



## BCC 7201 Residency Preparation Boot Camp 2022-2023

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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 a 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**, it entails 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 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 agenda for additional activities, based on 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

## 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 the completion of the required independent study activities. Students should budget their time appropriately to ensure completion by the stated submission deadlines. All independent course work may be started before the beginning of the course, but is not required.

## **Required Assignment 1: IHI Basic Certificate in Quality and 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. Students will complete the 13-course modules in 8-16 hours over a couple of days, in multiple sessions.

### **Submission**

Students will document their completion of this training by uploading the PDF certificate into the “Project Documents” tab for the course in Student Academics by **5:00 PM on the last day of the course**.

## **Required Assignment 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 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**

Students will document their completion of this training by uploading the PDF certificate into the “Project Documents” tab for the course in Student Academics by **5:00 PM on the last day of the course**.

## **Required Assignment 3: Safer Opioid Use Training**

Students must complete one of the three safer opioid use training activities.

- **If attending a residency in the State of Florida**, complete the *State of Florida Mandatory Opioid* training through the Florida Academy of Family Physicians (FAFP). This training is free for COM students, and login and password instructions are located on the [Residency Preparation Bootcamp Canvas site](#).
- **If attending a residency out of state**, students are strongly advised to contact their residency program to select the opioid training required by that state or program.
- **If the residency location is unknown**, students may choose any opioid training that provides a certificate of completion that will be sufficient for the course.

### **Submission**

Students will document their completion of this training by uploading the PDF certificate or a screenshot of completion into the “Project Documents” tab for the course in Student Academics by **5:00 PM on the last day of the course**.

## **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 7 specific 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**

Students will document their completion by uploading a screenshot of completed modules into the “Project Documents” tab for the course in Student Academics by **5:00 PM on the last day of the course**.

### ***Required Assignment 5: Self-Directed Learning Plan and Reflection***

Students will develop an independent study plan based upon self-reflection of educational needs demonstrating practice-based learning and improvement competencies. Students will verify the completion of learning plan activities with a written reflection that describes how each of the activities contributes to their preparation for residency. 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 the Citation Management module (see the end of syllabus [Appendix: Self-Directed Learning Plan Resources](#)).

After Match Day, it is strongly suggested that students contact the residency institution at which they will be training to determine if there are specific resources or recommended training required before the start of their residency. Students will be expected to incorporate these requirements into their self-directed learning plan. All students should identify the available library resources and clinical tools at their residency institution and compare them to the FSU COM Library resources.

#### **Plan Submission**

Students will upload their learning plan goals into the “Project Documents” tab for the course in Student Academics at the end of week 1 by **5:00 PM on April 28<sup>th</sup>, 2023**.

#### **Reflection Submission**

Students will upload their learning plan reflection (including thoughts on resource assessment) into the “Project Documents” tab for the course in Student Academics by **5:00 PM on the last day of the course**.

## **Learning Resources**

### ***Institutional Resources***

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

### ***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 **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 due to the brevity of the 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
Order and interpret results of basic clinical diagnostic tests.	1.4	3	<ul style="list-style-type: none"> <li>• Online modules</li> <li>• Self-assessment</li> </ul>
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"> <li>• Online modules</li> <li>• Self-assessment</li> </ul>
Recognize patients requiring urgent or emergent care.	1.6, 1.7	10	<ul style="list-style-type: none"> <li>• Online modules</li> <li>• Self-assessment</li> </ul>
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"> <li>• Assignments</li> <li>• Online modules</li> </ul>
Synthesize medical information from a variety of sources to make clinical decisions.	2.1, 2.3	7	<ul style="list-style-type: none"> <li>• Online modules</li> <li>• Self-assessment</li> </ul>
Demonstrate self-awareness of limitations and need to ask for help.	3.1, 8.1		<ul style="list-style-type: none"> <li>• Online modules</li> <li>• Self-assessment</li> </ul>
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"> <li>• Patient documentation</li> <li>• Assignments</li> <li>• Online modules</li> <li>• Self-assessment</li> </ul>
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"> <li>• Faculty observation</li> <li>• Self-assessment</li> <li>• Assignments</li> </ul>
Identify system failures that contribute to a culture of safety.	6.5	13	<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Online modules</li> <li>• Self-assessment</li> </ul>
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"> <li>• Assignments</li> <li>• Online modules</li> <li>• Self-assessment</li> </ul>
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"> <li>• Assignments</li> <li>• Online modules</li> </ul>
Demonstrate commitment to lifelong learning.	3.1, 3.2, 3.3		<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Online modules</li> </ul>

## 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 [student 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](mailto:oas@fsu.edu), <https://dsst.fsu.edu/oas/>

### ***Clinical Experience and Education (formerly Duty Hours or Work Hours) Policy***

The FSU COM uses the ACGME requirements regarding clinical experience and education as a guideline for our policy. Our goal is to provide a structure that supports patient safety and student education and facilitates personal-professional balance and well-being.

- Clinical experience and scheduled educational activities must be limited to no more than 80 hours per week when averaged over 4 weeks.
- 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.
- 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 these 4 hours. After 24 hours 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.

**Documentation** of time spent on clinical experience and education:

Students will use ETS to document by self-report their daily work 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 the 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 "work" hours include reading about patient conditions and procedures, self-directed study for clerkships/courses, work completed for assignments, learning modules, and assigned reading.

### ***Office of Student Counseling Services***

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 the [Office of Student Counseling Services](#) and the FSU [Office of Accessibility Services](#)

(OAS) 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 a medical degree.

***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 they are 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.

***Syllabus Change Policy***

Except for changes that substantially affect the implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.



# Appendix: Self-Directed Learning Plan Resources

This is a brief outline of [subject guide](#) resources by topic of interest.

## **General Medicine residency preparation**

Bootcamp guide [Checklists/Best Practices](#) tab

- TED Talk: Atul Gawande How Do We Heal Medicine? Implementing the Checklist (video)
- The Checklist Manifesto: Takeaways and Analysis
- The Checklist - Atul Gawande's article in the *New Yorker*
- The Angry Office Patient
- Abusive Patient in the Office
- Social Media Professionalism in the Medical Community (video)
- Residency Resources Checklist

Bootcamp guide [Professional Development](#) tab

- ACH Videos: Compassion, empathy, and other patient-centered communication topics
- Aquifer
- Exploring Essential Radiology-AccessMedicine
- MEDSKL-Multiple topics (well worth the time to review)
- Patient Safety Modules Core Concepts in Patient Safety
- Presentation Guidelines
- Stanford's Unconscious Bias in Medicine
- Videos in Clinical Medicine (NEJM)

## **Pediatric residency preparation**

Bootcamp guide [Professional Development](#) tab

- Common Pediatric Medical Procedures text
- Urinary catheter
- Lumbar puncture
- Laceration repair
- Foreign body removal including fishhook
- Reduction simple dislocations-Nursemaid's Elbow

## **Surgical residency preparation**

Surgery guide [Procedures Videos](#) tab

- American College of Surgeons (ACS) Online Video Library
- Procedures Consult

Surgery guide [Guidelines & Standard of Care](#) tab

- ACS Fundamentals of Surgery Curriculum
- ACS Education and Training (must be a member)

Bootcamp guide [Best Bets for Residents](#) tab

- Successfully Navigating the First Year of Surgical Residency (this is a good read according to Dr. Dunn)