



The Florida State University  
College of Medicine

**BCC 7182**

# **Doctoring 3**

**2012-13**

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## Instructors

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### ***Course Director***

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### ***Course IT Coordinator***

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### ***Faculty Participating In the Planning Process***

Randall Bertolette, M.D.  
Paul McLeod, M.D.  
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# Course Overview

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## **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, 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.

To enhance students' ability to document their chronic care patients through electronic means.

## **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**

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Doctoring 3 consists of two major components: a half-day-per-week didactic experience emphasizing case-based clinical presentations, and a half-day-per-week year-long clinical experience caring for patients who have chronic conditions requiring frequent monitoring and continuity of care.

### **Sample Week Schedule**

For some students, the Doctoring Chronic Care Clerkship (CCC) will occur on a different ½ day.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
		Doctoring 3: Chronic Care Clerkship		
		Travel to Regional Campus/Lunch		
		Doctoring 3: Didactic Session		

The *didactic* portion of the course is developed collaboratively with the regional campus deans and FSU COM faculty. 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 *chronic care clerkship* 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, integration, 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 chronic care clerkship, 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.

#### ***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.

#### ***Lecture (as needed)***

Lecture material may be included in the case presentations as needed for review.

#### ***Survey***

Students individually evaluate each session on Blackboard

### **Chronic Care Clerkship Format**

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 year-long clerkship. Students will learn to write concise, clear, and useful progress notes on patients with chronic illnesses. In addition, students will learn to use clinical guidelines and systems to manage chronic diseases by performing two projects.

# Competencies-Objectives-Assessment

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## **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 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 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 describe and/or perform physical examinations appropriate to the case presentation. (1, 2, 4, 5)
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 in (and providing documentation for) 4 hours (live) of Continuing Medical Education (CME). (3, 5, 6)

## **Chronic Care Clerkship 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 document and monitor disease progression and health maintenance/prevention in patients with chronic disease.(1,2,3,5,6)
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, 5, 6)
7. Complete two projects by using clinical guidelines and systems-based practice to manage chronic diseases.(2,3,6)

## Policies

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### ***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

Email: [sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)

Website: <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](#) )



## ***Attendance Policy***

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. **See page 30** 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.

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## **Reading Materials**

There is no required textbook for Doctoring 3. Assignments, readings, and all course materials will be posted on Blackboard.

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## **Grading**

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### ***Student Evaluation and Grading***

The Doctoring 3 course director will use the 2 chronic care clerkship evaluations (includes patient and staff evaluations), 2 didactic session evaluations (includes PACE writing assignments completion), 1 Chronic Care Clerkship patient documentation evaluation (from the Informatics Director), and proof of 4 CME (live) credits 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 earning 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:***

Chronic Care Clerkship Evaluation (2):

- Grading policies for all clerkships are standardized and can be found in the Academic Policies section of the FSUCOM Student Handbook. The assessment form for the Chronic Care Clerkship portion uses a competency based evaluation form and grading system. See “Clerkship Exam and Grading Policy, Academic Year 2012-13” in the FSU COM Student Handbook.

Didactic Session Evaluation (2):

- Earns an “honors” recommendation from the campus dean through *exemplary* participation in and demonstration of preparation for the didactic sessions, including all PACE assignments.

Chronic Care Clerkship Documentation Evaluation (1):

- Demonstrates *exemplary* documentation of patient encounters during the chronic care clerkship in the Clinical Data Collection System (CDCS) and the intranet (Sharepoint) site, as determined by the informatics director and campus dean.
- Complete two projects in an exemplary manner.

Documentation of 4 CME:

- Provides documentation of participation in earning four Category 1 CME credits (AMA approved). These four CME’s must be earned through live sessions, not online.

## **Pass**

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

Chronic Care Clerkship Evaluation (2):

- Grading policies for all clerkships are standardized and can be found in the Academic Policies section of the FSUCOM Student Handbook. The assessment form for the Chronic Care Clerkship portion uses a competency based evaluation form and grading system. See “Clerkship Exam and Grading Policy, Academic Year 2012-13” in the FSU COM Student Handbook.

Didactic Session Evaluation (2):

- Earns a “pass” recommendation from the campus dean through participation in and demonstration of preparation for the didactic sessions, including all PACE assignments.

Chronic Care Clerkship Documentation Evaluation (1):

- Demonstrates satisfactory documentation of patient encounters during the chronic care clerkship in the Clinical Data Collection System (CDCS) and the intranet (Sharepoint) site, as determined by the informatics director and campus dean.
- Complete two projects in a satisfactory manner.

Documentation of 4 CME:

- Provides documentation of participation in earning four Category 1 CME credits (AMA approved). These four CME's must be earned through live sessions, not online.

## ***Fail***

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

Chronic Care Clerkship Evaluation (2):

- Grading policies for all clerkships are standardized and can be found in the Academic Policies section of the FSUCOM Student Handbook. The assessment form for the Chronic Care Clerkship portion uses a competency based evaluation form and grading system. See "Clerkship Exam and Grading Policy, Academic Year 2012-13" in the FSU COM Student Handbook.

Didactic Session Evaluation (2):

- Earns a "fail" recommendation from the campus dean through lack of participation in and demonstration of preparation for the didactic sessions, including all PACE assignments.

Chronic Care Clerkship Documentation Evaluation (1):

- Fails to demonstrate satisfactory documentation of patient encounters during the chronic care clerkship in the Clinical Data Collection System (CDCS) and the intranet (Sharepoint) site, as determined by the informatics director and campus dean.
- Fails to complete two projects in a satisfactory manner.

Documentation of 4 CME:

- Does not provide documentation of participation in earning four Category 1 CME credits (AMA approved). These four CME's must be earned through live sessions, not online.