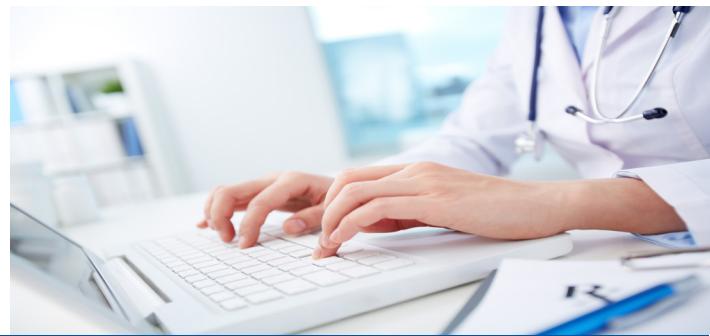




THE COMMONWEALTH
MEDICAL COLLEGE



eEDUCATE

An electronic brief for clinical faculty of The Commonwealth Medical College

Spring 2016



If a student accidentally suffers a needlestick, basic first aid should be performed immediately, including washing the needlestick or cut with soap and water and rinsing the eyes, nose, mouth or skin after exposure. Next, the student will notify the supervising faculty member that an exposure to an infectious environmental hazard occurred. If the exposure occurs on a clinical campus, the employee health office (or emergency room during off hours) will be notified. Additionally, students must notify Student Health @ 570-955-1474 so they can assist in assuring the appropriate care is provided. For injuries occurring in ambulatory sites students will go to the nearest emergency room or to the TCMC Student Health Service in each region.

The source patient's blood will be tested for HIV and hepatitis B and C. The student will have the appropriate tests obtained and prophylactic treatment provided at the above locations. These costs will be absorbed by TCMC.

All students who have been evaluated or treated for exposure will be followed in the employee health service of the hospital (for inpatient exposures) or Student Health Service. Regardless of the site for evaluation and care, all paperwork and laboratory reports will be faxed to the Student Health Service. The Student Health Service physician will review this information and communicate with the exposed student and clinical site as applicable to ensure that appropriate follow up is received. Student Health must clear all students prior to returning to their coursework or clinical curriculum.

An appointment schedule will be developed for subsequent follow up. Six week, three month and twelve month visits will be scheduled for the students at the Student Health Service. The student will be asked to sign the "Agreement for Follow Up for Needlestick/Body Fluid Exposure" form indicating their understanding of the recommendation to comply with the schedule, especially if graduation or departure from TCMC occurs before the final twelve month assessment. All costs for testing, immunization, prophylactic medications and follow up care as a result of exposure will be covered by TCMC for the first month. Insurance will be billed thereafter.

Provision of Sensitive Health Services to TCMC Students

The faculty and staff of TCMC understand that many health and psychological/psychiatric issues confronting TCMC students may be of a sensitive nature and that a professional patient relationship between TCMC faculty and students would be inconsistent with a teacher-student relationship.

Should a TCMC faculty member provide health services of a sensitive nature to a TCMC student, the faculty member will have no involvement in the academic evaluation or promotion of the student receiving those services.

The goal of this provision is to ensure that there are no conflicts of interest between the student and teacher that may compromise the integrity of the academic relationship.



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Submit items of interest to editor,
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Fall Regional Meetings (CME)

South

Sept. 13

6 p.m., The Woodlands

North

Sept. 15

6 p.m., TCMC Lobby

Guthrie

Oct. 26

6 p.m., Patterson Hall

West

Oct. 12

6 p.m., DiSalvo's

Fall Keystone Symposium (CME)

Providing Quality Healthcare for Veterans

November 5, 2016

8 a.m. to 12:30 p.m.

Spring Keystone Symposium (CME)

Advancing the Triple Aim

April 1, 2017

Earn CME Credits with Learning from Teaching

The American Medical Association Council on Medical Education has authorized academic CME providers, such as TCMC, to certify a new category of AMA PRA Category 1 credit called Learning from Teaching. TCMC was one of the 20 medical schools in the country involved in the pilot program to test this new process.

According to the AAMC, the purpose of the Learning from Teaching initiative is to "formally recognize and document the learning activity that occurs as a result of interacting with, teaching, and assessing the competence of students and residents." These learning activities are "personal learning projects designed and implemented by the learner with facilitation from the accredited provider."

Credit is given for the time spent teaching, not for the time spent learning. However, a learning process must occur to be able to claim this credit. CME credit is not a reward or payment, it is a recognition/acknowledgement/metric intended to note that the physician has engaged in an educational activity which serves to maintain, develop, or increase the knowledge, skills, and professional performance and relationships that a physician uses to provide services for patients, the public or the profession. An example of a Learning from Teaching activity might be:

Let's say that you plan to discuss with your student a topic that relates to a special interest on the part of the student or relating to a patient you and the student have recently seen. You spend time preparing for that teaching session by researching the topic and reading recent literature. Therefore, learning has occurred on your end and you can claim credit under this new format. You will claim credit for the time you spend teaching or discussing the topic with the student, but it must follow a learning process such as the one described above. You cannot claim credit for a student following you around for several hours and observing or for providing the student with feedback on the way to conduct an interview or perform a part of the physical exam all based on your accumulated experience over the years. The credit is to recognize the learning that occurs as physicians prepare to teach but the credit is calculated based on the time spent using what they learned to teach.

Documentation of the teacher/learner needs to reflect his or her gap in knowledge, competence or understanding that required the research, updating, reflection or development of materials relative to the teaching/precepting assignment.

Examples of the outcomes from learning from teaching activities include preparing for a student encounter/teaching session, literature searching, researching case materials, researching clinical questions, reflection on teaching encounters or developing educational materials.

Direct any questions regarding this new initiative to the CME department, cme@tcmc.edu.

Download a Learning from Teaching documentation form at:

<http://tcmc.libguides.com/cme>

