evaluation form and provide *immediate* feedback. If the student's performance is not satisfactory, the student must repeat the section until their performance is satisfactory. (I, III, IV, VI)

Case Presentation Evaluation Form: The student will have opportunities to present patient cases at student morning report and ICU rounds (Kuakini only). After the presentation, the student should ask the physician who is supervising the rounds or conference for feedback. (I, II, III, IV, V, VI)

Mid-Clerkship Feedback Form: to be completed by the The Hospital Site Coordinator. This will be reviewed with the student. The HSC will indicate whether the student's progress to date is satisfactory or unsatisfactory, identify the student's strengths & weakness and suggest a remediation plan if necessary (see Mid-Clerkship Feedback Form). (VI)

Student Assessment Form: Interns, ULRs and Attendings who work with the student for one (1) week or more are expected to evaluate the student by completing independent written evaluations submitted via Oasis. The HSC will summarize all evaluations and complete a final assessment which is submitted to the clerkship director. (VI)

AMBULATORY MEDICINE: SPECIFIC REQUIREMENTS AND GUIDELINES

Location

Ambulatory Medicine sites include Queen Emma Clinics, community health clinics, Kaiser Permanente and private physician offices on Oahu or neighboring islands. Although each site has unique features, the clerkship's goal is to provide students with as uniform a learning experience as possible based on identical learning objectives, while allowing students the opportunity to take advantage of the strengths of each site.

Work Hours

During the outpatient semester, you must complete 21 half-days of Ambulatory Medicine clinics (19 IM + 2 Neuro). There will be flexibility in your schedule with 2 open half-days weekly, usable for rescheduling if your preceptor is out of town, holidays, or exploring other specialties with appropriate department approvals. Refrain from front-loading your clinic schedule and you may not finish clinics more than 2 weeks before the outpatient semester concludes.

Patient Assignment

Ambulatory preceptors are responsible for assigning patients to the student. Patients should be selected for their ability to cooperate and communicate, as well as for their specific medical problems, with the goal of evaluating at least one (1) ambulatory patient with each of the thirty-three (33) Training Problems. The Training Problem does not have to be the patient's Chief Complaint, and a patient may present with several Training Problems (see Training Problems section).

The student is expected to log every patient in the Patient Tracking System. The log should be kept up to date as this may be requested for review by the Clerkship Director or Preceptor at any time during the rotation.

Patient Census

The student should evaluate a minimum of **two (2)** patients each half day.

Patient Care Responsibilities

The student may see new or returning patients for complete examinations or problem-focused visits. Ideally, the student will see patients in continuity when they return for follow-up visits.

After reviewing the patient's chart as necessary, the student will perform an appropriate history and physical examination. The student will present the case to the preceptor who should correct and demonstrate any missed history or physical exam findings and review the student's assessment & plans.

The student will write an appropriate History & Physical or Progress Note for each patient. The preceptor will review the write-up with the student and give constructive feedback.

The student is expected to carry out the patient care responsibilities their preceptor feels is appropriate for the student's level of training and competence. The student should try to assume as much responsibility as is appropriate and possible. The student is expected to participate in patient education & counseling, work with office/clinic staff, and to assist in follow-up planning. If the student's patient requires any consultations or procedures, the student is highly encouraged to be present if the patient

agrees. If the student's patient is hospitalized, the student is highly encouraged to follow the patient during the hospitalization (for those preceptors who also have hospital privileges).

Comprehensive Write-ups

Students are required to complete **one (1)** comprehensive write-up each month for a total of 5 over the course of the Ambulatory portion. These comprehensive write-ups may be slightly shorter than Inpatient write-ups but should still contain all of the elements of a complete. H + P. Students may include content from their EMR documentation on the patient and expand on any problem(s) in the Assessment and Plan as Learning Issues. These learning issues require additional reading and thought. Students should aim to submit one write-up during their first week to their Preceptor so early feedback can be provided, and expectations for the write-ups are clarified by the Preceptor.

The Ambulatory Preceptor should read, correct and review each comprehensive write-up with the student and give verbal and written (in the form of corrections written directly on the writeup) constructive feedback. All reviewed/edited write-ups must be submitted to the clerkship coordinator. (I, II, III, IV, V, VI)

Neurology Clinic Requirement

Students will attend two (2) half-days of clinic with a Neurology preceptor during their ambulatory semester. This will be on a sign-up basis at the beginning of the semester. Neighbor island students will work with the clerkship to complete this requirement and may be able to follow with a preceptor at their site. (I, III, IV, VI)

Please contact your attending at least 48 hours ahead of time to confirm the time and place of your experience with them. Before your neurology clinic, please refresh your memory of how to perform the screening neurological examination, by reviewing the tutorial at <http://NeuroExamTutorial.com>.

Please arrive at the office about 10 minutes prior to the start of clinic. Please let the office staff know you are there and that you'll be working with the attending.

Always bring your reflex hammer to clinic, every time. If you have any other neurological tools, please bring them, too.

Dress code is clinic professional. Please bring your white coat, and ask your attending if they prefer that you wear it or not.

It is our expectation that you have the chance to see at least 1-2 patients on your own per session, conduct the entire history and physical exam (with focus on neuro exam), and present the patients to your attending. If you are not getting this opportunity, please let us know.

You are not required to write a note but it may be good to do so for your own practice.

If you experience any issues, feel free to contact your attending, or Dr. Miles (jd miles@hawaii.edu).

Assessment and Feedback to Students

The student is expected to regularly seek feedback from the Ambulatory Preceptor on his/her performance and progress, ideally monthly. This feedback will give the student the opportunity to correct mistakes & omissions and to improve skills.

Observed Patient Counseling Evaluation Form: The student is required to be formally observed counseling a patient and/or family on two separate occasions. Together, the student and preceptor should choose a counseling activity that is appropriate for the clinical scenario. (I, III, IV, V, VI)

Mid-Clerkship Feedback Form: Midway through the Ambulatory portion, the student should provide the ambulatory preceptor with a feedback form to complete and review with the student. The preceptor will indicate whether the student's progress to date is satisfactory or unsatisfactory, identify the student's strengths & weakness and suggest a remediation plan if necessary (see Mid-Clerkship Feedback Form). (VI)

Student Assessment Form: During the last week of the Ambulatory portion, the ambulatory preceptor will complete an evaluation form of the student's overall performance. The preceptor should review the completed form with the student. The student must sign the form then submit it to the clerkship coordinator. (VI)

U.H. John A. Burns School of Medicine
Third-Year Clerkship in Internal Medicine
MISCELLANEOUS CLERKSHIP INFORMATION

GUIDELINES FOR APPROPRIATE APPEARANCE AND ATTIRE (VI)

These guidelines are intended to contribute to your overall professional development as students in training to become physicians. The Third Year Clerkship in Internal Medicine expects students to appear and dress in a professional manner. Your appearance and attire should reflect respect towards faculty, staff, classmates, patients and the general public.

It is recognized that different attire will be necessary for different settings, depending on factors such as student activities and responsibilities, training sites, patient and public contact. Student attire should always be appropriate and not interfere with the activities and responsibilities expected of them.

General guidelines for all Medicine Clerkship students:

- Students are expected to wear:
 - JABSOM name tag with photo ID
 - University of Hawaii-issued white medical coat
 - Closed-toe footwear
- Students should maintain an optimum level of personal hygiene and grooming
- Strong odors and fragrances should be avoided
- Clothes, hair, fingernails and footwear should be clean and neat
- Clothing should not be suggestive, revealing or tight-fitting
- Clothing should not have offensive images or language

Site-specific (inpatient and ambulatory) guidelines for Medicine Clerkship students:

- Students should adhere to the dress code/policy in place at their training site

U.H. John A. Burns School of Medicine
Third-Year Clerkship in Internal Medicine
RECOMMENDED RESOURCES

Highly recommended clerkship guidebook:

Primer to the Internal Medicine Clerkship, Second Edition, A Guide Produced by the Clerkship Directors in Internal Medicine (CDIM), c2008, 2nd edition

Online resources:

Internal Medicine Essentials for Clerkship Students - online materials such as photographs, tables, screening tools and other instruments – access free of charge at http://www.acponline.org/acp_press/essentials/

UpToDate – access available at some training sites, or students may purchase individual subscriptions directly from UpToDate.com.

Textbooks:

Internal Medicine Essentials for Students, American College of Physicians (ACP) and Clerkship Directors in Internal Medicine (CDIM), c2011

Kochar's Clinical Medicine for Students, Lippincott Williams & Wilkins, c2016, 6th edition

Cecil Essentials of Medicine, Elsevier, c2015, 9th edition

Bates' Guide to Physical Examination and History, LWW, c2013, 11th edition

Reference textbooks:

DeGowin's Diagnostic Examination, McGraw-Hill, c2014, 10th edition

Spiral bound books and pocket guides:

Pocket Medicine, Lippincott Williams & Wilkins, c2017, 6th edition

Ferri's Practical Guide to the Care of the Medical Patient, Elsevier, c2011, 8th edition

Washington Manual of Medical Therapeutics, Lippincott Williams & Wilkins, c2019, 36th edition

Washington Manual of Outpatient Internal Medicine, Lippincott Williams & Wilkins, c2015, 2nd edition

The Sanford Guide to Antimicrobial Therapy, c2019, 50th edition

Highly recommended self-assessment program:

MKSAP (Medical Knowledge Self-Assessment Program) for Students (Book and Digital), American College of Physicians (ACP) and Clerkship Directors in Internal Medicine (CDIM) – discount offered for ACP student members at <http://www.im.org/Publications/PhysiciansInTraining/Pages/MKSAPforStudents.aspx>

U.H. John A. Burns School of Medicine
Third-Year Clerkship in Internal Medicine
REQUIRED EQUIPMENT

1. White coat
2. JABSOM nametag
3. Stethoscope
5. Penlight
6. Reflex hammer
7. Tuning fork 128 Hz for vibratory exam
8. Tape measure
9. Visual acuity card
10. Small magnifier lens
11. Disposable tongue blades
12. Cotton-tipped swabs for sensory exam
13. Watch with second and minute marks to record vital signs, etc.

Students are expected to have ALL the equipment and bring everything to their assigned training sites daily. The equipment should be readily accessible (i.e. worn, carried in a bag or in/on a white coat).

All students on Inpatient Medicine are required to carry ALL the listed equipment ALWAYS while on the wards.

Students on Ambulatory Medicine may find their assigned sites have some, but not all, of the listed equipment available for student use. If the listed equipment is NOT readily accessible at the site, it is the student's responsibility to carry the equipment AT ALL TIMES.

The possible consequences of not having required equipment are (1) being immediately sent to purchase items (requiring the student to make up the missed time) and (2) receiving unsatisfactory evaluations in the areas of (a) Clinical Skills – physical examinations and (b) Professionalism – dependability, professional appearance and attire.

EXPOSURE TO BLOOD/BODY FLUIDS PROTOCOL

1. IMMEDIATELY following the exposure:
 - a. Flush the exposed skin or mucous membrane with water or saline. If exposure to the eyes has occurred, use wash station or nearest sink to flush eyes with water for at least 5 minutes.
 - b. Wash any needle stick, puncture, cut or abrasion with soap and water.
2. Initiate the host agency protocol for hazardous exposure to blood/body fluids by following the instructions outlined in the table below.
3. If the exposure is in a *non-hospital setting* (for example, ambulatory site not associated with a hospital, in a JABSOM lab, class, or other non-hospital-based exposure), you or your preceptor/supervisor can call Queens ED (547-4311) to review current protocol for immediate needs in such a circumstance, and begin the process, (**AFTER #1**). You may go to an Emergency Department, or during open hours, contact the University Health Services (Manoa Campus) 956-8965, and ask for immediate attention.

FACILITY	CONTACT or GO TO	PHONE
Castle Medical Center	Report incident to supervisor. Obtain care from Employee Health Coordinator or hospital supervisor who will assist in filing incident report. Contact JABSOM OSA to report incident.	263-5159 or hospital supervisor 263-5329 (5 pm-8 am)
HOME Clinic	Notify attending physician and complete incident report. Call Dr. Jill Omori to report exposure.	221-0685
Kaiser Permanente Medical Center	Report incident within 2 hours of exposure. Call operator in house "0" and ask for infection control personnel on duty.	432-0000
Kapiolani Medical Center	Report to Employee Health. Go to Emergency Dept, if EH closed, also call on-call Employee Health Coordinator, 983-6000).	983-8525
Kuakini Medical Center	Occupational Health Services. When closed, go to ED, and also notify Nursing Supervisor (through Operator, dial "O").	547-9531
Pali Momi Medical Center	Employee Health during regular work hours or Emergency Department when exposure occurs after hours. Notify supervisor. Report incident Work Injury Line.	535-7200
The Queen's Medical Center	Employee Health/PEP Team.	547-4004
Straub Clinic and Hospital	Employee Health during business hours, go directly to ED after business hours.	522-3481
Tripler Army Medical Center	Let care team know of exposure. Report to the ER. Report exposure to, or go to, Occupational Health the next business day.	433-6235
VA Clinic	Contact EHU during business hours. Go to TAMC ER after hours.	433-0091
Wahiawa General Hospital	Go to ER; also notify Nursing Supervisor (through operator) of exposure.	621-4230

You may also seek care and information from University Health Services (956-8965), your personal physician, or any emergency department, **but seek immediate evaluation and counseling**. All follow-up care after immediate evaluation services is the responsibility of the student

4. Report exposure to;
 - a. Your supervising faculty member and course/clerkship director
 - b. Medical School Office of Student Affairs @ 692-1000;
 - c. For URGENT after hours needs, call 692-0912, ask for Dr Burgess or Administrator on-call
5. Students should be knowledgeable about their health insurance coverage, and should know what their plan will cover related to occupational exposures. Remind anyone billing for follow-up that it is NOT an Occupational Exposure, but medical follow-up, or the insurer may not want to pay for services.

JABSOM's Affiliation Agreement with Health Care Facilities (HCF) state:

"Environmental exposure. In the event a medical student is exposed to an infectious, environmental, or occupational hazard at the HCF, the HCF shall be responsible for providing immediate evaluation and counseling as with employees of the HCF. Follow-up after the initial evaluation and counseling will not be the responsibility of the HCF, and will proceed according to University student health policies."

OASIS PATIENT TRACKING & TRAINING PROBLEMS CHECKLIST

General

- Logging all your patients is required for JABSOM accreditation and for your clerkship grade.
- Failure to log properly and on a timely basis may lead to serious consequences for JABSOM and for you.
- Log your patients every workday so you do not forget and fall behind.

Instructions

- Please follow the guidelines listed by Office of Medical Education here:
[Oasis Patient Log Instructions](#)

Training Problems Checklist

- Your patient logs will populate into your Training Problems Checklist on Oasis
- You are **required** to see at least 1 patient with each of the listed **Training Problems (see next page)** during this clerkship. This is the minimum requirement. Your goal, however, should be to see at least **1 inpatient patient** and **1 ambulatory patient** with each of the Training Problems; the more patients you see, the more you will learn. The Training Problem does not have to be the patient's Chief Complaint. In fact, a patient may present with many Training Problems.
- Keep track of your patient encounters in Oasis. Indicate which encounters are:
 - **Precepted** – you evaluated the patient independently then staffed the patient with an attending/upper level resident
 - **Observed** – were observed evaluating a patient by an attending or upper level resident
 - **Alternate/ Special activity** – participated in a patient activity that does not count towards either of the above categories
- It is your responsibility to ensure that you have fulfilled the Training Problems requirement by the **end of the clerkship**. You are advised to communicate with your team/CMR/Preceptor *as soon as possible* to assist in finding appropriate patients.
- At the end of your rotation, you will pull a report of your log & checklist in Oasis. Please present this to your Upper Level Resident, Chief Medical Resident, Hospital Site Coordinator or Preceptor for their signature on the first page.

TRAINING PROBLEMS CHECKLIST

Below is the list of the 33 Training Problems in your Oasis Patient Tracking Checklist.

Please refer to the [Training Problems List Handbook](#) for the **Specific Learning Objectives** for each Training Problem.

1. Healthy Patient Health promotion, disease prevention and screening (i.e. annual or routine physical exam)
2. Abdominal pain
3. Altered mental status
4. Anemia
5. Back pain
6. Chest pain
7. Cough
8. Dyspnea
9. Dysuria
10. Fever
11. Fluid, electrolyte & acid-base disorders
12. GI bleeding
13. Knee pain
14. Rash
15. Upper respiratory complaints
16. Acute MI
17. Acute renal failure & chronic kidney disease
18. Common cancers
19. COPD & Obstructive airways disease
20. Diabetes mellitus
21. Dyslipidemias
22. Heart failure
23. HIV infection
24. Hypertension
25. Liver disease
26. Major depression
27. Nosocomial infections
28. Obesity
29. Pneumonia
30. Rheumatologic problems
31. Smoking cessation
32. Substance abuse
33. Venous thromboembolism

U.H. John A. Burns School of Medicine
Third-Year Clerkship in Internal Medicine

Assessment Forms

U.H. John A. Burns School of Medicine
 Third-Year Clerkship in Internal Medicine
OBSERVED FOCUSED HISTORY AND PHYSICAL EXAMINATION
Assessment Form

INSTRUCTIONS:

- Observed History and Physical Sections should be performed during the clerkship on appropriate patients.
- The Chief Medical Resident, Site Coordinator or any other Faculty Physician may observe student.
- The student should receive on-the-spot feedback on their performance. Observer may require student to repeat a Section if further experience is felt to be necessary in performing the skill.
- The student must turn in **all** of their completed Observed History and Physical Sections Evaluation Form to the Hospital Site Coordinator by the end of the Inpatient portion.

OBSERVED FOCUS HISTORY-TAKING SKILLS

Medical Interviewing (Circle S=satisfactory, U=unsatisfactory, more practice needed)

- Student introduces self and explains his/her role correctly S U
- Elicits the History of Present Illness systematically and completely S U
- Delineates major symptoms systematically and completely (location, duration, radiation, quality, intensity, setting, onset, frequency, aggravating/alleviating factors, associated manifestations, functional impairment, etc) S U
- Facilitates accurate collection of a patient's history including PMHX, MEDS, ALL, FamHx, SocHx, ROS. S U
- Effectively uses questions/directions to obtain accurate information needed S U
- Responds appropriately to non-verbal cues S U
- Demonstrates effective listening skills S U
- Shows respect, compassion, empathy and establishes trust S U
- Attends to a patients needs of comfort, modesty, confidentiality and information S U
- Uses language that patient understands S U

Physical Examination: Thorax and Pulmonary

- Follows efficient, logical sequence S U
- Balances screening/diagnostic steps for problem S U
- Sensitive to a patient's modesty and comfort S U

THORAX/PULMONARY (sitting)

- Inspect posterior thorax with respiration S U

- Inspect anterior thorax with respiration S U
- Inspect/palpate spine S U
- Percuss costovertebral angles for tenderness S U
- Percuss posterior thorax bilaterally and symmetrically S U
- Percuss diaphragmatic excursion S U
- Auscultate posterior lung fields bilaterally S U
- Auscultate lateral lung fields bilaterally S U
- Auscultate anterior lung fields starting with supraclavicular area S U

EXAMINER COMMENTS:

EXAMINER SIGNATURE _____ DATE: _____

I have received feedback on my performance (student signature): _____

Physical Examination: Cardiovascular

- Follows efficient, logical sequence S U
- Balances screening/diagnostic steps for problem S U
- Sensitive to a patient's modesty and comfort S U

CARDIOVASCULAR (supine)

- Inspect neck veins S U
- Auscultate carotid arteries for bruits S U
- Inspect precordium S U
- Palpate PMI and precordium for lifts/heaves/thrills S U
- Auscultate with diaphragm at aortic, pulmonic areas, LSB and apex S U
- Auscultate for splitting of S2 in pulmonic area S U
- Auscultate with bell at apex (supine and LL decubitus positions) S U
- Inspect extremities for cyanosis, clubbing, venous varicosities, and edema S U
- Palpate distal pulses: Radial, Dorsalis Pedis, Posterior Tibial if unable to feel Dorsalis Pedis pulse) S U

EXAMINER COMMENTS:

EXAMINER SIGNATURE _____ DATE: _____

I have received feedback on my performance (student signature): _____

Physical Examination: Abdomen (supine, hips/knees flexed)

- Follows efficient, logical sequence S U
- Balances screening/diagnostic steps for problem S U
- Sensitive to a patient's modesty and comfort S U
- Alert patient to abdominal exam S U
- Inspect abdomen S U
- Auscultate epigastrium and aortic area for bruit S U
- Auscultate all 4 abdominal quadrants for bowel sounds S U
- Palpate superficially and deeply in all 4 quadrants S U
- Palpate and percuss for liver S U
- Palpate for aorta S U
- Palpate for spleen (supine and R lateral decubitus position) S U
- Palpate for inguinal nodes and femoral pulses bilaterally S U

EXAMINER COMMENTS:

EXAMINER SIGNATURE _____ DATE: _____

I have received feedback on my performance (student signature): _____

U.H. John A. Burns School of Medicine
 Third-Year Clerkship in Internal Medicine
POCUS EXERCISE
 Assessment Form

Complete 2 during Inpatient Medicine and turn in to your Site Coordinator.

Student: _____ Site: _____ Date: _____

Patient's Chief Complaint: _____

System (circle one): Cardiovascular Pulmonary Gastrointestinal

Findings:

	Good	Needs Improvement
Student demonstrated basic understanding of ultrasound principles.		
Student obtained and interpreted images.		
Student correlated images to the clinical picture.		

Evaluator Comments:

Evaluator's name _____ Evaluator's signature _____

Student's signature _____

U.H. John A. Burns School of Medicine
 Third-Year Clerkship in Internal Medicine
OBSERVED PATIENT COUNSELING
 Assessment Form

Complete 2 during ambulatory medicine and turn in to your Ambulatory Preceptor.

Student: _____ Site: _____ Date: _____

Counseling was directed at: _____ Patient
 (check one or both) _____ Patient's family

- Counseling:
- ___ Explain diagnoses
 - ___ Explain tests, procedures or surgery
 - ___ Review results of tests, procedures or surgery
 - ___ Review medications (indications, dosing, side effects, etc.)
 - ___ Review diets, exercise or other lifestyle changes
 - ___ Discuss smoking cessation
 - ___ Discuss alcohol use
 - ___ Discuss compliance (medications, follow-up, etc.)
 - ___ Review discharge instructions
 - ___ Other (specify) _____

	Good	Needs Improvement
Student used clear and understandable language.		
Student adapted to patient's/family's readiness to learn.		
Student adapted to patient's/family's comprehension level		
All pertinent information was presented accurately.		
Student demonstrated empathy and compassion.		
Patient's/family's comprehension was assessed.		

Evaluator Comments:

Evaluator's name _____ Evaluator's signature _____

Student's signature _____

I received constructive feedback on my Observed Patient Counseling (circle): Yes No

U.H. John A. Burns School of Medicine
 Third-Year Clerkship in Internal Medicine
CASE PRESENTATION
 Assessment Form

Before presenting, the student should give this form to the attending or resident leading rounds. Afterwards, the student should turn the form in to the Hospital Site Coordinator.

Student: _____ Date: _____

Rounds:

- Bedside Clinical Skills
- ICU Rounds
- Student Report
- Other Rounds/Conference _____

Major problems/diagnoses of case presented:

1. _____
2. _____
3. _____

	Exceptional	Very Competent	Competent	Marginal	Unsatisfactory
Presentation was clear					
Presentation was organized					
Presentation was memorized					
All pertinent history was presented accurately					
All pertinent physical findings were presented accurately					
All pertinent labs were presented accurately					
All pertinent problems were correctly identified					
Assessment was appropriate for level of training					
Plan (diagnostic, therapeutic, education) was appropriate for level of training					

Comments:

Evaluator:

Print _____

Signature _____

U.H. John A. Burns School of Medicine
 Third-Year Clerkship in Internal Medicine
SMALL GROUP LEARNING EXPERIENCE
 Assessment Form

Student: _____ Date: _____ Activity: _____
 _____ Bedside Clinical Skills
 _____ Chief Rounds
 _____ Other: _____

Check appropriate box on this Rating Scale:

Activity	Exceptional	Very Competent	Competent	Marginal	Unsatisfactory
Participates actively					
Shares knowledge					
Respects opinions and learning needs of others					
Asks thoughtful questions					
Facilitates group process					
Demonstrates appropriate fund of knowledge for MS3					
Demonstrates appropriate clinical skills for MS 3					
Is properly prepared for this activity					

Evaluator Comments:

Evaluator's name: _____ Evaluator's signature: _____

Student's signature _____

U.H. John A. Burns School of Medicine
Third-Year Clerkship in Internal Medicine
MID-CLEKSHIP FEEDBACK FORM

Student's name: _____

Considering the ACGME core competencies* of **Patient Care, Medical Knowledge, Interpersonal and Communication Skills, and Professionalism:**

This student's STRENGTHS are:

This student NEEDS TO WORK AND IMPROVE ON:

Using Pangaro's Report RIME Evaluation Terminology (Reporter - Interpreter - Manager - Educator):**

This student is at the _____ stage

Overall, this student's progress to date is:

___ Satisfactory

___ Unsatisfactory

Evaluator's name: _____

Signature: _____

Student's signature: _____ Date reviewed with student: _____

Instructions for the Student:

Keep a photocopy of this form after your Hospital Site Coordinator or Ambulatory Preceptor completes and reviews it with you. You should actively work on and improve the areas identified above.

Instructions for the Evaluator:

Please keep a copy and include the information in your final Student Evaluation Form.

Specifically, if you identified any areas to work on and improve, please comment on whether the student successfully responded to your feedback and improved by the end of the block.

*ACGME Competencies (four of six)

(adapted from http://med.stanford.edu/gme/housestaff/all-topics/core_competencies.html)

Patient Care – Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Medical Knowledge – Students must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

Interpersonal and Communication Skills – Students must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Residents are expected to:

- communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;
- communicate effectively with physicians, other health professionals, and health related agencies;
- work effectively as a member or leader of a health care team or other professional group;
- act in a consultative role to other physicians and health professionals; and,
- maintain comprehensive, timely, and legible medical records, if applicable.

Professionalism – Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Residents are expected to demonstrate:

- compassion, integrity, and respect for others;
- responsiveness to patient needs that supersedes self-interest;
- respect for patient privacy and autonomy;
- accountability to patients, society and the profession; and,
- sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

**** RIME Evaluation Terminology**

(adapted from resource provided by www.apgo.org)

Reporters – can accurately gather information through history taking and physical exam, and can accurately report the information through presentations or write-ups. This is generally at the third and fourth year level.

Interpreters – understand the clinical significance of the information obtained, and can generate a short differential diagnosis and prioritize problems. This is generally at the advanced medical student/intern level.

Managers – can generate a reasonable diagnostic plan to deal with outstanding questions, and a therapeutic plan to solve problems. Finishing interns are typically proficient and handling common problems, with residents able to manage more complex problems.

Educators – have risen to the level where they can identify knowledge gaps in others and effectively fill those gaps. Chief residents and fellows are typically at this level.

U.H. John A. Burns School of Medicine
Third-Year Clerkship in Internal Medicine
PHYSICIAN CONTACT EXERCISE

Suggested Practices for Physician Contacts

- Review the patient's chart thoroughly.
- Interview the patient.
- Make a list of any open questions that you have.
- Ask the Resident/Attending if they have any specific questions for the PCP or Specialist.
- Contact the PCP or Specialist.
 - When calling the PCP, have the full name, MRN, DOB available.
 - Have the chart open so you can find any additional information requested.
 - Identify yourself and your role in the patient care team ...
 - (Hi Dr. X, my name is #### and I am a 3rd year medical student working with the Inpatient Medicine team at X hospital.)
 - Identify why you are calling...
 - PCP: (We recently admitted your patient, X, for (condition). I am calling to see if you would like to share any information with our team that you feel is important to the patient's care while they are in the hospital).
 - Specialist: (We would like to consult with you about our patient (name, MRN, one-liner, tailored to specific consult), brief focused history, specific question or request)
 - For medication reconciliation be sure to obtain:
 - Medication name
 - date prescribed
 - last refill
 - dosage
 - any recent medication changes
 - For PCP contacts - Follow up with specific patient-based questions, which may include...
 - Recent office visits?
 - Recent new medications? Concerns about medication compliance?
 - Questions about previous medical conditions?
 - Potentially relevant socio-demographic issues?
 - Any specific questions not yet answered?
 - Thank them for their time 😊

U.H. John A. Burns School of Medicine
Third-Year Clerkship in Internal Medicine
PHYSICIAN CONTACT WORKSHEET

Type of Contact: PCP _____ Specialist _____

Physician Name, Office _____

Phone _____ Email _____

Patient One-Liner _____

Specific question(s) for PCP or Specialist _____

NOTES

Recent visits / Medications / Socio-demographic / Other

U.H. John A. Burns School of Medicine
Third-Year Clerkship in Internal Medicine
MS3-RESIDENT
INPATIENT MEDICINE AGREEMENT FORM

Name of MS3 _____

1. The upper level resident (ULR, Level 2 or 3) is responsible for the third-year medical student's inpatient medicine experience. At the beginning and throughout the student's inpatient experience, **the ULR should set clear expectations for the student.**
2. The earliest time that the student is permitted to arrive at the hospital is **5:00 a.m.** The earliest time that the student is permitted to see patients is **5:30 a.m.**
3. The student must take every call with his/her team throughout his/her inpatient block, until 10 p.m. at the latest. The student may leave earlier than 10 p.m. if his/her patient care responsibilities are complete, with the Upper Level Resident's approval. If the student's team is not on call, the student should assist his/her team until after the team signs out. There is no overnight call.
4. The UL is responsible for assigning patients to the student (see Training Problems List). The student will **admit 1 - 2 patients** per call. The student should actively follow an average of **3 patients** at all times (**maximum 5 patients**).
5. The student must interview and examine patients on his/her own. The student may observe the Intern and/or UL obtain the history and physical, but this observation does *not* qualify as the student's history and physical.
6. The student must pre-round and write daily Progress Notes on all his/her assigned patients *before* the Intern and/or UL write their notes. The UL should review the Progress Notes with the student, give constructive feedback and countersign the note.
7. The UL is responsible for ensuring proper supervision of the following parts of the physical exam performed by the student: **female breast exams, pelvic exams, rectal exams and prostate exams.** The supervision must be provided by a physician (such as Interns, ULRs, CMRs or Attendings).
8. The UL is responsible for ensuring proper supervision of any procedure performed by the student. The supervision must be provided by a physician (such as Interns, ULRs, CMRs or Attendings) who is certified or has expertise to competently perform the procedure in question. There are no required procedures for students.
9. The UL should assist the student in preparing case presentations at hospital rounds or conferences at a level that is appropriate for the student's training. Whenever a student's patient will be presented, the student is expected to be the one presenting the patient.
10. The student must have **one (1) day off per week**, either a Saturday or a Sunday. At Kuakini, the day off should be on Sunday - unless the student has call on Sunday, in which case the student will take Saturday off.

11. The student must inform the ULR of the student's activities and whereabouts at all times. Specifically, the student must notify the UL whenever leaving the hospital, including leaving to attend required 3rd year or clerkship activities or to study, and should discuss if or when he/she needs to return.
12. When the ULR is absent or off, the Intern should assume the ULR's role and responsibilities, including all those listed above, in supervising the student.
13. The Intern and ULR should discuss medical student issues and problems with the Chief Resident and/or Hospital Site Coordinator as soon as possible.

1st Upper Level Resident:

Name _____ Signature _____ Date _____
(Required by end of MS3's 1st week)

2nd Upper Level Resident:

Name _____ Signature _____ Date _____
(Required by end of UL's 1st week)

Third-Year Clerkship in Internal Medicine
INPATIENT WORK HOURS LOG

Student _____ Inpatient site (circle) KMC QMC KP

Week ___ beginning ___ / ___ / ___

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
On Call?							
Other Activities?							
# New Patients (admissions, transfers)							
# Old Patients							
TOTAL # PATIENTS							
For KMC, # ICU Patients							
Time In							
Time Out							
TOTAL # HOURS							

TOTAL # HOURS FOR THE WEEK: _____

- Please log your hours *daily* – otherwise it’s difficult to remember.
- You should log only the hours that you are "working" which includes patient care and required 3rd year, hospital and clerkship activities such as Colloquia, rounds, conferences, Bedside Clinical Skills, Chief Rounds, Sim Session, etc.
- It's ok to include meals in the middle of your "work day" (as long as it's not a 1 hr lunch!) – It’s too much trouble to clock out for lunch and then clock in afterwards.
- You should not include meals at the hospital before/after your "work day" or reading at the hospital before/after your "work day."
- You should not include writing your Comprehensive Write-ups and LIs – even if done at the hospital - since that is "home" work.
- You should work no more than **80 hours per week**, averaged over the course of the entire clerkship.
- You should have **1 day off per week**, usually a Sat or Sun.
- You should follow the holiday schedule observed by your site, since this varies by site.
- **On Call?** If relevant, please specify Short, Long, or Overnight.
- **Other Activities?** Please specify off-campus activities. Ex: Colloquia, HIV Medicine, HIPSTER, etc.
- **# Patients** is the # of patients (counted at the end of each day) that you are *actively* following - that is, pre-rounding on, writing notes on and presenting.

ULR SIGNATURE: _____
 (Please have them sign the following Monday)

CLERKSHIP ACTIVITIES & SUBMISSIONS CHECKLIST- INPATIENT MEDICINE

WEEK 1	
	Inpatient Resident Agreement Form (Signature #1)
	Comprehensive H & P #1
	Bedside Clinical Skills
	CMR Rounds
	Work Hours Log
WEEK 2	
	Comprehensive H & P #2
	Bedside Clinical Skills
	CMR Rounds
	Patient Narrative
	Work Hours Log
	Mid-Clerkship Feedback Session (Hospital Site Coordinator)
WEEK 3	
	Comprehensive H & P #3
	Bedside Clinical Skills
	CMR Rounds
	Work Hours Log
WEEK 4	
	CMR Rounds
	Bedside Clinical Skills
	Work Hours Log
	Signed Patient Log/Training Problems Checklist
POST-CLERKSHIP	
	Final Feedback Session (Hospital Site Coordinator)
	Evaluation of Teachers (Oasis)
	Post-Clerkship Survey (from OME)
THROUGHOUT THE ROTATION	
	Student Morning Report + Didactic
	Observed Focused History & Physical
	Inpatient Resident Agreement Form (Signature #2)
	POCUS Exercise
	Physician Contact Exercise
	HIPSTER (Hawaii InterProfessional Simulation Training for Emergency Response)

CLERKSHIP ACTIVITIES & SUBMISSIONS CHECKLIST-AMBULATORY MEDICINE

MONTH 1	
	Comprehensive H & P#1
	Clinic goal = 4 half days
MONTH 2	
	Comprehensive H & P#2
	Clinic goal = 8 half days
MONTH 3	
	Comprehensive H & P#3
	Mid-Clerkship Feedback Session (Preceptor)
	Clinic goal = 12 half days
MONTH 4	
	Comprehensive H & P#4
	Clinic goal = 17 half days
MONTH 5	
	Comprehensive H & P#5
	Signed Patient Log/Training Problems Checklist
	Clinic goal = 19 half days
POST-CLERKSHIP	
	Final Feedback Session (Preceptor)
	Evaluation of Teachers (Oasis)
	Post-Clerkship Survey (from OME)
THROUGHOUT THE ROTATION	
	Patient Counseling x2
	Neurology Clinics x2

COMPREHENSIVE WRITE-UPS

Definition of Comprehensive Write-up

A Comprehensive Write-up is a complete history and physical or a problem-focused note in standard Problem-Oriented Medical Record form (see following examples) and includes:

1. A complete Problem List, with problems, designated as “active” or “inactive/resolved” with dates of onset and resolution, respectively
2. A comprehensive Assessment of at least three (3) problems from the Problem List, with discussion of differential diagnoses of undiagnosed problems (including rationale for including/excluding diagnoses) or discussion of diagnosed problems (such as course, complications, control and compliance)
3. Plans, divided into Diagnostic, Therapeutic and Education Plans
4. Resources and References
5. Student’s name, printed and signed, followed by “MS3”
6. Abbreviations: Since medical records communicate important information and may be scrutinized, abbreviations should not be used because their meaning is not universal among all readers of the medical records. Specifically, students should not use error-prone abbreviations, symbols, and dose designations.

Submission Requirements of Comprehensive Write-ups

1. Students on Inpatient Medicine are required to submit 3 write-ups (averaging 1 write-up each week). The Hospital Site Coordinator will decide whether these 3 write-ups are satisfactory. If they are deemed satisfactory, then the student will not be required to submit any more write-ups. If, however, they are deemed unsatisfactory, then the student will be required to submit additional write-ups, as determined by the Hospital Site Coordinator, up to a maximum of 6 write-ups.
2. Students on Ambulatory Medicine are required to submit 1 write-up each month for a total of 5 write-ups to their Ambulatory Preceptor.
3. All write-ups, either originals with corrections/comments from the preceptor or copies of the originals with corrections/comments, must be turned in by the last day of the respective inpatient or ambulatory component of the clerkship.

Example of Inpatient History and Physical

Date of Admission: 11/01/02

Date of Exam: 11/01/02

ID: 78-yo Japanese woman who is a widow and a retired hotel worker

S/R: Patient and her daughter, who are fair historians. Medical records not available.

RE: Admission to Progressive Care Unit at Kuakini Medical Center

CC: Three episodes of "Bloody stools" since last night

HPI: The patient is a 78-year old woman with history of hypertension, hypercholesterolemia and two previous "mild strokes", who was in her usual state of health until October 29, 2002, three days prior to admission, when she began passing bright red blood per rectum along with "dark black clots" and "black stools". The patient claims to have had more than 10 bowel movements of this kind within 10 hours. She admits to feeling weak at this time with a "near-fainting" episode after which she found herself drenched with sweat, as if "someone dumped a bucket of water over my head". The patient's daughter claims that the patient may have experienced a brief loss of consciousness (less than 30 seconds.) during this "near-fainting" episode, as she stopped talking for a short period of time. On the morning of October 30, 2002, the patient went in to see her physician, Dr. Shozo Ogawa. At this time the bleeding had ceased and her only complaint was weakness. Dr. Ogawa found her to be stable, and found her hemoglobin to be 12.2, and arranged for her to follow-up with a gastroenterologist. On October 31st, at around 5:00pm, the patient again began to pass bright red blood per rectum, but without black clots. She says she passed 3 bloody bowel movements since that time until she presented to the Emergency Room on the morning of November 1st. She admits to feeling weak and "lousy" and again feeling faint, but not actually fainting.

The patient denies any prior episodes of rectal bleeding. She had experienced some constipation the week before, and had used Metamucil, which had given relief. She denies fever, nausea, vomiting, diarrhea, sick contacts, chest pain, shortness of breath, recent weight changes or changes in appetite. She claims to have a chronic mild right lower quadrant abdominal pain which she attributes to her degenerative vertebral disc disease. She also admits to having "sour stomach" every few months, but no history of previously diagnosed GERD or peptic ulcer disease.

In 2000, the patient was diagnosed with "degenerative disc disease" in her lower spine. She claims to have had back pain since age 17, and utilizes a back brace and cane to assist in mobilization. She has been using aspirin for the pain, with her last dose taken 10 days ago. She was told by her physician at the office visit three days ago that "aspirin wasn't good for her stomach" and so she has since been taking Extra-Strength Tylenol, with gives her only partial relief.

PMH:

Childhood illnesses: Not asked

Immunizations: Not asked

Adult illnesses: Two "mild strokes" (Had slurred speech) in 1970s

Cervical cancer had possible cone biopsy in 1970s

Hypertension- first aware of diagnosis in 1970s

Degenerative disc disease- told of diagnosis in 2000; uses back brace, cane, occasional acupuncture

Cataracts bilaterally- date of diagnosis unknown

Hypercholesterolemia- date of diagnosis unknown

The patient has no history of bleeding disorder, liver disease, diabetes mellitus, myocardial infarction or renal

disease.

Hospitalizations/Surgeries:

1950s Kapiolani Medical Center- birth of her children

1960s Kapiolani Medical Center- Hysterectomy, reason for surgery unknown.

1998 Queens Medical Center- "surgery for the insides coming out the vagina"

Transfusions: Not asked

Current medications: Covera HS (verapamil) 240mg qd

Tylenol 1 tab every 4-6 hrs pm back pain, last dose taken 1 day ago

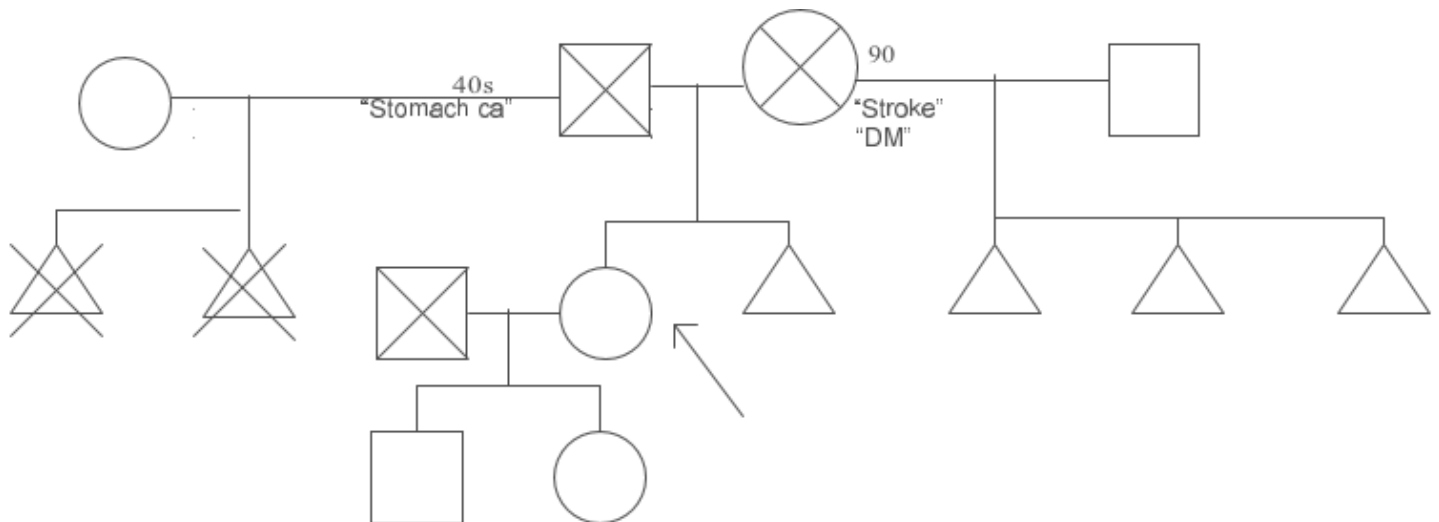
Aspirin – dosage unknown, last dose taken 10 days ago

Allergies: Penicillin → reaction unknown; told by doctor not to take penicillin

Sulfa → acute onset of “red rash and skin peeling in sheets” (1960s)

Cortisone → face swelling

FH: Patient’s father died in his 40s from “stomach cancer”. Mother dies in her 90s of a “stroke”, and had diabetes mellitus. The patient has numerous siblings, some of whom are step-siblings. One sister has diabetes. Two of the step-siblings have died, causes unknown. Health status of the other siblings are unknown. There is no family history of bleeding disorders.



Personal Profile/SH: The patient is a retired hotel worker and widow. She now lives with her daughter. She denies the use of cigarettes, alcohol or illicit drugs. Her diet consists mostly of cereals, oatmeal and bread. She doesn't eat much fruit or vegetables.

ROS:

General: See HPI. Denies weight loss, fever.

Skin: Has no rash, itching, bruising.

Eyes: Reports no blurry vision, other visual disturbances.

Ears: Reports no hearing loss, tinnitus, pain, discharge, vertigo.

Nose: Has “allergies” which cause runny nose, sneezing and cough.

Mouth: Has no gingivitis, sore tongue, taste changes, dental problems

Throat: Reports no pain, voice changes

Pulmonary: Reports no chest pain, pneumonia, SOB, DOE, wheezing, sputum, hemoptysis

Circulatory system: Has no chest pain, palpitations, dyspnea, PND, orthopnea, edema, syncope

GI: See HPI; has no change in appetite, dysphagia, nausea, vomiting, rectal pain, hematemesis, diarrhea,

peptic ulcer disease

GU: Reports no frequency, nocturia, polyuria, urgency, dysuria, hematuria, hesitancy, urinary flow changes, retention, incontinence; has no history of kidney problems

Female genitalia: See PMH.

Breast: Not asked

Sexual Hx: Not asked

Endocrine system: Reports no neck mass, thyroid problems, exophthalmos, heat/cold intolerance, thirst changes

Hemopoietic system: Has no lymph node enlargement, excessive bleeding, bruising, anemia

Musculoskeletal system: See HPI and PMH. Has other joint or muscle pain.

Nervous system: Has no history of head trauma, headaches, numbness, paralysis, convulsions, seizures, tremor, gait disturbances, coordination changes

Mood: Not asked.

PE:

General Appearance: Patient appears well-nourished, appearing her stated age. She is lying comfortably in bed, in no evident distress. She is alert, oriented and cooperative.

Vital Signs: Temp 96.0; Respirations 11; Oxygen sat 99% on Room Air; Supine- HR 89, BP 147/64; Standing- HR 110, BP 131/54

Skin: Warm, dry, pale

Head: Nontender over scalp

Eyes: Acuity not tested. PERRL. Extraocular muscles function intact. Fundi not visualized due to cataracts.

Ears: Acuity not tested. Pinna- no lesions, nontender. Canals- no bleeding. TMs not visualized due to cerumen obscuring view. Nose: normal pink mucosa nontender. No discharge.

Mouth: Mucosa pink, moist, slightly pale. No lesions or bleeding. No tonsillar erythema or exudates.

Neck: Supple. No thyromegaly, enlarged lymph nodes, jugular venous distention; no carotid bruits.

Pulmonary: Lungs clear to percussion and auscultation bilaterally, anteriorly and posteriorly

Cardiac: No thrills, lifts or heaves. PMI palpated in left 5th ICS at the midclavicular line, non-bounding.

Rate and rhythm are regular, normal S1 and S2. No murmurs, extra heart sounds heard. Abdomen: Soft, nontender, non-distended. Normoactive bowel sounds in four quadrants. No hepatosplenomegaly by palpation.

Rectal (done by ER physician- reported as showing no masses, with "pink stool". Bright red blood on glove, which tested positive with hemoccult.

Extremities: Full motion in all extremities. No clubbing, cyanosis, edema. Patient was slow to stand, and had an antalgic gait she attributed to back pain.

Neuro: Alert and oriented x 3. Cranial Nerves: II - XII grossly intact. Speech slightly slurred, difficult to comprehend at times. Sensation normal to light touch and 10 gram monofilament; motor 5/5 in all extremities.

DTRs 2+ in biceps, triceps, knees and ankles. No Babinski response is noted.

Admission lab results:

CBC: WBC 7.9, differential: Bands 7, Segs 50, Lymphs 37, Monocytes 5, Eos 0, Baso 1

Hgb 9.8 (was noted to have been 12.2, 2 days PTA), Hct 28.4

MCV 93.9

Platelet count 238

BMP: Na 140 BUN 20 PT 12.3

K 3.6 Creatinine 0.7 INR 1.0

Cl 110 Glucose 135 PTT 22

Bicarb 25

Problem List

Problem No.	Date Onset	Active Problems	Date Resolved	Inactive/Resolved Problems
1.	1960s	Allergic reaction to sulfa (rash, peeling skin)		
2.	1970s		1970s	Hx of cervical cancer s/p TAHBSO
3.	1970s	Hx of mild stroke x2 → Slurred speech		
4.	1970s	Hypertension		
5.	1998			Bladder prolapse s/p corrective surgery
6.	2000	Degenerative disc disease → chronic lower back pain		
7.	10-29-02	GI bleed		
8.	11-01-02	Anemia		
9.	Unknown	Hypercholesterolemia		
10.	Unknown		Unknown	Bilateral cataracts s/p cataract surgery
11.	Unknown	Allergy to penicillin (unknown reaction), cortisone (facial swelling)		

Problem #1: Bleeding per rectum

Assessment: The patient has experienced 2 episodes of bloody stools in the past three days, during which time she has had more many bloody bowel movements. During the first episode, she describes bright red blood as well as “black clot”. In the most recent episode, she report only bright red blood. She has been feeling weak since these episodes. In addition, there is evidence that this patient has had substantial blood loss including: (1) a decrease in hemoglobin from 12.2 to 9.8 in two days with normal MCV, which suggest an acute bleed; (2) orthostatic changes with an increase in HR of >20 and decrease in Systolic BP > 15mmHg suggest that the patient is hypovolemic, with a blood loss of greater than 1 Liter. In trying to identify the source of the bleed we must attempt to differentiate an upper GI bleed from a lower GI bleed, as well as confirm that the bleeding is from the rectum and not from the vagina or urethral orifice. Because the rectal exam confirms that there is blood in the rectum, we can assume the patient does have a GI bleed. With the report of “bright red blood”, it is likely the patient is having a lower GI bleed, although a brisk upper GI bleed could also present as bright red blood per rectum. The “black clots” seen in the first episode suggest a possible upper GI bled, in which the “clots” may have been melanic stool.

The differential diagnosis of lower GI bleed include diverticulosis, colon cancer or polyps, ulcerative colitis, angiodysplasia, and hemorrhoids. **Diverticulosis** is likely as it most common in the elderly and can present with painless bright red blood per rectum that can result in massive hemorrhage. A diverticular hemorrhage is usually caused by erosion of a blood vessel by a fecolith within the diverticular sac. The patient did have some recent constipation which could have lead to the development of a fecolith. She took Metamucil for relief. It is unknown if the patient then had diarrhea, which can occur with Metamucil; but if she did, it is possible that the diarrhea in its rapid transit through the colon could have dislodged the fecolith resulting in injury to a blood vessel and hemorrhage. Diverticular bleeding stops spontaneously in the majority of patients. This was not the case for this patient. This could be due to the rupture of a large blood vessel in the colon, or it could be due to the patient's chronic use of aspirin (which can inhibit platelet aggregation resulting in decreased clotting ability for about 7-10 days, however, she claims to have not had aspirin for 10 days prior to admission).

Colon cancer is also possible. Like diverticular disease, it is more common in the elderly. The patient displays signs and symptoms that are characteristic of a left colonic cancer- change in bowel habits (constipation, diarrhea) and bright red blood per rectum. Intestinal obstruction is also common with a left colon cancer, however the patient did not complain of abdominal pain or tenderness which would be expected with obstruction. A right colon carcinoma would present with an iron deficiency anemia due to chronic blood loss, which can be occult and thus unknown to the patient, and a dull vague abdominal pain. The patient did have a chronic dull lower right quadrant abdominal pain. She also had anemia (Hgb 9.8), however this anemia appears to be due to the acute blood loss and not iron deficiency as her Hgb was 12.2 two days prior to admission, and her MCV was normal.

Ulcerative colitis should also be considered, although more commonly diagnosed in younger adults, there is also a small peak incidence among the elderly, ages 50-65. Although the patient is beyond this peak, UC must still be considered given that it's hallmark is bloody diarrhea. Most patients with UC will also have fever and weight loss, which this patient did not have. **Angiodysplasia/AVM** is also possible as it is most commonly seen in the elderly and presents with painless bright red blood per rectum. **Hemorrhoids** can be a cause of rectal bleeding, however there is usually associated pain and a palpable rectal mass, which this patient did not have. Infectious colitis is less likely in this patient as she is has no fever, abdominal pain or leukocytosis, all of which would be expected with an infectious process. The patient also denies any sick contacts.

A brisk **Upper GI bleed** could also be responsible for this patient's rectal bleeding, however with such a large amount of blood loss, one would also expect some hematemesis, which did not occur. The differential would include gastritis, vascular ectasia, peptic ulcer disease and ruptured varices. **Gastritis** is very likely given the patient's chronic use of aspirin. However, she does not have abdominal pain which might be expected if it were severe enough to have caused this patient's bleeding. **Peptic ulcer disease** is less likely as pain is its predominant symptom, and the patient denied any abdominal or chest pain. It is important to rule-out a gastric ulcer in this patient, or to diagnose and treat it, as an untreated ulcer can increase her risk of developing gastric cancer. She is already at risk given her Japanese ethnicity and positive family history of gastric cancer. Ruptured varices is unlikely as the patient has no hematemesis and no history of liver disease which would cause the formation of varices. Her normal coagulation studies make liver disease unlikely. Given the numerous possible diagnoses for this patient's GI bleed it is imperative to have the patient to undergo both upper endoscopy and colonoscopy, especially given her history of both bright red blood per rectum and "black clots".

Plan: Admit to acute care hospital with careful monitoring of vital signs.

Plans:

Diagnostic:

-Place NG tube to assess for gastric bleeding

-Consult a gastroenterologist for upper endoscopy and colonoscopy

Treatment:

- Type and crossmatch. Transfuse 2 units packed red blood cells to replace blood loss, since she is at risk to continue bleeding
- No food or drink in preparation for endoscopy according to gastroenterologist instructions
- Further treatment dependent on endoscopic findings. Consider initiate gastric acid blocking regimen prophylactically

Patient education:

- Inform patient of the possible diagnoses and the need for careful monitoring and testing
- Inform patient of endoscopic procedures, explain risks and benefits, obtain informed consent
- Inform patient of need for transfusion, explain risks and benefits, obtain informed consent

Problem #2: Anemia

Assessment: The patient has developed an acute anemia. Her hemoglobin had dropped 2.4 G/dL (from 12.2 to 9.8), which correlates with a decrease in hematocrit of approximately 7%. Hematocrit generally falls 2-3 points for every 500 mL of blood lost, making the estimated blood loss in this patient 3.5L. The normal MCV also suggests that the anemia is due to an acute blood loss. The normal coagulation studies rule-out a coagulopathy that may complicate the patient's GI bleed, although platelet dysfunction due to the patient's chronic aspirin use may exacerbate the bleed. The patient's orthostatic changes in heart rate and systolic BP is consistent with blood loss of greater than 1 liter resulting in hypovolemia. The patient appears pale with pale mucous membranes and has complaints of weakness and light-headedness, which are all due to her anemia. It is important to transfuse this patient and increase her hemoglobin in order to avoid the complications associated with anemia and hypovolemia, such as high output cardiac failure and organ hypoperfusion, which may be of greater risk in the elderly.

Plans:

Diagnostic:

- Monitor blood count every 4 hrs for continued bleeding and decrease in hemoglobin

Treatment:

- Place adequate intravenous access (2 large bore peripheral catheters)
- Type and crossmatch. Transfuse 1 unit packed red cells now
- Intravenous fluids: normal saline at 100cc/hour
- Transfuse packed red cells to keep hemoglobin > 10 G/dL

Patient education:

- Inform patient of need for transfusion, explain risks and benefits, obtain informed consent
- Inform patient of signs and symptoms of worsening anemia that she should be aware of, such as worsening orthostatic hypotension, weakness, faintness, pallor, tachycardia.

Problem #3: Back pain

Assessment: The patient has been previously diagnosed with degenerative disc disease and suffers from chronic back pain. She regularly uses a back brace and cane to assist with mobilization. She occasionally has acupuncture treatments to relieve the pain. She had been taking aspirin on a regular basis for pain, and recently changed to Extra-Strength Tylenol which gives only partial relief. Given the possibility of gastritis, it is best for the patient to avoid aspirin and any other NSAID, especially with an active GI bleed. Once the bleeding has resolved, a specific COX-2 inhibitor could be considered, although there is still a risk of GI irritation with COX2 inhibitors, the risk is less than that of nonspecific NSAIDs. Given the patient's allergic reaction to sulfa, celecoxib is contraindicated; however, rofecoxib can be used. In clinical trials with rofecoxib, 3.9% of the patients had a reported sulfa sensitivity, none developed anaphylactic reactions. Another option would be to administer misoprostol along with the NSAID, in order to further protect the gastric mucosa. In order to completely avoid NSAIDs but still provide complete relief, tramadol could be considered. tramadol is a centrally acting analgesic which acts as an opiate agonist, although it is not opioid-derived. Tramadol does not irritate gastric mucosa, thus not causing an increased risk for GI bleed. Side effects reported for tramadol

include constipation, dizziness, nausea, dry mouth, sweating and minimal cardiovascular effects including hypotension, tachycardia and syncope. Given the patients current gastritis, recent GI bleed and sulfa allergy, tramadol might be the best choice for pain relief in this patient should she request more complete relief than she is currently receiving with Tylenol; while being aware of possible hypotensive effects of this drug.

Plans:

Diagnostic: No further diagnostic studies at this time.

Treatment:

- Continue Tylenol 1 gram every 4-6 hrs as needed for back pain, not to exceed 4g daily
- If better pain control is desired, consider starting tramadol 25 mg daily

Patient education:

- Inform patient of the need to avoid NSAIDs
- Inform patient of the daily maximum dose of Tylenol (4 G per day) and the adverse effects that could occur in the event of toxicity
- Inform patient that a trial of tramadol could be started, with attention to added side effects, if better pain control is needed

Resources:

AHFS Drug Information, 2002

Ferri. Practical Guide to the Care of the Medical Patient, 5th ed., 2001

Myers. NMS Medicine, 4th ed" 2001

<Signed>

Toby Best, MS 3