



The Florida State University
College of Medicine

BMS 6940

Summer Clinical Practicum

Spring 2015

Table of Contents

Instructors.....	3
Course Director.....	3
Course Overview.....	3
Course Overview	3
Course Goals	3
Learning Objectives	3
Course Format.....	3
Competencies	4
Policies.....	5
Americans with Disabilities Act.....	5
Academic Honor Code.....	5
Attendance Policy	5
Grading.....	6
Suggested Reading Materials.....	7
Summer Clinical Practicum BMS 6940 -- SOAP NOTE RUBRIC.....	8

Instructors

Course Director

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Course Overview

Course Overview

The Summer Clinical Practicum [BMS 6940] is an immersive, experiential learning activity providing opportunities for students to practice and improve basic clinical skills. Students are assigned to a primary care physician to participate in patient care activities under the direct supervision of the primary care physician. This course also provides students opportunities to participate in patient care activities at locations throughout the state of Florida and into southern Georgia.

Course Goals

- Provide clinical learning experience
- Increase awareness of the impact of wellness and illness on the patient.
- Increase awareness of the impact a physician may have in the lives of his/her patients.
- Increase awareness of the responsibilities of a physician in a community
- Develop life-long learning skills of reflection and self-evaluation

Learning Objectives

By the end of this experience a student will:

- Demonstrate the ability to obtain a focused history and perform a physical exam appropriate to the patient history.
- Demonstrate the ability to identify personal, social and spiritual factors important to an individual patient's health care.
- Document subjective and objective information in a SOAP format.
- Develop a set of goals and objectives for his/her own continued growth and development
- Use reflection to enhance experiential learning.

Course Format

- Session 1: May 4 through May 22, 2015
- Session 2: May 25 through June 12, 2015

Competencies

FSUCOM – Competencies - Summer Clinical Practicum [BMS 6940]		
Competency Domains	Objectives	Methods of Assessment
Patient Care	Demonstrate the ability to obtain a focused history and perform a physical exam appropriate to the patient history.	Direct observation by Clinical Faculty
Medical Knowledge	Document subjective and objective information in a SOAP format.	Direct observation by Clinical Faculty and SOAP note reviewed by Course Director or designated Clinical Faculty.
Practice-based Learning	Develop a set of goals and objectives for continued growth and professional development	Direct observation by Clinical Faculty
Communication Skills	Demonstrate the ability to identify personal, social and spiritual factors important to an individual patient's health care.	Direct observation by Clinical Faculty; Narrative Competency reflection reviewed by Course Director or designated Clinical Faculty
Professionalism	Maintain patient confidentiality	Direct observation by Clinical Faculty and Course Director
System-based Practice	Function effectively as part of a health care team	Direct observation by Clinical Faculty and Office Staff

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.

Students are expected to be present with their Preceptor whenever the Clinical Faculty is seeing patients.

Grading

Assignments and Grading

The basic responsibility for achieving course objectives rests with the student. The Clinical Faculty role is to act as a resource and provide feedback and appropriate patient care experience within the clinical faculty's practice. The student is responsible for accomplishing the objectives and completing the assignments.

FSU COM has adopted a pass/fail grading system which is used in the curriculum for the first and second years (See page 31 of [Student Handbook](#)). To achieve a grade of Pass in the Summer Clinical Practicum [BMS 6490r] a student must meet all of the following requirements:

1. Receive a satisfactory evaluation from the Clinical Faculty Preceptor.
2. Define personal objectives for the course. Discuss these objectives with Clinical Faculty at the beginning and conclusion of the clinical experience.
3. Submit a de-identified and HIPAA-compliant progress note on one patient encounter using the appropriate SOAP format to the Course Director NO LATER THAN the 6 PM on Monday of the second week of the course. This note should be uploaded to your portfolio by the deadline.
4. Record in the Evaluation and Management section of the e*Value PxDx system a minimum of 10 patient encounters during which they perform either a history or physical exam. During the course, students should perform and record at least 5 of the 6 following history types (Hx): family history, functional Hx, history of present illness (HPI), past medical history (PMH), review of symptoms/systems (ROS), social history (SHx) and at least 6 of the following 8 physical exam procedures (PE): Abdominal, Heart, Musculoskeletal, HEENT, Neurological, Pulmonary, Skin, and Vital Signs.
5. Complete the narrative competency module:
 - a. Watch an 18 minute TED talk "[Honoring the Stories of Illness](#)" by Rita Charon available at either of the following URLs
<http://tedxatlanta.com/videos/09132011-balance/rita-charon/>
<http://www.youtube.com/watch?v=24kHX2HtU3o>
 - b. Read the story **Chocolate Cake** – a good example the importance of narrative competency in a patient interview (available on Blackboard: Chocolate Cake.pdf).
 - c. Complete a "no-agenda" interview of one patient or patient family dealing with a chronic health issue. **IMPORTANT:** After introducing yourself and asking for permission to talk with the patient, begin the interview with the exact phrase: "**Please tell me what you think I should know about your situation.**" Do not add words about specific health problems or diseases. "Situation" is meant to be open to the patient's interpretation.
 - d. Write a reflection (no more than 1 page) on this experience, focusing on differences you perceive between this patient encounter and others you had in the summer and how narrative competence supports patient centered care. You may consider differences in the kind of information offered by patients in this interview compared to their answers to questions in the medical interview. A few [examples](#) are posted on Blackboard along with the feedback they received.
 - e. Upload this reflection to your portfolio NO LATER THAN 5 PM on Monday of the last week of the course.

Suggested Reading Materials

- Seidel HM, Ball JW, Dains JE, Benedict GW. Mosby's Guide to Physical Examination. (7th Ed). St. Louis: Mosby, 2010.
- Seidel HM, Ball JW, Dains JE, Benedict GW. Mosby's Physical Examination Handbook. (7th Ed). St. Louis: Mosby, 2010.
- Lo Bernard. Resolving Ethical Dilemmas: A Guide for Clinicians. Philadelphia: Lippincott Williams & Wilkins, 2009 (also available on Reserve in COM Library)
- Dutton G, Gabriel J, eds. Basic Interviewing Skills Booklet (on Blackboard under Tool Belt)
- Fitzgerald, FT "The Emperor's New Clothes", *Ann Intern Med.* 6 March 2012; 156(5): 396-397
- Facioli AM, Amorim FF, Almelda JQ A Model for Humanization in Critical Care, 2012; *Permanente Journal* 16: 75-77

