



BCC 7201 Residency Preparation Boot Camp 2019-2020

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Overview

Description

The **Residency Preparation Boot Camp** is the final capstone of the undergraduate medical curriculum. The course provides an integrative experience that reinforces clinical skills, consolidates experiential learning, emphasizes team-based activities, and provides a solid foundation for entry into residency in the student's desired specialty. The course will emphasize select Core Entrustable Professional Activities (EPAs) for Entering Residency, descriptions of patient-care activities every medical school graduate should be expected to be able to perform without direct supervision on the first day of residency as fundamental expectations. Skills emphasized align with the Accreditation Council for Graduate Medical Education (ACGME) competencies. They will include the following entry-level performance milestones for an entering (PGY-1):

1. Patient care: recognizes the critically ill patient and suggests initial intervention; demonstrates basic decision-making capabilities; orders and interprets basic diagnostic studies;
2. Medical knowledge: synthesizes information from multiple sources to make clinical decisions; demonstrates the capacity to improve medical knowledge through targeted study;
3. Interpersonal and communication skills: provides effective verbal and written communication in a variety of settings, including transitions in care;
4. Practice-based learning and improvement: engages in reflective feedback; acknowledges gaps in personal knowledge and experience; uses feedback to improve learning and performance;
5. Professionalism: recognizes and fulfills professional responsibilities; demonstrates personal accountability, ethical behavior, time management; demonstrates awareness of maintenance of physical, emotional, and mental health;
6. Systems-based practice: works effectively in interprofessional health care teams; uses resources effectively; recognizes system errors; and prevents medical errors.

Objectives

1. Demonstrate readiness for residency through the competent performance of developmentally appropriate activities of patient care.
2. Communicate clinical information accurately and concisely in a variety of formats.
3. Demonstrate the basic health care team skills necessary for patient safety and quality care, including inter-professional interactions and, structured patient hand-offs.
4. Demonstrate tenets of professionalism and awareness of professional expectations during residency.
5. Recognize that self-care, wellness, and work-life balance are necessary for the life-long practice of medicine.
6. Demonstrate commitment to life-long learning.

Learning Objectives

Detailed learning objectives are provided for each session and activity.

Components

Course Format

The course provides integration and consolidation of medical knowledge and clinical skills, with an emphasis on day-to-day activities in the clinical workplace and practices that will help ensure success at the beginning of residency. The course will address general medical education, with some discussion of specialty specific variation. Activities are experiential and involve demonstration of knowledge and skills to address common patient presentations, using small group discussion and online modules. Multiple modalities will be used to provide education and assess clinical decision-making skills and provide formative feedback. Students will complete required self-directed activities and develop their own agenda for additional activities, based upon their self-assessment. Attendance is required for all panel discussions with guest faculty.

The course will include the following activities:

- I. Small group discussions will be facilitated at each of the regional campuses. These sessions will include panel discussions with current residents and hospital leadership. Attendance is mandatory.
- II. Independent study using online modules and courses, as follows:
 - A. Completion of the Institute for Healthcare Improvement (IHI) Basic Certificate in Quality & Safety (<http://app.ihl.org/lmsspa/#/certificates/6cb1c614-884b-43ef-9abd-d90849f183d4>). These modules will provide foundational knowledge in the areas of quality improvement, patient safety, patient-centered care, and health care leadership. You will build upon these skills during your residency. Upon completion, please upload your Basic Certificate in Quality & Safety through Student Academics.
 - B. Completion of assigned WISE-OnCall Modules (<https://aquifer.org>). These modules provide simulated assessment and management of common conditions encountered in patients on call. Completion will be monitored by course directors and campus staff.
 - C. Completion or update of the (CITI) (<https://www.citiprogram.org>) online training in “Human Subjects Research” and “Health Information Privacy and Security” (if the student is not current). Upon completion, please upload your certificates through Student Academics.
 - D. Completion of the “Pathways to Safer Opioid Use Training” (<https://health.gov/hcq/training-pathways.asp>). Alternative State of Florida Mandatory Opioid training can be obtained through the Florida Academy of Family Physicians at no cost to FSU COM students. This training is recommended for all students attending a residency in the State of Florida.
 - E. Development of an independent study plan based upon self-reflection and practice-based learning and improvement. This may include additional online learning modules available from a menu, completion of online modules developed by the medical library staff on “Answering the Clinical Question”, Searching PubMed, and Citation Management, or other resources of the student’s choice. All students are advised to contact the institution at which they will be training to identify any additional requirements; however, the minimum requirements will apply. Independent learning plans will be submitted through Student Academics, and the student will verify their completed activities by the final week of the course.

There are blocks of time available throughout the course for completion of the above independent study activities. Please budget time appropriately to ensure completion one day prior to the end of the course. All independent course work may be started prior to the beginning of the course, as an option, but this is not required (aside from the Transitions across the Continuum, as below).

- III. The Transitions across the Continuum (TAC) project: Students will complete the project based on a patient they care for from admission through discharge during a sub-internship in year 4. The project will be evaluated (pass/remediate) as part of the course. The students should submit the project the week following completion of the sub-internship. The project should reflect an accurate picture of the patient they cared for. Students will receive written feedback quickly and remediation can occur after that. Remediation is unlikely and is expected to only include written revision of the assignment. *Please refer to the [Canvas](#) LMS for additional details regarding course requirements.*

Professionalism

Medicine is a profession. This means it entails unique responsibilities and obligations as well as unique privileges. “Professional identity formation” is an objective as important as learning the sounds and anatomy of the heart but requires a different set of learning skills. Important among those are reflection, self- and peer assessment, deliberate practice, and learning for mastery (not grades). Professionalism is expected during all aspects of the course.

Professional attire is expected for all group learning sessions. Medical students, faculty, and staff are all ambassadors and representatives of the College of Medicine and of the medical profession. Appearance and behavior should at all times demonstrate respect for the profession and for our patients. The needs of patients must always come first, and any barriers to meeting those needs (including attire, appearance, and grooming) must be removed.

Small Group Discussions

Small group discussions will be facilitated at each of the regional campuses. These sessions will include panel

discussions with current residents and hospital leadership. Attendance is mandatory.

Evaluation and Grading

Description of Student Assessment Methods and Grading

Formative assessment is provided on assignments in a timely manner, to include Transitions Across the Continuum, distance learning assignments, and independent learning. Formal mid-course feedback is not provided because this is a 3-week course.

Evaluation

Students will have the opportunity to provide constructive feedback through evaluation forms completed at the end of the course. Evaluations will include both content and instructional methods. Feedback is encouraged at all times on all components of the course and will assist the block directors in providing a timely continuous quality improvement.

Course Specific Grading

The FSU COM has adopted a pass/fail grading system (See Student Handbook). To achieve a grade of Pass in BCC 7201 (Residency Preparation Boot Camp) a student must meet all the following requirements:

1. Attendance and satisfactory participation in all required activities. Unexcused absence from an activity for which attendance is required may require remediation as determined by the block directors. Multiple unexcused absences from required activities will be considered a Professionalism concern and may result in a **Report of Concern for Unprofessional Behavior** (see [Student Handbook](#)) and referral of the student to the Student Evaluation and Promotions Committee.
2. Demonstration of the attitudes and behaviors of Medical Professionalism in all aspects of the course. Professionalism concerns may generate a **Report of Concern for Unprofessional Behavior** (see [Student Handbook](#)) and may result in receiving a grade of fail in the course.
3. Satisfactory completion of all assignments, as determined by the course directors.

Policies

Student Workhour Policy and Documentation

The FSU College of Medicine adheres to the ACGME requirements regarding clinical work and education. This includes working no more than 80 hours per week and no more than 24 hours continuously, except an additional 4 hours may be added to the 24 to perform activities related to patient safety, such as transitions of care or education. Additional patient care responsibilities must not be assigned during this time. Students will have at least one out of every 7 days off, completely free from clinical and educational duties, when averaged over 4 weeks.

Students will use the [Encounter Tracking System \(ETS\)](#) to document by self-reporting their daily work hours. Students must enter daily work hours that includes both clinical experience (includes clinical care and documentation in medical record) and assigned educational activities (Doctoring 3 didactics and clerkship meetings). Failure to report work hours is considered a breach of professionalism.

Hours that **should not be included in self-reported work hours** include reading about patient conditions and procedures, self-directed study for clerkships/courses, work completed for assignments, learning modules and assigned reading.

Student Mistreatment Policy

If you feel you are being mistreated, please refer to the Student Mistreatment Policy in the [FSUCOM Student Handbook](#) and report the incident as soon as possible.

College of Medicine 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. Students must use the [absence request form](#) that is located on Student Academics.

Academic Honor Policy

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. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>).

Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. 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
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

College of Medicine Student Disability Resources

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.

Competencies

The following table outlines the **Residency Preparation Boot Camp** course competencies and assessment method for each, intended to be used as a guide for student learning.

Each course objective/competency is mapped to the [FSU COM Educational Program Objectives \(EPOs\)](#) and [ACGME Core Entrustable Professional Activities \(EPAs\)](#). For an overview of the curricular map for the clinical years at the Florida State University College of Medicine, please visit the syllabi page of the [Office of Medical Education](#) website.

| Course Competency | Assessment | | | | | | |
|--|------------------------|-----------------------------------|---------------|-------------------|-----------------------|---------|-----------------|
| | Observation by faculty | Observation by clerkship director | Online module | Oral presentation | Patient documentation | Project | Self-assessment |
| Residency Preparation Boot Camp | | | | | | | |
| Order and interpret results of basic clinical diagnostic tests. | | | x | | | | x |
| Write opioid prescriptions in a manner than enhances safety. | | | x | | | | x |
| Recognize patients requiring urgent or emergent care. | | | x | | | | x |
| Synthesize medical information from a variety of sources to make clinical decisions. | | | x | | | | x |
| Demonstrate self-awareness of limitations and need to ask for help. | | | x | | | | x |
| Identify and organize appropriate information to be communicated to different situations, including patient hand-off. | | | x | | | | x |
| Demonstrate professional behavior in all interactions with peers, patients and faculty. | x | | | | | | x |
| Complete all required activities in a timely fashion. | x | - | | | | | x |
| Identify system failures, contribute to culture of safety. | | | x | | | | x |
| Demonstrate interprofessional team work. | | | x | | | | x |
| Advocate for quality patient care and assist patients in dealing with system complexities. | | | | | | x | |
| Work effectively with other members of the health care team to provide a smooth transition for the patient at the time of hospital discharge. | | | | | | x | |
| Demonstrate the importance of addressing psychosocial and cultural issues to improve patient adherence to a plan of care in an effort to decrease medical errors. | | | | | | x | |
| Counsel and educate patients and their families; create written patient education that recognizes the educational level and health literacy of the patient and/or caregivers. | | | | | | x | |
| Demonstrate the ability to conduct and document a comprehensive admission evaluation. | | | | | | x | |
| Demonstrate the ability to perform a thorough review of medications at discharge; recognize potential contraindications, interactions, omissions, safety issues, medical errors and adherence challenges. | | | | | | x | |
| Demonstrate the ability to document an appropriate discharge summary, or transfer summary if the patient is going to another facility. | | | | | | x | |
| Recognize challenges specific for the patient in the transition home or to another facility following hospitalization, especially any unexpected issues that surfaced during the course of hospital stay or resulted in delayed discharge. | | | | | | x | |