



BCC 7182 Doctoring 3 Course 2020-2021

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Overview

Course Description

Doctoring 3 (D3) is a 6 credit, year-long course where students learn and demonstrate skills of critical thinking. This year-long course parallels the core clerkships and synthesizes the basic and clinical knowledge and skills acquired during the pre-clerkship phase of the curriculum with authentic ongoing clinical learning found in patient management. There are two major components, the didactic series and the longitudinal clinical care experience. During the didactic sessions, students will explore progressively more complex patient presentations into which behavioral, ethical and geriatric learning opportunities are integrated. The Longitudinal Clinical Care component focuses on the chronic care of patients seen in the ambulatory setting with assigned Clerkship Faculty.

Course Goals

The goal of the Doctoring 3 course is to develop well-rounded physicians who demonstrate “clinical nimbleness.” This course strives to help students think like physicians, with the development or enhancement of the following skills:

1. **Critical thinking and problem solving:** Students present clinical cases, develop the progressive ability to formulate a differential diagnosis, treatment plan, and medically appropriate orders. Using both small and large group dynamics, clinical reasoning skills are practiced on a weekly basis. Medical informatics and usage of library resources are emphasized.
2. **Communication Skills:** Information-gathering and collaboration are essential skills to enhance as rural residents, geriatric patients and the broad diversity of patients and medical staff are seen and cared for in primary care clinics. Students will integrate technology, oral clinical presentations, and team-based collaboration.
3. **Life-Long learning skills:** Skills will be reinforced and developed as students learn and review current guidelines for therapy and utilize e-learning including the electronic library and online clinical calculations necessary for patient care.
4. **Humanism in Medicine:** The students’ ethical growth will be developed by personal reflection and perspective gained from the lives of patients via the PACE sessions. These cases will directly explore medical ethics and emphasize the biopsychosocial aspect of medical care via written and verbal assignments.

Orientation and Syllabus Review

Students must review the syllabus prior to the beginning of the course. Orientation for Doctoring 3 occurs during general orientation for third year medical students.

Longitudinal Integrated Curriculum (LIC)

General information and policy regarding the Longitudinal Integrated Curriculum (LIC) in Marianna can be found on the syllabi page of the [Office of Medical Education](#) website and on the 2020-21 Canvas Organizational site for Core Clerkships.

Scheduled Hours/On-Call

Students will participate in weekly educational sessions on Wednesday afternoons as part of the Didactic portion of the course. A schedule is posted to Canvas. The longitudinal clinical experience alternates between a half day of clinical care one week and a half day the next week of a quality improvement project. Students do not have any on-call responsibilities for this course.

Course Meetings and Lectures

The didactic portion of the curriculum consists of lecture, case-based learning activities, and other activities that promote student learning. Weekly meetings occur on Wednesday afternoon at each regional campus or rural training site. These sessions are led by expert clinical faculty and students may be asked to present clinical cases that are consistent with current core clerkship. Many of the lectures contain NBME-type questions that are answered via Turning Point System®. The question and answer sessions may be led by faculty or students.

D3 Didactics

Students will participate in lectures and case-based learning on Wednesday afternoons throughout the academic year. A schedule with specific content areas delineated is posted to **Canvas**. Students are expected to review the content before class.

Patient Centered Ethics (PACE) Sessions

There are three PACE sessions dedicated to topics in medical ethics and humanities. This includes student assignments and active participation in all sessions. A detailed guide is posted to the Canvas and specific assignment instructions are included in the required assignments section of this syllabus.

Interdisciplinary Panel Discussions

Interdisciplinary panel discussions may be incorporated as an adjunct to lecture material and will be comprised primarily of various healthcare professionals. The primary purpose is to encourage interprofessional collaboration that will improve quality of care and decrease medical errors.

Deans Rounds

The regional campus dean hosts sessions on a regular basis that further develop the students as medical professionals. This will include but is not limited to career advising, leadership development, problem-solving challenging situations in healthcare and enhancing a sense of professional identity.

Student Survey

Each week students will individually evaluate the Doctoring 3 didactic session. Feedback is useful and is used to improve the medical student experience during these required sessions. Completion is expected, and informal feedback is also welcome.

Required Assignments

Required Assignment 1: Continuing Medical Education (CME)

Students are required to complete 4 hours of **live** continuing medical education during the academic year. Students are encouraged to attend in-person local and state events through which networking is possible. "Live" webinars, Grand Rounds, Tumor Board and medical society meetings are also acceptable. Students are responsible for obtaining CME certificate, and the event must qualify for AMA category 1 credits.

- **Submission:** Students will submit CME certificate as an upload to Student Academics by 5 pm on the final day of Rotation E. Students will also record this as an **Educational Activity in ETS "[D3] Completion of Continuing Medical Education"**.

Required Assignment 2: Dear Doctor Letter

This assignment is part of the PACE curriculum. Students will demonstrate development of professional identity by writing a letter to their future professional self. This will include a description of the kind of medical professional they hope to become as well as the type and setting of practice.

- **Submission:** The letter will be handwritten and submitted in a sealed, self-addressed envelope to the student support coordinator by 5 pm on the last day of your first clerkship.
- **Self-evaluation** will be completed at the end of the third year when letter is returned to student. Students are welcome to share verbally with peers, or write a brief, confidential note. There is no requirement to share with others.

Required Assignment 3: Quality Improvement (QI) Project

Students will work in small groups (3-5) to research the quality improvement process, and then select an evidence-based, measurable, problem to be addressed in collaboration with a clinical partner. Groups research published data on the identified problem and determine a definable goal. Using the Plan-Do-Study-Act model of Quality Improvement, groups will develop an educational or procedural intervention, and then measure the effectiveness of the change in process. Students will dedicate a full half-day every other week to this endeavor to allow adequate time for project completion. Students will read instructions and review additional resources before they begin, including the timeline for various components of the QI project. All resources are available on Canvas, including details for grading/evaluation.

- **Submission:** The group will prepare a paper in the format of a medical journal article describing the process, the data collected and develop conclusions based on the Quality Improvement Project. **The paper must be submitted via upload to Student Academics on Thursday, April 8, 2021 at 8 am.** The group will conclude this project by presenting their findings to peers, faculty and community partners. The final PowerPoint presentation must be submitted via upload to Student Academics **no later than Tuesday morning at 8 am the day before the project presentation is scheduled.**
- **Evaluation** of this project will be completed in collaboration between the regional campus dean and informatics

curriculum director. Completion of this assignment in a satisfactory fashion and timely submission is a course requirement. If remediation is required or the assignment is submitted after the deadline, the student is no longer eligible to be considered for an “honors” grade. If remediation is required, an initial grade of “IR” will be assigned until remediation has been completed.

Required Assignment 4: Pathography

Students will select a patient to partner with for this assignment, utilizing an extended patient interview or a memorable event that influenced personal growth in empathy. The goal of this assignment is to allow students to demonstrate development of humanism and professional identity through patient care. More details on this narrative medicine assignment, as well as examples of prior submissions, are located on Canvas. Students must be prepared to read their essay during the session.

- **Submission:** Students will submit essay as a Microsoft Word document to be uploaded to Student Academics by 8 am on April 12, 2021. A copy should also be provided to the regional campus dean by email.
- **Evaluation** will be completed by the regional campus dean following the Pathography session.

NOT REQUIRED/OPTIONAL “Comprehensive Chronic Care Write-up” Exercise

This exercise is intended for students who desire additional proficiency in performing and composing a Comprehensive Chronic Care Write-up to include a thorough history of chronic disease and health maintenance, examination specific to prevention and end-organ damage, and an assessment and plan that includes risk reduction and prevention strategies. Students may upload this optional exercise as a Microsoft Word document into Student Academics to receive feedback.

Patient Care

Students will participate in a longitudinal experience in clinical care for one half-day every other week as part of the Doctoring 3 course. Each student is assigned to a clerkship faculty member who will provide clinical instruction through encounters with chronic care patients in their practice. Clerkship faculty members are usually primary care physicians, but occasionally sub-specialists are used if their patient population is appropriate for the objectives of this course. Students will 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-long experience. Patient continuity is encouraged and coordinated through office staff who assist in the process of ensuring that follow-up appointments are scheduled when students are expected in clinic; ultimately students are responsible for creating this opportunity. Students may be introduced to telemedicine visits through this experience and learn how to navigate the additional skills required for virtual visits. Students will learn to write concise, clear and useful progress notes on patients with chronic illnesses.

Patient Log Requirements using the Encounter Tracking System (ETS)

Students should enter patient encounter data into the Encounters Tracking System (ETS) daily. Students must record a minimum of **20** patient encounters at the assist or **perform** level of participation in patient care. At least one patient must be seen in continuity (not a first time) during the clinical portion of Doctoring 3. There are no required problems or procedures.

Patient Log (ETS) Monitoring Policy

Encounter data are monitored by the Clerkship Directors to assure that students are meeting clerkship requirements. If it becomes apparent that students are not encountering the required patient conditions, efforts will be made to specifically select the needed patients for you to see. If these opportunities for specific patient encounters do not occur, the student will be exposed to the conditions/diseases secondarily through reading assignments, completion of Aquifer Cases, or discussions with the Clerkship Director.

Level of participation in patient care is determined by the student involvement during the history, physical exam, assessment and treatment plan. The complexity of these components will vary, but for the purposes of choosing a level of participation, three categories have been created, *all of which include supervision of the medical student*. The student will select the level of participation that most closely describes their involvement in the patient encounter.

- **Observe** should be selected when the student observes a clinician conducting the patient encounter.
- **Assist** should be selected when the student assists a clinician in conducting the patient encounter.
- **Perform** should be selected when the student leads or conducts the patient encounter.

Alternate Educational Experiences

Should the student be unable to complete and record a required clinical encounter or other course requirement due to circumstances beyond their control, the course director will determine an appropriate alternative educational experience. The student will record as instructed in ETS. Utilization of alternative educational activities is monitored by the curriculum committee on a regular basis.

Examinations

There are no examinations in Doctoring 3. Students will self-assess mastery of content via case presentations and questions posed through the Turning Point System[®].

Learning Resources

Institutional Resources

The [Maguire Medical Library](#) offers 24/7 remote access to online resources that support the **core clerkships**. They include [Mobile Resources](#), [Point of Care](#), and [Subject Guides](#).

Required Reading

Students preparing for the Doctor of Medicine degree are **expected** to review weekly assignments posted to Canvas. These will include but are not limited to advance preparation materials such as readings and PowerPoint presentations (posted the Friday prior to the session), as well as other course materials. Students are expected to review previously presented material from the pre-clerkship curriculum to prepare for Wednesday afternoon didactic sessions.

Evaluation

Course Specific Grading

The standardized clerkship policy can be found on the [Office of Medical Education website](#).

1. If any remediation is required, the student is no longer eligible for “honors”, and will be assigned an initial grade of “IR” until remediation has been completed.
2. **Any breach in professionalism renders a student ineligible for honors.**
3. Active participation in didactic sessions
4. Documentation of required CME and record as Educational Activity in ETS
5. Satisfactory and timely completion of all PACE assignments
6. Satisfactory and timely completion of Dear Doctor Letter assignment
7. Satisfactory and timely completion of the QI Project for pass; QI project must be exemplary to be considered for honors
8. Satisfactory and timely completion of Pathography assignment
9. Clinical performance must be exemplary to be considered for honors

Evaluation

1. *Formative*. A mid-year evaluation is completed by the regional campus dean and student support coordinator. This will include progress toward achievement of course objectives, assignments, required encounters, review of clinical faculty evaluation and participation in afternoon didactic sessions.
2. *Summative*. An evaluation of student clinical performance will be completed by the assigned Clerkship Faculty at the end of the course. An evaluation of the quality improvement project and presentation will be completed by the Informatics Curriculum Director in collaboration with the regional campus dean. All components of the course are reviewed by the regional campus dean, including assignments, participation and professionalism, who assigns a grade for each.

Grade Assignment

The final grade is assigned by the Co-Course Directors and is based on all aspects of the course, including clinical performance, attitude and performance during the weekly didactic sessions and satisfactory completion of all assignments. There are no grade quotas, and it is possible for any student to earn the grade of honors.

Course Objectives

The following table outlines the course objectives and assessment method for each, intended to be used as a guide for

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

Course Objectives	EPO	Assessment						
		End of Course Exam	Faculty Observation	Campus Dean Observation	Oral Presentation	Patient Documentation	Assignments	Online Modules
Doctoring 3								
Demonstrate the critical thinking skills needed to diagnose and develop a treatment plan for commonly occurring diagnoses and presentations.	1.4, 1.6, 1.9, 2.3, 2.4		x	x		x		
Demonstrate the ability to monitor and manage disease progression in patients with chronic disease.	1.8		x	x		x		
Demonstrate the ability to address and document health maintenance and prevention strategies in patients with chronic disease.	1.8		x			x	x	
Describe and apply the principles of geriatrics in patient care, including the biopsychosocial model and patient-centered clinical method to the understanding of patient presentations	1.7, 2.2, 2.3, 2.5		x	x				
Demonstrate patient-centered communication that encompasses the unique context of persons with diverse backgrounds.	1.5, 1.7, 2.5, 4.1, 5.5, 9.1		x			x		
Demonstrate the ability to appropriately communicate with other professionals about challenging patient situations through written communication.	4.1, 4.2, 4.6, 7.1, 7.3, 7.4		x	x	x	x	x	
Demonstrate advanced communication skills with patients and families by appropriately managing challenging patient encounters.	1.7, 4.1, 4.6, 4.7, 5.1, 5.2, 5.3, 5.6		x		x			
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.	1.9, 2.4, 2.5, 4.1, 5.5, 7.3, 9.4		x	x				
Enhance fund of knowledge of quality improvement measures in the clinical management of chronic disease and patient safety.	3.4, 6.5		x	x			x	
Demonstrate an understanding of common and contemporary ethical and legal issues related to patient care.	1.6, 1.9, 4.6, 5.5, 5.6		x	x			x	
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, 3.7, 3.9		x	x		x	x	
Demonstrate the ability to make ethical clinical decisions with insight and clarity; verbally justify viewpoint with evidence-based medicine.	5.6		x	x			x	
Demonstrate the ability to do concise, organized oral case presentations.	4.2		x	x	x		x	
Demonstrate the ability to describe and/or perform physical examinations appropriate to the case presentation.	2.1		x	x	x			
Enhance ability to recognize personal learning needs by selecting and participating in continuing medical education that addresses a perceived need for increased knowledge or improved skill.	5.4			x			x	
Demonstrate enhanced patient-centered and humanistic skills through narrative writing.	5.1, 5.4, 5.6			x			x	
Demonstrate knowledge of the natural history of a variety of common chronic diseases through continuity of care.	2.2		x	x		x		
Demonstrate knowledge of the factors that contribute to compliance with chronic disease care including psychological, social, and behavioral, cultural and economic factors.	2.5		x	x	x	x		
Apply the principals of prevention, chronic disease management and health promotion when caring for patients and their families.	1.7		x	x	x	x		
Demonstrate the ability to monitor and document disease progression.	1.8		x			x	x	
Enhance professional identity and leadership development.	6.4, 6.5, 6.6, 8.6			x			x	

Policies

Absence and 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.

Extended absences from the clerkship are not permitted. Any absence from the clerkship must be **pre-approved by the regional Campus Dean** prior to the beginning of the clerkship, using the [student absence request form](#). Even with an excused absence, the student will complete the scheduled work as outlined.

The Clerkship Faculty, Clerkship Director and Education Director must be notified of any absence in advance by the student. In the case of illness or other unavoidable absence, follow the same procedure outlined above, and notify everyone as soon as possible. **Unapproved absences during the clerkship will result in a grade of “incomplete” until remediated and may result in a grade of “fail” for the clerkship.**

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 Office of Accessibility Services; 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 Office of Accessibility Services 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:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
Email: oas@fsu.edu
<https://dsst.fsu.edu/oas>

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.

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.

Student Work Hours Policy

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.

Documentation of work hours: Students will use ETS to document by self-report their daily work hours. Students must enter daily work hours that includes both clinical experience and educational activities. Failure to report work hours is considered a breach of professionalism.

- Clinical care, including documentation in medical record
- Required educational meetings (i.e. Doctoring 3, clerkship meetings, educational meetings at residency programs)

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.