



BCC 7201
Residency Preparation Boot Camp
2021-2022

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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 our patients and the profession of medicine. 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

1) Overview

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.

2) 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 (will take about 9-18 hours in total to complete).

Submission: No later than 5:00 PM on FRIDAY, April 29th

Upload the PDF certificate into Student Academics > Project Documents

3) 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 FSU Faculty, Staff, and Student – Biomedical/Clinical Course. This may 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 29th

Upon completion of the course, upload the PDF certificate into Student Academics > Project Documents

4) Self-Directed Learning Plan Assignment

Students will develop an independent study plan based upon self-reflection of educational needs demonstrating practice-based learning and improvement competencies. 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 end of syllabus [Appendix: Self-Directed Learning Plan Resources](#)). Students are advised to contact the residency institution at which they will be training to identify any additional requirements. **Students are strongly advised to contact their residency institution to assess available library resources in comparison to the FSU COM Library resources. See Appendix for suggested potential questions/research items to facilitate student individual assessment.**

Plan Submission: No later than 5:00 PM on FRIDAY, April 29th

Upload the learning plan goals into Student Academics > Project Documents

Reflection Submission: No later than 5:00 PM on MONDAY, May 9th

Upload the learning plan reflection, **including thoughts on resource assessment**, into Student Academics > Project Documents

5) 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. This should 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 6th

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

6) 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 6th

Upload a screenshot of the completed modules into Student Academics > Project Documents

7) 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**

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.

Residency Preparation Boot Camp Course Objectives	Educational Program Objectives (EPOs)	Entrustable Professional Activities (EPAs)	Assessment
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	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Patient documentation • Assignments
Demonstrate the ability to document a comprehensive discharge or transfer summary.	1.2, 1.4, 1.8, 2.3, 2.5, 4.2	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Patient documentation • Assignments
Demonstrate the ability to perform a thorough review of medications; recognize potential contraindications, interactions, omissions, safety issues, medical errors and adherence challenges.	1.3, 2.1, 6.5	4	<ul style="list-style-type: none"> • Assignments
Order and interpret results of basic clinical diagnostic tests.	1.4	3	<ul style="list-style-type: none"> • Online modules • Self-assessment
Recognize the importance of including elements necessary for an opioid prescription that enhance patient safety.	1.6	4, 13	<ul style="list-style-type: none"> • Online modules • Self-assessment
Recognize patients requiring urgent or emergent care.	1.6, 1.7	10	<ul style="list-style-type: none"> • Online modules • Self-assessment
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		<ul style="list-style-type: none"> • Assignments • Online modules
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		<ul style="list-style-type: none"> • Assignments
Synthesize medical information from a variety of sources to make clinical decisions.	2.1, 2.3	7	<ul style="list-style-type: none"> • Online modules • Self-assessment
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		<ul style="list-style-type: none"> • Assignments
Demonstrate self-awareness of limitations and need to ask for help.	3.1, 8.1		<ul style="list-style-type: none"> • Online modules • Self-assessment

Counsel and educate patients and their families; create written patient education that demonstrates awareness of the educational level and health literacy of the patient and/or caregivers.	3.8		<ul style="list-style-type: none"> • Assignments
Identify, organize and communicate appropriate clinical information accurately and concisely in a variety of situations and formats.	4.2, 6.5, 7.4	5, 6, 8	<ul style="list-style-type: none"> • Patient documentation • Assignments • Online modules • Self-assessment
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	9	<ul style="list-style-type: none"> • Assignments
Demonstrate professional behavior in all interactions with peers, patients and faculty; demonstrate an awareness of expectations for professional behavior during residency.	5.1, 5.4		<ul style="list-style-type: none"> • Faculty observation • Self-assessment • Assignments
Identify system failures that contribute to a culture of safety.	6.5	13	<ul style="list-style-type: none"> • Assignments • Online modules • Self-assessment
Demonstrate the basic team skills necessary for patient safety and quality care, including inter-professional interactions and structured patient hand-offs.	1.6, 1.8, 2.3, 6.4, 7.1	8, 9, 13	<ul style="list-style-type: none"> • Assignments • Online modules • Self-assessment
Recognize that self-care, wellness, and personal-professional integration are necessary for the lifelong practice of medicine.	8.1, 8.2, 8.3, 8.4		<ul style="list-style-type: none"> • Assignments • Online modules
Demonstrate commitment to lifelong learning.	3.1, 3.2, 3.3		<ul style="list-style-type: none"> • Assignments • Online modules

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 the attendance policy, a notice of absences, and remediation. Students must use the [absence request form](#) that is located on Student Academics. Extended absences from the clerkships are not permitted. Any absence from the clerkships must be **pre-approved by the Regional Campus Dean** before the beginning of the clerkship, using the [student absence request form](#). The Clerkship Faculty, Clerkship Director, and Education Director must be notified of any absence in advance by the student, once approved by the campus dean. Under no circumstances should a student arrange with the Clerkship Faculty or elective faculty to be away from the rotation without first obtaining the approval of the campus dean.

Any approved absence from a required clerkship may result in the student receiving a grade of “incomplete” and the student is expected to make up missed time and/or complete alternative/additional assignments before a final grade will be assigned. **Unapproved absences during the clerkship are considered unprofessional behavior, will result in a grade of “incomplete” until remediated and may result in a grade of “fail” for the clerkship.**

In the case of illness or other unavoidable absence, follow the same procedure outlined above, and notify everyone as soon as possible.

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

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course. To receive academic accommodations, a student: (1) must register with and provide documentation to the Office of Accessibility Services (OAS); (2) must provide a letter from OAS to the instructor indicating the need for accommodation

and what type; and, (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor. Please note that instructors are not allowed to provide classroom accommodations 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, Florida State University, Tallahassee, FL 32306-4167; (850) 644-9566 (voice); (850) 644-8504 (TDD), 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 Office of Accessibility Services to determine whether they might be eligible to receive accommodations needed 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.

Clinical and Educational Work Hours Policy

The FSU College of Medicine uses the Accreditation Council for Graduate Medical Education requirements regarding clinical experience and education as a guideline for our policy. Our goal is to provide a structure that promotes a culture of patient safety and student education, and also facilitates personal-professional balance and well-being for the student.

- Clinical experience and scheduled educational activities must be limited to no more than 80 hours per week, when averaged over a 4-week period.
- Clinical experience must not exceed 24 hours of continuously scheduled assignments, with the exception that up to 4 hours of additional time may be used for effective transitions of care or student education. No additional patient care responsibilities may be undertaken during this 4-hour period. After a 24-hour period continuously on call, students must have at least 14 hours free of clinical work and scheduled educational activities.
- Students should have 8 hours off between scheduled clinical experience and education periods.
- Students must have at least one day out of every 7 completely free from clinical duties and required educational activities, when averaged over 4 weeks.

Documentation of time spent on clinical experience and education

Students must use ETS to document by self-report their daily hours on required clerkships and courses. Students must enter daily hours to include both clinical experience and required educational activities. Failure to report work hours is considered a breach of professionalism.

Students will report the following:

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

Hours that should not be included in self-reported 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

"Mistreatment" arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment, sexual harassment, psychological cruelty, and discrimination based on race, religion, ethnicity, sex, age or sexual orientation. If a student feels he/she is being mistreated, the student should report this concern to the Division of Student Affairs (Student Support Coordinator, Assistant or Associate Dean for Student Affairs or the Regional Campus Dean). We treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind. Please refer to the Student Mistreatment Policy in the [FSUCOM Student Handbook](#) and [report incidents of mistreatment](#) as soon as possible.

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
 - v) Residency Resources Checklist
- 2) Pediatrics
Residency Preparation guide
[Professional Development tab](#) (Pediatrics Education box)
 - Common Pediatric Medical Procedures
 - i) Urinary catheter
 - ii) Lumbar puncture
 - iii) Laceration repair
 - iv) Foreign body removal including fishhook
 - v) Reduction simple dislocations-Nursemaid's Elbow
- 3) Surgery
 - a) Surgery subject guide
[Procedures Videos tab](#)
 - i) ACS Online Video Library
 - ii) Procedures Consult
[Guidelines & Standard of Care tab](#)
 - iii) ACS Fundamentals of Surgery Curriculum
 - iv) ACS Education and Training (must be a member)
 - b) Residency Preparation guide
[Best Bets for Residents](#) (Surviving and Thriving box)
Successfully Navigating the First Year of Surgical Residency (this is a good read according to Dr. Dunn!)