

# **Community Medicine Clerkship – BCC 7170**

## **Florida State University College of Medicine**

### **2010 – 2011 Course Syllabus**

#### **Course Director:**

Michael Muszynski, MD

#### **Clerkship Directors:**

Bruce Berg, MD (Sarasota Regional Campus)

Randy Bertolette, MD (Ft Pierce Regional Campus)

Lucky Dunn, MD (Daytona Regional Campus)

Mel Hartsfield, MD (Tallahassee Regional Campus)

Paul McLeod, MD (Pensacola Regional Campus)

Michael Muszynski, MD (Orlando Regional Campus)

Karimu Smith-Barron, MD (Immokalee Rural Track Director)

#### **Course Description:**

The Third-Year Community Medicine Clerkship is required for all students at the College of Medicine regional campus sites in Tallahassee, Pensacola, Sarasota, Orlando, Daytona, Ft Pierce, and the Immokalee and Rural Tracks. This is a three-week clerkship given once in the third year, which is designed to broaden the student's understanding of the role played by community agencies in health promotion and disease prevention. It allows the student to work as a member of a community agency team to assist the agency in fulfilling its goals of maintaining the health of the community. This clerkship also provides the student an opportunity to share and discuss observations with agency members, faculty, and other students. Each student is assigned to a community agency with a defined contact person within the agency; this contact person is assigned the role of *clerkship coordinator*. The Regional Campus Dean or Rural Track Director will have visited the site and determined its appropriateness for achieving course goals and objectives, and the Dean/Director is responsible for assessing the experiences provided for the student(s) at each site. The Campus Dean or Rural Track Director makes yearly contact with or visits each agency during the year to assure the quality and appropriateness of the experience. The identified *clerkship coordinator* at the community agency supervises the student according to the clerkship goals and objectives and evaluation method defined in this syllabus. Coordinators are instructed on these requirements by the Regional Campus Dean or Rural Track Director prior to the start of the clerkship. Additional student teaching and supervision is provided by the Regional Campus Deans as needed during Regional Campus Dean's Rounds at each campus. Students are required to complete course assignments consisting of readings and written personal reflections on specified topic areas. All written assignments are submitted to the student's respective Regional Campus Dean. Lastly, the student(s) assigned to each agency are required to give a formal didactic presentation on the final day of the clerkship highlighting their understanding of the agency's place and function in the community. Specific instructions are provided for each assignment (see below).

Michael Muszynski, MD, Orlando Regional Campus Dean, is the current Course Director responsible for course development and course oversight and clerkship grade assignment.

Types of agencies utilized in this clerkship include, but are not limited to:

1. Local health departments
2. Social service agencies
3. Area agencies (e.g., Elder care, HIV/AIDS, Homeless programs)
4. Indigent care clinics
5. Visiting nurse organizations
6. Home healthcare agencies
7. Hospice organizations
8. Mobile healthcare units
9. Domestic violence organizations
10. Department of Corrections

**Faculty Participating in the Original Clerkship Planning Process and Design:**

Eugene Trowers, MD, MPH

Paul McLeod, MD

Michael Muszynski, MD

Herndon Harding, MD

Alma Littles, MD

**Faculty Participating in 2010-2011 Course Delivery:**

Bruce Berg, MD (Sarasota Regional Campus)

Randy Bertollette, MD (Ft Pierce Regional Campus)

Lucky Dunn, MD (Daytona Regional Campus)

Mel Hartsfield, MD (Tallahassee Regional Campus)

Paul McLeod, MD (Pensacola Regional Campus)

Michael Muszynski, MD (Orlando Regional Campus)

Karimu Smith-Barron, MD (Immokalee Rural Track Director)

**Course Goals:**

This is a three-week course designed to broaden the student's understanding of the role played by community agencies in health promotion and disease prevention, and allow each student to observe and assist in that agency's role in maintaining the health of the community.

The course is designed to address The Florida State University College of Medicine core competencies described in the figure below:

<b>FSUCOM – Competencies - Community Medicine [BCC 7170]</b>		
Competency Domains	Competencies Covered in the Course	Methods of Assessment
<b>Patient Care</b>		
<b>Medical Knowledge</b>		
<b>Practice-based Learning</b>	X	Written reflection assignments, agency analysis and critique assignment, oral presentation assignment
<b>Communication Skills</b>	X	Oral presentation assignment, Global evaluation by preceptor
<b>Professionalism</b>	X	Global evaluation by preceptor
<b>System-based Practice</b>	X	Written reflection assignments, agency analysis and critique assignment, oral presentation assignment, Global evaluation by preceptor
NOTES: Course is designed to address Practice-based Learning and System-based Practice as major objectives.		

Students will be exposed to “*Healthy People 2010*,” the federal government’s published goals for the health of the population. Throughout the course performance in the following areas will be reinforced as part of the path to the course competencies:

- Professional attitudes, values and behavior.
- Moral reasoning and ethical judgment.
- Communicating with patients, families, and colleagues.
- Applications of basic biomedical and behavioral science to patient care.
- Essential clinical skills.
- Problem solving and critical thinking.
- Life long learning and information management.
- Social, cultural, and community context of health, illness, and care.
- Personal Awareness.
- Organization, systems, and quality improvement.

### **Course Objectives (Competency Domains Addressed):**

At the end of the clerkship the student will be able to

- Define ways in which community agencies contribute to the health of the community. (Systems-based practice)
- Analyze the agency's standing in the scheme of health care delivery system in the community including that affecting physicians, hospitals, outpatient centers, home health agencies and the role of community agencies within that system. (Systems-based practice; Practice-based learning)
- Appraise the patient (client) perspective on his/her health problems and the community responses to these. (Interpersonal and communication skills)
- Define the roles of the physician in working with community agencies for the benefit of patients. (Practice-based learning; Systems-based practice)
- Formulate a team approach to health care delivery, including cultural factors and public health issues. (Practice-based learning; Systems-based practice)
- Practice positive regard for patients, agency staff, and preceptors. (Professionalism; Interpersonal and communication skills)

More specialized and additional exposure to Community Medicine, as well as the opportunity to participate in externships is also available at a variety of community medicine sites throughout the Florida State University College of Medicine system and its affiliates through Fourth Year Electives.

### **Teaching and Learning Methods:**

This course involves experiential, service, and reflection learning. The community agency *clerkship coordinator* is central to the process. During the three-week Community Medicine experiential rotation, the student gains the desired objectives of service learning, geriatrics (whenever applicable), care to underserved populations, and the state and federal government goals for the health of our population. Each agency has 1 – 2 (and occasionally more) students assigned to it, so that the student works very closely with the assigned *clerkship coordinator*. The *clerkship coordinator* orients the student to his/her agency the first morning of the student's assignment. Case loads, learning experiences, and assignments within the agency to meet the course objectives will be directly managed by the on-site *clerkship coordinator*. The *clerkship coordinator* must ensure an appropriate variety of exposure to common community medicine conditions and situations and to the administrative and functional structure of the agency. Student assignments related to the specific agency are the responsibility of the *clerkship coordinator* and are to be structured to address the clerkship objectives listed above. As an oversight, the students meet with the Regional Campus Dean (or communicate with the Rural Track Director) each week during "Dean's Rounds" to discuss how the clerkship experience is progressing. In addition, the Regional Campus Dean or Rural Track Director communicates with the agency *clerkship coordinator* as needed to monitor the student experience or address any problems.

The student spends the one-half day of each week in the Doctoring 3 course at the Regional Campus every Wednesday afternoon, and one-half day every week in their ongoing Doctoring 3 Longitudinal care experience.

EXAMPLE of a Typical Community Medicine Course Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	*	*	Longitudinal Clinic assignment¶	*	*
PM	*	*	Doctoring 3¶	*	*

- ¶One-half day each week will be spent in the student’s longitudinal rotation, and every Wednesday afternoon will be spent in the Doctoring 3 course at the regional campus. (**Note:** *Most student Longitudinal Clinic assignments are on Wednesday mornings, but some students may have a different one-half day Clinic assignment. Prior to the start of the Clerkship, agencies will be informed which half days each assigned student spends in these activities*)
- \*The sessions of each week that the student spends with the community agency
- Required student presentations to their class will be at the Regional Campus on the final day of the clerkship (Agency **clerkship coordinators** and other personnel are invited to attend)

Defined readings, written self-reflection exercise, and end-of-clerkship presentation are additional course requirements (see below). The on-site agency **clerkship coordinator** is not responsible for oversight of the writing and presentation assignments.

**2010 Community Medicine Clerkship Schedule:**

The 2010 schedule has some complexities due to interruption of the course time by the FOSCE requirement and issues related to the Thanksgiving Holiday week.

1. The first day of Community Medicine is Monday, November 29, 2010, for all campuses **EXCEPT** campuses whose FOSCE falls on a weekend or during the Thanksgiving Holiday week. Those campuses with a weekend or holiday week FOSCE are: Tallahassee, Pensacola, Sarasota, Rural Track students. These campuses will have Monday, November 29, 2010 off and begin the Community Medicine Clerkship on Tuesday, November 30, 2009. This is to compensate for the additional assigned day for the FOSCE. The Orlando, Daytona, and Fort Pierce Campuses will begin the Community Medicine Clerkship on Monday, November 29, 2010.
2. Campuses with weekday FOSCE times during the community Medicine Clerkship will have only the FOSCE assignment for that day. Students will

- not report to their agencies on the day of their scheduled FOSCE. Students should verify their FOSCE assignment with their respective campuses.
3. If the student's Longitudinal Clinic assignment day is the same day as the student's FOSCE, then the student is excused from Longitudinal Clinic for that day.
  4. Except for assigned FOSCE days, students are off the Thanksgiving Holiday week (November 22-28, 2010)
  5. All students on all campuses will take the Doctoring 3 Midterm Examination at their assigned campuses on Wednesday, December 15, 2010. All students will have the remainder of that day off to finish preparations for their Community Medicine Presentation Requirement. There is no Longitudinal Clinic assignment for the week of December 13-17, 2010
  6. The last day for all students at their assigned Community Medicine Agency is Tuesday, December 14, 2010. The required Community Medicine Clerkship Presentations will be made to the entire campus class and invited guests on Thursday, December 16, 2010, and that will mark the end of the clerkship.
  7. Friday, December 17, 2010, is the first day off for the holiday vacation period.

### **Required Reading**

#### **(Assignments and Links to articles are posted on BlackBoard):**

Executive Summary, Healthy People 2010 (second edition, 2000, Stock No. 017-001- 00547-9).

Braveman P: Health disparities and health equity: concepts and measurement. *Ann Rev Public Health* 2006. 27:167-94

McGinnis JM: A vision for health in our new century. *Am J Health Promot.* 2003. 18:146-50.

### **Required Clerkship Assignments**

#### **Required Student Self-Reflection:**

Each student has three required writing assignments for this clerkship. The first is a required reflection addressing experiences on the clerkship and how the agency meets goals of *Healthy People 2010* and healthcare disparity as described in the required clerkship reading. The second assignment is to perform a written analysis/critique of the agency's effectiveness. The third assignment is to prepare a presentation with PowerPoint that is given to the class, campus staff and agency staff on the last day of the clerkship.

The reflection and agency analysis submissions are due by the start of weeks 2 and 3 of the clerkship, respectively. These must be submitted on or before Monday (midnight) of those weeks to receive full credit. Students with late submissions may be subject to additional make-up writing assignments as determined by the Course Director.

The topic areas for each reflection assignment are fully detailed in instructions posted in BlackBoard. It is highly recommended that students accumulate reflection thoughts on these topic areas throughout the week prior to the assignment due dates and then formulate these into their final submissions.

It must be stressed that assignment topic areas are related to goals of *Healthy People 2010*, the specific relationships and value of their assigned agency to the community, the assigned readings, and personal reflections and critiques of their experiences. It is important that the student demonstrate evidence that they incorporated principles from the reading assignments into their reflections.

Students are encouraged to use content in their written assignment submissions to assist them in the development of the required PowerPoint presentation to the class at the end of the clerkship. (See **Required Student Presentation** below)

Submitted student assignment content *will not be available for agency review* and will be reviewed only by the respective student, the respective Regional Campus Dean, and the Course Director.

**Required Student Presentation:**

The students must prepare and deliver a presentation of their experiences to the entire class, the Regional Campus Dean, the campus staff, and invited agency staff at the end of the clerkship (PowerPoint format is highly recommended). The Rural Track students will present at an assigned campus which may or may not be the student's home campus. The details will be worked out on an individual student basis by the Immokalee Rural Track Director and the student). Presentations must include an analysis of the agency relatedness to *Healthy People 2010* and any associated areas covered by the clerkship required readings (see required readings above). The students are required to discuss how the agencies meet or do not meet major *Healthy People 2010* objectives.

A presentation template covering minimum presentation requirements and assignment details are provided to the students on BlackBoard.

Members of the agencies including agency *clerkship coordinators* and any interested Regional Campus faculty and staff are cordially invited to attend the student presentation session.

**Student Evaluation and Grading:**

**THIS IS A PASS/FAIL GRADE ONLY COURSE.** The student grade recommendation is proposed by the respective Regional Campus Dean or Rural Track Director. There are no examinations. The final grade is assigned by the Course Director. Clerkship evaluations include mid-clerkship reviews with the primary preceptor and an end-of-clerkship review with the Regional Campus Dean or Rural Track Director. Faculty participating in course delivery and *clerkship coordinators*

will provide students with qualitative assessment of their performance utilizing the College of Medicine clinical performance evaluation form specifically designed for the Community Medicine Clerkship. The course evaluation form is specifically designed to cover the course objectives and student professionalism. A printer-friendly version is posted on BlackBoard and *clerkship coordinators* are required to complete the form and send it to their respective regional campus for entry into CDCS by the Regional Campus Dean.

Strengths and weaknesses demonstrated during the clerkship will be identified to assist the student in monitoring his/her progress in attaining the course goals and objectives. Students will meet as a group with the Regional Campus Dean or Rural Track Director on a weekly basis at “Dean’s Rounds” and individually if needed. Students will be provided feedback concerning their performance during the clerkship as needed, and remediation opportunities will be provided if needed.

To receive a Pass grade the student must attend and participate in all scheduled sessions with his/her community agency, complete all writing assignments in a satisfactory fashion, and prepare and deliver a class presentation describing the agency with which they worked. Unexcused absences may be grounds for an unsatisfactory grade.

### **Grading Criteria**

Grading will be based on the following components:

- Attendance
- *Clerkship coordinator* written evaluation using the printer-friendly CDCS Community Medicine Clerkship Evaluation Form
- Evaluation of the end-of-clerkship required presentation as determined by the Regional Campus Dean or Rural Track Director
- Quality of reflection assignments as judged by the Regional Campus Dean or Rural Track Director
- Written evaluation and recommendation to the Course Director by Regional Campus Dean or Rural Track Director

The final grade determination for each student is the sole responsibility of the Course Director for the Community Medicine Clerkship (Dr. Michael Muszynski). Students who have difficulties meeting course requirements will be referred to the Student Evaluation and Promotion Committee.

### **Letters of Distinction**

Students who distinguish themselves by a truly outstanding performance on the clerkship will be considered for a Letter of Distinction that is placed in the respective student file and noted in the student’s Medical Student Performance Evaluation (MSPE) document.

Minimum criteria for a Letter of Distinction are as follows: 1) All professionalism standards for the clerkship are met; 2) Indication of outstanding performance in the evaluation form narratives from the *clerkship coordinator*; 3) A clerkship evaluation by



the *clerkship coordinator* with 6 or 7 out of 7 evaluation categories rated as “Strongly Agree;” 4) Complete and effective coverage of the *Healthy People 2010* objectives in the student’s required presentation to the class; 5) An “Outstanding” rating (on a scale of unacceptable—satisfactory—above average—outstanding) as determined by the Regional Campus Dean for the required student presentation; 6) An “Outstanding” rating (on a scale of unacceptable—satisfactory—above average—outstanding) as determined by the Regional Campus Dean for the required student writing assignments; 7) Recommendation from the Regional Campus Dean or Rural Track Director for a *Letter of Distinction*.

The determination of the Course Director regarding the award of *letters of distinction* is final.

### **Course Evaluation:**

Thoughtful student feedback is vital to assuring a high quality curriculum and educational experience. All students will be given an opportunity to provide constructive feedback to the *clerkship coordinators*, Campus Deans, Rural Track Director and Course Director for the community medicine clerkship. Numerical ratings by all students will be solicited at the end of the course through the Office of Medical Education using the student feedback evaluation form specifically designed for the Community Medicine Clerkship.

### **Attendance Policy:**

Students will be accountable and personally responsible for attending all clerkship activities. Attendance is mandatory for all clerkship related activities, reflection and written assignments, and presentation delivered at the conclusion of the clerkship. Excused absence from scheduled learning activity requires prior notification and approval of the agency *clerkship coordinator* and the Regional Campus Dean or Rural Track Director and should be requested only for extenuating circumstances. Absences because of illness or family emergency will be addressed on an individual basis by the Regional Campus Dean or Rural Track Director. Unexcused absences from any clerkship activity will be reported to the Regional Campus Dean’s office where attendance records will be maintained for review and appropriate action.

### **Remediation Policy for Students Who Fail a Course or Clerkship:**

Remediation of courses or clerkships will be planned and implemented by decision of the Student Evaluation and Promotions Committee, in collaboration with the Course Director and Regional Campus Dean/Rural Track Director.

### **Code of Conduct:**

Students are expected to uphold the Academic Code published in The Florida State University Bulletin and the Student Handbook. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social

responsibility on the part of the University community.

**ADA Statement:**

Students with disabilities needing academic accommodations should:

1. Register with and provide documentation to the Student Disability Resource Center (SDRC) in Kellum Hall (850-644-9566); and
2. Bring a letter to the instructor from the SDRC indicating you need academic accommodations. This should be done within the first week of class. Specific arrangements should be settled with the instructor 5 working days prior to the beginning of the clerkship.