



BCC 7182 Doctoring 3 2018-2019

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Overview

Description

Doctoring 3 (D3) is a 6 credit, year-long course where students learn and demonstrate skills of critical thinking. This year-long course parallels the core clerkships, and synthesizes the basic and clinical knowledge and skills acquired during the pre-clerkship phase of the curriculum with authentic ongoing clinical learning found in patient management. There are two major components, the didactic series and the longitudinal clinical care experience. During the didactic sessions, students will explore progressively more complex patient presentations into which behavioral, ethical and geriatric learning opportunities are integrated. The Longitudinal Clinical Care component focuses on the chronic care of patients seen in the ambulatory setting with assigned Clerkship Faculty.

Course Goals

The goals of the Doctoring 3 course is to develop well-rounded physicians who demonstrate “clinical nimbleness.” This course strives to help students think like physicians, with the development or expansion of:

1. **Critical thinking and problem solving:** Students present clinical cases, develop the progressive ability to formulate a differential diagnosis, treatment plan, and medically appropriate orders. Using both small and large group dynamics, clinical reasoning skills are practiced on a weekly basis. Medical informatics and usage of library resources are emphasized.
2. **Communication Skills:** Information gathering and collaboration are essential skills to enhance as rural residents, geriatric patients and the broad diversity of patients and medical staff are seen and cared for in primary care clinics. Students will integrate technology, oral clinical presentations, and team based collaboration.
3. **Life-Long learning skills:** Skills will be reinforced and developed as students learn and review current guidelines for therapy and utilize e-learning including the electronic library and on line clinical calculations necessary for patient care.
4. **Humanism in Medicine:** The students’ ethical growth will be developed by personal reflection and perspective gained from the lives of patients via the PACE sessions. These cases will directly explore medical ethics and emphasize the biopsychosocial aspect of medical care via written and verbal assignments.

Orientation

Orientation occurs during general orientation for third year medical students.

Longitudinal Integrated Curriculum (LIC)

General information and policy regarding the Longitudinal Integrated Curriculum (LIC) in Marianna can be found on the syllabi page of the [Office of Medical Education](#) website and on the [Canvas Organizational site for Core Clerkships](#).

Scheduled Hours/On-Call

Students will participate in weekly educational sessions as indicated on the Doctoring 3 didactic session syllabus posted to Canvas. The longitudinal experience alternates between a half day of clinical care one week and a half day the next week of a quality improvement project.

Mon	Tues	Wednesday	Thurs	Fri
		Doctoring 3 (approximately 8 a.m. to Noon) Longitudinal Experience Clinical Care OR Quality Improvement Project		
		Travel to Regional Campus/Lunch		

		Doctoring 3: Didactic Session (start time varies)		
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Student Workhour Policy

The FSU College of Medicine adheres to the ACGME requirements regarding clinical work and education. This includes working no more than 80 hours per week and no more than 24 hours continuously, except an additional 4 hours may be added to the 24 to perform activities related to patient safety, such as transitions of care or education. Additional patient care responsibilities must not be assigned during this time. Students will have at least one out of every 7 days off, completely free from clinical and educational duties, when averaged over 4 weeks.

Absences

Extended absences from the clerkship are not permitted. Any absence from the course must be **pre-approved by the regional campus dean**, using the student absence request [form](#). Even with an excused absence, the student will review any lectures missed. D3 lectures are recorded and posted to Canvas and the online video library.

The Longitudinal Clerkship Faculty or Informatics Director as applicable, and Regional Campus Dean must be notified of any absence in advance by the student. In the case of illness or other unavoidable absence, follow the same procedure outlined above, and notify everyone as soon as possible. **Unapproved absences during the course will result in a grade of “incomplete” until remediated, and may result in a grade of “fail” for the course.**

Course Components

Didactic Sessions

The didactic portion of the curriculum consists of lecture, case-based learning activities, and other activities that promote student learning.

- **Faculty Discussion:** All D3 faculty gather to discuss the format, logistics, and strategies for presenting the session. D3 faculty may identify student presenters from those currently on the rotation most closely related to the topic of the week.
- **Clinical Case Presentation:** Students may be asked to present clinical cases. Students will prepare for the presentation by researching knowledge gaps noted in the lecture and working with the Clerkship Directors. Students should be prepared to respond to questions and engage in discussion. Lecture material will be released early for student review.
- **Lecture:** Presentation of the lecture by the student or guest faculty will be at the weekly discretion of the D3 Faculty. Many lectures end with NBME type questions and are answered via the Turning Point System ©- commonly referred to as “clickers”. Clinical faculty or students may lead the question and answer sessions at the end of the lectures.
- **Interdisciplinary Panel Discussions:** Multidisciplinary panels will occasionally be presented as an adjunct to lecture material presented by guest faculty. These panels will be comprised of other professionals that deliver care to our patients such as nurses, pharmacists, and physician assistants. The goal is to encourage interprofessional collaboration when seeking the best patient treatment options. Guests will be invited to share their role in areas such as nutritional support, social service and addiction management.
- **PACE Sessions:** There are three PACE sessions that are dedicated to topics in medical ethics and humanities. Student writing assignments are required. Deadlines and instructions for submission are found in the table below.

- **Survey:** Students individually evaluate each session on Canvas at the end of each didactic session. Student commentary is useful and helps to improve the medical student experience during these sessions. Feedback is welcomed. Completion of the survey after every D3 session is expected and strongly encouraged.

Longitudinal Experience 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 clinical portion of this course is taught by clerkship faculty in geriatrics, internal medicine, pediatrics, family medicine and some sub-specialists, and is monitored by the regional campus dean.

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. During the half-day Longitudinal Experience Clinical Care, students will 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. Students are expected to present findings, write orders and prescriptions, compose progress notes, H & P's and discharge summaries. Students will also be involved with teaching their fellow classmates throughout the year.

Quality Improvement Project

Working in groups of 3-5, students will research the quality improvement process and select an evidence-based, measurable, problem. At a clinical site, groups will define management goals, and analyze medical records for compliance with the disease management goals. Groups will then develop a new process or modify an existing process, to improve the disease management indicator, then measure the effectiveness of the change in process. The group will prepare a paper in the format of a medical journal article describing the process, the data collected, and develop conclusions based on the Quality Improvement Project. The group will conclude this project by giving presentations to their peers. Students are expected to dedicate a full half-day every other week to the project. This will allow adequate, dedicated time for project completion. The regional campus dean will recruit sites where you are to conduct your QI study and your Informatics Clerkship Director will assign each group to a particular site. The project is coordinated with and monitored by the informatics clerkship directors. A broader description of the group project can be found on Canvas.

CME

Students are required to complete 4 hours of **live** continuing medical education during the M3 academic year. CME certificates should be obtained from any course, and turned in to the Clinical Coordinator of each campus. CITI training may be used to satisfy the requirement for credits.

Timelines

Assignment	Description	Due Date*	Group	Submission Requirements
PACE	Ethical Dilemmas Reflection	7/16/18	ALL	Upload to Student Academics AND Email to Regional Campus Dean (RCD)
QI Project	Group leaders identify topic	8/8/18	B	Email to Informatics Curriculum Director (ICD)
QI Project	Group leaders identify topic	8/15/18	A	
QI Project	Annotated bibliography	9/19/18	B	Upload to Student Academics AND Email to ICD
QI Project	Annotated bibliography	9/26/18	A	
PACE	Reflection	11/13/18	ALL	Upload to Student Academics AND

				Email to RCD
CME	4 credits live CME Certificate of Completion	3/27/18	ALL	Upload to Student Academics AND Email to Clinical Coordinator
QI Project	Paper Due	4/10/19	ALL	Upload to Student Academics AND Email to RCD and ICD
QI Project	Group PowerPoint Presentations Due	4/30/19	ALL	Upload PDF of PowerPoint to Student Academics Send PowerPoint to IT and ICD
QI Project	Live Group Presentations	5/1/19	ALL	Professional Attire
PACE	Pathography Reflection	5/6/19	ALL	Upload to Student Academics AND Email to RCD

*All assignments to be submitted by 8:00 a.m. local time.

Patient Log (ETS)

Students will log all patient encounters for the clinical portion of Doctoring 3 (Longitudinal) in the Encounters Tracking System (ETS). There are no required problems, procedures or screenings for Doctoring.

Level of participation in patient care is determined by the effort a student puts forth during the data-gathering phase, assessment and development of a treatment plan. Typically, the data-gathering phase includes history, physical examination and review of diagnostic tests available. The assessment phase includes creating a problem list, as well as developing a prioritized differential diagnosis for a problem. The treatment plan includes therapeutics, diagnostic evaluation, patient education and follow-up. The complexity of these components will vary, but for the purposes of choosing a level of participation, three basic tasks have been created. These include gathering history, performing a physical exam (full or focused/targeted), and developing assessment and plan of care. For “Level of Participation in Patient Care” the levels have been defined as follows:

- Minimal: perform one of the aforementioned tasks (either history or physical)
- Moderate: perform two of the aforementioned tasks (both history AND physical)
- Full: perform all three tasks

Documentation of Workhours

Students will use ETS to document by self-report their daily work hours. Students must enter daily work hours that includes both clinical experience and educational activities. Failure to report work hours is considered a breach of professionalism.

- Clinical care, including documentation in medical record
- Required educational meetings (i.e. Doctoring 3, clerkship meetings, 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.

Exam

There are no examinations in Doctoring 3. It is our hope that the case presentations as well as the “TURNING POINT Questions”© at the end of most lectures will assist you in measuring your own success in mastering the material presented.

Readings

Students are expected to review weekly assignments posted to Canvas under Core Clerkships/Doctoring 3. These will include but are not limited to assigned readings, projects, other course materials and posted PowerPoint presentations.

Learning Resources

Students are expected to review material presented on similar topics during the preclinical curriculum so they are prepared for Wednesday afternoon didactics and therefore better able to participate.

Institutional Resources

The [COM Charlotte Edwards 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 "Subject Guides" under the *Resources by subject* from the main menu 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.

Evaluation and Grading

Mid-Year Feedback

The Year 3 Mid-Year student meeting is held with the regional campus dean and the student support coordinator in late December or early January. This meeting allows a file review of the student's progress through the required clerkships thus far, and review of their participation during the D3 lecture series. The student's strong points are identified, and, feedback is given for improvement of those attributes that require attention. The final grade is assigned at the completion of all Doctoring 3 sessions, longitudinal experience and Longitudinal Experience Quality Improvement Project.

Evaluation

An evaluation of student clinical performance during the longitudinal experience will be completed by the assigned Clerkship Faculty at the end of the clerkship. The regional campus dean will review and assign a grade for this portion of the course.

An evaluation of the didactic portion of the course is completed in April by the regional campus dean, and is based on student performance, including attendance, participation, professionalism, PACE assignments and documentation of required CME.

Evaluation for Longitudinal Experience Quality improvement project is completed by the Informatics Curriculum Director in collaboration with the regional campus dean.

College of Medicine Clerkship Grading Policy

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

Course Specific Grading

1. Didactic session evaluation (*Honors/Pass/Fail*) documentation of 4 CME, etc.).
2. Longitudinal Experience (LE) Clinical Care (*Honors/Pass/Fail*).
3. Longitudinal Experience Quality Improvement Project (*Honors/Pass/Fail*).
4. Final grade will be determined via collaborative discussion between course directors.

Policies

College of Medicine 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. Students must use the absence request [form](#) that is located on Student Academics.

Academic Honor Policy

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. 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

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. 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
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

College of Medicine Student Disability Resources

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.

Competencies

The following table outlines the Doctoring 3 course competencies and the assessment method for each, intended to be used as a guide for student learning. For a more detailed view on how these competencies map to the educational program objectives (EPO) and entrustable professional activities (EPA), as well as an overview of the curricular map for the clinical years at the Florida State University College of Medicine, please follow this link: <https://med.fsu.edu/index.cfm?page=medicalEducation.syllabi#clerkships>.

Clerkship Competency	Assessment						
<i>Doctoring 3</i>	NBME/End of Clerkship Exam	Observation by Faculty	Observation by Clerkship Dir.	Online Module	Oral Presentation	Patient Documentation	Project/Written Assignment
Demonstrate the clinical thinking skills needed to diagnose and develop a treatment plan for commonly occurring diagnoses and presentations. (Competencies #1, 2)		x	x				
Demonstrate the ability to apply the biopsychosocial model and patient-centered clinical method to the understanding of patient presentations. (1, 2)		x	x				
Describe and apply the principles of geriatrics in patient care. (1, 2, 6)		x	x				
Demonstrate advanced communication skills with challenging patients in difficult situations. (1, 4, 5)		x	x				
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)		x	x				
Demonstrate knowledge of systems of care as they relate to continuous quality improvement. (3, 6)		x	x				
Demonstrate an understanding of common ethical and legal issues related to patient care. (1, 4, 5)		x	x				

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)		x	x				
Demonstrate the ability to do concise, organized oral case presentations. (1, 2, 4)		x	x				x
Demonstrate the ability to describe and/or perform physical examinations appropriate to the case presentation. (1, 2, 4, 5)		x	x				
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)		x	x				
Longitudinal Experience Clinical Care Objectives							
Demonstrate knowledge of the natural history of a variety of common chronic diseases. (2)		x	x				
Demonstrate knowledge of the factors that contribute to compliance with chronic disease care including psychological, social, and behavioral. (2, 3, 6)		x	x				