



Meritus School of Osteopathic Medicine
Element 6.4: Clinical Education Policies and Protocols

General Statement

The proposed MSOM has in place policies and procedures to ensure that clinical education is delivered in an appropriate and uniform manner across all sites at which our students will train. This submission provides several policies for how clinical education is operationalized at MSOM.

Policies included here are as follows:

- (1) Clinical Core Rotation Adequacy Plan;
- (2) Clinical Core Rotation Policy; and
- (3) Clinical Rotation Structure Policy.

Clinical Core Rotation Adequacy Plan

Each year, the Department of Clinical Education will provide the Dean with a Clinical Adequacy Rotation Plan for the following academic year for all OMS III and OMS IV students. The plan will include the following:

1. Number of credentialed faculty by rotation type (core rotations, electives);
2. Number of confirmed rotation sites (through affiliation agreement with preceptors and training sites) by rotation type (core rotations, electives);
3. Summary of student evaluations of preceptors/training sites;
4. Corrective action plan for preceptors/training sites determined as below average by student evaluations (i.e., training for preceptors/training site, reduction in student rotations/site, suspension of preceptor/training site);
5. Recruitment plan for preceptors and training sites for OMS III and OMS IV students;
6. List of core rotation sites with affiliation agreements to assure there are 120% of the required number of rotations for EACH core rotation for the following academic year; and
7. A comprehensive Learning Environment Assessment at each existing and proposed core clinical rotation facility that incorporates student involvement as well as a physical site visit assessment. This will include, but not be limited to: audiovisual equipment, access to IT infrastructure (e.g., EHR, Wi-Fi), classrooms, call rooms (if applicable), access to food and nutrition, cleanliness of the environment, safety of the environment, and adequacy of study and work space.

Student Involvement

As part of each rotation, each student will be required to complete a Rotation Evaluation. This evaluation will include not only the adequacy of the educational experience and preceptor engagement and performance, but also the facilities available at the rotation.

The results of these evaluations will be collated and reported on an ongoing basis, with any anomalies being addressed as soon as applicable by the Department of Clinical Education. The evaluations are included as part of the annual Rotation Adequacy Plan.

Clinical Core Rotation Policy

Overview

The Clinical Core Rotation Policy outlines the required clinical rotations for the third-year clinical clerkship experience at the proposed MSOM. The goals, objectives, and outcome measures (assessment methodologies) of clinical clerkship rotations are based on the American Osteopathic Association's (AOA) seven core competencies. The goal of the third year at the proposed MSOM is to apply basic science and clinical knowledge gained in Years 1 and 2 to patient care settings, in order to develop skills and attitudes within our students to ultimately train the osteopathic physician of the future in an environment of innovation, interprofessional interaction, and inclusiveness to positively impact healthcare in Maryland as well as nationally and internationally.

Required Core Rotations

All students at the proposed MSOM will complete multiple *4-week* rotations, as required by the curriculum. Third-year core rotations are designed with the scope of community-based training and exposure to the wide variety of patient experiences ensuring that all students develop basic competencies in patient care required by graduate medical education programs and medical licensing boards. All electives will be approved by the Department of Clinical Education before a student is allowed to schedule and attend these experiences.

All core rotations must be taken and completed at MSOM core rotation sites. All physician preceptors will be credentialed by MSOM. All third-year rotations must be successfully completed to progress to the fourth year. Finally, all students will receive vacation time, and in Year 4, time to travel to residency interviews, both of which are built into the above structure.

Clinical Rotation Structure Policy

Overview

The Clinical Rotation Structure Policy clarifies the minimum requirements for the structure of the clinical clerkships. Formal clinical training will be initiated in the third year of education, although preceptorships and shadowing experiences will be available in Years 1 and 2. During the third and fourth years, students will be required to successfully complete their clinical clerkships as proscribed by MSOM. Each of these clerkships is defined as one clinical rotation. Rotations are assigned by the Department of Clinical Education.

Clinical Rotation Structure

Each clinical rotation is four (4) weeks in duration, unless otherwise designated. A rotation shall include a minimum of 128 hours of clinical training per four-week rotation. Each clinical rotation will have a defined clinical curriculum, which will outline goals and objectives, recommended reading assignments, and adjunctive educational assignments, all of which will be found in the individual rotation *Syllabus*; each core rotation will have the same clinical curriculum no matter at which site the student is assigned for their rotation.

Assessment Protocol

Each clinical rotation will define the methods of student assessment which can include, but are not limited to, preceptor evaluation, clinical logs, completion of educational assignments, and end of rotation assessment based on the AOA Core Competencies. While each site and indeed rotation will be unique, all will be governed by core rotation syllabi which outline the common clinical curriculum which must be delivered at each site.

The assessment will determine one of the passing standards for the rotation. Each student will be required to take the subject-specific Comprehensive Osteopathic Medical Achievement Test (COMAT) examination on the last day of the core rotation, and must achieve a passing score on this assessment, which will be defined in the rotation syllabus. Students also must satisfactorily pass the preceptor evaluation. Failure to achieve these two elements, or failure to comply with other rotation expectations, such as clinical log completion, will result in a meeting with the Associate Dean of Clinical Education.

Core Rotation Training Sites

Based on the Rotation Adequacy Policy, it is the responsibility of the Office of Clinical Education, led by the Associate Dean of Clinical Education, to ensure that each clinical training site to which MSOM students are sent is adequate for the educational needs of the student. The Office of Clinical Education will credential all adjunct clinical faculty teaching in Years 3 and 4, and also those running preceptorships or shadowing experiences in Years 1 and 2, ensuring, in part, they all faculty are board-certified or board-eligible, and oversee the completion and maintenance of all Affiliation Agreements, ensuring that they are up-to-date and complete. Ongoing review of clinical sites via site visits, ensuring clinical training site adequacy, and continually revising the updating assessment and curriculum are also essential functions of the Office of Clinical Education.

Student Requirements

All students will be required to successfully pass all rotation requirements including, but not limited to, preceptor evaluation, completion of all educational assignments made by the preceptor and MSOM, and a student evaluation of the rotation.

All third year MSOM students will be required to engage in and pass all core clinical rotations as defined in the Core Clinical Rotation Policy before they will be eligible for promotion to the fourth year. All fourth-year MSOM students will be required to engage in and pass all rotations to be eligible for graduation.