



The Florida State University
College of Medicine

BCC 7175

**Family Medicine
Clerkship**

2014-2015

Table of Contents

Instructors	3
Education Director	3
Clerkship Directors	3
Course Overview	4
Description	4
Course Components.....	4
Assignment #1: Personal Educational Goals	4
Assignment #2: Systems Project	5
Referral Project:.....	5
Cost of Chronic Care Project:.....	6
Patient Care	8
Patient Log	8
Readings	9
Meetings/Lectures	9
Evaluations	10
Exam	10
Scheduled Hours.....	10
Competencies and Assessment	11
Policies	14
Americans with Disabilities Act	14
Academic Honor Code	14
Attendance Policy.....	14
Library Policy.....	15
Required Materials.....	15
Resource Needs.....	15
Required Readings.....	15
Grading	15

Instructors

Education Director

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Clerkship Directors

Campus	Director
Fort Pierce	Dr. Nancy Baker
Daytona	Dr. George Bernardo
Orlando	Dr. Douglas Meuser
Pensacola	Dr. Dennis Mayeaux
Sarasota	Dr. Nicole Bentze
Tallahassee	Dr. Julia Weeks
Thomasville	Dr. Rudy Hehn (Administrator)
Marianna	Dr. Steven Spence (Administrator)

Course Overview

Description

The Family Medicine Clerkship (“the Clerkship”) is a six-week structured community-based experience in Family Medicine. Students will be primarily exposed to ambulatory care during this Clerkship, and will provide clinical care to patients under the direct supervision of a practicing Family Physician designated as Clerkship Faculty. Students will have an opportunity to care for patients of all ages with a broad range of conditions commonly seen in the outpatient setting, with an emphasis on prevention and care of the patient in the context of family and community.

Course Components

Assignment #1: Personal Educational Goals

The purpose of this assignment is to enhance the ability to recognize one’s own learning needs through self-assessment and develop a strategy to meet those learning goals.

Students will choose THREE educational goals specific to their own learning needs as a 3rd year medical student. These goals should be appropriate for the specific learning environment and can be achieved in a 6-week Clerkship. Student must **share their personal goals with assigned Clinical Faculty and Clerkship Director during the first few days of the clerkship; this is due no later than Saturday at the end of the first week**. The student will create a strategy for self-improvement with appropriate resources and a plan that includes specific targets by which they can assess progress, and then track advancement of skill, knowledge or behavior throughout the rotation. Students are encouraged to seek and incorporate feedback from Clinical Faculty and Clerkship Director.

Evaluation of this assignment will be done by the Education Director and will be included in the final grade for the clerkship. Assignment will be included in the consideration of final grade for the Clerkship; students must submit an exemplary report to be considered for honors for the Clerkship. If educational goal is returned for revision, a student is no longer eligible for honors, and will be assigned an initial grade of “IR” until remediation has been completed.

Evaluation of assignment will be evaluated based on the following:

1. Was the goal specific and achievable?
2. Did the student develop a thoughtful strategy to address educational goal?
 - a. Were there measurable targets?
 - b. Were resources/references identified?
3. Was the student insightful in his/her reflection of the process?
4. Did the student identify what was learned and what was left to learn (or next step)?

Submission:

1. **Submit a final summative report on self-identified goals, strategies and progress as a WORD document to Blackboard.** Other formats will not be evaluated and you risk not receiving credit for your project.
2. Assignment is **due at or before 5 p.m. on the last day of the Clerkship.**
3. If Blackboard is not available, send project via email to the Education Director. The student is still required to upload to Blackboard when the system is available, and assignments will not be accepted for credit until this has been accomplished. The version that is sent to the Education Director must be the same version that is submitted to Blackboard, and must be sent by 5 p.m. on the last day of the Clerkship.

Specific instructions, grading rubric and examples of exemplary student work are available on Blackboard.

Assignment #2: Systems Project

The purpose of this assignment is to highlight the systems of patient care and how they can impact access to care, financial burden, adherence and coordination of care. The student may choose one of two options for this project. Option #1 is the Referral Project, which was designed to demonstrate the inter-professional teamwork and collaboration between physicians in the care of the patient, and the potential for system errors when care is not delivered continuously. Option #2 is the Cost of Chronic Care Project, which was designed to highlight the financial impact to patients based on our management recommendations, and to demonstrate the importance of evidence-based guidelines into the clinical care of patients as related to medical management of a chronic condition. Students are encouraged to involve Clerkship Faculty in the process, and to seek direction and feedback from Clerkship Director.

Evaluation of this assignment will be done by the Education Director and will be included in the final grade for the Clerkship. Assignment will be included in the consideration of final grade for the Clerkship; students must submit an exemplary project to be considered for honors for the Clerkship. If project is returned for revision, a student is no longer eligible for honors, and will be assigned an initial grade of "IR" until remediation has been completed.

Referral Project:

The student will learn more about the process of referring a patient to another healthcare provider and the consultation that ensues as a result of the referral process. The system for referral and consultation allows for additional expertise but requires special attention to communication if the services are to benefit the patient. With the guidance of Clerkship Faculty, the student must identify a patient who will benefit from a referral to another physician for consultation regarding a medical condition. The student will participate in the initial evaluation, write a SOAP note, accompany the patient to the consultation and then write a reflective essay about the experience.

As a result of this activity, the student will

1. Demonstrate an understanding of and respect for the role of the primary care physician in working with a consulting physician to benefit a patient.
2. Demonstrate an understanding of and respect for the role of the consulting physician when collaborating in the care of a patient.
3. Advocate for and assist a patient in coordinating care within a complex healthcare system.
4. Describe how system flaws can contribute to medical errors.

Required components of this project include

1. SOAP Note: This should be worthy of inclusion in the patient's medical record and must be authored by you.
2. Reflective Essay: This should discuss the challenges associated with arranging the appointment, communication issues with the patient and between physicians. Include your own lessons-learned in the process of caring for this patient and his/her family. Essay should be between 500-1000 words.
3. Make sure all identifying information is redacted in compliance with HIPPA. You may use initials or a fictitious name for your patient.

Evaluation will be based on the following:

1. Demonstration of the ability to accurately document a patient's initial evaluation through the SOAP Note. Student will be evaluated on the following components: organization, inclusion of pertinent details, appropriate differential diagnosis and initial treatment plan that includes specific expectations for what the consultant will address (confirm suspected diagnosis, suggest alternative diagnosis, suggest plan of evaluation or treatment, perform specific procedure, temporarily manage particular problem, assume care of a particular problem).
2. Demonstrate insight through reflective writing regarding specific challenges faced by the patient and his/her family regarding the referral or care of the medical problem, communication issues, systems errors that could adversely affect patient care and lessons-learned by the student regarding the process of referral and consultation and continuity of care for the patient.

Cost of Chronic Care Project:

The student will learn more about patient costs for a chronic health condition, including medications, disease monitoring and management, medical insurance and lost time from work or school. The student will explore how the cost of chronic care impacts a patient, evidence-based guidelines have been applied to management and system complexities (such as those with little to no medical insurance or access to care) may play a significant part in the choices a patient makes in prioritizing needs. Physician attention to the details can greatly contribute to "adherence" to chronic disease management plans. With the guidance of Clerkship Faculty, the student must identify a patient who will agree to a longer appointment to discuss the costs associated with his/her chronic condition. The student will participate in the initial evaluation, write a SOAP note, create a worksheet outlining one-time and recurring costs associated with medical care and then write a an essay in which

the student compares the patient's management with evidence-based guidelines. The essay must also include a reflective component that includes patient's challenges and lessons-learned as a result of this assignment.

As a result of this activity the student will:

1. Demonstrate knowledge of the costs associated with healthcare delivery, with particular attention to healthcare providers, hospitals, home health agencies and medications.
2. Demonstrate knowledge of how medical insurance can influence decisions regarding utilization of healthcare resources.
3. Demonstrate knowledge of the additional costs associated with chronic illness such as lost time from work or school, cost of additional child or adult daycare and transportation.
4. Advocate for the patient in coordinating cost-effective evidence-based medicine.

Required components of this project include:

1. SOAP Note: This should be worthy of inclusion in the patient's medical record and must be authored by you.
2. Cost of Chronic Care Worksheet:
3. Reflective Essay: This should discuss the challenges associated with arranging the appointment, communication issues with the patient and between physicians. Include your own lessons-learned in the process of caring for this patient and his/her family. Essay should be between 500-1000 words.
4. Make sure all identifying information is redacted in compliance with HIPPA. You may use initials or a fictitious name for your patient.

Evaluation will be based on the following:

1. Demonstration of the ability to accurately document a patient's initial evaluation through the SOAP Note. Student will be evaluated on the following components: organization, inclusion of pertinent details, appropriate differential diagnosis and initial treatment plan.
2. Demonstration of the ability to accurately consider multiple components in calculating cost of medical care for a patient with one or more chronic conditions. Student will include information about cost for medications and comparison with generic equivalents, laboratory and other diagnostic testing, supplies for home-monitoring and improved functional ability, availability of employer-paid sick leave, additional costs for child care or adult day care due to appointments or hospitalization, team management such as diabetes education or physical therapy, physician visits, medical insurance and hospitalizations. Student will calculate annualized costs for care management and associated financial burdens.
3. Demonstrate insight through reflective writing regarding specific challenges faced by the patient and his/her family regarding financial burden for medical management, adherence or challenges with evidence-based guidelines and lessons-learned by the student regarding the cost of healthcare for the patient.

Submission of Systems Project:

1. **Submit all components as one WORD document to Blackboard.** Other formats will not be evaluated and you risk not receiving credit for your project.

2. Assignment is **due at or before 5 p.m. on the last day of the Clerkship**. Early submission is encouraged.
3. If Blackboard is not available, send project via email to the Education Director. The student is still required to upload to Blackboard when the system is available, and assignments will not be accepted for credit until this has been accomplished. The version that is sent to the Education Director must be the same version that is submitted to Blackboard, and must be sent by 5 p.m. on the last day of the Clerkship.

Specific instructions, grading rubric and examples of exemplary student work are available on Blackboard.

Patient Care

Students will participate in ambulatory care during this clerkship, with an emphasis on prevention of illness and caring for the patient in the context of family and community. Students are encouraged to participate in the care of hospitalized patients and office-based procedures when possible. Management expectations include: a) gathering appropriate histories and performing the appropriate physical examinations; b) formulating preliminary diagnostic impressions including differential diagnosis; c) creating diagnostic and therapeutic care plans; d) performing appropriate health screenings; and, e) writing/documenting SOAP notes.

Patient Log

Students will record a minimum of 100 patient encounters during the 6-week Clerkship. Students are expected to have at least 80% of patient encounters at the “moderate” or “full” level of care, and are expected to record all encounters. Students are required to record clinical conditions, procedures, and screenings. Patient encounter data will be collected through the E*Value system and must be complete by 5:00 p.m. on the last day of the Clerkship. **Failure to record required patient care will make a student ineligible for consideration for honors for the clerkship, and may result in a grade of “IR” requiring additional time on the clerkship, or failure.**

Required Clinical Conditions (30)	Required Healthcare Screenings (15)
Abdominal Pain	Alcohol Misuse
Abnormal Vaginal Bleeding	Breast Cancer
Allergic Condition (any type, not drug allergies)	Cervical Cancer
Anxiety Disorder	Colorectal Cancer
Arthritis (any type)	Depression
Asthma	Diabetes Mellitus
Atherosclerotic Disease (any type)	Fall Risk
Cancer (any type)	Folic Acid Supplementation
Chronic Kidney Disease	Immunizations
Chronic Obstructive Pulmonary Disease	Intimate Partner Violence

Dementia	High Blood Pressure
Depression	Lipid Disorders
Diabetes Mellitus	Osteoporosis
Dizziness	Sexually Transmitted Infection
Dyslipidemia	Tobacco Use
Gastroesophageal Reflux Disease	
Headache	
Heart Failure	
Hypertension	
Joint Pain or Injury (other than back pain)	
Chronic Back Pain	
Obesity	
Skin Lesion (benign or malignant)	
Skin Rash or Infection	
Substance Use Disorder	
Thyroid Disorder	
Tobacco Use Disorder	
Upper Respiratory Infection	
Urinary Tract Infection	
Vaginal Discharge	

Readings

There is not a required text for this clerkship. Students are expected to locate and read pertinent journal articles and guidelines that assist in the evaluation and management of patients. Suggested readings and other resources are available on Blackboard.

Meetings/Lectures

Students will participate in required weekly educational meetings conducted by the Clerkship Director. For students on away rotations, this will be arranged through videoconference or teleconference. These meetings will include clinical topic discussions and student presentations. Clerkship Directors will also review patient encounters and progress on educational goals. Orientation and end-of-clerkship debriefing are a part of the regularly-scheduled weekly meetings. A mid-clerkship formative evaluation will be completed by the Clerkship Director based on input from Clerkship Faculty.

Each student will be observed at least once by the Clerkship Director (or designate for away rotations) during the Clerkship during clinical care of patients. This purpose of this direct observation is to evaluate the data-gathering skills, clinical reasoning and oral presentations. Following observation of clinical care, the student will be provided with formative feedback. When concerns about student performances are noted by the Clerkship Director or Clerkship Faculty, additional student observations will be completed.

Evaluations

An evaluation of student clinical performance will be completed by the Clerkship Faculty at the end of the clerkship. A final summative report will be completed by the Clerkship Director at the end of the clerkship. The Education Director will collate all grading components to be considered in the assignment of final grade into the Grade Summary after the Clerkship is complete.

Exam

Students will take a web-based NBME examination in Family Medicine at the end of the clerkship. This will include the core 80-question exam with an additional module on chronic care.

Scheduled Hours

The Clerkship is six weeks in duration and will consist primarily of ambulatory care. There is no requirement for inpatient care or on-call shifts, although students are encouraged to participate in those clinical activities when available. Students will work at least 4 full days per week with assigned Clerkship Faculty, as one day per week is allotted for participation in Doctoring Three and the Chronic Care Clerkship.

Students will adhere to the ACGME rules regarding the workweek, which include working no more than 80 hours per week, no more than 24 hours continuously, except an additional 6 hours may be added to the 24 to perform wrap-up duties, and have at least one of every 7 days completely off from educational activities.

Similar to other required clerkships, extended absences from the clerkship are not permitted. Any absence from the clerkship must be pre-approved by the regional campus dean prior to the beginning of the clerkship. Even with an excused absence, the student will complete the scheduled work as outlined above. The Clerkship Director and Education Director must be notified of any absence in advance. Unapproved absences during the clerkship will result in a grade of “incomplete” until remediated, and may result in a grade of “fail” for the clerkship.

Competencies and Assessment

Domain	Competency	Assessment
Patient Care	Obtain accurate and complete information through the patient interview for a patient presenting with an acute medical condition or chronic medical condition.	Direct observation by Clerkship Faculty Summative evaluation at end of clerkship
	Perform a targeted physical examination when evaluating a patient presenting with an acute medical condition or chronic medical condition.	Direct observation by Clerkship Faculty Summative evaluation at end of clerkship
	Perform accurate clinical assessments that include appropriate differential diagnoses in the outpatient setting.	Direct observation by Clerkship Faculty Mid-clerkship feedback Summative evaluation at end of clerkship
	Recognize pertinent normal and abnormal examination findings.	Direct observation by Clerkship Faculty and Clerkship Director Summative evaluation at end of clerkship
	Develop appropriate plans for diagnostic evaluation and treatment for patients with one or multiple problems, in the outpatient setting.	Direct observation by Clerkship Faculty and Clerkship Director Summative evaluation at end of clerkship
	Demonstrate the integration of basic science knowledge into the clinical care of the patient.	Direct observation by Clerkship Faculty Mid-clerkship feedback Summative evaluation at end of clerkship
	Evaluate the health literacy by assessing patient's comprehension of written material, verbal instructions and understanding of health information.	Direct observation by Clerkship Faculty
Medical Knowledge	Perform detailed review of patients' medications that included indication, treatment targets interactions with other medications, contraindications and potential adverse events.	Direct observation by Clerkship Faculty and discussion with Clerkship Director Summative evaluation at end of clerkship
	Describe the indications, risks and benefits of diagnostic testing and treatment options.	Direct observation by Clerkship Faculty and discussion with Clerkship Director
	Demonstrate adequate knowledge base to provide appropriate evidence-based medical care.	Direct observation by Clerkship Faculty NBME examination

Interpersonal and Communication Skills	Assess patient's understanding of medical condition and address the most pressing educational needs of the patient and their families with regard to plan of care.	Direct observation by Clerkship Faculty Summative evaluation at end of clerkship Systems Project
	Demonstrate cultural competency in interactions with patients from diverse backgrounds and recognize own personal bias/prejudice when interacting with patients.	Direct observation by Clerkship Faculty
	Communicate diagnostic information and care plan to patients with empathy and sensitivity.	Direct observation by Clerkship Faculty Mid-clerkship feedback Summative evaluation at end of clerkship
	Use motivational interviewing techniques to communicate the health consequences of an identified behavior with empathy and sensitivity, and then discuss intervention options to develop a plan of care.	Direct observation by Clerkship Faculty or Clerkship Director
	Respond with empathy and sensitivity to patients with challenging behaviors.	Direct observation by Clerkship Faculty
	Create appropriate documentation worthy of inclusion in the patient's medical record for acute medical problem, chronic medical condition follow-up, preventive care, office procedure and a patient with multiple medical problems.	Direct observation by Clerkship Faculty and Clerkship Director Mid-clerkship feedback Summative evaluation at end of clerkship
	Communicate diagnostic information and clinical reasoning to healthcare team with suggested intervention and plan of care through effective oral presentation.	Direct observation by Clerkship Faculty and Clerkship Director Summative evaluation at end of clerkship.
Professionalism	Identify personal learning needs and choose three goals for improvement during the clerkship, and then develop a strategy to address each personal educational goal that includes specific targets by which to measure progress.	Educational goals assignment Direct observation by Clerkship Faculty Discussion with and observation by Clerkship Director Mid-clerkship feedback
	Demonstrate motivation to learn and ability to incorporate feedback into clinical performance.	Direct observation by Clerkship Faculty and Clerkship Director Mid-clerkship feedback and communication with clerkship director
	Submit all assignments in a timely manner and record all required patient encounters and screenings in electronic log.	Patient log Assignment upload to Blackboard
	Demonstrate respect for the contributions of all healthcare providers (physicians, nurse practitioners, physician assistants, nurses, social workers, other staff, etc.)	Direct observation by Clerkship Faculty and Clerkship Director

	involved in the care of a patient.	Summative evaluation at end of clerkship
Practice-Based Learning and Improvement	Access and apply clinical information from evidence-based electronic resources during a patient encounter.	Direct observation by Clerkship Faculty and Clerkship Director Summative evaluation at end of clerkship
	Apply current recommendations for United States Preventive Services Task Force during patient encounters.	Direct observation by Clerkship Faculty and Clerkship Director Patient Log
Systems-Based Practice	Evaluate the care of a patient and impact on illness as it extends outside of the primary care physician's office.	Systems Project Discussions with Clerkship Faculty and Clerkship Director
	Work effectively with other healthcare providers, social workers, community agencies, nurses and other healthcare professionals.	Direct observation by Clerkship Faculty Summative evaluation at end of clerkship

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](#))

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

Resource Needs

All of the physical resources necessary for this course are either in place or currently being recruited. Affiliation agreements with each of the participating hospitals and residency programs are in place, and new affiliations are occurring all the time. Student learning areas complete with computers, textbooks and internet access are available at each regional campus site and at the Rural Training Sites in Marianna and Immokalee. Taken together, these resources—people, equipment, materials, services—are adequate to provide an excellent educational experience for students.

Required Readings

There is no required textbook for this clerkship. Reading of the medical literature and/or medical textbooks is strongly encouraged. What the student reads should be dictated by his/her personal education needs and the care needs of patients with whom the student is involved.

Grading

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