

Doctoring I (BMS 6015) Summer 2008

Course Director

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Clinical Learning Center

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Small Group and CLC Faculty

Includes faculty from the Departments of Clinical Sciences, Family Medicine and Rural Health, Geriatrics, Medical Humanities and Social Sciences

Required Texts:

Lo, Bernard. Resolving Ethical Dilemmas A Guide for Clinicians (3rd Ed). Philadelphia: Lippincott Williams & Wilkins, 2000.

Seidel HM, Ball JW, Dains JE, Benedict GW. Mosby's Guide to Physical Examination. (6th Ed). St. Louis: Mosby, 2006.

Seidel HM, Ball JW, Dains JE, Benedict GW. Mosby's Physical Examination Handbook (6th Ed). St. Louis; Mosby, 2006.

Steele DJ. *Basic Interviewing Skills* Booklet (provided during Summer course)

Additional required readings will be assigned from a variety of sources. These readings will be provided to you; posted on blackboard where possible.

Recommended Texts:

Fadem, B. Behavioral Science in Medicine. Philadelphia; Lippincott, 2004.

Steele DJ, Susman JL, McCurdy FA. Student Guide to Primary Care: Making the Most of Your Early Clinical Experience. Philadelphia; Hanley & Belfus, 2003.

Doctoring Course Description and Goals

Doctoring I is the first component of a three year longitudinal curriculum with an educational mission of imparting to each medical student graduate the fundamental patient centered skills important in health and disease as the basis of safe and effective patient care.

Each year of the integrated curriculum has a unifying goal:

Doctoring 1: Developing an appreciation of the basic history and physical examination across the lifespan utilizing a biopsychosocial approach

Doctoring 2: Developing clinical reasoning and advanced clinical examination skills incorporating the pathophysiological basis of common diseases

Doctoring 3: Advancing clinical reasoning and applying clinical skills concepts and principles in the provision of medical care

Behavioral medicine, medical humanities, bioethics, information technology, and professionalism are incorporated throughout the curriculum to enhance understanding and development of clinical skills. Doctoring 101 will establish a broad framework for topics to be further addressed over the course of the year.

Objectives for Doctoring 101

Knowledge

1. Demonstrate an understanding of the biopsychosocial model of illness and the dynamic relationship between psychological, social and cultural factors and human illness onset, course and outcome.
2. Demonstrate an understanding of communication tasks of physicians including setting the stage, eliciting information, giving information, understanding the patient's perspective, and ending the encounter.
3. Define professionalism and be able to discuss the issues involved for medical students transitioning into a professional physician role.

Skills

4. Demonstrate the ability to elicit and concisely present an accurate, comprehensive medical history including chief complaint, history of present illness, past medical history, social history, and family history.
5. Demonstrate use of communication skills (e.g. open ended questions, silence, reflection) and associate communication strategies with particular tasks (e.g. using silence to elicit the patient's view).
6. Demonstrate understanding of and skill in the use of universal precautions in healthcare settings.
7. Demonstrate basic IT skills including knowledge of IT etiquette and policy at FSUCOM, accessing E-mail and internet, use of BlackBoard, and library resources for research.

Attitudes

8. Develop an appreciation of interpersonal and situational dynamics of medical encounters that encompasses basic interpersonal concepts and processes, an understanding of patient centered medicine, and sensitivity to patient perspectives.
9. Describe the four general principles of bioethics and identify the main ethical and legal principles regarding confidentiality in patient care.
10. Display professionalism in interactions with faculty and fellow students

The Doctoring 101 objectives relate to the FSU COM competencies as follows:

FSU COM Competency	Doctoring Objective
Professional values, attitudes, behaviors	3, 8, 10
Moral reasoning	9
Communicating with patients, colleagues	2, 4, 5, 8
Application of basic biomedical sciences	1
Essential clinical skills	1, 6
Lifelong learning	7
Social, cultural, community context of care	1

Instructional Methods and Environments of Learning

Doctoring I has several different components which allow for a variety of teaching and learning experiences to achieve the course objectives. Performance in all of these areas is assessed and contributes to the final grade in the course.

- Large group class presentations / discussions [10 sessions, 10 hours]
 - Meets in COM 1200
 - All students
- Small group exercises [10 sessions, 15 hours]
 - Meets in student learning communities
 - Twelve groups, each with 2 faculty and 10 students
 - Group assignment and location will be posted on Blackboard
- Clinical Learning Center (CLC) skills training laboratory [10 sessions, 15 hours]
 - Meets in CLC
 - Sixty groups, each with 1 faculty and 2 students
 - Schedule with dates and times for each group will be posted on blackboard
- Informatics
 - Meets in computer Lab
 - Schedule of dates and times for each group will be posted on blackboard
- Written assignments / Readings
 - To be completed/submitted in advance of scheduled activities. Due dates are specified with assignments
- Final Objective Structured Clinical Exam (OSCE)
 - Meets in the CLC
 - Scheduled during the last week of the semester

Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9:00-11:50 Informatics Note: may also occur W, Th or F	8:00-9:00 Large group 9-10:30 or 10:30-noon Small group	7:45-12:00 CLC Note: students only attend on their assigned day & time and this is subject to change mid-semester Sessions during 6/6-7/6 are 75 minutes W or Th Sessions during 7/11-8/10 are 135 minutes W, Th or F		

The educational activities and environments represent an integrated complementary clinical skills curriculum. In general, the large group and small group exercises will develop students' knowledge, understanding and attitudes; the CLC sessions will primarily develop skills.

Clinical Learning Center

The Clinical Learning Center (CLC) is a simulated medical clinic that provides a realistic and technologically-advanced clinical learning environment to support your clinical education. During the summer you will be scheduled in the CLC one time each week to practice the medical interviewing skills you are learning in large and small group. In the CLC, students will work in pairs and have the opportunity to practice one-on-one interviews with standardized patients (SPs). SPs are individuals trained to portray the chief concerns, medical histories, and illness experiences of "real" patients. COM faculty will observe your interactions, answer questions and provide feedback during your CLC sessions.

Equipment in the CLC

Students are expected to bring the following to each CLC session:

- A watch with sweep second hand
- A pen for writing
- The student's PDA (when issued by FSUCOM)
- By mid-semester following an equipment fair to assist informed purchases: Diagnostic equipment (eye chart, oto-ophthalmoscope, pen light, reflex hammer, sphygmomanometer, stethoscope, tuning fork).

Professional Dress:

Medical students, faculty and staff are all ambassadors and representatives of the College of Medicine. Your appearance and behavior reflect upon all of us. Professional attire should be worn in all settings where people from outside the COM, and especially patients, are seen including the Clinical Learning Center (CLC), a preceptor's office or clinic, a hospital or nursing facility, when interacting with a standardized patient during a small group activity, and when guest lecturers or other visitors will be present.

Note: Professional attire consists of clothes consistent with community norms, no jeans, seductive or revealing clothes, shorts or casual sandals. Closed toe shoes are required in clinical settings.

- For men, professional attire consists of slacks and a collared shirt. In the CLC and other clinical settings, a tie is also required.
- For women, professional attire consists of a dress, skirt, or slacks with a blouse.
- For men and women, in the CLC and other clinical settings, a lab coat is required after the FSUCOM white coat ceremony.

The established "norms" of certain clinical settings may modify these standards, but any variations in professional attire must be approved by the student's supervisor.

Confidentiality:

All clinical material presented is confidential. You are free to discuss this material with your classmates but not with anyone else (including roommates, spouses, etc). When discussing clinical material among classmates, please be aware that others around you may hear (e.g. cafeteria line, elevators, halls, etc.).

Sometimes even when a specific name is not mentioned, the material may be specific enough to reveal patient identity. Furthermore, others around you may not realize you are discussing a simulated case from class. Therefore, it is best to not discuss cases / patients in public.

Information learned about your classmates and their families in class is considered confidential. You are not free to disclose this material without the specific consent of the person.

Be careful to keep all patient notes in a manner that is not accessible to others. Patient records, even if for a simulated patient in class, should be returned to faculty, destroyed, or kept in a secure place if needed for future reference.

Students found in violation of the confidentiality agreement may be referred to the Student Evaluation & Promotion Committee for breach of professionalism.

Evaluation and Grading

The course grade will be determined by attendance, preparation, participation and performance on quizzes, OSCEs, and the final examination. The contribution of each component to the final grade is presented below. Students are required to pass the medical informatics component in order to successfully complete and pass the Doctoring 101 Course.

- Midterm and final examinations 30%
 - Multiple choice format
- Final OSCE (History, Vital Signs, ENT) 15%
 - Scheduled during Final Exam week
- Small group 15%
 - Attendance, preparation and participation
- Clinical Learning Center (CLC) 40%
 - Attendance, preparation and participation (10%)
 - 5 Quizzes (10%); 2 Midsession-OSCEs (20%)
- Medical Informatics Pass/Fail
 - Attendance, preparation and participation in 2 sessions (50%)
 - Thought paper (40%)
 - Creation of Portfolio (10%)
 - Must earn 80% to pass MI content; must pass MI content to pass the course

Course Grading Scale

- A =>90%
- B+= 87-89.9%
- B = 80-86.9%
- C+= 77-79.9
- C = 70-76.9%
- D = 65-69.9

F =<64.9%

Description of Evaluation Components

Written quizzes and examinations: the cumulative material for quizzes / examinations will come from lectures, small group sessions, CLC, and assigned readings (not limited to textbook). Examination items may include multiple-choice questions (single best answer and extended matching) and short answers.

Objective Structured Clinical Examinations (OSCE): OSCEs are skills-based examinations conducted in the CLC and are the primary evaluation method for assessing your clinical skills. OSCEs typically consist of several “stations” (patient exam rooms). At each station, you are asked to perform a particular task (e. g. take a history of a patient’s present illness). You are observed performing these tasks by a faculty member and assessed against a standard set of observable, behavioral criteria.

Note: Violations of professionalism will result in reduction of the student’s final grade.
Violations of professionalism may result in course failure.

Course Evaluation

Each student will be given the opportunity to provide constructive feedback through evaluation forms completed after CLC and small group sessions. Evaluations will include both content and facilitation/teaching. These evaluations will assist the course director in providing a continuous quality improvement process for the course.

FSU COM ATTENDANCE POLICY

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, s/he is to call and notify the Office of Student Affairs (Year 1/2) 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 timeliness, 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 1/2

If the student knows in advance of an upcoming legitimate absence, the online "Advance Request for Absence from Educational Activity(ies)" process should be followed as outlined below.

If the absence occurs due to an unforeseen emergency, the student should contact the course director and the Associate Dean for Student Affairs immediately to report the absence including the reason for the absence.

The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the course director and final decisions regarding these actions shall rest with the course director.

The online "Request for Absence" process should be used for all absences, including post-illness absences, regardless of whether the student is requesting an absence from one or more classes or the entire day. Here is how it works.

- 1) Student completes online form: <https://apps.med.fsu.edu/absence>
(Form will only work in Internet Explorer)
- 2) The form is routed to student affairs for approval then to appropriate Course Directors/Instructors
- 3) Course Directors will approve/deny request
- 4) Students can check on the status of the progress of the request by clicking on the "Pending requests" link, where they will be able to see if the instructor(s) has taken action on the form.
(If the instructor has not taken action within 24 hours, students can contact him/her directly to let him/her know that the request is pending.)
- 5) The student will receive an email indicating whether the request has been approved/denied.

Students must include all the courses/activities they plan to miss on the requested day of absence (lecture, small groups, quiz, exam, OSCE, etc.) If students plan to be gone the entire day and fail to include an activity/class on the form, they will NOT be excused from that particular activity/class. It will be considered unexcused. It is the students' responsibility to ensure the form is filled out completely with all the courses/activities they will miss for that particular day.

If a student's request has been denied, the email will not indicate the reason nor indicate which instructor denied the request.

Some reasons that are likely to automatically disqualify an advance request are: exams, CLC sessions and OSCEs -- unless it is for extreme circumstances (illness, family emergencies, etc).

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. According to the 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. 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, LABORATORY SESSIONS, CLINICAL LEARNING CENTER SESSIONS, PRECEPTOR VISITS, AND CLERKSHIP CALL:** The student should contact the course director, small group leader 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 director 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.

Doctoring 101 Course Specific Absence Policy

CLC Absences

Planned absences require students to complete the proper forms and obtain the required permissions prior to the absence. Schedule changes or session remediation for planned CLC absences is negotiated in advance. Students arranging for a schedule change or completing a remediation session will be evaluated by a CLC faculty and scored using the same criteria used in a regular CLC session. In the case of an approved, planned absence where the session is completed by a schedule change or via remediation session, the student will not incur a grading penalty.

Unplanned, but excused, CLC absences: Unplanned but excused absences are student absences due to circumstances beyond the student's control. Examples of unplanned, but excused absences include student illness and/or family death. The Doctoring Course Director will decide whether or not an unplanned student absence qualifies as an excused absence. In the case of any unplanned absence, students are expected to contact the CLC, and inform the CLC Associate Director (or, if the associate director is unavailable, a CLC staff member) that the student will not be in the CLC and the reason for the unplanned absence.

Impact of excused absence on the student's grade: If the CLC absence qualifies as an "excused" absence, a remediation plan will be developed by the student and the CLC Associate Director. In most situations, remediation of the missed CLC session must occur within one week. These remediation sessions will be evaluated by a CLC faculty and scored using the same criteria as regular CLC sessions. In the case of an unplanned, but excused absence, the student will not incur a grading penalty.

Unplanned and unexcused CLC absences: Unplanned and unexcused absences are any unplanned student absences that do not qualify as an excused CLC absence. These generally are due to circumstances within the student's control. Examples of unplanned and unexcused absences include the student who forgets about a CLC session, the student who skips CLC to study for an exam and/or any absence where an able student fails to contact the CLC director (or, if the director is unavailable, a CLC staff member) to inform them that the student will not be in the CLC.

Impact of unexcused absence on the student's grade: If the CLC absence does not qualify as an "excused" absence, the student will not be allowed to remediate the missed session. This will result in the student receiving a "0" for the session. This will reduce the student's grade for the CLC portion of the Doctoring Course, and may result in an overall reduction in his/her overall Doctoring grade. Students with an unplanned and unexcused absence, will still be responsible for the missed material in future OSCE's and written examinations. Students with multiple unplanned and unexcused absences will be referred to the Student Evaluation and Promotions Committee

OSCE absences:

Planned absences require students to complete the proper forms and obtain the required permissions prior to the absence. OSCE schedule changes (a student scheduled to complete the OSCE arranges to swap testing times with another student) to accommodate planned absences are negotiated more than two weeks in advance. Students arranging for an OSCE schedule change will be scored using the same criteria used for other students completing the OSCE. Students arranging a schedule change to accommodate an approved planned absence will not incur a grading penalty.

Only schedule changes are permitted. Because of the expense involved in recruiting and using standardized patients, remediation for a missed OSCE is not an available option for planned absences. If a student misses an OSCE and is unable to arrange for a schedule change in advance, the student will receive a "0" for the OSCE. This will reduce the student's grade for the OSCE portion of the Doctoring Course, and may result in an overall reduction in his/her Doctoring grade.

Unplanned, but excused, OSCE absences: Unplanned but excused absences are student absences due to circumstances beyond the student control. Examples of unplanned, but excused absences include student illness and/or family death. The Doctoring Course Director will decide whether or not an unplanned student absence qualifies as an excused absence. In the case of any unplanned absence, students are expected to contact the CLC, and inform the CLC Director (or, if the director is unavailable, a CLC staff member) that the student will not be able to participate in the OSCE and the reason for the unplanned absence.

Impact of excused absence on the student's grade: If the OSCE absence qualifies as an "excused" absence, an attempt will be made to identify another student with whom the student can change testing schedules. If a schedule change is not possible, an attempt will be made to schedule a remediation for the missed OSCE before the end of the semester. If this is not possible, the student will receive an "I" for the Doctoring course until plans for remediation can be made the following semester.

Unplanned and unexcused OSCE absences: Unplanned and unexcused absences are any unplanned student absences that do not qualify as an excused absence. These generally are due to circumstances within the student's control. Examples of unplanned and unexcused absences include the student who forgets about an OSCE session, the student who skips an OSCE to study for an exam and/or any absence where an able student fails to contact the CLC director (or, if the director is unavailable, a CLC staff member) to inform them that the student will not be able to participate in the OSCE.

Impact of unexcused absence on the student's grade: If the CLC absence does not qualify as an "excused" absence, the student will receive a "0" for the OSCE. This will reduce the student's grade for the OSCE portion of the Doctoring Course, and may result in an overall reduction in his/her Doctoring grade.

Students with Disabilities:

Students with disabilities needing academic accommodations should:

1. Register with the Student Disability Resource Center (SDRC), and provide documentation of their disability;
2. Bring a letter to the course director from the SDRC indicating the need for academic accommodations. This should be accomplished within the first week of class. Specific arrangements should be made with the course director five working days prior to any examination for which accommodations are being requested.

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, found at <http://www.fsu.edu/~dof/honorpolicy.htm>.)