### Table of Contents

- Clerkship Schedule, Fall 2016 ................................................................. Page 2
- Introduction ............................................................................................. Page 3
- Clerkship Learning Objectives .............................................................. Page 4
- Assignment to Clerkships ...................................................................... Page 4
- Expectations of Supervisors .................................................................. Page 5
- Expectations of Students ...................................................................... Page 5
  - Journal and P&S Portfolios ................................................................. Page 5
  - Infection Precaution and Safety ......................................................... Page 6
  - Other Concerns .................................................................................. Page 7
- Assignments .......................................................................................... Page 7
- Evaluations .......................................................................................... Page 7
- Clerkship Locations .............................................................................. Pages 8-9

### Foundations of Clinical Medicine I Clerkship Schedule

**Fall 2016**

<table>
<thead>
<tr>
<th>Session A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Foundations class begins</td>
</tr>
<tr>
<td>September 6-8</td>
<td>Clerkship week 1A (No Clerkship on Mon - Labor Day)</td>
</tr>
<tr>
<td>September 12-15</td>
<td>Clerkship week 2A</td>
</tr>
<tr>
<td>September 19-22</td>
<td>Clerkship week 3A</td>
</tr>
<tr>
<td>September 26-29</td>
<td>Clerkship week 4A</td>
</tr>
<tr>
<td>October 3-6</td>
<td>Clerkship week 5A</td>
</tr>
<tr>
<td>October 10-13</td>
<td>Clerkship week 6A</td>
</tr>
<tr>
<td>October 17-20</td>
<td>Clerkship week 7A</td>
</tr>
<tr>
<td><strong>Switch</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>October 24-27</td>
<td>Clerkship week 1B</td>
</tr>
<tr>
<td>October 31, November 1-3</td>
<td>Clerkship week 2B</td>
</tr>
<tr>
<td>November 7-10</td>
<td>Clerkship week 3B</td>
</tr>
<tr>
<td>November 14-17</td>
<td>Clerkship week 4B</td>
</tr>
<tr>
<td>November 28-30, December 1</td>
<td>Clerkship week 5B</td>
</tr>
<tr>
<td>December 5-8</td>
<td>Clerkship week 6B</td>
</tr>
</tbody>
</table>
Introduction

The Foundations in Clinical Medicine-Seminars course engages students from the first days of medical school in the essential aspects of compassionate and effective clinical care. Through lectures, small group seminars and clinical experiences, the course emphasizes the core knowledge, skills, and attitudes physicians need to build effective therapeutic relationships with patients and with their colleagues. Through hands-on learning and reflection, students will build an understanding of the complex context in which care is delivered, with an emphasis on self-awareness, patient-centered care, communication, and professionalism. The course is also home to the P&S Portfolio, which will assist students in developing skills in observation, representation, and reflection. This formative course aims to inspire and nourish the curiosity that will drive students to learn from their experiences in all stages of their careers and help shape the institutions and communities in which they live and work.

FCM I is a required course for all first year medical students. The course has three components: (1) lectures, (2) clerkships, and (3) small group seminars.

**Lectures** provide knowledge in basic and advanced interviewing techniques, cultural competence, ethics, and other areas. Patients are also interviewed in front of the class so that students learn about the patient’s experience of illness and their interaction with the health care system.

**Clerkships** provide students with opportunities to observe and interact with patients and health care providers. When appropriate, students may have opportunities to use interviewing skills taught in lecture and practiced in small groups. Each student is required to participate in clerkships **ONCE PER WEEK** for 3-4 hours each week during the fall semester (13 weeks). Clerkships are divided into two six or seven week sessions (Session A and Session B). Most students change to a different supervisor/site after 7 weeks.* Students can participate in their clerkship on Monday, Tuesday, Wednesday, or Thursday afternoons beginning around 1:30 or 2pm, or during the early evening (ending no later than ~9 p.m.). Students do not participate in clerkships on Fridays or in the mornings because of classes.

**Seminars** allow students to elaborate on concepts discussed in lectures and to reflect on their clerkship experiences. The seminars serve as a laboratory to practice interviewing with standardized patients. Each seminar group is composed of 13 students and a faculty preceptor. Seminars meet throughout the entire year and attendance is required. Students are encouraged to give and receive guidance from their peers in these sessions in order to develop feedback and reflection skills, and are expected to periodically lead discussions. Students occasionally bring in experiences from their clerkship for the group to discuss. Students may also describe an experience to illustrate issues introduced during lectures and in the reading.

*Because there is considerable training “upfront” by staff at the Door, students remain at this clerkship for both Session A and Session B. Students assigned to Callen-Lorde will also remain at their placement for both Session A and B.*
Foundations of Clinical Medicine I Clerkship Learning Objectives

FCM I clerkships are the first step in a long journey of medical training during the four years at P&S. As a result of their participation in the Foundations course and clerkships, first year medical students will focus on specific learning objectives that are appropriate to their beginning level of medical education. At this early stage, students are not expected to learn how to take a complete medical history, perform a physical exam, make a diagnosis, or perform any unsupervised therapeutic interventions. The clerkship is intended to provide students with their first glimpse of compassionate clinical care and to help them pay attention to health care delivery in action, noting the many facets of the experience that may impact a patient’s care. Similar to the course objectives, the goal of the clerkships is three-fold:

1. **Professional Self:** To begin to cultivate the student’s sense of themselves as health professionals, focusing on the skills required to demonstrate compassion, self-awareness, and the ability to listen and learn from patients’ stories, and to learn to collaborate with peers and others.

2. **Context of Care:** To be aware of and curious about the world in which an individual patient exists, and consider what impact this may have on the person’s health and access to health care. The student should also begin to recognize how health care is delivered, and how this may impact care.

3. **Communication Skills:** While many students may not directly interview patients because of the nature of some patients’ health issues or the busy pace of their supervisor’s clinical work, it is hoped that their careful observations of and reflections about patient-provider interactions will address important many of the course

Assignment to Clerkships

Students are assigned to Session A at the beginning of the academic year and Session B in early October. To help in the assignment process, students complete a brief Pre-Assignment Questionnaire no later than **Friday, August 19th**.

Clerkship scheduling timeline:

- Clerkship Pre-Assignment Questionnaire due: Friday, August 19th
- Assignments distributed: Friday, August 26th
- Session A begins: Week of September 5th
- Session B begins: Week of October 24th
- Clerkships end: Week of December 5th
Expectations of Supervisors

- Provide a brief orientation to their practice during the first clerkship session, e.g. description of the patient population served, scope of services provided.
- Encourage students to reflect on their encounters with patients and families by regularly writing in their journal.
- Organize student’s learning activities, including arranging (if possible) opportunities for students to interview patients. This can include having the student use a standardized form to conduct a social history or having the student review a health education brochure with a patient at the end of a visit. Supervisors will also be asked to arrange for an opportunity for students to work with another member of the healthcare team at their practice site.
- Meet with the student alone for about 10 minutes during or at the end of each clerkship session so that the student can reflect on patient interactions experienced that day.
- Notify the clerkship director of concerns about a student’s performance (e.g. recurrent absences).
- Review student’s “Clerkship Reflection” at the end of each 6 or 7 week session and provide verbal feedback.

Expectations of Students

- Attend all clerkship sessions.
- Exchange contact information with their supervisor at the very beginning of each clerkship session, and contact the supervisor for any delays or absences.
- Behave in a professional manner by being punctual, dressing appropriately, and wearing an ID badge.
- Reflect about patient interactions and context of care in their journals each week, and occasionally share these experiences and reflections in seminar group.
- Take responsibility for learning and seek out opportunities to participate.
- Promptly notify Dr. Desai’s office of problems.
- Refrain from performing any therapeutic procedure (e.g. CPR) or independent physical exams. Students can interview patients and provide health information (e.g. review education pamphlets). Students may observe and participate (e.g. listen to heart sounds) during a physical exam under the direct supervision of the supervisor, and with the patient’s permission.

All students are required to complete an annual hospital training module, which includes HIPAA certification, infection control and prevention and fire safety, prior to the clerkship start date. The training takes about 1.5-2 hours to complete and can be completed online. To complete this requirement and upload your certificates to OASIS, please follow the instructions that are posted on your orientation website. Students should print their training completion certificate and present it to their clerkship supervisor when required. Some students will also be required to present documentation of medical clearance to begin working at Calvary Hospital, Callen-Lorde, and a few other clerkships. Students who need this documentation from Student Health Services will be informed through a separate email from Meghan Cahill.

Journal and P&S Portfolios

The FCM I journal is the student’s first medical instrument. Just as a stethoscope is a fundamental tool in the physical examination, the journal is a fundamental tool for reflecting on clinical observations, articulating lessons learned, and formulating questions. Students are expected to write in their journals after each clerkship session, and thus begin a lifelong habit of writing notes and recording visits with patients. It is not necessary to write something about every patient seen. A detailed, thoughtful reflection on one patient is more helpful than cursory notes on several patients.
The journal is a private document. It will contain information about patients and thus should be treated as any confidential patient record: with care and respect. Patient encounters should be recorded using only first and last initials, NOT full names. Since they may contain anecdotes or reflections that are highly personal, respect for the privacy of each student’s journal must be maintained. Students are not required to show their journal to their clerkship supervisor, but they are encouraged to refer to it during their one-one discussions with supervisors. Students may prefer to make Clerkship entries directly to their P&S Portfolios rather than in the journals. Uploading notes to the Portfolio would allow students to keep an electronic (yet secure) archive of these formative experiences.

**Infection Precaution and Safety**

Like all health professionals, medical students are responsible for protecting themselves and their patients. Students’ responsibilities during first year clerkships include the following:

**To protect your patients:**

- Always wash your hands before and after touching each patient. This is not only to prevent the transmission of common colds and influenza, but also potentially more serious bacterial infections sometimes found in hospital settings.
- Get a flu shot each fall (available at Student Health in October and November). All health care workers including medical students should be immunized so that they do not transmit influenza to patients.

**To protect yourself:**

- **Do not perform any procedures.** This will minimize your risk of a needle stick or other injury.
- Ensure that immunizations are up-to-date, including measles, chickenpox, and hepatitis.
- Use protective covering: if you see others putting on gloves, masks, or other protective covering, do the same.
- To protect yourself against tuberculosis (TB) wear a mask in any setting in which there is concern about the transmission of TB Most students do not become exposed to TB during their training, but you should monitor your exposure with a yearly skin test (PPD) so that if you do become exposed, you can be properly treated.
- If you think you have been exposed to an infectious disease, or you have had a needle stick injury, call and/or go to Student Health immediately.
Other Concerns

Clerkships are assessed as being appropriate learning environments for first year medical students, but they are real clinical settings with patients and their families who may be very sick and under stress. During clerkships, students may encounter situations that are emotionally charged. Students need to learn from many different kinds of situations, and distinguish helpful and not-so-helpful behaviors.

- If you ever feel physically threatened or that a patient is an immediate risk to themselves or to others, GET HELP IMMEDIATELY. Do not deal with the situation on your own!
- Respect patient confidentiality at all times. Never discuss patients in the elevator, or other public places.
- Set appropriate boundaries. Learn how to relate to patients as a professional, not as a friend.
- If you are unsure about a situation, ask for advice from your supervisor, and discuss these situations with your preceptor and classmates during seminars.
- Be aware of standards of PROFESSIONAL conduct and know when it is appropriate to have a chaperone. If you are unsure, ASK.

Always remember that you are training to be a physician, and your role is to learn through these initial patient encounters. Ask questions and be a good listener. By doing so, you will provide patients with more comfort, support, and healing than you may realize. Talk to someone about the situations that make you feel uncomfortable. Describe the situation and your reaction to it in your journal. Discuss these events in group. This is part of the process of forming your own professional identity.

Assignments

Students are expected to write two short essays and one longer paper related to their FCM Clerkships during the first semester in FCM.

The first, due in Week 5 of Session A, called Clerkship Reflection A, asks the student to make observations about the context of care and the health care delivery team.

The second essay, due the last week of Session B, called Clerkship Reflection B, asks the student to describe a clerkship experience that demonstrated compassionate care.

Students are responsible for reviewing their reflections with their clerkship supervisors. A signed copy must be submitted to Stephanie Jala-Thorne. The reflections should also be uploaded to Courseworks (under Assignments) and to their Portfolio.

The longer paper, called the Multiple Perspectives paper, will be due Tuesday, November 15th. This paper will not be shared with your Clerkship supervisor, only your FCM preceptor.

Students will find more information on these assignments on Courseworks and OASIS at the beginning of the year.

Evaluations

The supervisor does not complete a written evaluation of the student but is expected to make time to meet individually with the student or students to give verbal feedback on the reflection and to discuss the clerkship experience in general.

(Dr. Desai and/or Meghan Cahill may contact students during the semester to assess how their clerkship is progressing. Students are expected to promptly respond).
The Clerkship Experience

Most students work one-on-one with a supervisor (physician, nurse practitioner, physician assistant, nurse, social worker, physical therapist, pastoral counselor) for 7 weeks (Session A), then switch to a second clerkship for 6 weeks (Session B).

Clerkships take place at a number of clinical sites within New York-Presbyterian Hospital and at other community clinics and private offices throughout New York City. There are a variety of patients (e.g. children, adolescents, adults), providers (physician, nurse practitioner, physical therapist, social worker), and locations (e.g. Harlem, the Bronx, Washington Heights). The following is a partial listing of some of the clerkships:

- Emergency rooms at NYPH
- Project Renewal (health care provided in homeless shelters and mobile clinics)
- Calvary Hospital (a hospital in the Bronx that provides palliative care for advanced cancer patients)
- Social workers in a variety of NYPH clinical settings, e.g. heart transplant, liver disease, lung transplant Physical and occupational therapists in a variety of NYPH clinical settings
- Columbia’s Center for Family and Community Medicine (primary care sites at Farrell Family Health Center and other family medicine clinic sites)

8 students will be selected to participate in the Daniel Noyes Brown Scholarship program in primary care. (See additional information on the following page).

6 students will be assigned to The Door, a multiservice center for adolescents in lower Manhattan. This clerkship requires students to remain at the Door for Sessions A & B. (See additional information on the following page).

2 students will be assigned to Callen-Lorde, a community health center in Chelsea serving the LGBT community. This clerkship requires students to remain for both Sessions A & B (See additional information on the following page).
DANIEL NOYES BROWN SCHOLARSHIP

Eight students will be selected to participate in a 4-year program in Primary Care. The goals are to teach students the knowledge, skills and attitudes that are at the core of longitudinal patient care and community health; provide one to one mentoring; and provide students with a home base during the four years of medical school. Students in this program will have a structured longitudinal four-year experience at a community-based clinic, with supervision by the same group of faculty at that practice. This clerkship does NOT involve extra course work; it affords the critical advantage of having many clinical experiences at the same site with a small group of outstanding faculty from the Department of Pediatrics and the Center for Family Medicine. Students interested in being considered for this experience should complete the application that will be distributed during orientation. Students who are not selected for the Brown Scholars program will be placed in another clerkship. If you have any questions, please email Dr. Heather Paladine (hlp11@columbia.edu) and/or Dr. Christine Krause (mck2013@columbia.edu).

THE DOOR: INTEGRATED YOUTH SERVICES

The Door is located in the Soho area of Manhattan and easily reached by the A train. This internationally acclaimed multiservice center serves youth between the ages of 12 and 24. The Door's services include: (1) a counseling center for crisis intervention, counseling and substance abuse prevention, (2) legal services and support groups for special populations such as runaway and homeless youth, (3) a learning center which provides GED classes, college preparation classes, vocational workshops and job placement services, (4) a creative and physical arts center, and (5) a primary health care clinic. Six medical students assist the Door's intake/membership service staff by completing comprehensive psychosocial assessments. Students do not work in the health center. For more information about The Door, visit their website at www.door.org.

CALLEN-LORDE COMMUNITY HEALTH CENTER

Callen-Lorde is one of the country's best known heath care facilities that focus on the health of LGBTQ community. The clinic is located in the Chelsea neighborhood of Manhattan, and easily accessed by A or C trains. Two students will work with CL clinicians and remain at that site for both Session A and Session B on Monday evenings. To learn more about Callen-Lorde, visit their website at http://callen-lorde.org.