The Florida State University
College of Medicine

BCC 7182

Doctoring 3

2010-2011

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Faculty Participating In the Planning Process

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Course Overview

Description

Doctoring 3 (D3) is a year-long course that is offered concurrently with the required third year clerkships. The overall goal of this course is to provide students at all the regional campuses and rural sites a standard curriculum that will enhance the clinical knowledge and skills acquired during the first two years of medical education and augment the third year clerkship experiences. It will also provide 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 base on which to build learning experiences in the third year. During the didactic sessions students will explore progressively more complex patient presentations throughout the year into which behavioral, ethical, and geriatric learning opportunities are integrated. They will be required to use electronic data bases 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 the following:

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

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.

FSU COM Curricular Domains

Doctoring 3 topics will also address many of the remaining 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 major components: a half-day-per-week didactic experience employing a combination of case-based discussions and PowerPoint presentations, and a half-day-per-week longitudinal clinical experience caring for patients who have chronic conditions requiring frequent monitoring and continuity of care.

Sample Week Schedule

For some students the Doctoring Longitudinal experience will occur on a different ½ day.

Monday	Tuesday	Wednesday	Thursday	Friday
		Doctoring 3: Longitudinal Experience		
		Lunch		
		Doctoring 3: Small Groups Didactics		

The *didactic* portion of the course is developed collaboratively with the education directors and regional campus deans. It is delivered by the regional campus deans in conjunction with clerkship directors, informatics directors, psychosocial facilitators, clerkship faculty, and physicians from the community.

The *longitudinal clinical experience* is taught by clerkship faculty in geriatrics, internal medicine, pediatrics and family medicine and monitored by the regional campus deans and informatics directors.

Instructional Methods

The didactic portion of the curriculum will consist mostly of case-based group learning activities, information-gathering and integration, and identification and investigation of aspects of the topic that are relevant. Complementary to the clerkship disciplines, three of the didactic sessions will be dedicated to topics in medical ethics and humanities. Writing assignments may be assigned.

For the half day longitudinal experience, students will be expected to familiarize themselves with a panel of patients and their medical problems/conditions, record clinical encounters with these patients, and assume significant responsibility for managing these assigned patients throughout the year.

Didactic Session Format

Faculty Discussion

All D3 faculty gather to discuss the format, logistics, and strategies for presenting the session. This would include the Campus Dean, Clerkship Director, Presenter(s), Psychosocial Facilitator, and the Informatics Director.

Case Presentation
60-75 minutes

Students are divided into 2 groups, with groups rotating week to week. One group is led by the Presenter(s) and the Campus Dean. Other group is led by the Clerkship Director and the Psychosocial Facilitator.

Diagnosis selected is unknown to students who must work in small groups using the knowledge of basic sciences and clinical problem solving skills to diagnose the patient. For some cases, actual patients (at each campus) may be used. Cases will include actual or simulated results of studies ordered such as labs, radiology, special studies, and/or electrocardiogram. Some didactic case sessions will also provide an opportunity for students to use electronic databases to assist in problem solving. Since most of these topics are also covered during the clerkship rotations, we will create settings (emergency department, nursing home, rural, inner city) that will allow for additional teaching opportunities. The complexity of the cases will increase over the course of the year.

Integration
Many cases will provide opportunities to integrate medical ethics, legal issues, cultural diversity, geriatrics, behavioral sciences, patient safety, and the challenges of rural practice.

Lecture
45 - 60 minutes

PowerPoint presentation on the diagnosis is given after the small group session.

Quiz
15 minutes, on Blackboard

Based on the required reading, lecture, and case materials.

May sometimes be substituted with in-class problem sets or writing assignment.

Survey
Students individually evaluate each session on Blackboard

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; and, 6) Systems -based practice.

Didactic 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 in medical practice as they relate to continuous quality improvement. (2, 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 choose and perform physical examinations appropriate to the case presentation. (1, 2)
11. Demonstrate repair of a simple laceration on a model. (1, 2)
12. Excise a skin lesion from a model. (1, 2)
13. Perform an incision and drainage on a model. (1, 2)
14. Demonstrate lifelong learning by participating (and providing documentation) in 4 hours of
15. Continuing Medical Education (CME). (3, 5, 6)

Longitudinal Objectives

1. Demonstrate knowledge of the natural history of a variety of common chronic diseases. (Competency #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 use and Electronic Medical Record (EMR) to monitor disease progression and health maintenance/prevention in patients with chronic disease.(1,2,6)
5. Use motivational interviewing to assist in changing a patient's health behavior. (1, 4)
6. Demonstrate continuity of care over the entire third year of medical school. (1, 3, 6)

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
97 Woodward Avenue, South
Florida State University
Tallahassee, FL 32306-4167
Voice: (850) 644-9566
TDD: (850) 644-8504
sdrc@admin.fsu.edu
http://www.fsu.edu/~staffair/dean/StudentDisability

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, found at
http://www.fsu.edu/~dof/honorpolicy.htm.

Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. **See pages 27-29** of *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 is no required textbook for Doctoring 3
Reading assignments will be posted on Blackboard

Grading

Grading policies for all Clerkships are standardized and can be found in the **Academic Policies** section of the *FSUCOM Student Handbook* -**page 31**.

Student Evaluation and Grading

The Doctoring 3 course director will use the longitudinal clerkship evaluations, exam grades, small group assessments, PACE writing assignments completion, and documentation of patient encounters assessment to determine the student's grade. There is a mid-year formative feedback session given to each student by their regional campus dean.

Any breach of professional conduct will be thoroughly investigated by the Doctoring 3 course director and the appropriate regional campus dean, and may form the basis for concluding that a student has not satisfactorily met the goals of Doctoring 3. As a performance-based course, all students will be expected to achieve competency defined as achieving a passing grade. Students who do not meet this standard will be required to remediate deficiencies before being advanced to the fourth year.

FSU COM has adopted an *Honors / Pass / Fail* grading system and a uniform policy governing the assignment of grades based on student performance for the clerkship year. Doctoring 3 will use a modified version of this system, as the course does not exactly conform to the traditional clerkship model on which this system is based.

Students must pass all components to pass the course. The final grade for each student will be based upon the following *Honors, Pass, and Fail* scale.

Honors

A student may be assigned an Honors grade if he/she meets ALL criteria below:

Longitudinal Clerkship Evaluation:

- o Receives a "yes" rating in all 6 subcategories pertaining to "Professionalism" and "Ethical

Standards" AND

- o Receives a "no" rating on the final question regarding the faculty reservations about the suitability of the student for the practice of medicine AND
- o Receives at least 10 "excellent" ratings in the remaining 17 subcategories AND
- o Has no more than 2 ratings of "satisfactory" AND no ratings of either "marginal' or "poor" Examinations:
- o Earns an *average* score of 80% on quizzes
- o Earns an *average* score of at least 90% on the midterm and final exams

Small Group Assessment:

- o Earns an "honors" recommendation from the campus dean through exemplary participation in and demonstration of preparation for the didactic sessions.

PACE:

- o Demonstrates exemplary completion of all requirements

Documentation of Patient Encounters:

- o Demonstrates exemplary documentation of patient encounters during the longitudinal clinical experience in the Clinical Data Collection System (CDCS) and the Electronic Medical Record (EMR), as determined by the informatics director and campus dean.

Pass

A student may be assigned a Pass grade if he/she meets ALL criteria below:

Longitudinal Clerkship Evaluation:

- o Receives a "yes" rating in all 6 subcategories pertaining to "Professionalism" and "Ethical

Standards" AND

- o Receives a "no" rating on the final question regarding the faculty reservations about the suitability of the student for the practice of medicine AND
- o Has no more than 2 ratings of "marginal" AND no ratings of "poor" Examinations:
- o Earns an *average* score of 70% on quizzes
- o Earns at least a 70% on the midterm
- o Earns at least a 70% on the final

Small Group Assessment:

- o Earns a "pass" recommendation from the campus dean through participation in and demonstration of preparation for the didactic sessions.

PACE:

- o Satisfactorily completes all requirements

Documentation of Patient Encounters:

- o Demonstrates satisfactory documentation of patient encounters during the longitudinal clinical experience in the Clinical Data Collection System (CDCS) and the Electronic Medical Record (EMR), as determined by the informatics director and campus dean.

Fail

A student is at risk for a Fail grade if he/she meets ANY of the criteria below:

Longitudinal Clerkship Evaluation:

- o Receives a "no" rating in any of the 6 subcategories pertaining to "Professionalism" and "Ethical Standards" OR
- o Receives a "yes" rating on the final question regarding the faculty reservations about the suitability of the student for the practice of medicine OR
- o Receives 3 or more ratings of "marginal" in the remaining 17 subcategories OR
- o Receives one or more ratings of "poor" in any remaining subcategory

Examinations:

- o Earns an *average* score of below 70% on the weekly quizzes
- o Earns below 70% on the midterm
- o Earns below 70% on the final

Small Group Assessment:

- o Earns a "fail" recommendation from the campus dean through lack of participation and demonstration of preparation for the didactic sessions.

PACE:

- o Does not satisfactorily completes all requirements

Documentation of Patient Encounters:

- o Fails to demonstrate satisfactory documentation of patient encounters during the longitudinal clinical experience in the Clinical Data Collection System (CDCS) and the Electronic Medical Record (EMR), as determined by the informatics director and campus dean.

Note on Midterm and Final

Students who do not pass either exam will be given an opportunity to re- take the examination to achieve a passing score and a passing grade in the Doctoring 3 course. Those who do not pass on the re-take will be subject to remediation as determined by the Doctoring 3 course director. The student will not be eligible for Honors in either of these cases.