



BCC 7201

Residency Preparation Boot Camp

2025-2026

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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.

Course Goals

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.

Meetings

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 the demonstration of knowledge and skills to address common patient presentations, using small group discussions 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 campus, at the discretion of the regional campus dean. **Attendance at these panel discussions is mandatory.** Panel discussions include resident panels and hospital leadership panels, where students can learn and participate in a discussion about what comes next for them once they transition to graduate medical education and residency.

Required Assignments

Students are required to use the [Residency Preparation: Boot Camp](#) guide from the Maguire Medical Library to complete the required modules. Contact librarian Susan Epstein Susan.Epstein@med.fsu.edu 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 coursework may be started before the beginning of the course but is not required.

Required Assignment 1: 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 2: Safer Opioid Use Training

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

1. **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 Boot Camp [Canvas M.D. Clerkships AY2024-2025](#) page.**
2. **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.
3. **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

- Document completion of this training by uploading a 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 3: 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

- Document completion of this training 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 4: Self-Directed Learning Plan and Self-Assessment

Students will develop an independent study plan based on self-reflection of educational needs demonstrating practice-based learning and improvement competencies. **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 also include identifying the available library resources and clinical tools at their residency institution and compare them to the FSU Medical Library resources in their self-directed learning plan. There are also many options for additional learning, including online learning modules developed by the medical library 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](#)) that may be beneficial to include in the self-directed learning plan.

Initial Plan Submission

- Upload learning plan goals into the “Project Documents” tab for the course in Student Academics **at the end of week 1 by 5:00 PM.**

For the final submission, students will update their Self-Directed Learning Plan to indicate what components of the plan were completed.

Completed Plan Submission

- Upload an updated version of the learning plan that indicates what was accomplished 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 Susan.Epstein@med.fsu.edu for module/training login issues and help.

Evaluation

Timely formative feedback on 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.

Grading

Years 3 and 4 Grading Policy

The standardized Years 3 and 4 Grading Policy for clerkships and courses is located on the [Office of Medical Education](#) site.

Course-Specific Grading Criteria

The final grade is assigned by the Course Directors. This is a pass/fail course, to achieve a grade of Pass students must meet all the following requirements:

1. Any breach in professionalism **renders a student at risk of failure.**
2. 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.
3. 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.
4. Satisfactory completion and timely submission of all required assignments.

Course Objectives

The following tables outline clerkship objectives and assessment methods for each and are intended to be used as a guide for student learning. Each clerkship objective is mapped to the [FSU COM Educational Program Objectives \(EPOs\)](#) and the [ACGME Core Entrustable Professional Activities \(EPAs\)](#).

| RESIDENCY PREPARATION BOOT CAMP COURSE OBJECTIVES | | EPO |
|---|--|-----|
| RPBC-1 | Order and interpret results of basic clinical diagnostic tests . | 2 |
| RPBC-2 | Demonstrates clinical reasoning by recognizing the importance of including necessary elements that enhance patient safety | 1 |

| | | |
|---------|---|---|
| | when prescribing opioids. | |
| RPBC-3 | Recognize patients requiring urgent or emergent care . | 1 |
| RPBC-4 | Synthesize medical information from a variety of sources to make clinical decisions . | 2 |
| RPBC-5 | Demonstrate self-awareness of limitations and need to ask for help. | 5 |
| RPBC-6 | Identify, organize and communicate appropriate clinical information accurately and concisely in a variety of situations and formats. | 4 |
| RPBC-7 | Demonstrate professional behavior in all interactions with peers, patients and faculty; demonstrate an awareness of expectations for professional behavior during residency. | 5 |
| RPBC-8 | Recognize that self-care and personal -professional integration and growth are necessary for the lifelong practice of medicine. | 5 |
| RPBC-9 | Advocate for quality patient care and assist patients in dealing with system complexities by identifying potential system failures to contribute to a culture of safety. | 6 |
| RPBC-10 | Demonstrate the basic team skills necessary for patient safety and quality care, including interprofessional interactions and structured patient hand-offs. | 6 |

| Component | Learning Objectives | Assessment |
|---|--|--|
| CITI Human Subjects Research Training MAPS RPBC-6, RPBC-9, RPBC-8 | 1. Prepare students to conduct human subjects research during residency. Note: Students with an existing and <u>current</u> (not expired) certificate may submit it to fulfill this course requirement. If certificate is expired, students will need to complete the CITI training and earn a new, current certificate. | <ul style="list-style-type: none"> CITI Human Subjects Research Certificate of Completion |
| Safer Opioid Use Training MAPS TO RPBC-2, RPBC-6, RPBC-9 | 1. Fulfill State of Florida required opioid use training. - OR - Fulfill opioid training associated with state where student matched for residency. | <ul style="list-style-type: none"> Certificate or other document confirming successful completion |
| Aquifer WISE-OnCall select trainings MAPS TO RPBC-4, RPBC-6, RPBC-9, RPBC-10 | 1. Gain and refresh knowledge of skills required for management of common conditions and activities encountered while on call. a. Abdominal Pain b. Acute Pain Management c. Certifying Death d. Documentation for Patient Safety e. Fever and Sepsis f. Hypotension g. Loss of Consciousness | <ul style="list-style-type: none"> Document completion by uploading a screenshot of completed modules into the "Project Documents" tab of the course in Student Academics |
| Self-Directed Learning Plan MAPS TO RPBC-5, RPBC-7, RPBC-8 | 1. Students identifies their own learning needs and develops an independent study plan (ideally associated with preparatory needs of new residency) <i>Examples: Compare FSU library resources to those available at new residency; gain and refresh knowledge on specific guidelines and procedures associated with upcoming residency; PICO training; citation management, etc.</i> | <ul style="list-style-type: none"> Upload Self-Directed Learning Plan into the "Project Documents" tab for the course in Student Academics |
| Learning Plan Self-Assessment MAPS TO RPBC-5, RPBC-6, RPBC-7, RPBC-8 | 1. Update Self-Directed Learning Plan to indicate what was accomplished. | <ul style="list-style-type: none"> Upload Learning Plan Self-Assessment into the "Project Documents" tab for the course in Student Academics |

Professionalism and Professional Identity Formation

Medical professionalism is a cornerstone of the practice of medicine, embodying the values, behaviors, and responsibilities that are essential to building and maintaining trust between physicians, patients, and society. As a medical student and future physician, understanding and demonstrating professionalism is vital to your personal development.

The expectation is for all students to demonstrate a commitment to personal and professional growth and to carry out professional responsibilities with integrity, adhere to ethical principles and codes of conduct, and respect differences in values, beliefs, and experiences in all interactions.

Professional identity formation involves integrating one's personal identity with the professional standards and expectations of the medical field. This ongoing process enables medical professionals to remain true to themselves while providing exceptional care to patients and becoming well-rounded physicians.

Across the 4-year curriculum you will be continuously evaluated according to these core attributes of Medical Professionalism:

- **Commitment to Professional Behavior and Ethical Practice**
Adherence to ethical principles, such as beneficence, nonmaleficence, justice, and respect for autonomy.
Examples: Maintaining confidentiality by avoiding discussing patient cases in public areas, even in CLC. Taking responsibility for personal lapses in Professionalism, and taking steps to address them, incorporating feedback.
- **Accountability**
Medical professionals are accountable to their patients, peers, society, and the profession itself.
Examples: Engaging responsibly with the FSUCOM curriculum, including demonstrating effort when preparing for required learning sessions or completing assignments. Arriving on time to required sessions, completing assignments by deadlines, and seeking feedback to improve your performance.
- **Honesty and Integrity**
Acting with honesty, transparency, and moral courage, even in challenging situations.
Examples: Acknowledging when you do not understand instead of pretending you do, seeking help when needed, crediting the contributions of others, and reporting lapses when appropriate.
- **Compassion and Respect for Others**
Treating patients, colleagues, and team members with dignity, empathy, and cultural sensitivity.
Examples: Actively listening during team discussions, valuing diverse perspectives, values and beliefs, being aware of bias in self and others, and avoiding disruptive behaviors like silencing your phone during classes and meetings.
- **Excellence, Self-discovery, and Personal Well-Being**
A commitment to lifelong learning and the pursuit of the highest standards in medical knowledge, clinical skills, and patient care.
Examples: Taking the initiative to go beyond required readings by exploring additional resources to deepen your understanding of challenging topics, applying metacognitive approaches to self-evaluate learning.

Why Professionalism Matters

Professionalism fosters trust, ensures accountability, and enhances the quality of care delivered to patients. It also strengthens the medical profession's role in society.

Violations of professionalism may result in a report of concern for unprofessional behavior and could lead to referral to the Student Evaluation and Promotion Committee (SEPC). Serious breaches of professionalism may result in suspension, a failing grade for the clerkship/course, and/or referral to SEPC.

College of Medicine 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 the [FSU COM Student Handbook](#) for details of the attendance policy, a notice of absences, and remediation. Students must use the [student absence request form 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 getting the campus dean's approval. 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.

Clinical Experience and Education 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 the number of weeks of the clerkship.
- Students must have at least one day out of every 7 completely free from clinical duties and required educational activities when averaged over the number of weeks of the clerkship.
- Clinical experience must not exceed 24 hours of continuously scheduled assignments, except up to 4 hours of additional time 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 the 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.

Patient Log (ETS) Monitoring Policy

Encounter data are monitored by the Clerkship Directors to ensure 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 patients with the required conditions. The level of participation in the care of patients is determined by the student's involvement during the history, physical exam, assessment, and treatment plan. The complexity of these components will vary, but to choose 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 and will receive credit for documented participation at the required level or higher.

- **Observe** should be selected when the student observes a clinician conducting a 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.

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 section in the

University Policies

University Attendance Policy

Excused absences include documented illness, deaths in the family, and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid written excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of student's 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 accommodation for all persons with disabilities in a manner that is consistent with the academic standards of the course while empowering the student to meet the integral requirements of the course. Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Accessibility Services; and (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations. 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 an alternative format upon request. For the latest version of this statement and 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>

Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

Confidential campus resources:

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program

University Center A, Rm. 4100

(850) 644-7161

Available 24/7/365

Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services (CAPS)

Florida State University's Counseling and Psychological Services (CAPS) primary mission is to address psychological needs and personal concerns, which may interfere with students' academic progress, social development, and emotional well-being. The following in-person and virtual (tele-mental health) services are available to all enrolled students residing in the state of Florida:

1. Individual therapy
 2. Group therapy
 3. Crisis Intervention
 4. Psychoeducational and outreach programming
 5. After hours crisis-hotline
 6. Access to community providers for specialized treatment
- Call 850-644-TALK (8255) for more information on how to initiate services.

Counseling and Psychological Services

250 Askew Student Life Center
942 Learning Way
(850) 644-TALK (8255)
Walk-in and Appointment Hours:
M-F 8 am – 4 pm
<https://counseling.fsu.edu/>

Services at UHS are available to all enrolled students residing in Florida:

The mission of University Health Services (UHS) is to promote and improve the overall health and well-being of FSU students. UHS provides a coordinated continuum of care through prevention, intervention, and treatment. Services include general medical care, priority care, gynecological services, physicals, allergy injection clinic, immunizations, diagnostic imaging, physical therapy, and a medical response unit. The Center for Health Advocacy and Wellness (CHAW) assists students in their academic success through individual, group, and population-based health and wellness initiatives. Topics include wellness, alcohol and other drugs, hazing prevention, nutrition and body image, sexual health, and power based personal violence prevention. For more information, go to uhs.fsu.edu.

University Health Services
Health and Wellness Center
960 Learning Way
Tallahassee, FL 32306
Hours: M-F, 8 am – 4 pm
(850) 644-6230
<https://uhs.fsu.edu/>

Syllabus Change Policy

Except for changes that substantially affect 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

There are many resources available to help you achieve your self-directed learning goals on the [Residency Preparation: Boot Camp guide from the Maguire Medical Library](#). A brief outline of some of the resources is below, and students are encouraged to explore the guide to meet their individual self-directed learning needs.

General medicine residency preparation

Boot Camp guide [Checklists/Best Practices](#) tab

- TEDTalks: Atul Gawande How Do We Heal Medicine? Implementing the Checklist (**video**)
- The Checklist - Atul Gawande's *New Yorker* article (2007)
- The Checklist Manifesto: Takeaways and Analysis (2016)
- Summary: The Checklist Manifesto by Atul Gawande (2013)
- The Angry Office Patient.pdf (2016)
- Abusive Patient in the Office.pdf (2016)
- A simple checklist prevents deaths after surgery, a large new study suggests (summary of the Annals of Surgery article from the Washington Post 2017)
- World Health Organization's Surgical Safety Checklist
- Social Media Professionalism in the Medical Community (**video**)
- Residency Resources Checklist

Boot Camp guide [Professional Development](#) tab

- ACH Videos: Compassion, empathy, and other patient-centered communication topics
- Aquifer
- Exploring Essential Radiology (AccessMedicine)
- MEDSKL-Multiple topics
- Patient Safety Modules Core Concepts in Patient Safety
- Presentation Guidelines box – Effective Professional Presentation Skills.pdf
- Presentation Guidelines box – Top Ten Slide Tips
- Stanford's Unconscious Bias in Medicine
- Videos in Clinical Medicine (NEJM)

Pediatric residency preparation

Boot Camp guide [Professional Development](#) tab "Pediatrics Education" section

- Aquifer pediatric Development Milestones module
- Common Pediatric Medical Procedures, including videos on:
 - (1) Bladder Catheterization
 - (2) Lumbar Puncture (Cerebrospinal Fluid Collection)
 - (3) Simple Laceration Repair
 - (4) Simple Removal of a Foreign Body
 - (5) Reduction of Simple Dislocation
 - (6) Nursemaid's Elbow

Surgical residency preparation

[Surgery guide Procedures Videos](#) tab

- American College of Surgeons (ACS) Online Video Library
- Procedures Consult box with links to specific surgical procedure videos

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