



The Florida State University
College of Medicine

BMS 6017

Doctoring 103

Spring 2012

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Instructors

Course Director

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Faculty

Clinical Skills and Simulation Center

Director of Simulations and CSSC

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Informatics

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Course Overview

Course Goals

Doctoring is 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 103 will begin the process of developing clinical reasoning by presenting the patient in the context of their routine health maintenance and common presenting problems.

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 associated 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 the PDA
7. Advance understanding of bioethics including fundamentals of clinical ethics, breaking bad news, and withholding and withdrawal of life sustaining interventions
8. Add physical examination skills of the neurological system to the "head to toe" screening examination
9. Refine understanding of clinical skills (medical history and physical examination) for specific presenting problems
10. Explore the patient's perspective of health care encounters through the preceptorship program

Competencies

FSUCOM – Competencies -Doctoring 103 BMS 6017		
Competency Domains	Competencies Covered in the Course	Methods of Assessment
Patient Care	X	Multiple Choice Examinations, OSCE, observation by standardized patients, small group exercises and simulation activities
Medical Knowledge	X	Multiple Choice Examinations, small group exercises and simulation activities
Practice-based Learning	X	Multiple Choice Examinations, small group exercises and simulation activities
Communication Skills	X	Multiple Choice Examinations, OSCE, observation by standardized patients, observation by doctoring faculty, small group exercises and simulation activities
Professionalism	X	Multiple Choice Examinations, OSCE, observation by standardized patients, observation by doctoring faculty and preceptor, small group exercises and simulation activities
System-based Practice	X	Multiple Choice Examinations, OSCE, observation by standardized patients, small group exercises and simulation activities

Course Format

Doctoring 103 has several different components which allow for a variety of teaching and learning experiences to achieve the course objectives. Satisfactory performance in all of these areas is required to receive a grade of Pass in the course.

Large group class presentations / discussions

- 15 sessions
- Some sessions are Required Attendance
- Meets in COM Auditorium

Small group exercises

- 15 sessions
- Required Attendance
- Meets in student Learning Communities
- Twelve groups, each with 10-11 students and 2 faculty
- Group assignment and meeting location will be posted on Blackboard

Clinical Skills and Simulation Center (CSSC) skills training laboratory

- 6 sessions plus midterm and final OSCEs
- Required Attendance
- Schedule with dates and times for each group will be posted on Blackboard

Preceptorship with Community Physicians

- 5 sessions in weeks alternate to CSSC assignment
- Meets in physician offices or other supervised locations
- Schedule with dates and times for each student will be posted on Blackboard. These non-CSSC clinical activities may be scheduled to occur on Monday, Wednesday, and Thursday. **The dates are non-negotiable** by the student.

Informatics

- Meeting locations vary
- Schedule of dates and times for each group will be posted on Blackboard

TMH FM Resident Case Discussions

- 3 sessions
- Required Attendance
- Meets in Auditorium during non-Small Group time

Written assignments / Readings

- To be completed/submitted in advance of scheduled activities. Due dates are specified with assignments

Objective Structured Clinical Exams (OSCE)

- Meets in the CSSC
- Midterm OSCE scheduled during weeks 8-9
- Final OSCE scheduled during the last week of the semester

Instructional Methods and Environments for 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 the Preceptorship will provide opportunity to practice and apply in a clinical context what has been learned in the various components of the course and to explore the patient's perspective of health care encounters.

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. Students will be scheduled in the CSSC for one session every other week to develop and assess skills 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.

Preceptorship

Each student will be assigned to a primary care (family practice, general internal medicine, or general pediatrics) physician in the community. Students will remain with this preceptor for the semester. The purpose of the preceptorship is threefold: to provide the student with the opportunity to appreciate the patient's experience with health care; to practice interview, history taking and physical examination skills; and to observe patient care being delivered in a community-based setting. Students will be scheduled to spend 3-4 hours with their preceptor every other week. During alternate weeks students will be learning and practicing clinical skills in the CSSC.

Students must enter patient information into E*Value by Monday at 11:59 p.m. the week following each preceptorship clinical experience. Students have advised us that E*Value entry within 24-48 hours is most efficient. . This is an important aspect of your professional identity formation. Failure to enter all data correctly and within the specified timeframe will result in a meeting with the preceptor director, and Professionalism concerns will be relayed to the course director. If the date of an assigned visit needs to be rescheduled, a student must enter any date changes with the reason for the change into the survey on the intranet site [https://intranet.med.fsu.edu/sites/courses/doctoring/Lists/D103 Preceptorship 2012/overview.aspx](https://intranet.med.fsu.edu/sites/courses/doctoring/Lists/D103%20Preceptorship%2012/overview.aspx) If you have questions or concerns about Preceptorship, contact Karen Myers or Aimée Diot.

Equipment in the CSSC and Preceptorship

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

- FSUCOM student identification badge
- White coat
- A watch with capability to measure seconds
- A pen for writing
- The student's PDA (iPod Touch or iPhone)
- Diagnostic equipment appropriate for the session:
 - stethoscope
 - an eye chart
 - oto-ophthalmoscope
 - pen light
 - reflex hammer
 - sphygmomanometer
 - 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 during lecture or Small Group session time.

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, tie and white coats are also required.
- For women, professional attire consists of a dress or, skirt or slacks with a blouse. In the CSSC and other clinical settings, a white coat is required. Please make sure your skirt/dress hem length is longer than your white coat.
- 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 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.

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

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 pages 28-30** of [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation.

Doctoring 103 Course-Specific Absence Policy

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 form through Student Affairs ([M1/M2 Student Request for Absence](#)) 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 any assignments that were due. Students with multiple unexcused absences will be reported to Student Affairs and may be referred to the Student Evaluation and Promotions Committee.

CSSC and Preceptorship

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 for CSSC not only require students to complete the proper form through Student Affairs for permission but also each student that is planning on missing a scheduled session is required to identify a peer with whom to exchange scheduled sessions at least two weeks in advance. Each student sends an electronic schedule change request via email to Debra Danforth and Melanie Carlson. Decisions regarding approval of the request will be sent to both involved students by email. Please note: **Sending a request is NOT equivalent to receiving approval.**

Planned Absences for Preceptorship: In cases of excused Preceptorship absences it is the student's responsibility to arrange for a make-up session within one week of returning to FSUCOM and, the student must enter any date changes with the reason for the change into the survey on the intranet site [https://intranet.med.fsu.edu/sites/courses/doctoring/Lists/D103 Preceptorship 2012/overview.aspx](https://intranet.med.fsu.edu/sites/courses/doctoring/Lists/D103%20Preceptorship%202012/overview.aspx)

Impact of excused absence: 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, CSSC and Preceptorship absences: Unplanned absences due to circumstances beyond the student's control include student illness and/or family emergency. The student must submit an absence request to Student Affairs per the usual method (see [Student Handbook](#)). Student Affairs will classify the absence as excused or unexcused. Students are expected to contact the CSSC as soon as possible, inform Melanie Carlson and Debra Danforth that the student will not be in the CSSC, giving the reason for the unplanned absence.

For Unplanned absences with Preceptorship the student must contact the Preceptor directly and also complete a preceptorship survey, [https://intranet.med.fsu.edu/sites/courses/doctoring/Lists/D103 Preceptorship 2012/overview.aspx](https://intranet.med.fsu.edu/sites/courses/doctoring/Lists/D103%20Preceptorship%202012/overview.aspx)

Impact of excused absence on the student's grade: If the absence qualifies as an "excused" absence, a remediation plan will be developed by the student and the CSSC Director, or by the student and the preceptor and communicated to the Doctoring Preceptor Coordinator. In most situations, remediation of the missed CSSC or preceptorship session must occur within one week. These remediation sessions will be evaluated by a CSSC faculty or by the preceptor using the same criteria as regular sessions. In the case of an excused absence, the student will not incur a grading penalty.

Unexcused CSSC and Preceptorship absences: unexcused absences include forgetting about a session, skipping CSSC or preceptorship to study for an exam and/or any absence where an able student fails to contact Melanie Carlson and Debra Danforth to inform them that the student will not be in the CSSC.

Impact of unexcused absence on the student's grade: The student may not be allowed to remediate the missed session and will be at risk of failing the course. Students with an unexcused absence will still be responsible for the missed material in future OSCE's and written examinations and for completing the assignments for the preceptorship. Students with multiple unexcused absences will be reported to Student Affairs and may be referred to the Student Evaluation and Promotions Committee.

OSCE

Planned absences require students to complete the proper forms and obtain the required permission prior to the absence. OSCE schedule changes (a student scheduled to complete the OSCE arranges to swap testing times with another student) a planned OSCE absences must be 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 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 absences due to circumstances beyond the student's control, such as student illness and/or family emergency can be excused only by Student Affairs through procedures described in the Student Handbook. In the case of any unplanned absence, students are expected to contact the CSSC by phone at 850-644-9800, and inform Debra Danforth and Melanie Carlson by email 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.

Unexcused OSCE absences: Unexcused absences include forgetting about an OSCE session and skipping an OSCE to study for an exam.

Impact of unexcused absence on the student's grade: The student will receive a "0" for the OSCE. This will result in an overall reduction in his/her Doctoring grade. Remediation of OSCEs is required to pass the course.

Required Materials

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

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

Suggested Materials

- 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

Assignments

The course grade will be determined by attendance, preparation, participation and performance on quizzes, examinations and OSCEs. The contribution of each component to the final grade is presented below.

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

1. An average of $\geq 70\%$ 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. Remediation will not change the score of the exam.
2. Completing midterm and final OSCE with a score $\geq 75\%$ for each checklist component. Students are required to pass the medical informatics component of the OSCE in order to successfully complete and pass the Doctoring 103 Course. Any score below 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 preparation assignments and/or quizzes.
5. Satisfactory and appropriate participation and completion of all assignments for Preceptorship, including submission of assignments no later than their due dates.
6. All Professionalism standards maintained throughout the semester as explained in the competency domains.

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

Description of Evaluation Components

Written quizzes and examinations: The material for quizzes and examinations is cumulative and will come from lectures, pre-lecture preparatory material, small group sessions, CSSC, and assigned readings (not limited to the textbook). **Cumulative material includes course content from previous semesters.** Examination and quiz 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 of a patient’s present illness). You are observed performing these tasks by a faculty member and assessed against a rubric which includes the standard set of observable, behavioral criteria.

Preceptorship: The Doctoring Community Preceptor 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 patients and staff at a given preceptorship site may contribute to the student’s evaluation.

Professional behaviors include, but are not limited to,

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

Students should be aware that they are considered representatives of FSUCOM at all times and should conduct themselves accordingly.

This applies to all course related activities and assignments whether or not grades are awarded for the activity/assignment. Late assignments will earn no credit. It is up to the student to ensure that submitted assignments are received by the appropriate Course Coordinator prior to the deadline.

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.