MEDICINE

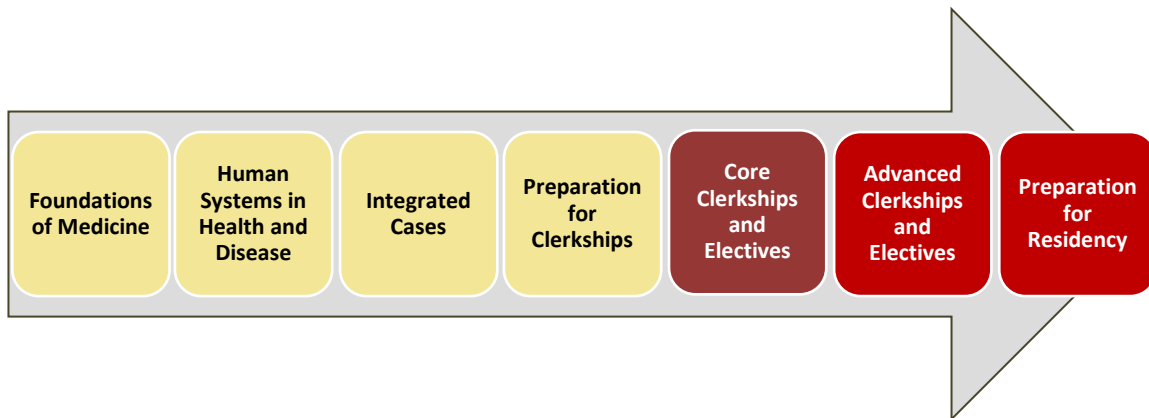| Foundations of Medicine | Human Systems in Health and Disease | Integrated Cases | Preparation for Clerkships | Core Clerkships and Electives | Advanced Clerkships and Electives | Preparation for Residency |

BCC 7182

DOCTORING 3

Florida State University

College of Medicine

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Course 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. During the didactic sessions, students will explore progressively more complex patient presentations into which behavioral, ethical and geriatric learning opportunities are integrated.

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:

A. **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.

B. **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.

C. **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.

D. **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.

Course Objectives

1. **Demonstrate** the **clinical thinking skills** needed to diagnose and develop a differential diagnosis and treatment plan for commonly occurring conditions and presentations.

2. **Apply principles** of the **biopsychosocial model and patient centered clinical method** to the understanding of patient presentations.
3. **Demonstrate the ability to present patients** with variable presentations/conditions to peers and faculty in an efficient and comprehensive manner appropriate to the situation.
4. **Demonstrate the ability to critically analyze** data to facilitate differential diagnoses, clinical management and patient care.
5. **Demonstrate an awareness of elements of Professionalism in all aspects of patient care.**
6. Describe and **apply the principles of geriatrics** in patient care.

Course Components

Two Major Components: Didactic and Longitudinal

Doctoring 3 consists of two major components: a half-day-per-week didactic experience and a longitudinal experience. The didactic session emphasizes student presentations of case-based clinical vignettes, followed by a summation lecture presented by the visiting subject expert, or clerkship director. The longitudinal experience alternates between a half day of clinical care one week and a half day the next week of alternative learning opportunities and completion of a clinical learning project in collaboration with faculty physicians.

Sample Week 1 Schedule Longitudinal Experience Clinical Care

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

Mon	Tues	Wednesday	Thurs	Fri
		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 Week 2 Schedule Longitudinal Experience Clinical Care

Mon	Tues	Wednesday	Thurs	Fri
		Doctoring 3: Alternate Learning Experience/Work on project (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 the course has been developed collaboratively with the regional campus deans, clerkship directors, and the D3 Team. The session is moderated by the regional campus dean and the didactic course content is delivered by the content expert, clerkship director, clerkship faculty, and on occasion, the informatics director.

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 informatics clerkship directors.

Instructional Methods

The ***didactic portion*** of the curriculum consists of lecture, case-based learning activities, and other activities that promote student learning.   Complementing the clerkship disciplines, three of the didactic sessions will be dedicated to topics in medical ethics and humanities. Student writing assignments are required.

For 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.

For the half day ***Longitudinal Experience Alternate Learning*** (project), students will be expected to dedicate a full half-day, every other week to the completion of an assigned project. This dedicated time cannot be spent on required clerkships.

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. D3 faculty will identify student presenters from those currently on the rotation most closely related to the topic of the week.

Clinical Case Presentation(s)

Students will present clinical cases in *Grand Rounds Style*. 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.

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. Whenever possible, students will also present cases where they have had direct involvement that are related to the topic of the week.

These case presentations will be delivered in the 10/5/1 minute patient presentation fashion to practice the different formats for sharing information in different situations. Both the Clerkship Director and guest content expert will facilitate these sessions. Students are encouraged to bring supporting radiology, histology and laboratory results if available.

Lecture

Lecture material will be presented after the case presentation as a summation of the topic for approximately 50 minutes leaving adequate time for questions. Presentation of the lecture by the student or guest faculty will be at the weekly discretion of the D3 Faculty.

Survey

Students individually evaluate each session on Blackboard at the end of each session.

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 (project):

Students will complete a group project during the course. The groups and types of project will be assigned by the regional campus dean, in collaboration with the informatics clerkship director. Group Project categories include:

- Patient Centered Medical Home (PCMH)
- Public Health

- Quality Improvement (QI)

Descriptions of the group project is 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 Learnings (project) 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 (the AAMC 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. 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/Academics/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 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.

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

Doctoring 3 specific grading criteria / How the Final grade will be determined
There are 3 components to the final grade:

1. Didactic session (*Honors/Pass/Fail*): One evaluation completed (online in E*Value in April 2018) 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 April 2018); grade for this component determined by the Course Director for the Longitudinal Experience.
3. Longitudinal Experience Alternate Learning - Project (*Honors/Pass/Fail*): Grade for this component 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.