



OREGON COLLEGE *of* ORIENTAL MEDICINE

Course Number and Title: IM657 Integrative Case Management VII (Geriatrics)

Department and Department Chair: Integrative Medicine, Chair TBA

Credits and Hours: 1 credit and 12 hours

Term: Spring 2023

Class Time and Location: TBD

Faculty: Erika Sigrist ND, LAc

Office hours: TBD

Contact Information:

Teaching Assistant(s): NA

Course Description: Using a combination of lecture, case-based learning and practical hands-on instruction, this course will develop student competency in performing common physical exams and integrating diagnostic studies and reports for pediatric conditions and many common conditions associated with the geriatric population into patient care.

Prerequisites: IM522, IM523. Co-requisite: CM647, IM557, enrollment DACMCP

MAc, MACM, DACM Program Learning Outcomes:

1. Practice Chinese medicine safely and effectively in a clinical setting
2. Apply biomedical knowledge to better evaluate and manage their patients' conditions (MAc, MACM); Integrate biomedical information to better evaluate and manage their patients' conditions (DACM)
3. Recognize situations requiring referral or emergency interventions and respond appropriately (MAc, MACM); Analyze situations requiring referral or emergency interventions and respond appropriately (DACM)

4. Communicate and collaborate effectively with other healthcare providers and appreciate additional approaches to patient care and treatment
5. Communicate effectively with patients
6. Apply the principles of evidence informed practice to patient care using information from a variety of sources, including texts, research data, continuing education seminars, journals, professional consultations and other medical information sources (MAc, MACM); Integrate the principles of evidence informed practice into original written work and into patient care using information from a variety of sources, including texts, research data, continuing education seminars, journals, professional consultations and other medical information sources (DACM)
7. Demonstrate the necessary skills to establish, manage and grow a private practice
8. Understand the importance of lifelong learning, including developing their awareness of qi in themselves, both professionally and personally, and their patients (MAc, MACM); Understand the importance of lifelong learning, including:
 - a. Appraising areas of professional weakness and formulating plans for their remediation.
 - b. Investigating a variety of resources for ongoing professional development.
 - c. Using available professional development resources to respond to changes in the local, state, regional, and national health care environment.
 - d. Developing their awareness of qi in themselves, both professionally and personally, and their patients. (DACM)

Course Learning Outcomes: Upon completing this course, students will be able to: [Numbers in brackets indicate the program learning outcome(s) each course learning outcome supports]

1. Evaluate patient history and clinical evidence to rule in/out conditions and facilitate referral and/or collaboration with other providers. [1, 2, 3, 5, 7]
2. Integrate clinical lab data and diagnostic study reports (including X-ray, U/S, CT, and MRI) with patient presentation and physical exam to determine the best treatment and monitoring plan for patients with common geriatric conditions. [2, 3, 4, 5]
3. Coordinate the treatment of common geriatric conditions with other providers, including: urgent and emergent situations, referrals, and chronic conditions. [2, 3, 4, 6]
4. Employ principles of evidence informed practice for managing chronic geriatric conditions as well as cases involving urgent and emergent situations and referrals. [2, 3, 4, 6]

Course Requirements: class participation, passing exams

Definitions of credits:

Didactic courses: 12 classroom hours + 24 hours of outside study = 1 credit

Therefore, for this course you are in class 1 hour per week and expected to do 2 hours of outside study.

Required and Recommended reading:

Required:

Anzaldua, D. (2010). *An acupuncturist's guide to medical red flags and referrals*. Boulder, Colorado: Blue Poppy Press.

Herring, W. (2015). *Learning Radiology: Recognizing the Basics*, 3rd Edition. Philadelphia: Elsevier.

Pagana, K. D. & Pagana, T. J. (2017). *Mosby's Manual of Diagnostic and Laboratory Tests*, 6th Edition. St. Louis, Missouri: Elsevier.

Recommended:

Bickley, L.S., & Szilagy, P.G. (2016). *Bates' guide to physical examination and history taking* (12th ed.). Philadelphia: Lippincott Williams & Wilkins.

Papadakis, M.A., McPhee, S.J., & Rabow, M. (Eds.). (2017). *Current medical diagnosis and treatment 2018* (57th ed.). New York: McGraw-Hill.

Kumar, V., Abbas, A., Fausto, N., and Mitchell, R.N. (2018). *Robbins Basic Pathology*, 10th Edition; Philadelphia: Saunders Elsevier

Katzung, Bertram G., Susan B. Masters, and Anthony J. Trevor Basic & Clinical Pharmacology 13th Edition, McGraw Hill Publishing, 2015

Porter, R., & Kaplan, J. (eds.). (2016). *The merck manual online*. Retrieved from www.merckmanuals.com/professional

Sperber, G. (2016). *Integrative Pharmacology*, 2nd ed., Blue Poppy Press.

Supplies and Equipment: stethoscope, penlight, sphygmomanometer, otoscope (optional)

Towels and Draping: Every student is required to bring a bath-sized towel to class every day. This towel will be utilized on the student for draping purposes to insure an appropriate level of privacy in the classroom setting. Students are responsible for laundering their own towel.

Methods of Instruction: Lecture, case-based learning, demonstration, and practical application

Evaluation and Grading: Grading is based on class participation, weekly quizzes and written cases. The complete grade is determined as follows:

Class Participation	10%
Weekly Quizzes	45%
Homework Assignments	30%
Homework Comments	15%

The weekly quizzes will cover material from the previous class and will include extra credit based on the previous quiz. They will be timed online quizzes that are to be taken individually and without assistance from notes or texts.

The homework will be extensions of the cases used in the corresponding Integrated Western Medicine classes with an emphasis on clinical laboratory tests and diagnostic imaging. The homework assignments require a write up from that week's case to be posted to Populi. In addition, every student must provide thoughtful comments on at least three posts from other students.

Attendance policy: In a professional medical program such as OCOM's, attendance is essential for acquiring knowledge and skills needed for safe and effective practice. As such, students are expected to attend all their classes and clinic shifts.

Faculty have the discretion to assign students who miss more than 25% of class or clinic time a failing grade for the course ("F") or an incomplete ("I"). This applies even in cases of illness or family emergencies. Requests for individual exceptions will require a petition accompanied by appropriate documentation.

The nature and level of required documentation will be determined by the faculty member and/or by the appropriate Dean for each individual petition. Students who fail

a course because of excessive absences will need to re-take the class the next time it is offered. In certain circumstances, this may require adding an additional year to the program of study.

Faculty may require students who miss instructional time, either due to absenteeism or tardiness, to do additional work. This may involve additional projects, examinations, meeting with tutors, teaching assistants, or the faculty themselves. Students are responsible for any additional costs associated with these requirements.

Americans with Disabilities Act (ADA) Services and ADA Accommodations: *Oregon College of Oriental Medicine will provide reasonable accommodations for students with known disabilities in accordance with the definitions provided by the Americans with Disabilities Act, Section 504 of the 1973 Rehabilitation Act. Individuals with disabilities must formally request accommodation under the ADA in order for OCOM to provide reasonable accommodations. Students shall make their request to the Student Services Manager, who will verify the disability and collaborate with the student in identifying reasonable accommodations and ways to implement these accommodations. Please see the current Student Handbook for more information.*

Professionalism Statement: *As OCOM faculty, we commit to modeling professionalism in the classroom, in the clinic, and in the larger community. We ask that OCOM students (training to be health care practitioners) also demonstrate professionalism in these same domains.*

As classroom and clinic instructors, we will:

- *Come to class and clinic prepared to teach.*
- *Share our knowledge freely.*
- *Start and end class, class breaks, and clinic shifts on time.*
- *Treat all students with impartiality, courtesy and respect.*
- *Provide fair, timely and thorough feedback on exams, assignments, and clinic performance.*
- *Be available and accessible to students to answer questions or discuss concerns; respond to student e-mails promptly.*
- *Strive to improve the quality of our classroom and clinic instruction and be receptive to constructive input from students.*
- *Ensure that opportunities to participate in class and clinic activities and benefit from faculty interaction are provided equitably to all students.*

As classroom and clinic instructors, we ask that students:

- *Come to class and clinic prepared to learn, receptive to information and experiences, and open to feedback.*
- *Remain attentive and engaged throughout each class period or clinic shift.*
- *Arrive to class and clinic shifts on time, return from class breaks on time, and remain to the end of the class or clinic shift.*
- *Submit assignments and paperwork on or before the due date or on a mutually agreed upon date with the faculty member.*
- *Maintain respectful interactions with instructors, teaching assistants, staff, fellow students, and patients.*
- *Provide constructive feedback to faculty on course evaluations and to peers as appropriate for class activities.*
- *Communicate with faculty about issues that are affecting classroom or clinic.*
- *Use electronics/technology in the classroom or clinic only for classroom or clinic related activities.*
- *Communicate with faculty beforehand (when an absence is anticipated) or - in the case of an unanticipated illness or emergency - by the end of the day if they are absent on the day of a scheduled quiz or exam.*
- *Complete any makeup exams or quizzes within one week of the scheduled quiz or exam date unless other arrangements are made with the instructor.*

Course Outline

WEEK	DATE	TOPIC	READING & ASSIGNMENTS
1	TBD	Class overview, Common Conditions of the Blood Vessels	Kumar, pp. 361-8, 369-82 Bates, pp. 343-58 Sperber, pp. 58-63, 133-40
2		Diabetes Mellitus Diabetes Mellitus: Screening and Diagnosis	Quiz #1 Kumar, pp. 772-83 Sperber, pp. 196-207

3		Diabetes Mellitus (cont'd.)	Case #1
4		Common Conditions of the Heart	Quiz #2 Kumar, pp. 399-402, 408-22, 429-36 Bates, pp. 358-97 Sperber, pp. 140-75
5		Common Conditions of the Heart (cont'd.)	Case #2
6		Midterm Exam	
7		Cerebrovascular Disease Diagnosis of Acute Stroke , Transient Ischemic Attack: Part I. Diagnosis and Evaluation , Transient Ischemic Attack: Part II. Risk Factor Modification and Treatment	Quiz #3 Kumar, pp. 852-7 Bates, pp. 397-413 Sperber, pp. 176-90 Read Articles
8		Cerebrovascular Disease (cont'd.)	Case #3
9		Dementia and Neurodegenerative Diseases Evaluation of Suspected Dementia , Alzheimer Disease: Pharmacologic and Nonpharmacologic Therapies	Quiz #5 Kumar, pp. 874-79 Bates, pp. 955-976 Sperber, pp. 42-47, 65-74
10		Oncology	Quiz #6 Kumar, pp. 200-1, 204-8, 214-19 Bates, pp. 976-985 Sperber, pp. 315-40 Case #4
11		Oncology (cont'd.)	Quiz #7 Kumar, pp. 219-26, read summaries on pp. 231, 232, 234, 235, 235-41 Bates, pp. 985-1004
12		Case #5	

