

University of South Florida

Morsani College of Medicine

Unstable Patient Courses

Critical Care Medicine

MDC 8340

Syllabus
2023-2024



Transmissible Disease Procedures

All students must be aware of and comply with university policies regarding Covid-19 and other transmissible diseases. They should also be aware of and comply with the policies at the clinical affiliates where their clinical training occurs. Failure to do so may result in disciplinary action.

Course Catalog Description

The goals of this course are to develop an approach to the care of patients with complex, critical illnesses; to understand the physiologic and pathologic abnormalities that occur in ICU patients; and to apply science principles basic to the practice of medicine in the clinical management of complex illness.

Course Director/Coordinator contact information

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Course Director's Welcome/How to Be Successful

Welcome to the Senior Critical Care rotation. This Course is designed to foster acquisition of a basic foundation in critical care knowledge, skills and attitudes that will contribute to a student's general professional education and subsequent practice as a resident physician. Course curriculum is grounded in a philosophy that emphasizes problem solving and clinical skills to be taught at the bedside. Through technology, Critical Care Medicine affords a unique ability to amalgamate biomedical and clinical sciences thus demonstrating applied human physiology, pharmacology and disease states. Regardless of future career path, knowledge and skills attained from this Course will be invaluable to the appropriate care of sick patients in the future.

During your rotation at the various critical care units, you will be caring for critically ill patients with multiple medical problems. The only successful way to care for these patients is through a team approach, which includes nurses, respiratory therapists, critical care physicians, pharmacists, and of the consultants. Every patient admitted to the ICU will have a designated primary attending. On many occasions, multiple co-primary Attendings and services oversee the decision-making process. Due to the nature of the critical care practice and patient load, communication between members of the ICU team is of the utmost importance. We hope that you will have a productive and enjoyable education experience during your ICU rotation. We welcome any suggestions which can improve the ICU teaching experience.

Sincerely,

Jennifer D. Cox, MD, FCCP

Critical Care Medicine Course Director

Assistant Professor, Pulmonary Critical Care and Sleep Medicine

CoxJD@moffitt.org

Course Objectives – All Emergency Medicine and Intensive Care Unit Courses

Course Objective	Program Objective	Specialty Track Phase Objectives
<p>Student will demonstrate the ability to gather a history from patients with a variety of clinical conditions</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.5 Demonstrate sensitivity and responsiveness to a</p>	<p>EPA 1: Gather a history and perform a physical examination</p>

	<p>diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability to perform a physical exam with a variety of clinical conditions</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage</p>	<p>EPA 1: Gather a history and perform a physical examination</p>

	<p>interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability to prioritize a differential diagnosis and give rationale for prioritization</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p>	<p>EPA 2: Prioritize a differential diagnosis following a clinical encounter</p>

	<p>2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations</p> <p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>2.4 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of</p>	
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	<p>knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty</p>	
<p>Student will demonstrate the ability to recommend and interpret diagnostic tests for patients based upon their differential diagnosis</p>	<p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p> <p>1.9 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors,</p>	<p>EPA 3: Recommend and interpret common diagnostic and screening tests</p>

	<p>treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations</p> <p>3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.1 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
<p>Student will demonstrate the ability to create and implement a therapeutic plan based upon their differential diagnosis which includes entering orders and prescriptions.</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-</p>	<p>EPA 4: Enter and discuss orders and prescriptions</p>

	<p>date scientific evidence, and clinical judgment</p> <p>1.6 Develop and carry out patient management plans</p> <p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>3.7 Use information technology to optimize learning</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
<p>Student will demonstrate the ability to document a clinical encounter in the patient record</p>	<p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p>	<p>EPA 5: Document a clinical encounter in the patient record</p>

	<p>1.6 Develop and carry out patient management plans</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.2 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.5 Maintain comprehensive, timely, and legible medical records</p> <p>5.4 Demonstrate accountability to patients, society, and the profession</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
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<p>Student will demonstrate the ability to see multiple patients in a clinical session while maintaining accuracy and thoroughness of their history taking, physical exam skills, ability to create a differential diagnosis and implementation of the clinical plan.</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>1.6 Develop and carry out patient management plans</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.2 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.5 Maintain comprehensive, timely, and legible medical records</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage</p>	<p>EPA 1-5</p>
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	<p>interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.4 Demonstrate accountability to patients, society, and the profession</p> <p>5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
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<p>Student will demonstrate the ability to provide a concise yet pertinent oral presentation of a clinical encounter</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior</p>	<p>EPA 6: Provide an oral presentation of a clinical encounter</p>
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	<p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to investigate clinical questions and apply evidence they obtained from the literature to patient care.</p>	<p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>2.4 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>3.1 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes</p>	<p>EPA 7: Form clinical questions and retrieve evidence to advance patient care</p>

	<p>3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems</p> <p>3.7 Use information technology to optimize learning</p> <p>3.9 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will participate in the patient handover process to responsibly transition care</p>	<p>1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes</p>	<p>EPA 8: Give and receive a patient handover to transition care responsibility</p>

	<p>3.5 Incorporate feedback into daily practice</p> <p>3.7 Use information technology to optimize learning</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.3 Work effectively with others as a member or leader of a health care team or other professional group</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability to collaborate as a member of an interprofessional team</p>	<p>3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty,</p>	<p>EPA 9: Collaborate as a member of an interprofessional team</p>

	<p>other health professionals, and health related agencies</p> <p>4.3 Work effectively with others as a member or leader of a health care team or other professional group</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p> <p>6.2 Coordinate patient care within the health care system relevant to one's clinical specialty</p> <p>7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust</p> <p>7.2 Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations</p>	
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	<p>served</p> <p>7.3 Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations</p> <p>7.4 Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
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<p>Student will demonstrate the ability to recognize a patient requiring urgent or emergent care and initiate evaluation and management</p>	<p>1.1 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system</p> <p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.4 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.6 Develop and carry out patient management plans</p>	<p>EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management</p>

	<p>1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.6 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability to recognize if a patient needs to be transitioned to an increased or decreased level of care.</p>	<p>1.1 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system</p> <p>1.2 Gather essential and accurate information about patients and their conditions through</p>	<p>EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management</p>

	<p>history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.4 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.6 Develop and carry out patient management plans</p> <p>1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p>	
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	<p>4.6 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will participate in obtaining consent for therapeutic care where verbal consent is required.</p>	<p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.6 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making</p> <p>4.1 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>4.5 Organize and prioritize responsibilities to</p>	<p>EPA 11: Obtain informed consent for tests and/or procedures</p>

	<p>provide care that is safe, effective, and efficient</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to perform procedures appropriate for their track specialty</p>	<p>1.1 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice.</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p>	<p>EPA 12: Perform general procedures of a physician</p>

	<p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.5 Maintain comprehensive, timely, and legible medical records</p> <p>4.6 Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics</p> <p>5.6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations</p> <p>6.3 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and</p>	
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	<p>emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
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Course Objectives – Specific to Course

The following is a list of the specific goals and objectives for this senior Course:

- Foster appreciation for multidisciplinary care of patients: i.e., nurses, pharmacists, respiratory therapists, nutritionists, physical/occupational/speech therapists, consultants etc.
- Learn how to prioritize multiple problems which occur simultaneously in critically ill patients. Improve learning skills through formulation of differential diagnoses.
- Participation in family conferences, end of life discussions, procedures, and protocols for withdrawal of care.
- Participation in “code blues” is encouraged.
- Learn the basics of mechanical ventilation so that the student will be able to write correct and appropriate ventilator orders for patients needing mechanical ventilation.
- Learn the concepts and pitfalls of weaning patients from mechanical ventilation after acute respiratory failure and chronic respiratory failure.
- Be able to define and recognize the different types of shock: i.e., cardiogenic, neurogenic, anaphylactic, septic.
- Know how to treat the different types of shock.
- Know the indications and side effects of inotropic and vasopressor medications; i.e. dobutamine, milrinone, norepinephrine, phenylephrine, dopamine, epinephrine, vasopressin.
- Understand the pathophysiology, causes, and treatment of ARDS.
- Recognize the different types of respiratory failure; i.e. hypoxic versus hypercapnic versus combination of both.
- Exposure to pulmonary artery catheters either through direct contact or through lecture.
- Knowledge of the literature, including the Surviving Sepsis Campaign.
- Understand and implement knowledge of pulmonary physiology as it relates to ventilation and perfusion matching.
- Define thromboembolic disease from DVT to PE.
- Management of DVT/PE.

- Direct contact or exposure to a wide variety of patient illness including (but not limited to) pneumonia (community acquired, hospital acquired, and ventilator associated), PE/DVT, acute MI, acute CHF, acute stroke, critical care anemia, GI bleeding, fluid and electrolyte management, ICU psychosis/delirium, and malnutrition.

Course Schedule

***Note: There may be unexpected changes period to period.**

Clinical locations include Tampa General Hospital and the James A. Haley Veterans Hospital. ***Actual rotation assignments will be determined by your career track. Selections may also require randomization.*** The bulk of the student's time will be spent in direct patient care. In addition, lectures are given per schedule provided on the first day of the rotation. The student will be functioning as an Acting or Sub-Intern.

The Critical Care Course is four weeks total in duration. Each student will spend four weeks in one of the following critical care rotations acting as a Sub intern:

TGH rotations:

Medical ICU - PCCM (PCCM = Pulmonary Critical Care Medicine)
TRAUMA/Surgical ICU

JAHVA rotations:

Medical ICU – PCCM (PCCM = Pulmonary Critical Care Medicine)
Surgical ICU

James A. Haley Veterans Hospital

The James A. Haley Veterans Hospital (JAHVA) ***has very strict guidelines for the right and privilege to use their computerized patient system.*** Because assignments cannot be anticipated, ALL students participating in Critical Care must come on Day 1 with access to this system. If you are assigned to the JAHVA and do not have the appropriate access, you will be dropped from the course and required to enroll at a later date. Please note, however, there is no guarantee that a later date will be available, potentially impacting your eligibility for graduation.

Didactic Sessions Format

Attendance at all scheduled lectures and small group sessions and participation is MANDATORY. See Canvas for dates and times. Didactic sessions will be posted on Canvas and PowerPoint presentations will be available for review. You can access Canvas at <https://my.usf.edu> using your NetID and password. It is important that you regularly check Canvas or updates.

Conferences: Integrated conferences will occur on the first Monday and Tuesday of the rotation but are subject to change based on faculty availability and the USF holiday schedule. Lectures are given at the University of South Florida College of Medicine, STC or via TEAMS. Room assignment or TEAMS links will be noted on Canvas. The conferences/reviews and workshops will be moderated by the lecturing faculty and/or the Course Director. The purpose of the

integrated conferences is to disseminate information about critical care, therapies, and interventions, particularly to the area of focus being discussed.

The student is expected to attend any conference associated with his/her/their assigned service unless there is a conflict with a mandatory Course requirement.

Rotation Schedule

The majority of this rotation will be spent in clinical experiences that will focus on **learning how to prioritize multiple problems which occur simultaneously in critically ill patients.**

Students are expected to check email/Canvas *at least daily* for important announcements, changes, and updates to the current schedule. Important contact information for both Attendings and coordinators is posted on Canvas under Staff Information.

As noted above, lectures (conferences) will be offered on the first Monday and Tuesday during the first week of the rotation and are subject to change based on the faculty availability and USF holiday schedule. Students will be expected to be *on time*. Attendance is mandatory for all simulation sessions and thus students are excused from their clinical duties at these times. Appropriate professional attire is required.

Duty Hours

The student will follow the schedule/rotation of the team. Please take an opportunity at the beginning of the rotation to clarify responsibilities and expectations with the ward team, particularly the senior resident/fellow and the attending physician. Students are expected to always be full participants in the execution of team duties.

You will be expected to do days and nights.

During the rotation, it is expected that the student will work five (5) days per week. The student is encouraged to round on HIS/HER/THEIR patients at least one weekend day each week for continuity of care.

Daily work hour requirements may vary between the different rotations and on a daily basis within the student's rotation. It is unlikely that the student will have excessive work hour requirements on his/her/their service. However, it is the student's responsibility to inform the Course Director, Dr. Jennifer Cox, if work hours are perceived to be excessive.

Locations

Medical ICU Pulmonary Critical Care Medicine at Tampa General Hospital

Report to MICU on 6E Room E655

Contact Medical Resident assigned for that month

Medical ICU Pulmonary Critical Care Medicine at James A. Haley VA Hospital

Report to: James A. Haley VA, MICU/4West; take the main elevators to the 4th floor and walk straight ahead to the MICU.

Contact Medical Resident assigned for that month

Surgical ICU at James A. Haley VA Hospital

Report to the Surgery Intensive Care Unit on the 2nd floor of James Haley VA Hospital. (Once you get off the main elevators, it's on the side opposite of the food court).

Contact: Surgical Resident assigned to SICU for the month

Trauma/Surgical ICU at Tampa General Hospital

Report to the Surgery/Trauma ICU central unit on 5K in the Bayshore Pavilion at TGH.

Contact: Surgical Resident on service for the month

Course Educational Sessions/Materials

Required Sessions

**Note: all days/sessions are subject to change according to the schedule of the lecturers, course director, and/or USF holiday schedule. Students should check the Canvas course syllabus carefully for each period's dates, times, and locations.*

The **Course Orientation** will occur in-person the first Monday of the course.

On the first Tuesday of the course, students will attend an **ECG Lecture** via Teams and a **Vasopressor Workshop**, in-person.

Simulation Sessions at CAMLs will occur the second and third Fridays of the course. Students will only attend one of the sessions, aligned with their day rotation shifts.

A **Final, Optional (but encouraged) Review** will take place via Teams on the last Friday of the course.

Logbook Requirements

The student is required to keep a **complete** record of all of the clinical encounters throughout the rotation. The primary tool for entering, maintaining, and tracking accurate records is the one45 system. In order for the Course Director to monitor and facilitate the student clinical experience, it will be necessary for the student to keep their logbooks up to date.

1. **At a minimum, students should update the logbooks once weekly.** Ongoing continuous care of patients through hospitalization – minimum of 2; maximum of 3 patients on a daily basis. Procedures – log all experiences and level of participation (observe, assist, perform).
2. Timely completion of the logbook weekly will earn the student 100% of the logbook component.

3. Students not fulfilling this requirement will receive an incomplete for the course until the requirement is met. Students not compliant with logbook requirements may be required to remediate this work at the discretion of the Course Director.

Process for non-compliance with the logbook

The Critical Care Course has assigned **20%** of the total grade to the logbook experience. Weekly reports will be generated showing total number of encounters and the achieved diagnoses and procedures. A **'No encounters for the week'** report will indicate to the Course Director that the students have failed to maintain timely, complete, and accurate records of their patient encounters. If the student is listed as delinquent in his/her/their encounters, the student will receive an email notification of the infraction. Subsequent delinquencies will result in loss of points from the overall Course grade, including the possibility of dropping an entire grade level. After the second delinquency, the student's record will be presented to the APRC (Academic Performance Review Committee) for review. Failure of any part of the Course is failure for the entire Course.

Curricular Design

Core Content Outline

Respiratory

- Applied physiology
 - Respiratory system mechanics
 - Ventilation and perfusion relationships
 - Right-to-left intrapulmonary shunting
 - Alveolar dead space
- Management of respiratory failure
 - Hypoxemic RF
 - Hypercapnic RF
 - Basic ventilator management
- Arterial blood gas analysis
 - Normal
 - Abnormal - metabolic vs. respiratory
- Differential diagnosis and diagnostic approach to respiratory distress, acute hypoxemia, and hypercapnia
- Indications for intubation and mechanical ventilation

Cardiovascular

- Applied cardiopulmonary physiology
 - Determinants of cardiac output and the principles of oxygen delivery
 - Determinants of myocardial oxygen consumption
 - Understanding of preload, afterload, and contractility
 - Role of vasopressors and inotropes
- Hypotension

- o Differential diagnosis of circulatory shock (cardiogenic, anaphylactic, neurogenic, hypovolemic, obstructive, and distributive)
- o Diagnostic plan and management
- Arrhythmias
 - o Recognition and management of supraventricular and ventricular arrhythmias, including assessment of precipitating cause
- Myocardial infarction
 - o Recognition and initiate therapy for acute MI and identify potential complications

Neurology

- Altered mental status
 - o Approach to coma, delirium and encephalopathy
- Meningitis
- Approach to patient with cerebral vascular accident
- Critical Illness polyneuropathy/myopathy

Renal

- Applied renal, fluid and electrolyte physiology
- Acute renal failure
 - o Differential diagnosis, diagnostic approach, and management
 - o Indications for emergency dialysis
- Acid-base disturbances
 - o Differential diagnosis, diagnostic approach, and management

Gastrointestinal

- Acute abdomen
 - o Differential diagnosis, diagnostic approach and management
- Gastrointestinal hemorrhage
 - o Differential diagnosis, diagnostic approach and management
 - o Indications for endoscopy
- Stress ulcer & critical care gastropathy
- Motility disorders of critical illness
- Liver Dysfunction
 - o End-stage liver disease, hepatorenal syndrome
 - o Hepatic encephalopathy: Differential diagnosis, diagnostic approach and management

Hematologic

- Coagulopathy
 - o Differential diagnosis, diagnostic approach and management
- Indications for blood and plasma products
- Thromboembolic disease & prophylaxis

Metabolic/Nutrition

- Management of hyperglycemia, DKA, HONKC
- Adrenal insufficiency
- Thyroid disease
- Toxic ingestions
- Principles of nutrition: enteral and parenteral
- Evaluation of nutritional status and how this differs in the critically ill patient

Infectious Disease

- Fever
 - Differential diagnosis, diagnostic approach and management
 - Nosocomial pneumonia, catheter-related infections, sepsis, septic shock
 - Appropriate antibiotic selection
 - Vasopressor Therapy

Ethical Issues

- Ethical decision making
 - Patient autonomy and informed consent
 - Advanced directives and code status
 - Discuss withholding and withdrawing therapy

Textbooks and Other Resources

Recommended

Paul L. Marino, MD

The ICU Book: 4th edition. Lippincott, Williams & Wilkins. Baltimore, 2014. This book is available in the HSC bookstore.

We will provide a pdf link to the 3rd edition on Canvas.

Surviving Sepsis Campaign. 2021: www.survivingsepsis.org

National Heart, Lung, Blood Institute (NHLBI) ARDS Clinical Network: www.ardsnet.org

Chest Journal: www.chestjournal.org

Society of Critical Care Medicine (SCCM): www.sccm.org

(RICU) Up-to Date: www.uptodate.com

MD Consult: www.mdconsult.com

EKG Interpretation Websites: <http://www.ecglibrary.com/>

<http://library.med.utah.edu/kw/ecg/>

<http://www.emedu.org/ecg/voz.php>

http://www.rnceus.com/course_frame.asp.exam_id=43&directory=case

Rapid Interpretation of EKGs (Dale Dubin, MD)

The Only EKG Book You'll Ever Need

FINAL GRADING RUBRIC (H, PC, P, F)

Final grade of the Critical Care course is determined as follows:

Final grades will be submitted to the registrar's office within two weeks of the completion of the rotation, unless unexpected circumstances arise. The components of the Course grade are listed below.

Component	Percentage of Total Grade
Evaluation of Student by Preceptor	35%
Clinical Assessment	15%
EKG Quizzes	10%
Logbooks	20%
Simulation Sessions	20%

In addition to submitting quality work, professionalism dictates timeliness. **Therefore, point value will be lost for late work.**

Evaluation of student by Preceptor (35% of Course Grade)

- Final Evaluation on one45 and completed by attending ONLY at end of rotation
- Documentation of weekend and in-house call if applicable
- Students are responsible for ensuring that the course coordinator receives the name of the attending to complete final evaluation online, via Canvas submission.
- Justification through insights from the Attending is required for Above Average or Exceptional scores. Assessment value will be realigned to account for absence of comments at the discretion of the Course Director.

Clinical Assessment (15% of Course Grade)

- Mid-term Evaluation
- Attending Name Submitted
- Course Evaluation Completed
- Evaluation of Preceptors Completed
- ECG Workshop Attendance
- Vasopressor Workshop Attendance
- Completion of assigned SCCM, or other required web-based, modules

4 EKG Quizzes (10% of Course Grade)

- 2-3 EKG's interpretation due each Monday of rotation for total of 8
- Questions for an EKG Competency (Pre-test) Examination will be a multiple-choice format derived from EKG Conference with Dr. Kevin O'Brien (See Cardiology Review).
- There are 12- questions, each associated with a 12-lead ECG.
- 20-- 30-minute time limit.
- This Pre-test will be given during the second day of the rotation. Additional weekly EKG homework will be assigned if it is found that the student is deficient on this pre-test.

Logbook Assessment (20% of Course Grade)

- Mid-term Logbook Summary Submitted
- Final Logbook Summary Submitted
- All students must make weekly logbook entries of ongoing continuous care of patients through hospitalization – minimum of 2, maximum of 3 patients on a daily basis.
- Procedures as available – log all experiences and level of participation (observe, assist, perform).
- Logbooks must be uploaded to Canvas at mid-term and at the end of the rotation.
- Completion of logbook expectations by the end of week 4 will earn the student 100% of the logbook component.

Simulation Session (20% of Course Grade)

- Practical Exam with a series of appropriate tasks
- Leadership skills
- Attendance is mandatory for all sessions.
- Students missing coursework may be required to remediate this work at the discretion of the Course Director.

Midterm and End of Course Student Evaluation

Students will receive feedback from their attending at the midpoint of the rotation to remediate any areas identified as needing work. At the end of the rotation, a summative evaluation from the **Attending** will be reviewed with the student. The midterm evaluation can be given to the *Intern, Resident, Fellow or the Attending* on the service, but the final **MUST** be performed by the **Attending**. If the Attending requests a midterm evaluation, please make sure you provide one. You can submit a Resident/Fellow evaluation as well. Even though it is acceptable for the midterm to be completed by a Fellow, Resident, or Intern it is recommended that it be completed by the Attending to ensure important feedback prior to the final.

Attendings will discuss with the student any areas requiring improvement. They will be realistic in their scoring on the evaluations. **An ‘On Target’ on the midterm evaluation is an appropriate rating for most of the students. These students are to be seen as performing at a level expected at this time in their training.** If there are clear deficiencies in a student’s knowledge and skills, a ‘Needs Work’ rating is appropriate. Specific examples are required. A ‘Meets Expectations’ rating on the final evaluation indicates that the student is performing at the norm in clinical acumen assessment and skills. Specific examples are required. An ‘Above Expectations’ assigned to a student shows that the student has exceptional skills and thus requires no further instruction or training. Examples of above average and exceptional skills will be needed. Scores will be adjusted if none are provided.

“The mid & final evaluation forms are incomplete unless a copy of the student’s most updated logbook data is signed by the faculty at time of evaluation”

Grading Standards

Honors (H): > 95%

Pass with Commendation (PC): 90% to 94%

Pass (P): > 75%

Fail (F): <75%

Remediate (R) or Incomplete (I): All Course requirements have not been successfully completed and one or more require(s) remediation or completion.

Honors Eligibility

Students often ask about what preceptors look for in distinguishing the "expected level" from the "truly outstanding or exceptional" student. Here are some of the attributes seen in the exceptional student:

- Accurate and complete data collection, including the H&P, on a consistent basis.
- Integrating the data base into a well thought out and logical assessment and/or differential diagnosis that are well articulated both verbally and in the written record.
- Developing a management plan that is clearly linked to the assessment and which is cost effective and practical given the context of the patient's life circumstances.
- Demonstrating that the student has read on and learned from each patient seen on the rotation. Demonstrating superior professional and humanitarian traits in the patient interface.

A "P" rating is indicative of most students who are seen as performing at a level expected at this time in his/her/their training.

Unsuccessful Course

- A failing grade on the departmental exams. (Passing is 75%)
- A failing overall cumulative performance. (Passing is 75%)
- Unprofessional behavior, including failure to maintain timely and accurate patient logbook data.
- Unprofessional behavior, including displaying unprofessional behavior to residents, fellows, attendings, and support staff.
- Failure to complete any component of the Course.

Course Remediation •

- Remediation will be required for students who fail the departmental exam or any other component.
- Remediation will be required for students displaying unprofessional behavior to residents, fellows, attendings and support staff.
- Remediation will be required for students displaying unprofessional behavior including failure to maintain timely and accurate patient logbook data.
- Remediation in the form of additional clinical sessions, case studies or oral presentations will be required for students with excessive absences from the Course.
- Remediation occurs at the full discretion of the Course Director. Remediation will be conducted by the Course Director in consultation with the Associate Dean for Undergraduate Medical Education and Associate Dean for Student Affairs.

Professionalism:

Any breach of the professionalism as described in the MCOM handbook including but not limited to the professionalism values section and the social media participation guidelines, may be grounds for remediation or failure of the course as determined by the course director in consultation with the Assistant Dean for the Clinical Curriculum.

GRADE APPEALS:

A student may appeal a course grade if the student has evidence that the grade was assigned in an erroneous manner. Within five (5) school days after the receipt of the grade, the student may appeal in writing to the responsible Course director any assigned grade that they dispute. See handbook for details of the process.

Students are expected to review and be familiar with the student handbook in general.

<https://health.usf.edu/medicine/mdprogram/student-affairs/handbook>

In particular for this course students are expected to review the following areas in the handbook for specific details:

MCOM Clinical Years Monitoring Student Time Guideline

COM students are held to the same work hour guidelines as are residents, per ACGME guidelines. Students are limited to a maximum of 80 duty hours per week including in-house call, *averaged* over four weeks. Students must be given one day out of seven free from all clinical and educational responsibilities, *averaged* over four weeks. Students cannot be scheduled for in-house call more than once every three nights, *averaged* over four weeks. Students may not work more than 28 consecutive hours. Students should be given at least ten hours for rest and personal activities between daily duty periods and after in-house call. Students, residents, and faculty are not permitted to allow/require deviation from the above rules.

MCOM Medical Student Clinical Supervision Guideline

Medical students may not provide care in an unsupervised fashion. Supervisors must either hold a faculty appointment or be supervised in their teaching and assessment role by an individual who has a faculty appointment. This may include residents, fellows, and other licensed health professional faculty supervising an activity within their scope of expertise or practice. Medical students may be supervised at one of two broad levels: 1) Direct observation or 2) Immediately available indirect supervision.

Attendance

During the clinical years the student's responsibilities lie within the individual course. Attendance within a given course is a demonstration of attitude and professional behavior. This behavior impacts all members of the healthcare team, including fellow students and

patients. Any absence from the course may have a direct impact on student performance, the clinical experience, the evaluation of professionalism, the overall grade, and the successful completion of the clerkship. Students who miss scheduled hours are expected to acquire the same level of competency as other students in the clerkship. Lectures, reading assignments and clinical duties will not be re-created or offset to accommodate any absences. **All absences are at the discretion of the course director. Students should follow the procedure guidelines for obtaining an excused absence outlined in the handbook.** The course director will use the guidelines outlined in the student handbook when determining if the absence is excused.

Residency Interviews

Students are expected to schedule residency interviews during months that they are not scheduled to have a clinical course. Student may miss up to 2 days for interviews, but those days must be made up.

Mistreatment Guideline and Procedure

USF Health's Morsani College of Medicine is committed to assuring a safe, encouraging, and supportive learning environment that reflects commitments to professionalism, respect, diversity, and virtues such as integrity, compassion, and kindness. All MCOM faculty and staff are expected to conduct themselves in a professional manner and contribute to creation of a culture that is supportive of learning. Mistreatment, bullying, discrimination, harassment, and sexual harassment are prohibited at MCOM. The student mistreatment policy, in accordance with LCME standard 3.6, ensures that concerns about the learning environment are promptly dealt with and resolutions reached in a fair and just manner. The College forbids any retaliatory action against students who present grievances in good faith.

The MCOM Student Mistreatment policy aims to safeguard medical students from mistreatment by any faculty member or staff associated with MCOM, including clerkship directors, attending physicians, residents, and other medical students by:

- educating members of MCOM about student mistreatment;
- prohibiting medical student mistreatment by anyone associated with MCOM;
- encouraging the early identification of medical student mistreatment as a preventative measure;
- identifying individuals to whom medical students can report mistreatment;
- requiring those who receive complaints regarding student mistreatment to report the complaint to the appropriate administrator;
- providing a confidential system for reporting mistreatment;
- assuring confidentiality to the fullest extent possible;
- assuring that all reports of mistreatment will be thoroughly and promptly addressed;
- providing an avenue for corrective action.

Reports of mistreatment will preferably be addressed within an informal framework when appropriate, but formal procedures are available for use when necessary.

MCOM is committed to preventing mistreatment of medical students through education of the MCOM community. The policy and related procedures will be disseminated among MCOM on an annual basis. Additionally, MCOM will periodically use varying methods (e.g., email, workshops, orientations) to inform medical students, faculty, and staff about medical student mistreatment and the MCOM policy on addressing mistreatment.

Professionalism Guidelines and Procedures

Professionalism is grounded in the fundamental values of honesty, integrity and fairness and is an essential part of the practice of medicine. Students are expected to display and will be examined by these exemplary behaviors. Students are expected to uphold their responsibility to their profession, and to appreciate that behaviors outside of the classroom and clinical learning environments can impact their progression through the program.

In addition to behavioral standards related to the medical profession, students are expected to uphold the principles of honor set forth by the University of South Florida in The Commitment to Honor code.

Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records; or other unprofessional conduct can be grounds for dismissal and will be reviewed by the APRC.

Title IX:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. Students who aren't sure what to do, should contact victim advocacy. Call (813-974-5756), email (va@usf.edu) or come to the office (SVC 2057) to schedule an appointment. If students have urgent advocacy needs while the office is closed, an advocate is available through our 24/7 Victim Helpline at (813) 974-5757.

Diversity, Equity, and Inclusion Statement:

The vision of the Morsani College of Medicine (MCOM) Student Diversity and Enrichment programs is to encourage and promote an environment that welcomes and embraces diversity in the student body. We diligently ensure that all students feel supported and accepted in order to

optimize their educational experience. USF MCOM defines diversity not solely limited to race and ethnicity, but also encompass talents, life skills and special attributes.

Should you need further assistance or more information about our many USF Health Morsani College of Medicine's diversity-driven events, outreach, and support programs, please contact the Office of Student Diversity and Enrichment via:

- Email or Teams chat: Osde@usf.edu
- The OSDE contact page <https://health.usf.edu/medicine/mdprogram/offices/osde>

More information about USF Health and its commitment to diversity [can be found here](#).

For any disputes in which a student has allegedly violated USF policies or rules, please contact [The Office of the Student Ombudsman](#), at (813) 974-0835 or [Student Conduct and Ethical Development](#), ALN 109, (813) 974-9443 for assistance.

Evaluation Compliance Guideline

Student feedback is an essential component for continuous quality improvement of our teaching faculty and curriculum development. Morsani College of Medicine (MCOM) has implemented the following guidelines for all students currently enrolled:

1. Students will be required to complete a minimum of 80% of the evaluations assigned to them
2. All evaluations should be completed within 25 days upon receipt
3. Students may suspend evaluations only given the following circumstances:
 - a. The evaluation was assigned in error
 - b. The student did not spend enough time with an educator to properly evaluate them
4. At most students will be permitted to suspend up to 20% of their evaluations. Once a student exceeds a 20% suspension rate their evaluations will be reviewed on a case-by-case basis
5. Comments provided on evaluations should be constructive, respectful, and made in a professional manner

Please note that levels of anonymity are strictly enforced and fail safes are put into place to ensure a student cannot be identified from their evaluation.

Student evaluation completion compliance rates will be monitored on a quarterly basis and any student found to be out of compliance at the time will be required to attend a mandatory one-hour session to complete any pending evaluations. Students will receive a notice via email that they are required to attend the mandatory session to complete their evaluations. Failure to complete evaluations and/or attend the mandatory sessions may result in the following disciplinary actions:

1. A written notice from the Associate Dean of Undergraduate Medical Education
2. A mandatory meeting with the Associate Dean of Undergraduate Medical Education

3. Appearance before the Academic Performance Review Committee (APRC)

**Above is a summary of the USF Student Evaluation Guideline. Please review MCOM's Student Handbook for the full text of this guideline.*

Sessions Recording Guideline

In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Recording may be used in subsequent semester for instructional purposes in necessary. Participation in the sessions is considered consent for recording. In courses in which video of students might be captured due to online software being used, students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. A student's use of video during the session is considered consent for the video to be recorded and used as previously described.

This option to disable video will not apply to video proctored exams. Please discuss recording options with your instructor. Students may use the recordings as a resource to review content. Copying or distributing the video recordings by students is prohibited and considered a professionalism violation.

Student Accessibility and Accommodation

University of South Florida Morsani College of Medicine (MCOM) is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical).

To ensure access to this class, and program, please contact Student Accessibility Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively. Students are encouraged to register with Student Accessibility Services as soon as they begin their program. The University of South Florida Morsani College of Medicine encourages students to access all resources available through Student Accessibility Services for consistent support and access to their programs. More information can be found online at [Student Accessibility Services](#).

LINK TO UNIVERSITY REGULATIONS AND POLICIES

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/guideline-11-008.pdf>

MCOM Program Objectives

I. Patient Care

Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

- 1.1 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice
- 1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
- 1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
- 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice
- 1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- 1.6 Develop and carry out patient management plans
- 1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making
- 1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
- 1.9 Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
- 1.10 Provide appropriate role modeling
- 1.11 Perform supervisory responsibilities commensurate with one's roles, abilities, and qualifications

SELECT 1.12 Perform values-based patient-centered comprehensive assessment, diagnosis and patient management, utilizing shared decision making in care of the patient.

2. Knowledge for Practice

Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care

- 2.1 Demonstrate an investigatory and analytic approach to clinical situations
- 2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations
- 2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care
- 2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- 2.5 Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, care compliance, and barriers to and attitudes toward care
- 2.6 Contribute to the creation, dissemination, application, and translation of new health care knowledge and Practices

SELECT 2.7 Examine national and international health systems, policy and finance.

3. Practice-Based Learning and Improvement

Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning

- 3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise
- 3.2 Set learning and improvement goals
- 3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes
- 3.4 Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement
- 3.5 Incorporate feedback into daily practice
- 3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems
- 3.7 Use information technology to optimize learning
- 3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals
- 3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- 3.10 Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

SELECT 3.11 Demonstrate advanced competency in self- assessing knowledge gaps and setting improvement goals, then perform activities to accomplish these.

SELECT 3.12 Analyze a health care environment or system and recommend changes to improve patient outcomes.

4. Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

- 4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- 4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies
- 4.3 Work effectively with others as a member or leader of a health care team or other professional group
- 4.4 Act in a consultative role to other health professionals
- 4.5 Maintain comprehensive, timely, and legible medical records
- 4.6 Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
- 4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

SELECT 4.8 Demonstrate advanced team leadership skills that enhance team functioning, the learning environment, and/or the health care system.

SELECT 4.9 Communicate effectively and sensitively with patients, adjusting language and style in order to incorporate their knowledge, values, and culture.

5. Professionalism

Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

- 5.1 Demonstrate compassion, integrity, and respect for others
- 5.2 Demonstrate responsiveness to patient needs that supersedes self-interest
- 5.3 Demonstrate respect for patient privacy and autonomy
- 5.4 Demonstrate accountability to patients, society, and the profession
- 5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- 5.6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations

SELECT 5.7 Demonstrate advanced ability in all of the above [Core Professionalism objectives], and the ability to inspire and instruct peers in these areas

6. Systems-Based Practice

Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care

- 6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty
- 6.2 Coordinate patient care within the health care system relevant to one's clinical specialty
- 6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
- 6.4 Advocate for quality patient care and optimal patient care systems
- 6.5 Participate in identifying system errors and implementing potential systems solutions
- 6.6 Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications

SELECT 6.7 Show advanced ability to incorporate knowledge of health systems and cost of care into medical decisions.

SELECT 6.8 Strategize, practice, and advocate for quality improvement in patient care and health care systems. SECECT 6.9 Integrate knowledge of healthcare systems into individual patient care.

7. Interprofessional Collaboration

Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care

- 7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
- 7.2 Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served
- 7.3 Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations
- 7.4 Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

SELECT 7.5 Demonstrate advanced team competencies in assessment and coaching in order to achieve a common patient-centered end.

8. Personal and Professional Development

Demonstrate the qualities required to sustain lifelong personal and professional growth

- 8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors
- 8.2 Demonstrate healthy coping mechanisms to respond to stress
- 8.3 Manage conflict between personal and professional responsibilities
- 8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior
- 8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients
- 8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
- 8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease
- 8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

SELECT 8.9 Demonstrate emotional intelligence by showing awareness of strengths, weaknesses, and idiosyncrasies of self, team, and systems, and then show the ability to modulate one's behavior to positively affect each of these.

SELECT 8.10 Describe the basic competencies necessary for effectiveness as a potential future physician and leader.

SELECT 8.11 Implement the professional and personal development process.

SELECT 8.12 Actively participate in one's own personal and professional development through individual and group coaching.

MCOM Clinical – Specialty Track Phase Objectives

Track EPA 1.1 Student will demonstrate the ability to gather a history

Track EPA 1.2 Student will demonstrate the ability perform a physical exam

Track EPA 2 Student will demonstrate the ability prioritize a differential diagnosis following a clinical encounter

Track EPA 3: Student will demonstrate the ability to recommend and interpret common diagnostic tests

Track EPA 4: Student will demonstrate the ability to enter and discuss orders and prescriptions

Track EPA 5.1: Student will demonstrate the ability to document a clinical encounter in the patient record

Track EPA 5.2: Student will demonstrate the ability to see multiple patients in a clinical session while maintaining accuracy and thoroughness of their history taking, physical exam skills, ability to create a differential diagnosis, implementation of the clinical plan and documentation.

Track EPA 6: Student will demonstrate the ability provide an oral presentation of a clinical encounter

Track EPA 7: Student will demonstrate the ability to form clinical questions and retrieve evidence to advance patient care

Track EPA 8: Student will demonstrate the ability to give or receive a patient handover to transition care responsibly

Track EPA 9: Student will demonstrate the ability to collaborate as a member of an interprofessional team

Track EPA 10: Student will demonstrate the ability to recognize a patient requiring urgent or emergent care and initiate evaluation and management

Track EPA 11: Student will demonstrate the ability to obtain consent for tests or procedures

Track EPA 12: Student will demonstrate the ability to perform procedures appropriate for their track specialty