



## BCC 7201 Residency Preparation Boot Camp 2020-2021

### Course Directors

#### **Joan Y. Meek, MD**

Office: Orlando Regional Campus

Phone: 407-835-4013

Email: [joan.meek@med.fsu.edu](mailto:joan.meek@med.fsu.edu)

#### **Luckey Dunn, MD**

Office: Daytona Beach Regional Campus

Phone: 386-252-0601

Email: [luckey.dunn@med.fsu.edu](mailto:luckey.dunn@med.fsu.edu)

<b>Campus</b>	<b>Faculty</b>
Main	Suzanne Harrison, MD
Sarasota	Nicole Bentze, DO
Daytona Beach	Luckey Dunn, MD
Ft Pierce	Juliette Lomax-Homier, MD
Pensacola	Paul McLeod, MD
Orlando	Joan Meek, MD
Tallahassee	Sandeep Rahangdale, MD

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# Overview

## Course Description

The **Residency Preparation Boot Camp** is the capstone to 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 selected modules from the Core Entrustable Professional Activities for Entering Residency Toolkit. Students should be able to perform these patient care activities on the first day of residency without direct supervision. These skills align with the Accreditation Council for Graduate Medical Education (ACGME) competencies to include the following entry-level performance milestones for an entering resident at PGY-1 level:

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 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.

## Orientation and Syllabus Review

Students are required to review the syllabus before the first day of the course.

**Medicine is a profession**, entailing unique responsibilities and obligations as well as 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. 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 the medical profession. Appearance and behavior should at all times demonstrate respect for the profession and 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.

## Course Meetings and Lectures

The course provides an 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. Small group discussions may occur virtually via Zoom or in-person at the regional campuses; attendance is mandatory. Sessions will include resident panels and hospital leadership.

## Required Assignments and Training

Students are required to use the [Residency Preparation: Boot Camp](#) guide from the medical library to complete the required modules. Contact librarian [Susan Epstein](#) for module/training login issues and help. Blocks of time are available

throughout the course for completion of the required independent study activities, and students should budget time appropriately to ensure completion by the stated submission deadlines. All independent course work may be started prior to the beginning of the course, but this is not required.

### **1) IHI Basic Certificate in Quality & Safety Training**

The Institute for Healthcare Improvement (IHI) Basic Certificate in Quality and Safety modules provide foundational knowledge in the areas of quality improvement, patient safety, patient-centered care, and health care leadership. Students will build upon these skills during their residency. Complete the 13-course modules in multiple sessions and will take about 9-18 hours in total to complete.

**Submission: No later than 5:00 PM on FRIDAY, April 30<sup>th</sup>**

1. Upload the PDF certificate into Student Academics > Project Documents

### **2) CITI Human Subjects Research Training**

The Collaborative Institutional Training Initiative (CITI) Human Subjects Research training prepares students to conduct human subjects research during residency. Complete the 15 modules in multiple sessions, this will take 2-4 hours to complete. Students who already have current training may submit an existing certificate.

**Submission: No later than 5:00 PM on FRIDAY, April 30<sup>th</sup>**

1. Upload the PDF certificate into Student Academics > Project Documents

### **3) Self-Directed Learning Plan Assignment**

Students will develop an independent study plan based upon self-reflection of educational needs and practice-based learning and improvement. Students will verify completion of learning plan activities with a written reflection. There are many options including additional online learning modules developed by the medical library staff on “Answering the Clinical Question”, searching PubMed, and introduction to Citation Management module (see full list in the [Appendix: Self-Directed Learning Plan Suggestions](#)). Students are advised to contact the residency institution at which they will be training to identify any additional requirements.

**Plan Submission: No later than 5:00 PM on FRIDAY, April 30<sup>th</sup>**

1. Upload the learning plan goals into Student Academics>Project Documents

**Reflection Submission: No later than 5:00 PM on MONDAY, May 10<sup>th</sup>**

2. Upload the learning plan reflection into Student Academics>Project Documents

### **4) Safer Opioid Use Training**

Complete **one** of these two safer opioid use training activities:

1. *APHA Pathways to Safer Opioid Use* online activity training to make decisions in the roles of 4 different characters (primary care physician, nurse, pharmacist, and patient) who have the potential to prevent opioid-related ADEs. Students will complete all 4 scenarios in one sitting, and this will take about 1 hour.
2. *State of Florida Mandatory Opioid* training can be obtained through the Florida Academy of Family Physicians at no cost to COM students, login and password instructions on the Canvas site. This training is recommended for all students attending a residency in the State of Florida.

**Submission: No later than 5:00 PM on FRIDAY, May 7<sup>th</sup>**

1. Upload the certificate or completion screenshot into Student Academics>Project Documents

### **5) Required Assignment 4: Aquifer WISE-OnCall**

The Aquifer WISE-OnCall modules provide simulated assessment and management of common conditions encountered while on call. Students will complete these 7 modules in multiple sessions, each module takes about 1 hour to complete:

1. Abdominal Pain
2. Acute Pain Management
3. Certifying a Death
4. Documentation for Patient Safety
5. Fever and Sepsis
6. Hypotension
7. Loss of Consciousness

**Submission: No later than 5:00 PM on FRIDAY, May 7<sup>th</sup>**

1. Upload a screenshot of the completed modules

### 6) Transitions Across the Continuum Project

The Transitions Across the Continuum (TAC) project highlights the importance of proper management of a patient transition at the time of discharge from the hospital or transfer to another healthcare facility, including interprofessional collaboration that must occur for a successful discharge. This assignment is based on a patient the student cares for during the required Sub-Internship but is graded as a component of the Residency Preparation Boot Camp. *Eligible patients are those admitted, followed throughout hospitalization and discharged/transferred by the student.* Occasional exceptions are made for those students who are unable to complete the assignment during their required Sub-Internship; *projects completed outside of FMSI or IMSI require advance permission.* Complete project instructions are located on the Family or Internal Medicine Sub-Internship Canvas homepage. Residency Preparation Boot Camp course directors or their designee will complete evaluation of this assignment. If the assignment is returned for revision, the student will be assigned an incomplete until remediation has been completed. A passing performance is required for successful completion of the Residency Preparation Boot Camp. Students will receive timely written feedback. Remediation is unlikely and is expected to only include written revision of the assignment.

**Submission: Due at midnight on the Monday following** conclusion of Sub-Internship

1. Upload the project into Student Academics>Project Documents

Transitions Across the Continuum Project Evaluation Rubric		Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Feedback
Admission note	Organization				
	Pertinent details				
	Differential diagnosis				
	Treatment plan				
Discharge summary OR Transfer summary	Organization				
	Pertinent details				
	Follow up plan				
	Evidence of hand-off				
HIPAA	HIPAA compliant				
Medication Reconciliation at Discharge	Medication interactions				
	Potential errors				
	Safety concerns				
	Adherence challenges				
Discharge documents	Hospital summary				
	Patient education				
	Health literacy				
Reflection	Challenges				
	Lessons learned				
	Importance of care team at discharge				
	Systems insight				
Overall evaluation					

## 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 MUST use the [Residency Preparation: Boot Camp](#) guide from the medical library to complete the required modules. Contact librarian [Susan Epstein](#) for module/training login issues and help.

## Evaluation

### Course Specific Grading

The standardized clerkship policy can be found on the [Office of Medical Education website](#). This is a pass/fail course. To

achieve a grade of Pass students 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 course 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 professionalism is required in all aspects of the course. Professionalism concerns may generate a **Report of Concern for Unprofessional Behavior** (see [Student Handbook](#)) and may result in a failing course grade.
3. Satisfactory completion and timely submission of all required assignments.

### Evaluation

Timely formative feedback of both content and instructional methods is provided on all components of the course and will assist the course directors in providing a timely continuous quality improvement. Formal mid-course feedback is not provided because this is a 3-week course. Students will have the opportunity to provide constructive feedback by completing the standard end of course evaluation.

## Course Objectives

The following table outlines the clerkship 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 Clerkship Exam	Faculty Observation	Clerkship Director Observation	Oral Presentation	Patient Documentation	Assignments	Online Modules	Self-assessment
Residency Preparation Boot Camp	Educational Program Objectives								
Demonstrate the ability to conduct and document a comprehensive admission evaluation.	1.2, 1.4, 1.6, 2.1, 2.3, 2.5, 4.2					X	X		
Demonstrate the ability to document an appropriate discharge summary, or transfer summary if the patient is going to another facility.	1.2, 1.4, 1.8, 2.3, 2.5, 4.2					X	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.	1.3, 2.1, 6.5						X		
Order and interpret results of basic clinical diagnostic tests.	1.4							X	X
Write opioid prescriptions in a manner than enhances safety.	1.6							X	X
Recognize patients requiring urgent or emergent care.	1.6, 1.7							X	X
Advocate for quality patient care and assist patients in dealing with system complexities.	1.7, 1.8, 2.5, 4.1, 4.2, 6.4, 9.2						X	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.	1.8						X		
Synthesize medical information from a variety of sources to make clinical decisions.	2.1, 2.3							X	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.	2.5, 4.1, 5.5						X		

Demonstrate self-awareness of limitations and need to ask for help.	3.1, 8.1							x	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.	3.8							x	
Identify and organize appropriate information to be communicated to different situations, including patient hand-off.	4.2, 6.5, 7.4					x	x	x	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.	4.3, 6.6, 7.4							x	
Demonstrate professional behavior in all interactions with peers, patients and faculty.	5.1, 7.1		x						x
Complete all required activities in a timely fashion.	5.4		x						x
Identify system failures, contribute to culture of safety.	6.5						x	x	x
Demonstrate interprofessional teamwork.	7.1							x	x
Demonstrate readiness for residency through competent performance of developmentally appropriate activities of patient care.	1.2, 1.3, 1.6, 1.8, 3.1, 3.2, 3.3, 5.3, 5.6, 6.4, 6.5, 7.1, 8.1, 9.2							x	x
Communicate clinical information accurately and concisely in a variety of formats.	1.6, 1.8							x	x
Demonstrate the basic health care team skills necessary for patient safety and quality care, including inter-professional interactions and, structured patient hand-offs.	1.6, 1.8, 2.3, 4.6, 6.4							x	x
Demonstrate tenets of professionalism and awareness of professional expectations during residency.	2.3							x	x
Recognize that self-care, wellness, and work-life balance are necessary for the life-long practice of medicine.	2.5							x	x
Demonstrate commitment to life-long learning.	2.1, 2.5, 3.1, 3.2, 3.3, 5.1, 5.3, 5.6							x	x

## Policies

### **Attendance and Absence 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:

Office of Accessibility Services  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
Email: [oas@fsu.edu](mailto: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.



## Appendix: Self-Directed Learning Plan Resources

Additional resources available in the library [Subject Guides](#)

- 1) General Medicine Topics linked in the main [Boot Camp Subject Guide](#)
  - a) [Professional Development tab](#)
    - i) ACH Videos: Compassion, empathy, and other patient-centered communication topics
    - ii) Aquifer
    - iii) Exploring Essential Radiology-AccessMedicine
    - iv) Medskl-Multiple topics (well worth the time to review)
    - v) Patient Safety Modules Core Concepts in Patient Safety
    - vi) Presentation Guidelines
    - vii) Stanford's Unconscious Bias in Medicine
    - viii) Videos in Clinical Medicine (NEJM)
  - b) [Checklists/Best Practices tab](#)
    - i) The Checklist Manifesto
    - ii) TED Talk: Atul Gawande
    - iii) The Angry Office Patient
    - iv) Abusive Patient in the Office iv. Social Media Professionalism in the Medical Community
- 2) [Pediatrics](#): Subject Guides>Residency Preparation>Common Pediatric Medical Procedures
  - a) Urinary catheter
  - b) Lumbar puncture
  - c) Laceration repair
  - d) Foreign body removal including fishhook
  - e) Reduction simple dislocations-Nursemaid's Elbow
- 3) [Surgery](#): Subject Guides>Surgery
  - a) Procedures consult (Procedures video tab)
  - b) Professional development (Guidelines & Standard of Care tab)
    - i) ACS Fundamentals of Surgery Curriculum
    - ii) ACS Education and Training (must be a member)
  - c) [www.facs.org](http://www.facs.org) "Successfully Navigating the First year of Surgical Residency" (this is a good read)
  - d) ACS On-Line Video Library