



The Florida State University
College of Medicine

BCC 7182

Doctoring 3

2016 - 2017

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Course Overview

Description

Doctoring 3 (D3) is a required, year-long course running concurrently with the required third year clerkships. The goal of this course is to provide all third-year students a standard curriculum to enhance the clinical knowledge and skills acquired during the first two years of medical education and augment the third year clerkship experiences. Doctoring 3 also provides opportunities to explore issues related to the College of Medicine's mission. This course will use the competencies acquired in Doctoring 1 and Doctoring 2 as a foundation on which to build learning experiences in the third year. During the didactic sessions, students will explore progressively more complex patient presentations into which behavioral, ethical, and geriatric learning opportunities are integrated. They will use electronic databases to assist in clinical decision-making and patient communication. Case presentations will also demonstrate the relevance of basic sciences to clinical medicine and patient management.

Course Goals

The goals of the Doctoring 3 course include:

Essential Clinical Skills

To enhance students' clinical knowledge and skills and provide them opportunities that extend beyond traditional medical discipline to evaluate and manage patients with chronic medical problems/conditions.

Problem Solving and Critical Thinking

To enhance students' clinical reasoning skills, by using both small and large group dynamics.

Social, Cultural and Community Context of Health, Illness, and Care

To integrate appropriate objectives and content from our mission driven themes of underserved populations (rural, primary care, geriatrics, diversity) and technology into the didactic sessions.

Application of basic Biomedical and Behavioral sciences to patient care

To integrate instruction in basic sciences, medical ethics and behavioral science as it applies to clinical case presentations and care management.

Organizations, Systems, and Quality Improvement

To expose each student to longitudinal care of a panel of patients with chronic illnesses, and to provide continuity care to those patients in the practice throughout the year.

To address gaps in our curriculum that include public health, evidence based medicine and quality improvement.

FSU COM Curricular Domains

Doctoring 3 topics will also address many of the FSU COM key curricular domains: Professional Attitudes, Values, and Behaviors; Moral Reasoning and Ethical Judgment; Communicating with Patients, Families, and Colleagues; Life Long Learning and Information Management and Personal Awareness.

Course Components

Doctoring 3 consists of two components: a half-day-per-week didactic experience emphasizing case-based clinical presentations, and a longitudinal experience that alternates between a half day of clinical care one week and a half day of alternative learning opportunities and completion of projects during the next week.

Sample Longitudinal Experience Clinical Care Week 1 Schedule

For some students, the Doctoring Longitudinal Experience Clinical Care may occur on a different ½ day.

Monday	Tuesday	Wednesday	Thursday	Friday
		Doctoring 3: Longitudinal Experience Clinical Care (AM start to Noon)		
		Travel to Regional Campus/Lunch		
		Doctoring 3: Didactic Session (Approx. 1:30 to approx. 4:30 PM)		

Sample Longitudinal Experience Alternate Learning Week 2 Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
		Doctoring 3: Alternate Learning Experience/Work on projects (AM start to Noon)		
		Travel to Regional Campus/Lunch		
		Doctoring 3: Didactic Session (Approx. 1:30 to approx. 4:30 PM)		

The *didactic* portion of Doctoring 3 has been developed collaboratively with the regional campus deans and FSU COM faculty. The regional campus deans deliver didactic course content each week in conjunction with a clerkship director, the informatics director, clerkship faculty, and physicians from the community.

The Longitudinal Experience Clinical Care is taught by clerkship faculty in geriatrics, internal medicine, pediatrics, family medicine and specialists and is monitored by the regional campus dean. The Longitudinal Experience Alternate Learning is coordinated with and monitored by the regional campus dean and the local informatics director.

Instructional Methods

The didactic portion of the curriculum consists of lecture, case-based group learning activities, and other active learning activities that promote student learning. Complimentary to the clerkship disciplines, two of the didactic sessions will be dedicated to topics in medical ethics and humanities. Writing assignments will be required.

For the half day Longitudinal Experience Clinical Care, students are expected to familiarize themselves with a panel of patients and the patient's medical problems/conditions, record clinical

encounters with these patients, and assume significant responsibility for managing these assigned patients throughout the year. Students are expected to present cases, write orders and prescriptions, hand write or type H & P's and discharge summaries. Students might also be involved with teaching their fellow classmates throughout the year.

For the half day Longitudinal Experience Alternate Learning (projects), students are expected to dedicate a full half day, every other week on completion of projects. **This time cannot be spent participating in clerkship activities.**

Didactic Session Format

Faculty Discussion

All D3 faculty gather to discuss the format, logistics, and strategies for presenting the session. This includes the campus dean, clerkship director, and the guest presenter(s), and on occasion the informatics director.

Clinical Case Presentation(s)

Students may be divided into groups, at the discretion of the facilitators. Diagnoses selected are unknown to students who must use their knowledge of basic sciences and clinical problem solving skills to diagnose the patient. For some clinical cases, actual patients (at each campus) may be used. Cases will include actual or simulated results of studies ordered. Some didactic case sessions will also provide an opportunity for students to use electronic databases to assist in problem solving. Many cases will provide opportunities to integrate medical ethics, legal issues, cultural diversity, geriatrics, behavioral sciences, patient safety, and the challenges of rural practice. The complexity of the cases will increase over the course of the year. On occasion, students will bring cases from their clinical rotations to present to the class.

Lecture

Lecture material is usually included in the case presentations as needed for review.

Survey

Students individually evaluate each session on Blackboard.

Longitudinal Experience Format

Clinical Care: Each student is assigned to a clerkship faculty member who will provide clinical instruction using the chronic care patients in their practice. The faculty member, in collaboration with their patients and the office staff, will assure that follow-up appointments are scheduled to provide visits with the student over the course of the yearlong clerkship. Students will learn to write concise, clear, and useful progress notes on patients with chronic illnesses. These notes ideally will be electronic, but if student access is unavailable then hand-written notes are acceptable.

Alternate Learning (projects): Students will complete an *individual* project during the first semester of this course on the use of evidence-based clinical practices. Students will complete a *group* project during the full year of this course. The groups and type of project will be assigned by the regional campus dean, in collaboration with the informatics director. Group Project titles:

- Patient Centered Medical Home (PCMH)
- Public Health
- Quality Improvement (QI)

Descriptions of the individual and group projects are on Blackboard.

Competencies-Objectives-Assessment

Course Objectives

The education program objectives (competency statements) for the FSU COM are organized into 6 competency domains, consistent with the 6 general competencies of the Accreditation Council for Graduate Medical Education. These competency domains are:

- 1) Patient Care
- 2) Medical Knowledge
- 3) Practice-based learning and improvement
- 4) Interpersonal and communication skills
- 5) Professionalism
- 6) Systems-based practice

Didactic Sessions Objectives

1. Demonstrate the clinical thinking skills needed to diagnose and develop a treatment plan for commonly occurring diagnoses and presentations. (Competencies #1, 2)
2. Demonstrate the ability to apply the biopsychosocial model and patient-centered clinical method to the understanding of patient presentations. (1, 2)
3. Describe and apply the principles of geriatrics in patient care. (1, 2, 6)
4. Demonstrate advanced communication skills with challenging patients in difficult situations. (1, 4, 5)
5. Demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and health care in order to respond to various symptoms, diseases, and treatments. (1,2,3,4,6)
6. Demonstrate knowledge of systems of care as they relate to continuous quality improvement. (3, 6)
7. Demonstrate an understanding of common ethical and legal issues related to patient care. (1, 4, 5)
8. Demonstrate facility in the application of medical informatics technology, decision support resources and principals of evidence-based medicine in making diagnostic and management decisions. (2,3,6)
9. Demonstrate the ability to do concise, organized oral case presentations. (1, 2, 4)
10. Demonstrate the ability to describe and/or perform physical examinations appropriate to the case presentation. (1, 2, 4, 5)
11. Demonstrate lifelong learning by participating in (and providing documentation for) 4 hours (live) of Category 1 Continuing Medical Education (CME) credits (AMA approved). (3, 5, 6)

Longitudinal Experience Clinical Care Objectives

1. Demonstrate knowledge of the natural history of a variety of common chronic diseases. (2)
2. Demonstrate knowledge of the factors that contribute to compliance with chronic disease care including psychological, social, and behavioral. (2, 3, 6)
3. Apply the principles of prevention and chronic disease management to patients, families, and populations in the primary care setting. (1, 3, 6)
4. Demonstrate the ability to document and monitor disease progression and health maintenance/prevention in patients with chronic disease.(1,2,3,5,6)
5. Demonstrate continuity of care over the entire third year of medical school. (1, 3, 5, 6)

Longitudinal Experience Alternate Learning (projects) Objectives:

1. Demonstrate achievement of Entrustable Professional Activities (EPAs)* taught in other parts of our clinical curriculum that need reinforcement. EPAs 5, 7, 8.
2. Demonstrate achievement of those EPAs that address gaps in other parts of the curriculum. EPAs 9, 13.
3. Demonstrate achievement of EPAs that are most consistent with the mission of The Florida State University College of Medicine. EPAs 1, 2, 3, 4, 6, 12.

*EPAS (Entrustable Professional Activities)

1. Gather a history and perform a physical examination
2. Develop a prioritized differential diagnosis and select a working diagnosis following a patient encounter.
3. Recommend and interpret common diagnostic and screening tests
4. Enter and discuss patient orders\prescriptions
5. Provide documentation of a clinical encounter in written or electronic format
6. Provide an oral presentation /summary of a patient encounter
7. Form clinical questions and retrieve high quality evidence to advance patient care.
8. Give or receive handover to transition care responsibility to another healthcare provider or team.
9. Participate as contributing and integrated member of an interprofessional team.
10. Recognize a patient requiring urgent or emergent care, initiate evaluation and treatment, and seek help. (12 common conditions – electrolyte abnormalities, fever, tachycardia/arrhythmias. Chest pain, hypotension, hypertension, respiratory distress/SOB, mental status change, hypoxemia, oliguria/anuria, urinary retention, hyperglycemia/hypoglycemia.
11. Obtain informed consent for tests and \or procedures that the day 1 intern is expected to perform or order without supervision (immunizations, central lines, and contrast and radiation exposures, blood transfusions.)
12. Perform general procedures of a physician 9 CPR, bag and mask ventilation, venipuncture and starting IV.
13. Identify system failures and contribute to a culture of safety and improvement.

Policies

Americans with Disabilities Act

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's Director of Student Counseling Services and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

[The Office of Student Counseling Services](#)

Medical Science Research Building G146

Phone: (850) 645-8256

Fax: (850) 645-9452

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:

[Student Disability Resource Center](#)

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566 TDD: (850) 644-8504 sdrc@admin.fsu.edu

Academic Honor Code

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. (Florida State University [Academic Honor Policy](#)).

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 attendance policy, notice of absences and remediation.

Library Policy

The [COM Maguire Medical Library](#) is primarily a digital library that is available 24/7 through secure internet access. Library resources that support this course are available under "Course Pages" on the library website. In addition, many of the point-of-care resources are available for full download to mobile data devices. Upon student request, items not found in the library collection may be borrowed through interlibrary loan.

Required Materials

There are no required textbooks for Doctoring 3. All readings, assignments, projects and course materials will be posted on Blackboard.

Grading

The standardized clerkship [policy](#) can be found on the [Office of Medical Education website](#).

Doctoring 3 specific grading criteria / How the Final grade will be determined

Three components to the final grade:

1. Didactic session (Honors/Pass/Fail): One evaluation completed (online in E*Value in May 2017) and grade for this component determined by the regional campus dean, based on the student's performance during the afternoon didactic session (attendance, participation, professionalism, PACE assignments, documentation of 4 CME, etc.).
2. Longitudinal Experience (LE) Clinical Care (Honors/Pass/Fail): One standard clerkship evaluation completed by the LE clerkship faculty (online in E*Value in May 2017); grade for this component determined by the Course Director for the Longitudinal Experience.
3. Longitudinal Experience Alternate Learning - Projects (Honors/Pass/Fail): Grade for this component, based on both projects, determined by the Informatics Curriculum Director.

The two course directors, Dr. Juliette Lomax-Homier and Dr. Berg, will work together using these three component grades to determine each student's final course grade.