



The Florida State University  
College of Medicine

**BMS 6016**

# **Doctoring 102**

**Fall 2011**

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## Instructors

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### Course Director

#### Meredith Goodwin, MD

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Office Hours: Available by Appointment

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[wanda.gaines@med.fsu.edu](mailto:wanda.gaines@med.fsu.edu)

### Content Leaders

#### Large and Small Groups

Meredith Goodwin MD

#### Clinical Skills and Simulation Center (CSSC)

#### Debra Danforth, MS, ARNP

##### Director of CSSC

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#### Senior Mentors Program

#### Lisa Granville, MD

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#### Informatics

#### Nancy Clark, M.Ed

Office Suite 2200-J

Phone 644-9706

Email [nancy.clark@med.fsu.edu](mailto:nancy.clark@med.fsu.edu)

### Course Coordinators

Large and Small Group Content questions should be addressed to Dr. Goodwin and Ms. Kathleen Mattis:

#### Kathleen Mattis

Office Suite 2200-S

Phone 645-2845

Email [kathleen.mattis@med.fsu.edu](mailto:kathleen.mattis@med.fsu.edu)

Senior Mentor questions should be addressed to Dr. Granville and Ms. Melanie Carlson:

#### Melanie Carlson

Office Suite 2200-R

Phone 645-1279

Email [melanie.carlson@med.fsu.edu](mailto:melanie.carlson@med.fsu.edu)

CSSC questions should be addressed to Deb Danforth and Melanie Carlson.

# Course Overview

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## Course 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 and developing clinical skills along with clinical reasoning concepts

**Doctoring 2:** Further 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 102 will present the patient in the context of their family, presenting normal growth and development, issues regarding sexuality and advance care planning.

## Learning Objectives

1. Continue to 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
2. Continue to demonstrate use of communication skills and associate communication strategies with particular tasks
3. Given a variety of patient encounters, demonstrate the ability to elicit and present (verbally and in writing) relevant components of the comprehensive medical history and physical examination
4. Apply 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 to a variety of patient encounters
5. Demonstrate understanding of and skill in the use of standard precautions in healthcare settings
6. Demonstrate Information Technology (IT) skills including knowledge of IT etiquette and policy at FSUCOM, accessing E-mail and internet, use of Blackboard, use of library resources for research, skill with creating PowerPoint presentations, and accessing clinically relevant resources on PDA
7. Advance understanding of bioethics including fundamentals of clinical ethics, shared decision-making, and decisions about life-sustaining interventions
8. Advance physical examination skills of the abdomen, musculoskeletal, head, eyes, and ears components
9. Refine understanding of clinical skills (medical history and physical examination) for specific age groups
10. Develop a broad understanding of human sexuality including how to conduct a sexual history, the mechanics of sexual encounters, physician's role for improving patient's performance and satisfaction, and safer sex practices
11. Explore the patient's perspective of health care encounters through the senior mentors program

## ***Instructional Methods and Environments of Learning***

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 CSSC sessions will primarily develop skills and behaviors.

### **Clinical Skills and Simulation Center**

The Clinical Skills and Simulation Center (CSSC) is a simulated medical clinic that provides a realistic and technologically-advanced clinical learning environment to support your clinical education. During this semester students will be scheduled in the CSSC one time every other week to assess skills development for the medical interview and physical examination. In the CSSC, students will 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 CSSC sessions.

### **Equipment in the CSSC**

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

- A watch capable of measuring seconds
- A pen (blue or black ink) for writing
- The student's PDA
- Diagnostic equipment appropriate for the session (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 to the community at large. Professional attire is expected to be worn in these settings: where people from outside the COM, and especially patients, are seen including the Clinical Skills and Simulation Center (CSSC); 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 CSSC 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 CSSC and other clinical settings, a lab coat is required.

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. CSSC content may not be discussed at any time. You are free to discuss large and small group clinical 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 expected that you will 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.

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

## **Course Format**

### **Large group class presentations / discussions**

- *All students, some sessions Required Attendance*
- 15 sessions, 18 hours total
- Meets in the Auditorium

### **Small group exercises**

- *Required Attendance*
- Twelve groups, each with 2 faculty and 10 students
- 14 sessions, 21 hours total
- Meets in Learning Community small group rooms
- Group assignment and location will be posted on blackboard

### **Clinical Skills and Simulation Center (CSSC) skills training laboratory**

- *Required Attendance*
- 7 sessions, 11 hours (approximately)
- Meets in CSSC on the lower level
- Schedule with dates and times for each group will be posted on Blackboard

### **Senior Mentors Program**

- 3 visits
- Meets in a variety of locations
- Schedule to be arranged with the Senior Mentor per the requirements on Blackboard

## Competencies

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FSUCOM – Competencies -Course Title BMS 6016		
Competency Domains	Competencies Covered in the Course	Methods of Assessment
Patient Care	X	Tests, OSCE, observation by standardized patients, small group exercises and simulation activities
Medical Knowledge	X	Tests, small group exercises
Practice-based Learning	X	Tests, small group exercises
Communication Skills	X	Tests, OSCE, observation by standardized patients, observation by doctoring faculty, small group exercises
Professionalism	X	Tests, OSCE, observation by standardized patients, observation by doctoring faculty, small group exercises

## Policies

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### ***Americans with Disabilities Act***

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  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto: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

See page 27-29 of [FSUCOM Student Handbook](#) for details of attendance policy and remediation.

### [M1/M2 Student Request for Absence](#)

## Doctoring 102 Course Specific Absence Policy

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### Lectures/Small Groups

Lectures with guest (outside of the College of Medicine) presenters or participants, and all Small Group sessions are required attendance activities. Planned absences require students to complete the proper forms (see link above) and obtain the required permissions prior to the absence. Lectures not containing sensitive material will be recorded for viewing in the usual manner. For some Large Group Clinical Correlation presentations, required didactic materials will be posted on Blackboard the week prior. Small Group sessions are by nature a product of the dynamics of the group, and are often experiential. Students missing Small Groups are still responsible for content covered and will contact the Course Director for a written make-up assignment covering the material. This assignment will be due within one week of the session unless an exception is specifically arranged with the Course Director.

### CSSC

***NOTE: Due to the logistical complexities of CSSC, students are encouraged to make every effort to plan absences in advance and pre-arrange schedule changes at least two weeks in advance***

**Planned absences** require students to identify a peer with whom to exchange scheduled sessions. Each student sends an electronic schedule change request via email to Deb Danforth and Melanie Carlson. Decisions regarding approval of request will be sent to both involved students by email. Please note: Sending a request is NOT equivalent to receiving approval.

**Unplanned, but excused, CSSC 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 student will submit an absence request to Student Affairs per the usual method. Student Affairs will classify the absence as excused or unexcused. In the case of any unplanned absence, students are expected to contact the CSSC as soon as possible, inform Melanie Carlson and Deb Danforth that the student will not be in the CSSC, giving the reason for the unplanned absence.

**Impact of excused absence on the student's grade:** If the CSSC absence qualifies as an "excused" absence, a remediation plan will be developed by the student and Debora Danforth. In most situations, remediation of the missed CSSC session must occur within one week. In the case of an unplanned, but excused absence, the student will not incur a grading penalty.

**Unplanned and unexcused CSSC absences:** Unplanned and unexcused absences are any unplanned student absences that do not qualify as an excused CSSC 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 CSSC session, the student who skips CSSC to study for an exam and/or any absence where an able student fails to contact Melanie Carlson and Deb Danforth to inform them that the student will not be in the CSSC.

**Impact of unexcused absence on the student's grade:** If the CSSC 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 CSSC 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.

## ***Senior Mentors Activity 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 program absences are negotiated in advance. In cases of excused absences it is the student's responsibility to arrange for a make-up session within one week of returning to FSUCOM and to notify Dr. Granville and Melanie Carlson of the date the session was completed. In the case of an approved, planned absence where the session is completed by a schedule change the student will not incur a grading penalty.

**Unplanned, but excused, senior mentors program 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. Dr. Granville will decide whether or not an unplanned student absence qualifies as an excused absence. In the case of an unplanned absence, students are expected to contact the SM Coordinator (Melanie Carlson) as soon as possible and advise that the student will not be in the session and the reason for the unplanned absence. Notification of absence must occur at the first available time with the goal of advising the senior mentor or developmentally challenged individual prior to the expected time of arrival.

**Impact of excused absence on the student's grade:** If the program absence qualifies as an "excused" absence, a remediation plan will be developed by the student and Dr. Granville and communicated to the SM Coordinator (Melanie Carlson). In most situations, remediation of the missed session must occur within one week. In the case of an unplanned, but excused absence, the student will not incur a grading penalty.

**Unplanned and unexcused program 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 a session, the student who skips the program to study for an exam and/or any absence where an able student fails to contact Dr. Granville and Melanie Carlson to inform them that the student will not be in the session.

**Impact of unexcused absence on the student's grade:** If the 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 senior mentors program portion of the Doctoring Course, and will result in an overall reduction in his/her overall Doctoring grade. Students with an unplanned and unexcused absence will still be responsible for completing the assignments for the program. Students with multiple unplanned and unexcused absences will be referred to the Student Evaluation and Promotions Committee.

## OSCE

**Planned absences require students to identify a peer with whom to exchange scheduled sessions.**

OSCE schedule changes (a student scheduled to complete the OSCE arranges to swap testing times with another student) to accommodate planned absences are negotiated AT LEAST 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 which will require remediation and may impact the student’s final grade.

**Unplanned, but excused, OSCE 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. Student Affairs 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 CSSC as soon as possible, and inform Melanie Carlson and Deb Danforth that the student will not be able to participate in the OSCE, giving 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 per Student Affairs. 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 Melanie Carlson and Deb Danforth 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 CSSC 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.

## Required Materials

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- 1) Seidel HM, Ball JW, Dains JE, Benedict GW. Mosby's Guide to Physical Examination. (7th Ed). St. Louis: Mosby, 2010.
- 2) Seidel HM, Ball JW, Dains JE, Benedict GW. Mosby's Physical Examination Handbook (7th Ed). St. Louis: Mosby, 2010.
- 3) [Lo, Bernard. Resolving Ethical Dilemmas A Guide for Clinicians](#). Philadelphia: Lippincott Williams & Wilkins, 2009 (also available on Reserve in COM Library)
- 4) Dutton, Gabriel eds. Basic Interviewing Skills Booklet (on Blackboard under Tool Belt)

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

## Suggested Materials

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- 1) Fadem, B. Behavioral Science in Medicine. Philadelphia; Lippincott, 2004 (also available on Reserve in the COM Library)
- 2) Steele DJ, Susman JL, McCurdy FA. Student Guide to Primary Care: Making the Most of Your Early Clinical Experience. Philadelphia; Hanley & Belfus, 2003.

## Grading

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FSU COM has adopted a pass/fail grading system for the first and second years. A grade of Pass will be earned by successful completion of all of the following:

1. An average of  $\geq 70\%$  average score from all 4 block examinations with no individual exam score  $< 65\%$ . Any exam score  $< 65\%$  must be remediated as determined by the Course Director before the next exam.
2. Completing midterm and final OSCE with a score  $\geq 75\%$ . Any score  $\geq 75\%$  must be remediated as determined by the Course Director.
3. Satisfactory and appropriate preparation and participation in all small group sessions as determined by the small group faculty and Course Director.
4. Satisfactory and appropriate preparation and participation in all CSSC activities as determined by the Course Director, including CSSC quizzes.
5. Satisfactory and appropriate participation and completion of all assignments for the Senior Mentors activities, including submission of assignments no later than their due dates.
6. All Professionalism standards maintained throughout the semester (details below).

Successful remediation for any absence from the above required activities is determined by the Course Director.

## ***Description of Evaluation and Grading Components***

**Written quizzes and examinations:** The material for quizzes / examinations is cumulative and will come from lectures, small group sessions, CSSC, and assigned readings (not limited to the textbook).

**Cumulative material includes course content from the previous semester.** Test items may include multiple-choice questions (single best answer and extended matching) and short answers.

### **Written assignments/Reading**

Assigned reading is to be completed in advance of scheduled activities. Written assignments are to be submitted to the appropriate Course Coordinator no later than the due date specified with each assignment.

**Objective Structured Clinical Examinations (OSCE):** OSCEs are skills-based examinations conducted in the CSSC 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 or perform a physical examination). You are observed performing these tasks by a faculty member and assessed against a rubric which includes the standard set of observable, behavioral criteria.

**The Senior Mentors Activity** will evaluate the student’s performance in the following areas: professional behavior, relationship building and interviewing skills, medical history and physical examination skills, and oral/written communication skills. Comments from Senior Mentors may contribute to the student’s evaluation.

**Note: Violations of professional behaviors** will require remediation and may result in course failure.

**Professional behaviors include**, but are not limited to,

- reporting to all required course related activities on time and well prepared
- submitting all course related assignments on time, fully and accurately completed
- adhering to the confidentiality agreement
- demonstrating respect for others
- demonstrating respect for authority

This applies to all course related activities and assignments whether or not points or grades are indicated for the activity/assignment. Late assignments will earn no points. It is up to the student to ensure that submitted assignments are received by the corresponding Course Coordinator prior to the deadline. Students should be aware that they are considered representatives of FSUCOM at all times and should conduct themselves accordingly.

## ***Course Evaluation***

Each student will be given 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 course director in providing a timely continuous quality improvement.