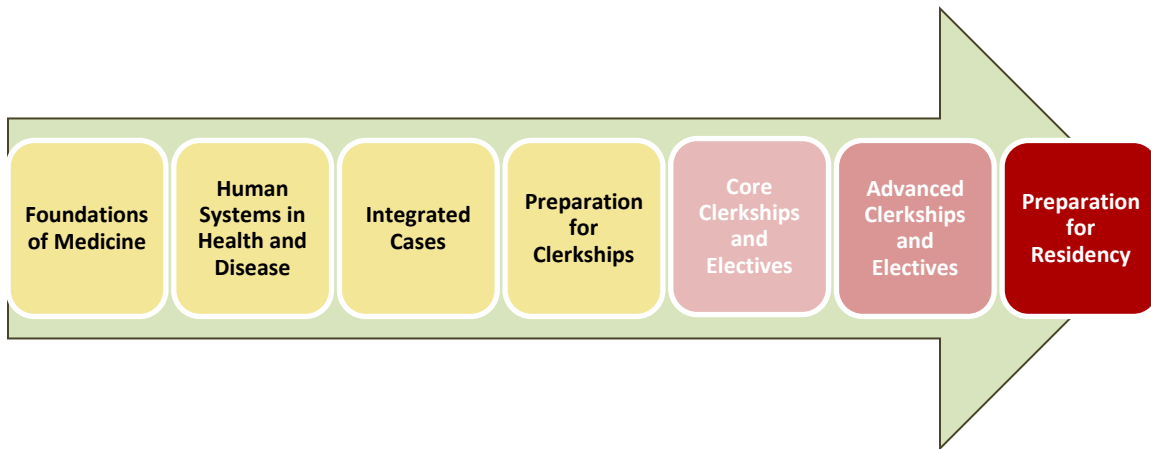


MEDICINE



BCC 7201

**Residency Preparation Boot Camp
Class of 2018 --- Academic Year 2017-18**



Florida State University
College of Medicine

Last Updated: 3/8/2018

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Faculty and Staff

Block Directors

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Faculty:

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Joan Meek, MD
Jean Moorjani, MD
Greg Todd, MD

Bruce Berg, MD
Luckey Dunn, MD
Juliette Lomax-Homier, MD
Paul McLeod, MD
Michael Muszynski, MD
Sandeep Rahangdale, MD

Course Support: Campus Clinical Coordinators & Student Support Coordinators

Daytona

Kristina Noesen
Peggy Bernardo
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Ft. Pierce

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Orlando

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Phone: 407-835-4103

Pensacola

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Phone: 850-494-5939

Sarasota

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Phone: 941-316-8120

Tallahassee

Julie Peacock
Robert Moore
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Student Facilitators for 2018 Academic Year

Mark Micolucci
Stephanie Tran

Regional Campus Champions:

Daytona: Adam Jaffe, Savannah Williams

Ft. Pierce: Etzer Augustin, Alaine Sharpe

Orlando: Arnold Abud, David "Chase" West

Pensacola: Angela Bradford, Kirsten Dowling

Sarasota: Tatianna Pizzutto, Daniel Lee

Tallahassee/Thomasville: Kristin Magrini, Drew Williams

Overview

Course Goals

The **Residency Preparation Boot Camp** is the final capstone to the undergraduate medical curriculum. The course provides an integrative experience that reinforces clinical skills, consolidates experiential learning, emphasizes team-based activities, and provides a solid foundation for entry into residency in the student's desired specialty. The course will emphasize select Core Entrustable Professional Activities (EPAs) for Entering Residency, descriptions of patient-care activities every medical school graduate should be expected to be able to perform without direct supervision on the first day of residency as fundamental expectations. Skills emphasized align with the Accreditation Council for Graduate Medical Education (ACGME) competencies. They will include the following entry-level performance milestones for an entering (PGY-1):

1. Patient care: recognizes the critically ill patient and suggests initial intervention; demonstrates basic decision making capabilities; orders and interprets basic diagnostic studies;
2. Medical knowledge: synthesizes information from multiple sources to make clinical decisions; demonstrates capacity to improve medical knowledge through targeted study;
3. Interpersonal and communication skills: provides effective verbal and written communication in a variety of settings, including transitions in care;
4. Practice-based learning and improvement: engages in reflective feedback; acknowledges gaps in personal knowledge and experience; uses feedback to improve learning and performance;
5. Professionalism: recognizes and fulfills professional responsibilities; demonstrates personal accountability, ethical behavior, time management; demonstrates awareness of maintenance of physical, emotional, and mental health;
6. Systems-based practice: works effectively in interprofessional health care teams; uses resources effectively; recognizes system errors; and prevents medical errors.

Course Objectives

1. Demonstrate readiness for residency through competent performance of developmentally-appropriate activities of patient care.
2. Communicate clinical information accurately and concisely in a variety of formats.
3. Demonstrate the basic health care team skills necessary for patient safety and quality care, including interprofessional interactions and, structured patient hand-offs.
4. Demonstrate tenets of professionalism and awareness of professional expectations during residency.
5. Recognize that self-care, wellness, and work-life balance are necessary for the life-long practice of medicine.
6. Demonstrate commitment to life-long learning.

Learning Objectives

Detailed learning objectives are provided for each session and activity.

Course Format

The course provides an integration and consolidation of medical knowledge and clinical skills, with an emphasis on day-to-day activities in the clinical workplace and practices which will help ensure success at the beginning of residency. The course will address general medical education, with some discussion of specialty specific variation. Activities are experiential and involve demonstration of knowledge and skills to address common patient presentations, using clinical-based scenarios in small group discussion and online modules. Multiple modalities will be used to provide education and assess clinical decision making skills, and provide formative feedback. Students will complete required self-directed activities and develop their own agenda for additional activities, based upon their self-assessment. Attendance is required for all large and small group activities.

The course will include the following activities:

- I. Large group didactic sessions will be presented by speakers at one of the regional campuses and videocast to the other regional campuses. These are indicated on the course calendar. Attendance is mandatory.
- II. Small group discussions will be facilitated at each of the regional campuses. These sessions will include will include panel discussions with current residents and with hospital leadership. Attendance is mandatory.
- III. Independent study using online modules and courses, as follows:
 - A. Completion of the Institute for Healthcare Improvement (IHI) Basic Certificate in Quality & Safety. These modules will provide foundational knowledge in the areas of quality improvement, patient safety, patient-centered care, and health care leadership. You will build upon these skills during your residency. Upon completion, please upload your Basic Certificate in Quality & Safety through Student Academics.
 - B. Completion of assigned WISE-OnCall Modules (<https://aquifer.org>). These modules provide simulated assessment and management of common conditions encountered in patients on call. Completion will be monitored by course directors and campus staff.
 - C. Completion or update of the (CITI) (<https://www.citiprogram.org>) online training in "Human Subjects Research" and "Health Information Privacy and Security, if the student is not current.
 - D. Completion of the "Pathways to Safer Opioid Use Training" (<https://health.gov/hcq/training-pathways.asp>).
 - E. Development of an independent study plan based upon self-reflection and practice-based learning and improvement. This may include additional online learning modules available from a menu, completion of online modules developed by the medical library staff on Answering the Clinical Question, Searching PubMed, and Citation Management, or other resources of the student's choice. All students are advised to contact the institution at which they will be training to identify any additional requirements, however, the minimum requirements will apply. Independent learning plans will be submitted through Student Academics, and student will verify their completed activities by the final week of the course.

There are blocks of time available throughout the course for completion of the above independent study activities. Please budget time appropriately to ensure completion one day prior to the end of the course. All independent course work may be started prior to the beginning of the course, as an option, but this is not required, aside from the Transitions Across the Continuum, as below.

- IV. The Transitions Across the Continuum (TAC) project: Students will complete the project based on a patient they care for from admission through discharge during a sub-internship in year 4. The project will be evaluated (pass/remediate) as part of the course. The students should submit the project the week following completion of the sub-internship so it reflects an accurate picture of the patient they cared for; students will receive written feedback quickly and remediation can occur after that. Remediation is unlikely, and is expected to only include written revision of the assignment.

Please refer to Blackboard for additional details regarding course requirements.

Professionalism

Medicine is a Profession, which means it entails unique responsibilities and obligations as well as unique privileges. "Professional identity formation" is an objective as important as learning the sounds and anatomy of the heart, but requires a different set of learning skills. Important among those are reflection, self- and peer assessment, deliberate practice, and learning for mastery (not grades). Professionalism is expected during all aspects of the course.

Professional Attire: Professional attire is expected for all learning sessions. Medical students, faculty and staff are all ambassadors and representatives of the College of Medicine and of the medical profession. Appearance and behavior should at all times demonstrate respect for the profession and for our patients. The needs of patients must always come first, and any barriers to meeting those needs (including attire, appearance and grooming) must be removed.

Competencies

Competency Domains	Course Objectives	Methods of Assessment
Patient Care	Order and interpret results of basic clinical diagnostic tests. [EPA-3] Write opioid prescriptions in a manner that enhances safety. [EPA-4] Recognize patients requiring urgent or emergent care. [EPA-10]	Feedback from on-line modules; self-assessment
Knowledge for Practice	Synthesize medical information from a variety of sources to make clinical decisions.	Feedback from on-line modules; self-assessment
Practice-based Learning and Improvement	Demonstrate self-awareness of limitations and need to ask for help.	Feedback from on-line modules; self-assessment
Communication and Interpersonal Skills	Identify and organize appropriate information to be communicated in different situations, including patient hand-off. [EPA-8]	Feedback from on-line modules; self-assessment
Professionalism	Complete all required activities in a timely fashion. Demonstrate professional behavior in all interactions with peers, patients, and faculty.	Faculty observation; peer and self-evaluation
Systems-based Practice	Demonstrate interprofessional team work. [EPA-9] Identify system failures, contribute to culture of safety. [EPA-13]	Feedback from on-line modules; self-assessment

Grading System

Description of Student Assessment Methods and Grading

Formative assessment exercises will be required throughout the block.

Grading

The FSU COM has adopted a pass/fail grading system (See Student Handbook). To achieve a grade of Pass in BCC 7201 (**Residency Preparation Boot Camp**) a student must meet all of the following requirements:

1. Attendance and satisfactory participation in all required activities. Unexcused absence from an activity for which attendance is required may require remediation as determined by the block directors. Multiple unexcused absences from required activities will be considered a Professionalism concern and may result in a **Report of Concern for Unprofessional Behavior** (see [Student Handbook](#)) and referral of the student to the Student Evaluation and Promotions Committee.
2. Demonstration of the attitudes and behaviors of Medical Professionalism in all aspects of the course. Professionalism concerns may generate a **Report of Concern for Unprofessional Behavior** (see [Student Handbook](#)) and may result in receiving a grade of fail in the course.
3. Satisfactory completion of all assignments, as determined by the block directors.

Course Evaluation

Students will have the opportunity to provide constructive feedback through evaluation forms completed throughout the semester. Evaluations will include both content and facilitation/teaching. Feedback is encouraged at all times on all components of the course and will assist the block directors in providing a timely continuous quality 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](#))

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.

Unexcused absence from an activity for which attendance is required (for example, Small Group session) may be considered as an issue of Professionalism. Any unexcused absence may require completion of a Performance Improvement Plan (see Grading section, above).