



## OREGON COLLEGE *of* ORIENTAL MEDICINE

**Course Number and Title:** IM554: Western Clinical Medicine IV (OB/GYN)

**Department and Department Chair:** Integrative Medicine, Heidi Clark LAc

**Credits and Hours:** 2 2/24

**Term:** Fall 2022

**Class Time and Location:**

Section 1 Mondays 2:00 pm – 3:50 pm

Section 2 Tuesdays 2:00 pm – 3:50 pm

**Faculty:** Lorinda Sorensen ND, MSAc, LAc

**Office hours:** By Appointment

**Contact Information:** [lorinda.sorensen@ocom.edu](mailto:lorinda.sorensen@ocom.edu)

**Teaching Assistant(s):** Joy Rosa Schreiber

**Course Description:** This course presents the pathology, clinical assessment, and management (including pharmacotherapy) of many common obstetric and gynecological as well as male genital conditions such as pre-menstrual syndrome (PMS), polycystic ovary syndrome (PCOS), amenorrhea, endometriosis, uterine fibroids, gestational diabetes, eclampsia and pre-eclampsia, cancers, infections, infertility, menopausal conditions, erectile dysfunction, and benign prostatic hyperplasia.

**Prerequisites:** Western Medical Pathology I-III

**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. To access data to provide a foundation of understanding for the etiologic and historical factors, basic laboratory and imaging studies, referential diagnoses, and standard and complementary western treatments for disease processes in the gynecological, male reproductive, and urology systems. (4,7,8)
2. To recognize etiologic and historical factors for disease processes in the gynecological, and male reproductive systems. (2,4,7)
3. To recognize basic laboratory and imaging studies for disease processes in the gynecological, male reproductive, and urology systems. (4)
4. To perform referential diagnosis for disease processes in the gynecological, male reproductive, and urology systems. (2,4,5)
5. To be exposed to both standard and complementary western treatment for disease processes in the gynecological, male reproductive, and urology systems. (4)
6. To utilize experience and EIP to make clinical judgments regarding disease processes and patient care. (4,5,6,8)
7. To make responsible, appropriate referrals in daily patient care. (3,4,5)
8. To recognize professional limits, urgent medical problems, and medical emergencies in order to make timely and appropriate medical referrals. (4,5)
9. To apply clinical reasoning skills in recognizing potential drug/nutrient/herb interactions in daily patient care. (4,5,6,)
10. To read and reflect on a topic of personal interest in western medicine. (8)

## Course Requirements:

### Definitions of Credits:

- **Didactic courses:** 12 classroom hours + 24 hours of outside study = 1 credit
- **Labs/Practicums:** 24 contact hours + 12 hours of outside study = 1 credit
- **Clinical hours:** 24 clinic hours + 12 hours of outside study = 1 credit
- **Externship hours:** 36 clinic hours = 1 credit
- **Independent/Guide Study:** 36 hours independent/guided work = 1 credit

***Therefore, for this course you are in class 2 hours per week and expected to do 4 hours of outside study.***

### Required and Recommended Reading:

#### Required

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

StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2022 Jan-. Access is available online thru the National of Medicine Bookshelf: <https://www.ncbi.nlm.nih.gov/books/NBK430685/>

#### Recommended

Decherney AH. (2019). *Current Diagnosis & Treatment: Obstetrics & Gynecology*. 12 th ed. New York: McGraw-Hill

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

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

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

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

Other resources to be posted to Populi

**Methods of Instruction:** Lecture and discussion

**Evaluation and Grading:** In addition to the criteria below, students must meet the Technical Standards for Admission, Promotion and Graduation in each course (see Student Handbook):

Evaluation and Grading: Grading is based on weekly quizzes, a written and practical final, and weekly case-based homework assignments and comments. The complete grade is determined as follows:

Weekly Quizzes	35%
Homework Assignments	25%
Homework Comments	10%
Final	30%

The weekly quizzes will cover material from the previous class and may 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 assignments every week require a write-up with a short commentary on the condition to be posted to Populi. In addition, every student must provide thoughtful comments on at least two posts from other students. More detail is listed in Appendix A.

The final will be comprehensive and include questions from lecture and quizzes of the entire class.

### **Grading Policy**

- H (Honors) – Final grade of 95 percent or above. Honors is not granted in OCOM clinical courses.
- P (Pass) – Final grade of 75%- 94%.
- F (Fail) – Final grade less than 70%. Failed classes must be repeated and passed to receive credit. Students who fail a course on the second attempt may be subject to dismissal from their program.
- FR (Fail Remediate) – If the final grade is 70-74%, the instructor may give the student the opportunity to demonstrate competency by re-examination or by another assignment deemed appropriate by the instructor and apply an “FR” at the end of the term. Students will have three weeks into the next term to address the remediation requirements. Failure of such make-up exams or remedial work will result in a grade of “F.” Students who successfully complete the remediation requirements will receive a grade of “P.”
- IP (In Progress) – “In progress” indicates a course for which the student is currently enrolled.

- W (Withdraw) – The “W” designation is assigned when a student withdraws from a course after the normal Add/Drop period.
- I (Incomplete) – An “Incomplete” indicates that further work in a didactic class or clinic shift must be completed before a grade is given (See Incomplete Policy below).

**Incomplete policy:** A student who cannot complete course work by the published last day of the course for pedagogical or medical reasons may petition for a grade of incomplete by submitting to their instructor. Any student receiving an FR grade may also petition to complete work assigned by the instructor to earn a passing grade. Instructors will not automatically extend the grading period without the submission of an [Incomplete or Fail Remediate Grade Form](#). Failure to submit required coursework for an Incomplete by the specified deadline will result in a Fail “F” grade. A failed Incomplete in a didactic series class in a prior quarter will result in withdrawal of the student in the respective next series course in the current quarter. If the Incomplete was in a clinic, the student will lose all accumulated patient contacts and hours for that shift and will have to repeat the shift. Students are ineligible to graduate with an “I” grade, even for an elective course. Students who receive two or more Incompletes, two or more grades of “FR” or one Incomplete and one “FR” in any one quarter are subject to academic probation.

**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 may require students who miss instructional time, either due to absenteeism, tardiness, or early departure from class, 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.

**Any student who misses more than 25 percent of a class will receive a failing grade for the course (“F”).** While faculty have the discretion to consider exceptions to this policy, any student requesting an exception must submit a written petition to the faculty member who will review the petition in consultation with the Vice President of Academic Affairs. The student may be required to submit additional documentation to process the petition, the nature of which will be determined by the faculty member and Dean.

While disability accommodations cannot be given retroactively. Any student who has missed more than 25% of the attendance requirement due to a medical condition that will continue to create functional limitations will be referred to the Disability Access Services and Tutoring Programs Coordinator to engage in the interactive process for requesting accommodations under the ADA and Section 504 of the 1973 Rehabilitation Act.

Students who fail a class because of excessive absences will need to repeat the class or clinic shift. In certain circumstances, this may require adding an additional year to the program of study.

**Camera Policy:** The following policy is in effect for courses taught over Zoom: Students should have their camera ON throughout the entire class as a general rule. We also recognize this can be difficult and not always possible. Students may have, in certain situations and at limited times, very good reasons for needing their camera off. However, as it is a requirement of the Department of Education, as well as all Accrediting Bodies who oversee the college as a whole, each department and each instructor must verify and certify the attendance of every student for the entire class period who is marked present. To this end, it is essential cameras remain on during the entire class time with the exception of breaks. Faculty have discretion to modify this policy within the context of each class meeting.

If students need to have their camera off, due to any number of legitimate reasons, it is important you notify your faculty. The faculty understand that occasionally, for limited amounts of time, cameras may be off. We ask all students to have cameras turned on unless they have a specific need for them to be off and that need has been communicated to the faculty. Most faculty in our departments prefer to teach to actual faces and this helps insure the best education possible.

**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 and 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 Disability Access Services and Tutoring Programs Coordinator, 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:*

1. Come to class and clinic prepared to teach.
2. Share our knowledge freely.
3. Start and end class, class breaks, and clinic shifts on time.
4. Treat all students with impartiality, courtesy and respect.

5. Provide fair, timely and thorough feedback on exams, assignments, and clinic performance.
6. Be available and accessible to students to answer questions or discuss concerns and respond to student e-mails promptly.
7. Strive to improve the quality of our classroom and clinic instruction and be receptive to constructive input from students.
8. 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:*

1. *Come to class and clinic prepared to learn, receptive to information and experiences, and open to feedback.*
2. *Remain attentive and engaged throughout each class period or clinic shift.*
3. *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.*
4. *Submit assignments and paperwork on or before the due date or on a mutually agreed upon date with the faculty member.*
5. *Maintain respectful interactions with instructors, teaching assistants, staff, fellow students, and patients.*
6. *Provide constructive feedback to faculty on course evaluations and to peers as appropriate for class activities.*
7. *Communicate with faculty about issues that are affecting classroom or clinic.*
8. *Use electronics/technology in the classroom or clinic only for classroom or clinic related activities.*
9. *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.*
10. *Complete any makeup exams or quizzes within one week of the scheduled quiz or exam date unless other arrangements are made with the instructor.*

**Classroom Recording for Personal Use (Lecture-Only Class):** Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students, models or teaching assistants in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course. Recordings of class material should avoid capturing faces and names wherever possible.

Exceptions will be made for students who present a signed letter of accommodations from Disability Access Services See the OCOM Master’s Student Handbook for details on accommodations and the Disability Access Services process.

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed, sold, or posted on social media outlets without the written permission of faculty. Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials or using information for purposes other than the student’s own learning may be deemed a violation of OCOM’s Code of Professional Conduct and subject to disciplinary action.

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**Credit Hours**

The United States Department of Education requires three hours of learning per week for one credit hour of class. This means, in a didactic course, one hour in class per week requires two hours of out of class learning activities to constitute a credit hour, or at OCOM, a quarter credit. Similarly, two hours of lab class or clinic requires one hour out of class per credit hour. The table below provides guidelines for the hours of outside work required for this course.

**COURSE OUTLINE - IM554: Western Clinical Medicine IV**

Subject to change

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings/ Assignment/ Other Studying</b>
1	9/19 9/20	Intro to Class, Gynecological: Hormones & menstruation, history, physical, lab, imaging, special studies; general red flags	Readings from Merck and other sources posted to Lesson 1 on Populi Quiz 1 open Wednesday to Friday
2	9/26 9/27	Gynecological: Premenstrual Syndrome, Amenorrhea, Polycystic Ovary Syndrome	Readings from Merck and other sources posted to Lesson 2 on Populi  Assignment 1 due



			Quiz 2 open Wednesday to Friday
3	10/3 10/4	Gynecological: Gynecological: Dysmenorrhea, Abnormal Uterine Bleeding, Fibroids, Endometriosis, ovarian cysts	Readings from Merck and other sources posted to Lesson 3 on Populi Quiz 3 open Wednesday to Friday
4	10/10 10/11	Gynecological emergencies: Pelvic Pain, Vaginal Bleeding; Vulvovaginitis, STIs, Cervical dysplasia, PID & Salpingitis	Readings from Merck and other sources posted to Lesson 4 on Populi  Assignment 2 due Quiz 4 open Wednesday to Friday
5	10/17 10/18	OB: Morning sickness, anemia, gestational diabetes, molar pregnancy, threatened miscarriage	Readings from Merck and other sources posted to Lesson 5 on Populi Quiz 5 open Wednesday to Friday
6	10/24 10/25	OB: preeclampsia, Placental issues, labor preparation Breastfeeding, mastitis	Readings from Merck and other sources posted to Lesson 6 on Populi Quiz 6 open Wednesday to Friday
7	10/31 11/1	Gynecological: Menopause, Osteoporosis, Gynecological Neoplasms (vulva/vaginal, cervical, uterine, ovarian)	Readings from Merck and other sources posted to Lesson 7 on Populi Assignment 3 due Quiz 7 open Wednesday to Friday
8	11/7 11/8	Breast: Fibrocystic Breast Disease and related conditions Breast Cancer	Readings from Merck and other sources posted to Lesson 8 on Populi Quiz 8 open Wednesday to Friday
9	11/14 11/15	Urinary: UTI, cystitis, urethritis interstitial cystitis, Pyelonephritis Overactive bladder, Incontinence	Readings from Merck and other sources posted to Lesson 9 on Populi Assignment 4 due Quiz 9 open Wednesday to Friday

10	11/21 11/22	Kidney stones, CRF, acute nephrotic syndrome +, Cancer: kidney, bladder,	Readings from Merck and other sources posted to Lesson 10 on Populi Quiz 10 open Wednesday to Sunday
11	11/28 11/29	Testicular/urology: infertility, erectile dysfunction, prostatitis, BPH, epididymitis, cancer: testicular, prostate	Readings from Merck and other sources posted to Lesson 11 on Populi Assignment 5 due
12	12/5 12/6	<b>FINAL EXAM</b>	

## Appendix A

The five class assignments are one review of any outcome assessment tool, and the remaining four to be a short review of a specific condition discussed in class related to:

Assignment 1: Review any outcomes assessment tool

Assignment 2: Dysmenorrhea

Assignment 3: A condition related to pregnancy

Assignment 4: Dysuria

Assignment 5: A presentation of any malignancy

Each assignment must have a description of the complaint and condition, including a specific description of the prognosis or need for referral. Assignments must be a minimum of 1 page, maximum of 3 pages. Each student will then summarize the condition to Populi and post on other students' condition posts

### Rubric

Description of complaint	Description is clear, correct and provides two references. 2	Description is not clear, has mistakes, or references lacking 1	Description is not clear or correct rent and has no references. 0
Overview or prognosis or red flag for referral		Overview or prognosis or red flag for referral is clear with signs and symptoms and best referral method 1	Overview or prognosis or red flag for referral is not clear or correct 0
Summary posted to Populi		Yes 1	No 0
Comment on other posts		Yes 1	No 0