BCC 7201
Residency Preparation Boot Camp
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Faculty and Staff

Block Directors

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Faculty: Clerkship Directors and Presenters and Program Directors

Fariya Afridi, MD
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Nancy Baker, MD
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Nicole Bentze, MD
George Bernardo, MD
Harry Black, MD
Kenneth Bridges, MD
Kenneth Brummel-Smith, MD
Pamela Carbicher, MD
Timothy Childers, MD
Brittany Clark, MD
Arthur Clements, MD
Michael Forsthoefel, MD
Gary Goforth, MD
Pamela Grier-Hall, MD
Steven Hallbreich, MD
Herndon Harding, MD
William Hood, MD
?? Hoopingarner-Smith, PharmD
Hillary Hultstrand, MD
Kristin Jackson, MD
Michael Jampol, MD
Benjamin Kaplan, MD
Kathleen Kennedy, MD
Heidi McNaney-Flint, MD
Douglas Meuser, MD
Steve Miles, MD
Roger Mittleman, MD
Ed Mobley, MD
Jean Moorjani, MD
Gerardo Olivera, MD
Vinayak Purandare, MD
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Dr. Sanchez MD
Caulley Soto, MD
Matthew Thomas, MD
Gregory Todd, MD
John Tyson, MD
Eileen Venable, MD
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Wendy Welch, MD
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Course Support: Campus Clinical Coordinators & Student Support Coordinators

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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. Describe the process of licensure, board certification, and maintenance of certification as components of life-long learning and professional requirements.

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. Students will complete select readings with an opportunity for individual reflection and facilitated small group discussion. Multiple modalities will be used to provide education, assess clinical decision making skills, and provide formative feedback. Attendance is required for all 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 dealing with the difficult patient (after completion of the required readings); discussion of the *Checklist Manifesto* reading by Atul Gawande; and, practical skills on structured hand-offs. In addition, small group sessions 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. After reading the *Checklist Manifesto* (Gawande), submission of a reflection discussing how this reading, and associated videos on the library website, will impact your future practice. There is no minimum requirement on words or length. The reflection will be submitted through Student Academics.

B. Completion of all WISE-OnCall Modules ([http://lms.wisemed.org/login/index.php](http://lms.wisemed.org/login/index.php)), which currently include the following: abdominal pain, acute pain management, certifying a death, dyspnea, hypertension, hypotension, lower extremity pain, and oliguria. 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 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.

D. Completion of the (CITI) ([https://www.citiprogram.org](https://www.citiprogram.org)) online training in “Human Subjects Research” and “Health Information Privacy and Security.” 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. Please upload final certificates through Student Academics.

E. Completion of three online modules provided by the FSU COM to enable you to better search the medical literature for clinical information and for preparation for writing. These include Answering the Clinical Question, Searching PubMed, and Citation Management. The medical librarians will monitor completion.

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.

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.

Specific standards for professional attire for [men](#) and for [women](#) are detailed at the end of this document and can always be found on the course Blackboard site.
## Competencies

<table>
<thead>
<tr>
<th>Competency Domains</th>
<th>Course Objectives</th>
<th>Methods of Assessment</th>
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</thead>
<tbody>
<tr>
<td>Patient Care</td>
<td>Order and interpret results of basic clinical diagnostic tests. [EPA-3]</td>
<td>Faculty observation; online modules</td>
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<td></td>
<td>Write prescriptions in a manner that minimizes opportunities for error. [EPA-4]</td>
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<td></td>
<td>Recognize patients requiring urgent or emergent care. [EPA-10]</td>
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<tr>
<td>Knowledge for Practice</td>
<td>Synthesize medical information from a variety of sources to make clinical decisions.</td>
<td>Faculty observation; online modules</td>
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<tr>
<td>Practice-based Learning and Improvement</td>
<td>Demonstrate self-awareness of limitations and need to ask for help.</td>
<td>Faculty observation; self-assessment</td>
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<tr>
<td>Communication and Interpersonal Skills</td>
<td>Identify and organize appropriate information to be communicated in different situations, including patient hand-off. [EPA-8]</td>
<td>Faculty observation, oral presentations</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Complete all required activities in a timely fashion.</td>
<td>Faculty observation; peer and self-evaluation</td>
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<td>Demonstrate professional behavior in all interactions with peers, patients, and faculty.</td>
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<tr>
<td>Systems-based Practice</td>
<td>Demonstrate interprofessional team work. [EPA-9]</td>
<td>Faculty observation</td>
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<td></td>
<td>Identify system failures, contribute to culture of safety. [EPA-13]</td>
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## 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 clinical skills director. 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 a scheduled examination or quiz may result in a score of zero (0 %) being assigned for that assessment. 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 the Performance Improvement Plan (see Grading section, above).

**Professional Attire**

Professional attire consists of clothes consistent with community norms for physicians. Examples of these norms in Tallahassee are: no jeans, seductive, revealing or tight-fitting clothes, sheer or see-through fabrics, strapless, low-necked or midriff-baring clothes, shorts, sweats, hats, or open-toed shoes.
For men, professional attire consists of slacks, a collared shirt and dress or casual shoes (no sport shoes or sandals). Ties may be either required or forbidden in some clinical situations.

For women, professional attire consists of slacks or a conservative length dress or skirt with a blouse or sweater. Skirt edge should rise no higher than 2” above the top of the knee during all clinical care and training maneuvers and should not be tight-fitting. Heels more than 3” in height are never appropriate in clinical settings.

For both men and women, a white lab coat is required. On those occasions when students are examining each other, you will be informed of the appropriate apparel for that session.

Professional appearance: Long hair must be pulled back and secured. Facial hair must be neatly groomed. If possible, all tattoos should be covered by clothing. No visible body piercing except a single piercing in each ear. No large earrings or loose jewelry. Fingernails must be trimmed. If nail polish is worn, it should not be a distracting color. No strong perfume or other scented products. In compliance with OSHA regulations, closed-toed shoes are required in all clinical settings—including the CLC.

The established “norms” of certain clinical settings may modify these standards for professional attire, but any variations in professional attire must be approved by the student’s supervisor. Consult your supervisor to clarify expectations for student attire in any ambiguous or new situations.