

Syllabus: BMS 6940 Summer Clinical Practicum

Course Director:

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Course Description:

BMS 6940 is an experiential learning activity providing opportunities for students to practice and improve basic clinical skills. Students are assigned to a rural, an urban underserved or a geriatric setting to participate in patient care activities under the direct supervision of a 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 Dates (2008):

- Session 1: May4, 2009-May22, 2009
- Session 2: May 11,2009 – May 29, 2009

Goals:

- Understand the patient as a person
- Appreciate the concept of a health care team
- Understand how a given community can affect a patient's health
- Begin life-long learning with reflection and self evaluation

Objectives:

By the end of this experience a student should be able to:

- Demonstrate the ability to assess the personal, social, and spiritual aspects of an individual that affect health (BEHPSY; SOC; CPSDMCT; HCF; HDISP; COMMPF; UNDMIN;)
- List 5 resources other than the physician that contribute to a patient's healthcare (ORGQI; SOC; HCF;)
- Demonstrate the ability to differentiate subjective data from objective data (CPSDMCT;)
- Develop a set of goals and objectives for their own continued growth and development (PA; ITLL;)
- Use reflection to enhance experiential learning and understanding (PA;)

Assignments:

1. Create a minimum of 1 weekly journal entry each week to enter in the academic journals in portfolio. One copy should be uploaded to Blackboard for review by the course director, but students are encouraged to review these with their advisors. If possible, students should focus on personal growth with this exercise. A total of 3 will be uploaded in the assignment section of Blackboard. (total 3)
2. Create a final reflection piece. This will involve a three step process.
 - a. Describe the event or situation.
 - b. Explain how this situation affected you, e.g. what was your emotional response, what made this event memorable
 - c. What did you take away from this experience and how will this influence your patient care in the futureThis may take the form of a written piece, a 3-5 minute audio digest or . a 3-5 minute video digest.
3. Re-assess the goals and objectives you established for yourself prior to beginning the course and define new goals for ongoing development.
4. All evaluations

Required Texts:

McPhee, John. *Heirs of General Practice*. The New Yorker (23 July 1984), 40-85

Seidel, HM, Ball, JW, Dains, JE, and Benedict, GW. *Mosby's Guide to Physical Exam*. 5th edition. St. Louis, MO: Mosby; 2003.

Recommended Texts for Fun and Inspiration:

My Own Country: A Doctor's Story by Abraham Verghese

Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World by Tracy Kidder

ADA Statement:

Students with disabilities needing academic accommodations should:

1. Register with and provide documentation to the Student Disability Resource Center (SDRC);

2. Bring a letter to the course director from the SDRC indicating you need academic accommodations. This should be done within the first week of class.

Code of Conduct:

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 University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community.

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) 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. Concerns about student professionalism that are voiced by the supervising physician may result in a lowering of the student grade, 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 "Advance Notification of Absence from Educational Activity(ies)" form should be completed with signatures from the student, the Assistant Dean for Student Affairs, the course faculty member and the Course Director. The form will be filed in the Office of Student Affairs. 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.

If the absence occurs due to an unforeseen emergency, the student should contact the course director and the Assistant 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.

Examinations and Grading:

This course is graded using a pass/fail grading system. Preceptors will provide a qualitative assessment of the student's clinical performance using the College of Medicine clinical performance evaluation forms. Student strengths and weaknesses will be identified to assist the student in monitoring his/her progress in the development of clinical skills. There are no formal written examinations.

To achieve a passing grade, the student will be required to:

1. attend the course orientation (one hour);
2. attend all clinical sessions (a minimum of 90 contact hours or 30 hours per week);
3. enter data on patients encountered into the CDCS system;
4. complete the 5 defined assignments, all appropriate course and preceptor evaluation forms.

Unexcused absences, failure to complete patient encounter logs, unsatisfactory evaluations by the supervising physician or failure to participate in the end-of-course debriefing will be grounds for a failing grade. Students who fail will be required to remediate all/some of the experience, and the failure will be reported to the Student Evaluation and Promotion Committee.