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Dennis Saver, M.D.
Nancy Clark, M.Ed.
Course Overview

Description

Doctoring 3 (D3) is a year-long course that is offered concurrently with the required third year clerkships. The overall goal of this course is to provide students at all the regional campuses and rural sites a standard curriculum that will enhance the clinical knowledge and skills acquired during the first two years of medical education and augment the third year clerkship experiences. It will also provide opportunities to explore issues related to the College of Medicine’s mission. This course will use the competencies acquired in Doctoring 1 and Doctoring 2 as a base on which to build learning experiences in the third year. During the didactic sessions, students will explore progressively more complex patient presentations throughout the year into which behavioral, ethical, and geriatric learning opportunities are integrated. They will be required to use electronic databases to assist in clinical decision-making and patient communication. Case presentations will also demonstrate the relevance of basic sciences to clinical medicine and patient management.

Course Goals

The goals of the Doctoring 3 course include the following:

**Essential Clinical Skills**

To enhance students’ clinical knowledge and skills and provide them opportunities that extend beyond traditional medical discipline to evaluate and manage patients with chronic medical problems/conditions.

**Problem Solving and Critical Thinking**

To enhance students’ clinical reasoning skills, by using both small and large group dynamics.

**Social, Cultural and Community Context of Health, Illness, and Care**

To integrate appropriate objectives and content from our mission driven themes of underserved populations (rural, primary care, geriatrics, diversity) and technology into the didactic sessions.

**Application of basic Biomedical and Behavioral sciences to patient care**

To integrate instruction in basic sciences, medical ethics and behavioral science as it applies to clinical case presentations and care management.

**Organizations, Systems, and Quality Improvement**

To expose each student to longitudinal care of a panel of patients with chronic illnesses, and to provide continuity care to those patients in the practice throughout the year.

To address gaps in our curriculum that include public health, evidence based medicine and quality improvement.

**FSU COM Curricular Domains**

Doctoring 3 topics will also address many of the remaining FSU COM key curricular domains:

- Professional Attitudes, Values, and Behaviors; Moral Reasoning and Ethical Judgment;
- Communicating with Patients, Families, and Colleagues;
- Life Long Learning and Information Management and Personal Awareness.
Course Components

Doctoring 3 consists of two major components: a half-day-per-week didactic experience emphasizing case-based clinical presentations, and a longitudinal experience that will alternate between a half day of clinical care one week and a half day the next week of alternative learning opportunities and completion of projects in collaboration with faculty physicians.

**Sample Longitudinal Experience Clinical Care Week 1 Schedule**

For some students, the Doctoring Longitudinal Experience Clinical Care may occur on a different ½ day.

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<td>Doctoring 3: Longitudinal Experience Clinical Care (AM start to Noon)</td>
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<td>Travel to Regional Campus/Lunch</td>
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<td>Doctoring 3: Didactic Session (Approx.1:30 to approx. 4:30 PM)</td>
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**Sample Longitudinal Experience Alternate Learning Week 2 Schedule**

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<th>Monday</th>
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<td></td>
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<td>Doctoring 3: Alternate Learning Experience/Work on projects (AM start to Noon)</td>
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<td>Travel to Regional Campus/Lunch</td>
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<td></td>
<td>Doctoring 3: Didactic Session (Approx.1:30 to approx. 4:30 PM)</td>
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The *didactic* portion of the course has been developed collaboratively with the regional campus deans and FSU COM faculty. The regional campus deans deliver it each week in conjunction with a clerkship director, the informatics director, clerkship faculty, and physicians from the community.

The Longitudinal Experience Clinical Care is taught by clerkship faculty in geriatrics, internal medicine, pediatrics, family medicine and specialists and is monitored by the regional campus dean.

The Longitudinal Experience Alternate Learning is coordinated with and monitored by the regional campus dean and the informatics director.

**Instructional Methods**

The didactic portion of the curriculum will consist of lecture, case-based group learning activities, information gathering, integration, and investigation of aspects of the topic that are relevant. Complimentary to the clerkship disciplines, three of the didactic sessions will be dedicated to topics in medical ethics and humanities. Writing assignments will be required.

For the half day Longitudinal Experience Clinical Care, students will be expected to familiarize themselves with a panel of patients and their medical problems/conditions, record clinical encounters with these patients, and assume significant responsibility for managing these assigned
patients throughout the year. Students will be expected to volunteer or be assigned to present cases, write orders and prescriptions, dictate H & P’s and discharge summaries. Students might also be involved with teaching their fellow classmates throughout the year.

For the half day Longitudinal Experience Alternate Learning (projects), students will be expected to dedicate a full half day, every other week on completion of projects. This time cannot be spent on their clerkships.

Didactic Session Format

Faculty Discussion
All D3 faculty gather to discuss the format, logistics, and strategies for presenting the session. This includes the campus dean, clerkship director, and the guest presenter(s), and maybe the informatics director.

Clinical Case Presentation(s)
Students may be divided into groups, at the discretion of the facilitators. Diagnoses selected are unknown to students who must use their knowledge of basic sciences and clinical problem solving skills to diagnose the patient. For some clinical cases, actual patients (at each campus) may be used. Cases will include actual or simulated results of studies ordered. Some didactic case sessions will also provide an opportunity for students to use electronic databases to assist in problem solving. Many cases will provide opportunities to integrate medical ethics, legal issues, cultural diversity, geriatrics, behavioral sciences, patient safety, and the challenges of rural practice. The complexity of the cases will increase over the course of the year.

Lecture
Lecture material is usually included in the case presentations as needed for review.

Survey
Students individually evaluate each session on Blackboard.

Longitudinal Experience Format

Clinical Care: Each student is assigned to a clerkship faculty member who will provide clinical instruction using the chronic care patients in their practice. The faculty member, in collaboration with their patients and the office staff, will assure that follow-up appointments are scheduled to provide visits with the student over the course of the yearlong clerkship. Students will learn to write concise, clear, and useful progress notes on patients with chronic illnesses.

Alternate Learning (projects): Students will complete an individual project during the first semester of this course on the use of evidence-based clinical practices. Students will complete a group project during the full year of this course. The groups and type of project will be assigned by the regional campus dean, in collaboration with the informatics director. Group Project titles:

- Patient Centered Medical Home (PCMH)
- Public Health
- Quality Improvement (QI)

Descriptions of the individual and group projects are on Blackboard.
Competencies-Objectives-Assessment

Course Objectives

The education program objectives (competency statements) for the FSU COM are organized into 6 competency domains, consistent with the 6 general competencies of the Accreditation Council for Graduate Medical Education. These competency domains are:

1) Patient Care
2) Medical Knowledge
3) Practice-based learning and improvement
4) Interpersonal and communication skills
5) Professionalism
6) Systems-based practice

Didactic Sessions Objectives

1. Demonstrate the clinical thinking skills needed to diagnose and develop a treatment plan for commonly occurring diagnoses and presentations. (Competencies #1, 2)
2. Demonstrate the ability to apply the biopsychosocial model and patient-centered clinical method to the understanding of patient presentations. (1, 2)
3. Describe and apply the principles of geriatrics in patient care. (1, 2, 6)
4. Demonstrate advanced communication skills with challenging patients in difficult situations. (1, 4, 5)
5. Demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and health care in order to respond to various symptoms, diseases, and treatments. (1, 2, 3, 4, 6)
6. Demonstrate knowledge of systems of care as they relate to continuous quality improvement. (3, 6)
7. Demonstrate an understanding of common ethical and legal issues related to patient care. (1, 4, 5)
8. Demonstrate facility in the application of medical informatics technology, decision support resources and principals of evidence-based medicine in making diagnostic and management decisions. (2, 3, 6)
9. Demonstrate the ability to do concise, organized oral case presentations. (1, 2, 4)
10. Demonstrate the ability to describe and/or perform physical examinations appropriate to the case presentation. (1, 2, 4, 5)
11. Demonstrate repair of a simple laceration on a model. (1, 2)
12. Excise a skin lesion from a model. (1, 2)
13. Perform an incision and drainage on a model. (1, 2)
14. Demonstrate lifelong learning by participating in (and providing documentation for) 4 hours (live) of Category 1 Continuing Medical Education (CME) credits (AMA approved). (3, 5, 6)
**Longitudinal Experience Clinical Care Objectives**

1. Demonstrate knowledge of the natural history of a variety of common chronic diseases. (2)
2. Demonstrate knowledge of the factors that contribute to compliance with chronic disease care including psychological, social, and behavioral. (2, 3, 6)
3. Apply the principles of prevention and chronic disease management to patients, families, and populations in the primary care setting. (1, 3, 6)
4. Demonstrate the ability to document and monitor disease progression and health maintenance/prevention in patients with chronic disease. (1, 2, 3, 5, 6)
5. Demonstrate continuity of care over the entire third year of medical school. (1, 3, 5, 6)

**Longitudinal Experience Alternate Learning (projects) Objectives:**

1. Demonstrate achievement of Entrustable Professional Activities (EPAs) taught in other parts of our clinical curriculum that need reinforcement. EPAs 5, 7, 8.
2. Demonstrate achievement of those EPAs that address gaps in other parts of the curriculum. EPAs 9, 13.
3. Demonstrate achievement of EPAs that are most consistent with the Mission of The Florida State University College of Medicine. EPAs 1, 2, 3, 4, 6, 12.

**Policies**

**Americans with Disabilities Act**

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine’s Director of Student Counseling Services and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

**The Office of Student Counseling Services**  
Medical Science Research Building G146  
Phone: (850) 645-8256 Fax: (850) 645-9452

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

**Student Disability Resource Center**  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
Voice: (850) 644-9566 TDD: (850) 644-8504 sdrc@admin.fsu.edu
**Academic Honor Code**

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. (Florida State University Academic Honor Policy).

**Attendance Policy**

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See FSUCOM Student Handbook for details of attendance policy, notice of absences and remediation.

**Library Policy**

The COM Maguire Medical Library is primarily a digital library that is available 24/7 through secure internet access. Library resources that support this course are available under “Course Pages” on the library website. In addition, many of the point-of-care resources are available for full download to mobile data devices. Upon student request, items not found in the library collection may be borrowed through interlibrary loan.

**Required Materials**

There are no required textbooks for Doctoring 3. All readings, assignments, projects and course materials will be posted on Blackboard.

**Grading**

The standardized clerkship policy can be found on the Office of Medical Education website.

**Doctoring 3 specific grading criteria / How the Final grade will be determined**

Three components to the final grade:

1. Didactic session (Honors/Pass/Fail): One evaluation completed and grade for this component determined by the regional campus dean, based on the student’s performance during the afternoon didactic session (attendance, participation, professionalism, PACE assignments, documentation of 4 CME, etc.).

2. Longitudinal Experience (LE) Clinical Care (Honors/Pass/Fail): One standard clerkship evaluation completed by the LE clerkship faculty (online in E*Value in May 2016); grade for this component determined by the Course Director for the Longitudinal Experience.

3. Longitudinal Experience Alternate Learning - Projects (Honors/Pass/Fail): One evaluation completed and grade for this component determined by the Informatics Curriculum Director.

The two course directors, Dr. Bertolette and Dr. Berg, will work together using these three component grades to determine each student’s final course grade.
Longitudinal Integrated Curriculum (LIC)

General information and policy regarding the Longitudinal Integrated Curriculum (LIC) in Marianna can be found on the Office of Medical Education website. The Doctoring 3 Blackboard site also has a content area with specific dates and deadlines for this course that will be presented over the entire year, with multiple evaluations and formative assessment periods.