

## Doctoring 3 BCC 7182

**Paul McLeod, M.D., Course Director**  
**paul.mcleod@med.fsu.edu**  
**(850) 494-5939 X102**

### Course Description:

Doctoring 3 is a year long course that is offered concurrently with the required third year clerkships. The overall goal of this course is to provide students at all the regional campuses a standard curriculum that will enhance the clinical knowledge and skills acquired during the first two years of medical education and augment the third year clerkship experiences. It will also provide opportunities to explore issues related to the College of Medicine's mission. This course will use the competencies acquired in Doctoring 1 and Doctoring 2 as a base on which to build learning experiences in the third year. During the didactic sessions students will explore progressively more complex patient presentations throughout the year into which behavioral, ethical, and geriatric learning opportunities are integrated. They will be required to use electronic data bases to assist in clinical decision making and patient communication. Case presentations will also demonstrate the relevance of basic sciences to clinical medicine and patient management. Doctoring 3 consists of two major components: a half-day-per-week didactic experience employing a combination of case-based discussions and formal presentations, and a half-day-per-week longitudinal clinical experience caring for patients who have chronic conditions requiring frequent monitoring and continuity of care.

### Sample Week Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
		Doctoring 3: Longitudinal Preceptorship		
		Lunch		
		Doctoring 3: Small Groups Didactics		

For some students the Doctoring Longitudinal experience will occur on a different ½ day.

### Faculty Participating In the Planning Process:

Paul McLeod, M.D., Eugene Ryerson, M.D., Lisa Granville, M.D., David Steele, Ph.D.

## **Faculty Participating in Course Delivery:**

Course Director - Paul McLeod M.D., Dean  
Pensacola Regional Campus  
8880 University Parkway, Suite A  
Pensacola, FL 32514  
Phone: 850-494-5939 Fax: 850-494-5962  
E-mail: [paul.mcleod@med.fsu.edu](mailto:paul.mcleod@med.fsu.edu)

The didactic portion of the course will be developed using the guidance of the Education Directors and delivered by the regional campus deans, as well as various community physician experts, clerkship directors and clerkship faculty at the Regional Campus sites.

The longitudinal clinical experience will be taught by clerkship faculty in Geriatrics, Internal Medicine, Pediatrics and Family Medicine and monitored by the regional campus deans and clerkship directors.

## **Course Goals and Objectives**

The *goals* of the Doctoring 3 course have been developed in the context of the College of Medicine General Competencies and include the following:

- **Essential Clinical Skills**  
? To enhance students' clinical knowledge and skills and provide them opportunities that extend beyond traditional medical discipline to evaluate and manage patients with medical problems/conditions.
- **Problem Solving and Critical Thinking**  
? To enhance students' clinical reasoning skills.
- **Social, Cultural and Community Context of Health, Illness, and Care**  
? To integrate appropriate objectives and content from our mission driven themes of underserved populations (rural, primary care, geriatrics, diversity) and technology into the didactic sessions.
- **Application of Basic biomedical and Behavioral sciences to patient care**  
? To integrate instruction in basic sciences, medical ethics and behavioral science as it applies to clinical case presentations and care management.
- **Organizations, Systems and Quality Improvement**  
? To expose each student to longitudinal care of a panel of patients with chronic illnesses.

Doctoring 3 topics will also address many of the remaining FSU COM key curricular domains: Professional Attitudes, Values, and Behaviors; Moral Reasoning and Ethical Judgment; Communicating with Patients, Families, and Colleagues; Life Long Learning and Information Management and Personal Awareness.

The Doctoring 3 *Didactic objectives*:

1. Demonstrate the clinical thinking skills needed to diagnose and develop a treatment plan for commonly occurring diagnoses and presentations.
2. Demonstrate the ability to apply the biopsychosocial model and patient-centered clinical method to the understanding of patient presentations.

3. Describe and apply the principles of geriatrics in patient care.
4. Demonstrate advanced communication skills with challenging patients in difficult situations (abuse, delivery of bad news).
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.
6. Demonstrate knowledge of systems of care in medical practice as they relate to continuous quality improvement.
7. Demonstrate an understanding of common ethical and legal issues related to patient care.
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.
9. Demonstrate the ability to do concise, organized oral case presentations.
10. Demonstrate the ability to choose and perform physical examinations appropriate to the case presentation.

The Doctoring 3 *Longitudinal objectives* are that students will:

1. Demonstrate knowledge of the natural history of a variety of common chronic diseases.
2. Demonstrate knowledge of the factors that contribute to compliance with chronic disease care including psychological, social, and behavioral.
3. Apply the principles of prevention and chronic disease management to patients, families, and populations in the primary care setting.

### **Instructional Methods**

Doctoring 3 has two components; the didactic component and the longitudinal component. The didactic portion of the curriculum will consist mostly of case-based group learning activities, information gathering and integration, and identification and investigation of aspects of the topic that are relevant. Complementary to the clerkship discipline, four of the didactic sessions will be dedicated to topics in medical ethics and humanities. Writing assignments will be given to students both during and between these sessions. For the ½ day longitudinal experience, students will be expected to familiarize themselves with a panel of patients and their medical problems/conditions and assume significant responsibility for managing these assigned patients throughout the year.

### **2006 – 2007 Doctoring 3 Didactic Session Format**

#### **Case Based Sessions**

- The required reading will be posted on Blackboard
  - Case Presentation: 60 - 75 minutes
- ? Diagnosis selected is unknown to students who must work in small groups using the knowledge of basic sciences and clinical problem solving skills to diagnose the patient. For some cases actual patients (at each campus) may be used. Cases will include actual / simulated results of studies ordered such as labs, radiology, special studies, and / or EKG. Some didactic sessions will also provide an opportunity for students to use electronic databases to assist in problem solving. Since most of these topics are also covered during the clerkship rotations we can create settings (ER, Nursing Home, and Rural Hospital) that will allow for additional teaching opportunities. The complexity of the cases will increase over the course of the year.

- **Integration:**

? Many cases will provide opportunities to integrate medical ethics / legal issues, cultural diversity, geriatrics, and / or behavioral sciences.

- **Student Presentations:**

? At the end of each small group session one student will do an oral presentation of the case to the group with feedback by peers and / or facilitators. When appropriate to the session the small group will also collectively write a set of orders which may include admission, transfer or discharge.

- **Lecture: 45 - 60 minutes**

? PowerPoint presentation on the diagnosis is given after the small group session.

- **Five Question Reading Quiz: 15 minutes**

? Based on the required reading.

- **Five Question Session Quiz: 15 minutes**

? Given at end of the session based on the small group session and lecture.

- **Students individually evaluate each session: 10 minutes**

## **Required Reading**

- There is no required Textbook for Doctoring 3

- Reading assignments will be posted on Blackboard for each specific case.

## **Student Evaluation and Grading**

Each student will be assessed by the Doctoring 3 longitudinal faculty and small group facilitators. The FSU COM Student Evaluation Form will be utilized. The Doctoring 3 course director will use the small group evaluations, longitudinal evaluations, PACE writing assignments, weekly quiz scores and the score on the two internal examinations to determine the student's final grade. There will be a mid-year formative feedback session given to each student by their regional campus dean. Any breach of professional conduct that may become apparent through these sources, will be thoroughly investigated by the Doctoring 3 course director and campus dean, and may form the basis for concluding that a student has not satisfactorily met the goals of Doctoring 3. As a performance-based course, all students will be expected to achieve competency defined as achieving a passing grade. Students who do not meet this standard will be required to remediate deficiencies before being advanced to the fourth year.

FSU COM has adopted an *Honors / Pass / Fail* grading system and a uniform policy governing the assignment of grades based on student performance for the clerkship year. Doctoring 3 will use a modified version of this system, as the course does not exactly conform to the traditional clerkship model on which this system is based.

The following methods will be used to assess student progress and assign the final grade:

- Internal exam given each semester to assess knowledge acquisition.

- Quizzes given for each session.

- Small Group and longitudinal evaluations will be performed by the faculty and facilitators, using FSU COM clerkship evaluation forms.

Students must pass all components to pass the course. The final grade for each student will be based upon the following *Honors, Pass, and Fail* scale.

#### *Honors*

- A student must receive affirmation (a “yes” rating) in all 6 subcategories of the clerkship assessment form pertaining to “Professionalism” and “Ethical Standards”; AND
- A student must receive “Consistently excellent and exemplary performance” ratings in at least 12 of the 17 remaining subcategories and have no “Needs considerable improvement, showed little growth or progress” or “Very problematic, area of grave concern” ratings on the assessment form; AND
- A student must achieve a score on both internal examinations of at least 90%; AND
- A student must score an average of 80% on all quizzes AND
- A student must receive an “honors” rating for performance in the small group setting AND
- A student must satisfactorily complete all PACE requirements AND
- A student must satisfactorily record patient encounters from the longitudinal experience in the CDCS system.

#### *Pass*

- A student must receive affirmation (a “yes” rating) in all 6 subcategories of the clerkship assessment form pertaining to “Professionalism” and “Ethical Standards”; AND
- A student must receive “Consistently excellent and exemplary performance” ratings in at least 15 of the 17 remaining subcategories and have no “Needs considerable improvement, showed little growth or progress” or “Very problematic, area of grave concern” ratings on the assessment form; AND
- A student must achieve a score on both internal examinations of at least 80%; AND
- A student must score an average of 70% on all quizzes AND
- A student must receive a satisfactory rating for performance in the small group setting AND
- A student must satisfactorily complete all PACE requirements AND
- A student must satisfactorily record patient encounters from the longitudinal experience in the CDCS system

*Fail* A student is at risk for failure if:

- A student does not receive affirmation (a “yes” rating) in all 6 subcategories of the clerkship assessment form pertaining to “Professionalism” and “Ethical Standards”; OR
- A student receives one or more “Very problematic, area of grave concern” ratings in any of the remaining 17 subcategories on the rating form; OR
- A student receives a “Needs considerable improvement, showed little growth or progress” rating in 3 or more of the remaining subcategories; OR
- A student achieves a score on average below 70% for all quizzes; OR
- A student achieves a score below 80% averaged on both internal examinations for doctoring; OR
- A student fails to receive a satisfactory rating for performance in the small group setting OR
- A student fail to satisfactorily record longitudinal patient encounters in the CDCS

System OR

- A student does not satisfactorily complete all required PACE assignments.
- \* Students who do not pass either internal exam or quizzes will be given an opportunity re-take the examination to achieve a passing score and a passing grade in the Doctoring 3. Those who do not pass on the re-take will be subject to remediation as determined by the Doctoring 3 course director.

## **FSU COM ATTENDANCE POLICY (4/17/06)**

### **COM Philosophy**

#### **We believe that:**

Professionalism is a major component of our medical curriculum. We believe students should conduct themselves appropriately in the various educational activities of the curriculum. This conduct includes coming to educational activities on-time, using the laptop computers only for course work during the educational activity, and not disrupting the class if late. The faculty should also demonstrate professionalism, by starting and ending all scheduled educational activities on time and providing a course schedule with clearly explained course policies in the course syllabus. Any changes in the schedule should be given to the students in a timely manner.

Students will be accountable and personally responsible for attending all educational activities (small groups, labs, clinical experiences, examinations, lectures, computer sessions, etc.).

Unexcused absences reflect negatively on the goals and objectives of the medical curriculum and demonstrate unprofessional behavior by the respective student.

We owe it to our state legislature and the citizens of the State of Florida to provide a quality educational program that meets the needs of our students in preparing them for the M.D. degree.

#### **Attendance Policy**

Students are expected to attend all scheduled activities. Students are expected to be on time. Being on time is defined as being *ready to start* at the assigned time. If a student has an emergency that prevents her / him from attending a scheduled activity, she / he is to call and notify the Office of Student Affairs (Year 1/2) or the Regional Campus Dean (Year 3/4) and request that they inform the supervisors / professors / clerkship faculty / education director for that activity. If at all possible, the student should also call and at a minimum, leave a message with one of the course/clerkship directors. *It is important that students realize that their absence or tardiness negatively impacts a number of other people.* Attendance, including tardiness, is part of the student's evaluation for professionalism. Negative evaluations may result in decreased grades and in severe cases, referral to the Student Evaluation and Promotion Committee.

#### **Procedure for Notification of Absence**

## **Year Three and Four Required Clerkships**

If the student requests an absence in advance, the "Advance Request for Absence from Educational Activity (ies)" form should be completed, signed by the student and given to the Regional Campus Dean. Requests for excused absences from a required clerkship should be rare and made only in situations that cannot be rescheduled to occur during a scheduled time off or during an elective. An excused absence from a required clerkship may be allowed when it is determined by the Regional Campus Dean that the student has no alternative (see Fourth Year Scheduling Policies).

The Regional Campus Dean, after consultation with the Education Director and the Clerkship Director, will make the final decision regarding the student's request and give the student the implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.). Final decisions regarding implications for the student's grade shall rest with the Education Director. The Clerkship Director will notify the clerkship faculty member of the decision. The form will be filed in the Office of Student Affairs at the regional campus.

If the absence occurs due to an unforeseen emergency, the student should contact the Clerkship Director and the Regional Campus Dean immediately to report the absence including the reason for the absence. The Regional Campus Dean, after consultation with the Education Director and the Clerkship Director will make the final decision regarding implications of the student's absence. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the Regional Campus Dean. Final decisions regarding implications for the student's grade shall rest with the Education Director. The Clerkship Director will notify the clerkship faculty member of the decision. The form will be filed in the Office of Student Affairs

## **Remediation Policy for Absences from Examinations, Quizzes, Small Group Sessions, Preceptor visits, and Clerkship Call**

The remediation policies for absences from examinations, quizzes, small group sessions, and clerkship call are:

1. *Policy on Missed Examinations:* Students are required to take major in-term and final examinations. Based on Curriculum Committee policy, a student can only be excused from an examination by a course/education director decision based on the personal situation of the student. The Course/Education Director will determine the time of the exam make-up session. Also, according to the Curriculum Committee decision and the existence of the FSU COM honor code, the student will be given the same examination given to the other students.
2. *Policy on Missed Quizzes:* Students are required to take scheduled and unscheduled quizzes in the courses/clerkships. A student can only be excused from a quiz by a Course/Education Director decision based on the personal situation of the student. The student must make arrangements with the Course/Education Director to make up a missed quiz. Also, according to the curriculum committee decision and the

existence of the FSU COM honor code, the student will be given the same quiz given to the other students.

3. *Policy on Missed Small Group Sessions, Preceptor Visits and Clerkship Call:* The student should contact the Course Director, small group leader, Clerkship Director or Education director for instructions on remediation of the missed session and material covered.

### **Remediation Policy for Students Who Fail a Course**

Remediation of courses / clerkships will be planned and implemented by a combined decision of the Evaluation and Promotion Committee in collaboration with the course / education director.

### **Un-Excused Absences**

It will be the responsibility of the course/education directors to clearly state in their respective course / clerkship syllabi the implications for having an un-excused absence from a scheduled educational or examination activity in a course or clerkship.

### **Policy on Missed Examinations**

Students are required to take and pass the internal examinations to pass Doctoring 3. Students may only be excused from a regularly-scheduled examination for significant illness or personal crisis, and must contact the Doctoring 3 Director and Campus Dean prior to the scheduled examination to request an excused absence.

### **Remediation Policy for Students Who Fail the Doctoring 3**

Remediation activities will be planned and implemented by the Course Director working in collaboration with the Student Evaluation and Promotion Committee.

### **Resource needs:**

The primary educational resources utilized by the Doctoring 3 student are:

- 1) the knowledge and experience of the education directors, doctoring 3 facilitators and faculty.
- 2) electronic resources available through the FSU-COM library web site; and the patients seen at the longitudinal faculty's site. Each regional campus has additional facilities and resources that will be used by Doctoring 3 students and faculty. These include meeting rooms, computers, wireless Internet access, distance-learning equipment, lounges, lockers and shower facilities. Additionally, students have been provided with a personal laptop computer and a PDA for their use.

Both students and faculty have access to Blackboard and the on-line library resources of the FSU COM. Blackboard will provide access to the weekly schedule for didactic sessions and the readings/course materials required. The COM on-line library provides access to electronic textbooks and electronic medical journals. Taken together, these resources - people, equipment, materials, services - are optimal to provide an excellent educational experience for students.



## **Course Evaluation**

Each student will be given the opportunity to provide feed-back about the Doctoring 3 course, facilitators and faculty using the on - line evaluation system coordinated by the Office of Medical Education. These data will be shared with the Doctoring course director and appropriate Doctoring 3 faculty, and used to improve Doctoring 3.

## **Academic Honor System**

Students are expected to uphold the Academic Honor Code published in the Florida State University Bulletin and the Student Handbook: "The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility.

1. to uphold the highest standards of academic integrity in the student's own work,
2. to refuse to tolerate violations of academic integrity in the academic community, and
3. to foster a high sense of integrity and social responsibility on the part of the "University Community". Violations of this Academic Honor System will not be tolerated in this Doctoring 3. Specifically, incidents of plagiarism of any type or referring to any unauthorized material during examinations will be rigorously pursued.

## **ADA Statement:**

Students with disabilities needing academic accommodations should:

1. Register with and provide documentation to the Student Disability Resource Center (SDRC) in Kellum Hall (644-9566), AND
2. Bring a letter to the instructor from the SDRC indicating that you need academic accommodations. Specific arrangement should be settled with the instructor five (5) working days prior to the beginning of the course.