

# **University of South Florida**

## *Morsani College of Medicine*

# **Doctoring IV**

# **FOURTH YEAR**

# *MDE 8090*

**Syllabus**  
**2023-2024**



**USF Health**  
**Morsani College of Medicine**

### 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.

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# Course Overview

This course is designed to provide the fourth-year medical student with the tools they need to successfully navigate their fourth year setting them up with the various courses that will provide a successful transition from medical student to resident over the course of the year. Enabling the learner to choose when they will complete their various assigned courses and giving them tools that will help make them successful residents prior to their graduation.

## Course Administration

Course Directors Amol Purandare, MD ([amolpurandare@usf.edu](mailto:amolpurandare@usf.edu))

Associate Course Directors Andrew Galligan, MD  
Dawn Schocken, PhD ([schocken@usf.edu](mailto:schocken@usf.edu))  
Antoinette Spoto-Cannons, MD

Course Coordinator Sasha Afanador ([afanadors@usf.edu](mailto:afanadors@usf.edu))

Any questions regarding medical education or overall questions about the longitudinal curriculum should be directed to the course directors and course coordinator. As this course is the umbrella for multiple different requirements throughout your fourth year, please direct questions to the Team Leaders listed below if your inquiry only involves a specific area.

Team Leaders for Curriculum Development for the following areas:

<b>Basic Science</b>	Ingrid Bahner, PhD
<b>Career Advising</b>	Antoinette Spoto-Cannons, MD Kira Zwygart, MD Milind Kothari, MD Melissa Brannen, MD Erica Sachs
<b>Climate Change</b>	Dawn M Schocken Jennifer Caputo-Seidler, MD Vinita Kiluk, MD
<b>EPA Curriculum</b>	Bri Anne McKeon, MD
<b>Faculty Development</b>	Shane Puckett, EdD
<b>Financial Wellness</b>	Dawn Schocken, MPH, PhD
<b>Intro to Doctoring Four (I2D4)</b>	Dawn Schocken, MPH, PhD Antoinette Spoto-Cannons, MD

<b>Leadership</b>	Joann Quinn, MBA, PhD Deborah DeWaay, MD Kira Zwygart, MD Andrew Galligan, MD
<b>Life Support and Disaster Management</b>	Fred Slone, MD Dawn Schocken
<b>Medical Education</b>	Amol Purandare, MD Antoinette Spoto-Cannons, MD
<b>Pain Management/Substance Use Disorder</b>	John Maye, PhD Deborah DeWaay, MD
<b>Patient Safety</b>	Dawn M Schocken, MPH, PhD
<b>RISE</b>	Roberta “Bobby” Collins
<b>Scholarly Concentrations Program</b>	Susan Pross, PhD SCP Co-Director Ingrid Bahner, PhD SCP Co-Director
<b>Service Learning and Teaching Experience</b>	Shirley Smith, MA
<b>Student Affairs</b>	Kira Zwygart, MD Jill Pettibone, PhD
<b>Transition to Residency (TTR)</b>	Dawn M Schocken, MPH, PhD Jennifer Caputo-Seidler, MD Vinita Kiluk, MD

# Welcome/ How to Be Successful

Hello and welcome to Doctoring IV!

As the Director and Associate Directors of the Doctoring IV Longitudinal Course we are pleased to welcome you. Doctoring IV encompasses many different sessions/requirements including Basic Sciences, Career Advising, Climate Change, EPA, Financial Wellness, Introduction to Doctoring IV (I2D4), Leadership, Life Support and Disaster Management, Medical Education, Pain Management/Substance Use Disorder, Patient Safety, Service Learning and Teaching Experience, Student Affairs, Scholarly Concentration, Transition to Residency, and RISE. As these different sessions have been incorporated into Doctoring IV, we are able to provide you with 14 weeks credit and house them in one place.

To be successful, we recommend that you pace yourself by devoting **10 hours per week** to Doctoring IV. Please note that as a resident and physician you will be asked to complete different requirements while balancing your clinical responsibilities and personal life, this should help you to develop the skills needed as you progress in your career.

We truly hope this course will help keep you organized. Everyone is working hard to make Doctoring IV the best possible. We look forward to working with you and if you have any questions or concerns, please do not hesitate to contact us or Miss Sasha Afanador.

Sincerely,

*Amol Purandare, MD*  
Director, Doctoring IV

*Antoinette Spoto-Cannons, MD*  
Associate Director, Doctoring IV

*Dawn Schocken, PhD*  
Associate Director, Doctoring IV

*Andrew Galligan, MD*  
Associate Director, Doctoring IV

# Course Objectives

Doctoring 4 Course Objectives	MCOM Program Objectives
<b>Demonstrate understanding of requirements essential to graduate from the Morsani School of Medicine (MCOM) by completing assignments in Canvas.</b>	1.11, 4.2, 4.3,4.7,5.1,5.4
<b>Organize year to accomplish various course requirements essential to passing this longitudinal course</b>	1.11, 4.2, 4.3,4.7, 5.1,5.4
<b>Demonstrate teaching skills and techniques taught during Doctoring IV to become preceptor educators</b>	1.11, 2.1,2.2,2.3,2.4, 2.5,2.6 4.2,4.3,4.7, 5.1,5.4
<b>Develop and strengthen their leadership skills so that they feel prepared to lead themselves and others in the clinical setting</b>	4.1, 4.2, 5.1, 7.1,7.3, 8.6, 8.7, 8.1, 8.2, 8.3, 8.4
<b>Construct a Fundamental understanding of the pathophysiology, pharmacology, assessment, and interventions relevant for the treatment of pain through education regarding advanced pain management.</b>	1.2
<b>Determine the impact on patient care and accessibility to care through knowledge and education regarding advanced pain management.</b>	1.1, 1.2, 2.2, 2.3
<b>Analyze and produce effective process improvement projects utilizing PDSA evaluative tools to assure project feasibility.</b>	6.1,6.2,6.3,6.4,6.5,6.6
<b>Analyze the effectiveness of AHA Advanced Cardiac Life Support.</b>	6.1,6.2,6.3,6.4,6.5,6.6
<b>Demonstrate how to provide life-saving basic life support through CPR.</b>	1.1, 1.3, 8.1,8.2,8.3,8.4,8.5,8.6,8.7,8.8
<b>Describe the measurement and evidence for climate drivers</b>	1.1, 1.3, 1.5, 2.3, 2.4

<b>Discuss the major health effects of climate change.</b>	1.1, 1.3, 1.5, 2.3, 2.4
<b>Delineate the interface between clinical and foundational science.</b>	2.1, 2.2, 2.3, 2.4, 2.5, 3.10
<b>Apply analytical thinking to clinical problem solving.</b>	2.1, 2.2, 2.3, 3.10
<b>Demonstrate skills of literature review</b>	3.3,3.6
<b>Demonstrate self-learning skills</b>	3.1,3.2,3.3,3.4,3.6,3.7,3.10,8.8
<b>Evaluate and initiate management of common cross cover problems and medical issues appropriate to their planned specialties.</b>	4.1,4.2,4.3,4.4,4.5,4.6,4.7. 5.1,5.2,5.3,5.4,5.5,5.6, 6.1,6.2,6.3,6.4,6.5,6.6, 7.1,7.2,7.3,7.4
<b>Analyze their own personal financial health through a series of assessment tools offered in this module.</b>	8.1, 8.4

# Course Schedule

Monday: 6/5	Tuesday: 6/6		Wednesday: 6/7	Thursday: 6/8	Friday: 6/9		
<p>Orientation to Doctoring Four - Overall Course Orientation. Time: 08:00 – 09:30 AM, MDD 230</p> <p>Organizational Skills Workshop / Tips to stay organized. Time: 09:30 – 10:30 AM, MDD 230</p> <p>ACLS Review Time: 10:30 AM – 11:00 AM, MDD 230</p> <p>Service Learning &amp; Teaching hours versus Preceptor Hours Time: 11:00 – 12:00 PM, MDD 230</p>	<p>Introduction to Medical Education all students Time: 08:00 – 08:30 AM, MDD 230</p> <p>Expectations Workshop - all student with 40 small groups to practice given expectations Time: 08:30 – 10:00 AM, MDD 230</p> <p>Feedback and Evaluation Workshop - all students with 40 small groups to practice feedback and evaluation Time: 10:00 – 12:00 PM, MDD 230</p>		<p>Introduction to EPA Overview Time: 08:00 – 09:00 AM, TEAMS</p> <p>Baseline EPA Day - Students will meet with their Specialty Specific EPA. Time &amp; RM TBD Per EPA Lead</p>	<p>ONLINE, ASYNCHRONOUS</p>	<p>Clinical Reasoning Workshop - all students with 9 small groups to diagnosis the learner's clinical reasoning errors and develop a remediation plan Time: 08:00 – 10:00 AM, MDD 230</p> <p>Q&amp;A w/ MSIV Time: 10:00 – 11:00 AM, MDD 230</p> <p>Expectations reviewing MSIV resources and how to use the Canvas website. Time: 11:00 – 12:00 PM, MDD 230</p>		
Lunch Break	Lunch Break	PPD Testing	Lunch Break		Lunch Break	Lunch Break	PPD Reading
<p>Introduction to Doctoring Four Small Group Assignments - meeting with the Doctoring Course Directors Time: 01:00 – 02:00 PM</p> <p>Study Time (Study rooms available on MDD) Time: 02:00 – 05:00 PM</p>	<p>One Minute Preceptor Workshop - all students with 40 small groups to practice teaching using the One Minute Preceptor Time: 01:00 – 03:00 PM, MDD 230</p> <p>Study Time Time: 03:00 – 05:00 PM, MDD 230</p>		<p>Study Time (Study rooms available on MDD)</p> <p>OSTE Recordings (30-minute session at CAMLS) Time: 10 A.M - 5 P.M. / Study Time</p>		<p>Study Time (Asynchronous with rooms available at MDD)</p> <p>OSTE Recordings (30-minute session at CAMLS) Time: 10 A.M - 5 P.M.</p> <p>Career Advising ERAS Time: 5 p.m. TEAMS</p>	<p>Study Time (Asynchronous with rooms available at MDD)</p>	

**Disclaimer:** This is a tentative schedule. Modifications should be anticipated. The final version will be available in Canvas.

\*See respective course overview and objectives where indicated.



**Throughout the year:**

Course	Semester 1	Semester 2
Basic Science	<ul style="list-style-type: none"> <li>• Complete Modules 1-3               <ul style="list-style-type: none"> <li>○ Read the question</li> <li>○ Read the study</li> <li>○ Conduct background research</li> <li>○ Submit your response via discussion board</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Complete Modules 4-5               <ul style="list-style-type: none"> <li>○ Read the question</li> <li>○ Read the study</li> <li>○ Conduct background research</li> <li>○ Submit your response via discussion board</li> </ul> </li> </ul>
Career Advising	<ul style="list-style-type: none"> <li>• Meet with assigned Dean, Collegia Advisor and Specialty Advisor to successfully progress in residency process.</li> <li>• Complete two required mock interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with assigned Dean, Collegia Advisor and Specialty Advisor to successfully progress in residency process.</li> </ul>
Climate Change		<ul style="list-style-type: none"> <li>• Attend and participate in two days in-person presentation sessions in May.</li> <li>• Complete presentation and present with assigned group members</li> </ul>
EPA	<ul style="list-style-type: none"> <li>• Students will attend the Introduction to the EPA Curriculum Session in Intro to Doctoring IV (general session).</li> <li>• Students will attend the Specialty-Specific EPA Curriculum Introduction Session (specialty-specific). If a live or virtual session is not offered synchronously,</li> </ul>	

	<p>the students will watch the appropriate introductory video, if applicable.</p> <ul style="list-style-type: none"> <li>• Students will complete the mid-track EPA self-assessment.</li> <li>• Students will schedule and attend a mid-track feedback session with their specialty-specific EPA lead.</li> <li>• Students will sign-off on their mid-track feedback session in the online evaluation system (One45).</li> </ul>	
Financial Wellness	<ul style="list-style-type: none"> <li>• Complete 5 of the financial modules as listed.</li> </ul>	
Leadership	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> <li>• Interprofessional Skills Learning Guide – Tasks 1-5</li> <li>• Stinky Fish</li> <li>• Values Sort</li> <li>• Trust Battery</li> </ul> <p><u>Self-Management</u></p> <ul style="list-style-type: none"> <li>• SM Goal Worksheet</li> </ul> <p><u>Social Awareness</u></p> <ul style="list-style-type: none"> <li>• Can't Ventilate Case</li> </ul> <p><u>Social Skills</u></p> <ul style="list-style-type: none"> <li>• Elevator Talk, Experience Statement, Branding</li> <li>• Empathy Reflection and Action Plan</li> </ul> <p><u>All Sections</u></p> <ul style="list-style-type: none"> <li>• EI – What I See, What I Do</li> </ul>	<p><u>Self-Awareness</u></p> <ul style="list-style-type: none"> <li>• SMART Goal</li> <li>• SWOB Analysis</li> </ul> <p><u>Self-Management</u></p> <ul style="list-style-type: none"> <li>• SM Intervention and Reflection</li> <li>• Trust and Integrity Exercises</li> </ul> <p><u>Social Awareness</u></p> <ul style="list-style-type: none"> <li>• Situational Judgment Test</li> <li>• Team/Organization Building</li> </ul> <p><u>All Sections</u></p> <ul style="list-style-type: none"> <li>• Leadership Reflection (Action Plan Follow-up, Self-Management Goal, Change Experience)</li> </ul>
Life Support and Disaster Management	<ul style="list-style-type: none"> <li>• Register and complete ACLS courses</li> </ul>	<ul style="list-style-type: none"> <li>• Complete ACLS</li> </ul>

<p>Medical Education</p>	<ul style="list-style-type: none"> <li>• Complete teaching self-reflection assignment</li> <li>• Complete Pre-OSTE (Observed Structured Teaching Encounter)</li> <li>• Complete one of two sample evaluations</li> <li>• Sign up for Clinical Reasoning PowerPoint Presentation which start in Semester 1</li> <li>• Record precepting hours monthly</li> <li>• <u>Complete minimum of 35 hours of precepting</u></li> </ul>	<ul style="list-style-type: none"> <li>• Complete the second of two sample evaluations</li> <li>• Complete Post-OSTE (Observed Structured Teaching Encounter)</li> <li>• Complete Clinical Reasoning PowerPoint Presentation</li> <li>• Complete self-reflection of interaction with difficult learner</li> <li>• Record precepting hours monthly</li> <li>• <u>Complete a total of 70 hours of precepting</u></li> <li>• Complete teaching self-reflection assignment</li> </ul>
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<p>Opioids, Pain Management, and Substance Use Disorder</p>	<ul style="list-style-type: none"> <li>• <b>Module 1:</b> Pain Management/Pathophysiology of Pain (Mechanisms of Pain and Clinical Applications)</li> <li>• <b>Module 2:</b> Pain Management/Pathophysiology of Pain (Primary Afferent Fibers and Clinical Applications)</li> <li>• <b>Module 3:</b> Common Neuropathic Pain Syndromes</li> <li>• <b>Module 4:</b> Pain Management/Psychiatric Pain-Associated Co-Morbidity and Addiction</li> <li>• <b>Module 5:</b> Substance Use Disorder/Understanding Core Aspects of Addiction</li> <li>• <b>Module 6:</b> Substance Use Disorder/Patient Screening</li> <li>• <b>Module 7:</b> Substance Use Disorder/Proper Patient Referral</li> <li>• <b>Module 8:</b> Cannabis and Cannabinoids for Pain Management Overview</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Module 9:</b> Pain Management/Pharmacology of Pain Management</li> <li>• <b>Module 10:</b> Pain Management/Mechanisms of Analgesia (Opioids)</li> <li>• <b>Module 11:</b> Pain Management/Antidepressant, Anticonvulsant, and Muscle Relaxants</li> <li>• <b>Module 12:</b> Opioid Use Disorder/American Society of Addiction Medicine Guidelines</li> <li>• <b>Module 13:</b> Opioid Use Disorder/Patient Education</li> <li>• <b>Module 14:</b> Opioid Use Disorder/Medication Assisted Treatment</li> <li>• <b>Module 15:</b> Opioid Use Disorder/Naloxone for Overdose</li> <li>• <b>Module 16:</b> Nutrition and Pain Management</li> </ul>
<p>Patient Safety</p>	<ul style="list-style-type: none"> <li>• Start IHI open school modules</li> <li>• Register and complete in person PSEP course</li> </ul>	<ul style="list-style-type: none"> <li>• Complete IHI open school modules</li> <li>• Complete in person PSEP Course</li> </ul>

Scholarly Concentrations Program (SCP)

For students receiving a SC distinction

- Carefully read all detailed instructions in the '2024 SCP Graduation Checklist' on Canvas
  - **Required:** Verify SCP participation for MSPE prepared by the Office of Student Affairs – via Qualtrics link under *Assignments*
  - Recommended: Meet with your SC leader to discuss progress on capstone project
  - **Required:** Upload the following items for your capstone project under *Assignments*:
    - Capstone title
    - Mentor names (max of 2 can be included) and their affiliation(s)
    - Personal reflection (2-3 sentences) for the 2024 SCP Capstone book
    - Photos that may be considered for putting in the book.
    - Permission to publish this information in capstone book
- **Required:** Upload the finished capstone project under *Assignments*
    - include citation if applicable
    - include signed approval by SC leader
  - Recommended: Give final presentation on of the capstone project to your peers
  - **Required:** Complete the SCP Annual Progress report - via Qualtrics link under *Assignments*
  - **Required:** Complete SCP Exit Survey– via Canvas Survey quiz under *Assignments*.

<p>Service Learning and Teaching Experience</p>	<ul style="list-style-type: none"> <li>• Log onto Archivum and submit previous Service Learning and Teaching Hours performed during your MS1-MS3 years. <ul style="list-style-type: none"> <li>○ Upload a screenshot of your Archivum Activity Tracker. The screenshot should include the date and time noted on your computer screen.</li> </ul> </li> <li>• Complete minimum of 30 Service-Learning hours, complete minimum of 10 teaching hours, and record in Archivum.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the required 40 hours of service learning, complete the required 20 hours of teaching, and record in Archivum. <ul style="list-style-type: none"> <li>○ Upload a screenshot of your Archivum Activity Tracker. The screenshot should include the date and time noted on your computer screen.</li> </ul> </li> </ul>
<p>Student Affairs/Wellness and Resilience</p>	<ul style="list-style-type: none"> <li>• Students will update emergency contact information</li> <li>• Students will purchase disability insurance coverage</li> <li>• Students will provide affirmation of continual health insurance coverage</li> <li>• Meet deadlines for SA-sponsored activities on the SA Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Students will attend Year 4 class meeting</li> <li>• Some students will participate in Match Day activities</li> <li>• Students will complete GQ survey</li> <li>• Students will participate in end of the year activities</li> <li>• Meet deadlines for SA-sponsored activities on the SA Checklist</li> </ul>
<p>Transition to Residency (TTR)</p>	<ul style="list-style-type: none"> <li>• Complete ALL twenty podcasts as listed under “TTR”.</li> <li>• Complete the podcast quizzes.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to ALL 20 TTR podcasts as listed.</li> <li>• Complete the podcast quizzes.</li> </ul>

# Course Modules: Overview and Objectives

## ***Basic Science:***

### **Overview:**

The basic science course is designed to demonstrate and enforce the interface between clinical and foundational science, and reinforce skills of literature review and mechanistic thinking about clinical problems.

### **Objectives:**

At the completion of this course, students will be able to:

1. Critically analyze the methodology of a systematic review
2. Explain hematopoietic stem cell gene therapy
3. Explain the role of fetal hemoglobin in Sickle Cell Disease
4. Explain the difference between crispr/cas and lentiviral mediated gene therapy
5. Explain the MoA of Ozempic
6. Explain the side effects of Ozempic
7. Critically evaluate the Semaglutide Step 1
8. Explain the controversy of serotonin-re-uptake inhibitors
9. Describe ethical issues related to AI in medicine

## ***Career Advising:***

### **Overview:**

Dedicated to providing students with the necessary resources, and specialty exposure to make an informed decision regarding their residency match. The MD Career Advising program will prepare students for entry into their chosen specialty of interest, as well as introduce the idea of a comparable parallel plan. Additionally, guidance will be offered before and during the application and interview process. Specialized advising will be given to those participating in the San Francisco, AUA or Military match.

### **Objectives:**

At the completion of this course, students will be able to:

1. Complete residency application
2. Successfully complete interviews
3. Understand programs that are best suited for them

## ***EPA:***

### **Overview:**

Entrustable professional activities are activities that all students entering residency on day one should be able to perform. This EPA curriculum was designed for specialty-specific preparation for residency. Students are assigned to a specialty-specific EPA Curriculum under the leadership of an EPA faculty lead based on their selected fourth-year specialty track. Students are evaluated on the EPAs longitudinally in appropriate fourth-year required rotations. Some EPA curricula also have longitudinal components. The curriculum culminates in a 2-week course in period 10A. The semester 1 requirements for the EPA course are part of Doctoring IV semester 1. The goal is to provide you with assessment and feedback on these skills to help facilitate a smooth transition upon matriculating into residency. It is expected that all students attend the Introduction to EPA Session in I2D4, complete a self-assessment in the fall semester, meet with their EPA lead for mid-track feedback and sign-off on their mid-track feedback session in one45 no later than November 17, 2023.

### **Objectives:**

At the completion of this course, students will be able to:

1. Perform a self-assessment of their progress in performing the specialty-specific EPAs
2. Meet with their respective EPA lead to receive and provide feedback
3. Sign off on the mid-track feedback discussion

## ***Financial Wellness:***

### **Overview:**

AAMC Financial Wellness is designed to improve financial capability in ways that are relevant to the students' lives. Understanding your financial well-being is the first step. The Financial Health Assessment program offers a broad measure of the student's financial well-being and tracks their progress over time.

### **Objectives:**

At the completion of this course module, the students will be able to:

1. Analyze their own personal financial health through a series of assessment tools offered in this module.
2. Synthesize the knowledge learned in this course to assure financial success in their personal portfolio.

## ***I2D4 Course:***

### **Overview:**

This course is designed to prepare and give the necessary tools needed for fourth year students to complete the Doctoring IV course.

### **Objectives:**

At the completion of this course, students will be able to:

1. Recognize the requirements of Doctoring IV.
2. Demonstrate the ability to deliver expectations to learners



3. Demonstrate the ability to evaluate and give feedback to learners
4. Demonstrate the ability to evaluate clinical reasoning skills and develop an improvement plan
5. Demonstrate the ability to teach utilizing the One Minute Preceptor

### ***Leadership Course:***

#### **Overview:**

This course is designed to help fourth-year medical students develop their leadership skills so that they feel prepared to lead themselves and others in the clinical setting and equipped to strengthen their skills and apply them in leadership roles as they progress in their careers.

#### **Objectives:**

At the completion of this course, students will be able to:

1. Demonstrate confidence in interprofessional interactions
2. Demonstrate authentic, honest, sincere expressions to others
3. Demonstrate the ability to self-assess interpersonal strengths and weaknesses without judgment
4. Demonstrate the ability to respond instead of reacting to perceived negative occurrences
5. Demonstrate adaptability when encountering perceived obstacles
6. Demonstrate integrity, trustworthiness in all relationships including with patients, colleagues, and self
7. Demonstrate appropriate perspective taking and situational awareness
8. Demonstrate organizational awareness
9. Demonstrate ability to build collaborative relationships and find common ground.

## ***Life Support and Disaster Management Course:***

### **Overview:**

This course will allow the students to register and complete their AHA Advanced Cardiac Life Support (ACLS), course to best prepare them for their roles as independent practitioners in the clinical realm.

### **Objectives:**

At the end of the session, the students will be able to:

1. Analyze the effectiveness of AHA Advanced Cardiac Life Support.
2. Demonstrate how to provide life-saving basic life support through CPR.

## ***Medical Education Course:***

### **Overview:**

This course is designed to inspire fourth-year medical students to become more effective teachers and utilize these skills in their residency and chosen careers. Training medical students as teachers not only enhances teaching abilities but also improves communication skills and promotes learning of themselves and others.

Core precepting activities include: **(additional activities must be approved by Course Directors)**

- Teaching Doctoring I
- Teaching Doctoring II
- Teaching Doctoring III
- Teaching DCE/CAMLS

### **Objectives:**

At the completion of the Medical Education course, the student will be able to:

1. Demonstrate the ability to deliver expectations to learners
2. Demonstrate the ability to evaluate and give feedback to learners
3. Demonstrate the ability to evaluate clinical reasoning skills and develop an improvement plan
4. Demonstrate the ability to facilitate small group and/or 1:1 sessions
5. Demonstrate the ability to teach in the ambulatory/inpatient clinical setting
6. Illustrate the ability to interact with and manage the difficult learner
7. Document successful completion of medical education assignments appropriately
8. Participate as preceptor educators within the Doctoring and EBCR courses offered at MCOM (SEE PRECEPTING ACTIVITIES ABOVE)
  - **Students are required to participate in 70 precepting hours to be recorded in Archivum monthly and labeled “Preceptor: (small group assignment; Doc 1, Doc 2, Doc 3, DCE/CAMLS)”. If hours are labeled incorrectly, they will not count towards the course teaching requirement.**
9. Utilize self-reflection to assess teaching skills, determine areas needing improvement, and build on strengths

## ***Opioids, Pain Management, and Substance Use Disorder Course:***

### **Overview:**

These modules will enhance your knowledge and comprehension of the practical aspects of pain management/substance use disorder/opioid use disorder. The faculty sincerely believe that the completion of these modules and assignments will provide you with a distinct advantage as you move through your residency regardless of the specialty.

### **Objectives:**

At the completion of the pain management/substance use disorder course, the student will be able to:

- 1. Develop a comprehensive integrative approach for pain management with \_\_\_\_\_

modalities that disrupt sensory afferent conduction at different phases of pain transmission.

2. Develop a multi-modal pain management plan which includes optimization, administration, and modification of analgesic therapy for patients with pain.
3. Distinguish the key components of the pain focused physical examination to include general physical examination, and a detailed neurologic and musculoskeletal examination as it relates to a patient with pain as the primary complaint.
4. Apply the best available clinical and diagnostic evidence and select an appropriate ultrasound-guided interventional procedure that could be performed in an office setting.
5. Apply measures to properly screen, diagnose, and evaluate patients with substance use disorder and subsequent expansion into the specifics of opioid use disorder.
6. Apply measures for various treatment strategies for substance use disorder and subsequent expansion into opioid use disorder.

## ***Patient Safety Course:***

### **Overview:**

The incorporation of unique miss and near miss scenarios, as evidenced in the practice of clinical medicine, along with the implementation of quality improvement processes, the learners will produce their QI projects in this unique one-day program to ensure they have the tools to become the stewards of their patients' safety as a resident and/or practitioner.

Additionally, each student will become certified in the IHI (Institute for Healthcare Improvement) Open School Basic Patient Safety Course.

### **Objectives:**

At the completion of this course, students will be able to:

1. Actively participate in clinical experiences to identify high-risk situations, develop and implement solutions, and measure their impact.
2. Analyze and produce effective process improvement projects that are submitted by the teams during the workshop utilizing PDSA evaluative tools to assure project feasibility.

## ***Scholarly Concentration Program:***

### **Overview:**

The goal of the SCP module in Doctoring 4 is to help the students organize the requirements to have their SCP experience highlighted in the MSPE letter and to receive SCP Distinction at Graduation.

At the start of the semester, students have to commit to completing the capstone project and any participatory requirements of their concentration for the purpose of highlighting the students' SCP participation in the MSPE letter no later than June 11, 2023.

Towards the end of the fall semester, November 23, 2023, students have to provide information of their capstone project and their permission for this information to be published.

Towards the end of the spring semester, Sunday February 11th, 2024, students must submit the actual capstone project, e.g. published manuscript, slides of oral presentations, poster presentations, or any internal metrics identified by your individual SC, e.g. final slide presentation, summary paper. The submission has to include the appropriate citation e.g. journal citation, conference presented, etc. The submission must also be accompanied by the approval form, signed by the SC leader .

At the end of the spring semester, March 3, 2024 and March 24, 2024, students must complete the SCP Annual Progress and the SCP Exit Survey, respectively. The exit survey will provide crucial insight into the role of SCP participation in residency selection.

## ***Service Learning and Teaching Experience:***

### **Overview:**

The Morsani College of Medicine requires all students participate in professional service learning and teaching activities.

Students will engage in service learning that provides service in response to community-identified issues and to learn about the context in which the service is provided. Through these service activities students will build a connection between their service and their academic coursework and enhance understanding of their dual role as citizens and health professionals. (LCME, June 2013).

The teaching experience is a specific type of service to the campus or community. Teaching others has the ability to both test your own mastery, as well as provide the satisfaction of helping others. Note that this teaching requirement must be connected to medicine and must be in excess of the required patient teaching you do on clerkships and in other clinical courses.

### **Objectives:**

At the completion of this course, students will be able to:

1. Increase knowledge base and develop positive perceptions of treating individuals from under-resourced communities.
2. Prompt deep thinking and analysis about oneself and one's relationship to society by linking service to professional and personal development.

➤ **Disclaimer: Precepting hours earned in Doctoring IV need to be recorded in Archivum monthly.**

## ***Student Affairs:***

### **Overview:**

The Office of Student Affairs is here to provide support and service to assist you while completing your fourth year. This includes providing guidance and coaching through the Residency Application process. Our office also has the pleasure of planning some of the milestone events that will take place during your final year including Match Day and Commencement. We will continuously provide updated resources and information to you with the anticipation that in return, each of you, will attend to the necessary documentation and registration that is required to complete these processes and events successfully.

### **Objectives:**

At the completion of this course, students will be able to:

1. Identify important activities and special events
2. Identify class tasks
3. Review student handbook highlights

## ***Transition to Residency (TTP) Course:***

### **Overview:**

Transition to Residency (TTR) has been designed to give the student an opportunity to hone their insight to be a successful intern. The Podcasts have been specifically chosen to address areas the faculty believe will set the student up for a successful transition to internship.

### **Objectives:**

At the completion of this course, students will be able to:

1. Evaluate and initiate management of common cross cover problems and medical issues appropriate to their planned specialties.
2. Analyze essential roles and responsibilities for interns during residency training.

# MCOM Program Objectives

## 1. 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

## 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



### **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 lifelong 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

### **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

## **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

## **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 collaborate 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.

## **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

## **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

## **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

# Rubric

## FINAL GRADING RUBRIC

### Grade options: S/I/R

The final grade of the Doctoring IV course is determined as follows:

#### **Pass Eligibility**

In order to be eligible for a grade of pass, a student must achieve ALL of the following:

- 1) Demonstrate professional behavior at all times
- 2) Complete all assignments on time
- 3) Attend all scheduled activities
- 4) Adhere to the honor code

#### **Remediation**

A student will receive a grade of remediation if any of the following occur:

- Student has a focal area of deficiency.
- Student does not achieve a passing score on the NBME shelf exam or any other exam
- The student fails to make up any sessions or assignments within the time allotted for completion.
- Student has a focal area of unprofessionalism

#### **Incomplete**

A student will receive an incomplete grade if any of the following occur:

- The student has assignments which are still due to the course director, but the student proactively asked for and received an extended due date.
- The student has excused absences that need to be made up

#### **Fail**

A student will receive a grade of fail if any of the following occur:

- The student consistently demonstrates unprofessional behavior

# Professional Behavior

Students must display professional behavior at all times, which includes upholding the Academic honesty guideline, USF Honor Code, MCOM Honor Code and Exam Honor Code as described in the MCOM Student handbook. Students must also be working towards achieving competency as described in MCOM

Program objective 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

## **Doctoring IV Professionalism Expectations:**

### **Missing Mandatory Synchronous Session Without Advanced Communication**

If you miss a mandatory synchronous session without advanced communication, in addition to making up the assignment, you will have to complete 2 additional preceptor hours for each unexcused absence. In addition, you will receive an email letting you know for every additional mandatory synchronous session missed without advanced communication a Student Professionalism Behavior Report will be filed.

### **Missing Assignment Without Advanced Communication**

You will be notified 2 weeks after missing an assignment that you have 2 weeks to complete your assignment. In addition to completing the assignment, you will have to complete 2 additional preceptor hours for each missing assignment. If your assignment is still missing without communication, a Student Professionalism Behavior Report will be filed.

**\*Repeated lapses in professionalism will warrant a mandatory meeting with the course directors and escalation if indicated.**

Examples of professional behavior include, but are not limited to: maintaining a professional demeanor on service (e.g., white coat, name tag, appropriate attire, neat appearance, respectful speech, sobriety); representing oneself accurately; appreciating and preserving patient confidentiality; responding sensitively to patients' social and psychological issues; understanding social biases and stigmas, and not reinforcing them; developing empathic listening skills; advocating for patients when appropriate; using hospital/clinic resources responsibly; showing up prepared and on time for rounds, lectures, conferences, and procedures; getting advice when handling ethical dilemmas; taking constructive feedback from attending physicians and residents with open-mindedness and the intention to improve; contributing to the effectiveness, efficiency, and collegiality of healthcare teams. Students must accept responsibility for learning, exercising good judgment, and promptly completing all responsibilities attendant to the diagnosis and care of patients. They must be able to work effectively, respectfully, and professionally as part of the healthcare team, and to interact with patients, their families, and health care personnel in a courteous, professional, and respectful manner.

Examples of unprofessional behavior include but are not limited to:

- Unexcused absence, late attendance in the classroom or clinical activity, late or delinquent assigned curriculum assignments (self-learning assignments, PXDX, etc), late Absence Request Forms and Absence Report forms.
- The delay in any assignment, activity, or clerkship particular policy is left to the discretion of the Course Director.
- Each participation violation without the approval of the Course Director will be subject to a decrease in the Participation Grade.

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.

**Students may not use artificial intelligence chat bots or other related technology, such as but not limited to ChatGPT, when completing assignments or exams unless in the assignment or exam instructions or authorized in writing by the course director. To do so without permission will be considered cheating.**

## Family Educational Rights and Privacy (FERPA)

FERPA is the legislation passed by Congress in 1974. Also known as the Buckley Amendment, FERPA is designed to protect the privacy of students by limiting third party access to student education records. Maintaining confidentiality of student records is everyone's responsibility whether you are faculty, staff or student. As a general principle, you may not disclose student information in oral, written, or electronic form to anyone except USF staff and faculty who need the information to perform their University functions.

<https://myusf.usfca.edu/registration/ferpa-information-faculty-staff>

## Non-Involvement of Providers of Student Health Services in Student Assessment/Location of Student Health Records Guideline

The health professionals who provide health services, including psychiatric/psychological counseling, to a medical student have no involvement in the academic assessment or promotion of the medical student receiving those services, excluding exceptional circumstances. A medical school ensures that medical student health records are maintained in accordance with legal requirements for security, privacy, confidentiality, and accessibility. Please see <https://usf.app.box.com/s/u6qz6fz0zsyllx4pj2xlyx0zplqo70wf> for details of this guideline.

## Grade Appeal Procedure

See handbook for the most up to date procedure and further details of the process.

### **Basis for appeal**

A student may appeal a grade if the student has evidence that the grade was assigned in an erroneous manner. This is not a process to appeal established clerkship grading guidelines. The following procedure provides guidelines for the appeal process. All persons concerned with this process should make every attempt to adhere to the time schedule outlined in the following



description.

### **Appeal to the Clerkship Director**

Within five (5) business days after the receipt of the course grade, the student may appeal in writing to the course director regarding any assigned grade in dispute. The course director will review the course grading guidelines with the student to ensure that the process is understood and has been followed. If it is found that the assigned grade is incorrect in the judgment of the course director, the appropriate change will be initiated. If the change is made to the student's satisfaction, at this point, the matter is concluded. The course director will respond in writing with the proposed resolution of the matter (in favor or not) to the student within five (5) business days of the student's request for review.

### **Appeal to the Associate Dean for Undergraduate Medical Education**

If the appeal decision by the course director remains in dispute, the student may appeal in writing to the associate dean for undergraduate medical education. This appeal must be made within five (5) business days following the initial course director decision. The student must include all relevant information relating to the grade appeal within the written appeal. After receiving such an appeal in writing from the student, the associate dean for UME will review the substance of the student's appeal with the course director and seek to determine its validity. If the associate dean for UME determines their judgment that the assigned grade is inappropriate, the associate dean for UME can authorize that the grade be changed. The associate dean for UME will notify the student in writing within five (5) business days of receipt of the appeal, whether the assigned grade will be changed. If the grade is changed to the student's satisfaction, the matter is concluded. If the grade is not changed, the associate dean for UME will advise the student of the right to appeal to the vice dean for educational affairs. If the student elects to appeal to the vice dean, copies of all written communication mentioned above will be sent by the associate dean for UME to the vice dean for educational affairs.

### **Appeal to the Vice Dean for Educational Affairs**

If the appeal decision by the associate dean for UME remains in dispute, the student may appeal the assigned grade, in writing, to the vice dean for educational affairs. This appeal must occur within five (5) business days of receipt of the decision of the associate dean for UME. The student will prepare an appeal, in writing, which should be reviewed by the associate dean for student affairs as to form and sufficiency (satisfactory structure). The vice dean for educational affairs may discuss the case with the student, the course director, the associate dean for UME, and the associate dean for student affairs. Following these discussions and reviewing all available information relevant to the appeal, the vice dean for educational affairs can make a grade change determination. The decision of the vice dean for educational affairs is final in the matter.

## 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](mailto: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](mailto: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.

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. As defined below, medical students may be supervised at one of two broad levels: 1) Direct observation or 2) Immediately available indirect supervision.

**Direct observation:** The supervising physician is physically present (or continually on virtual telehealth visits) with the medical student and the patient.

**Immediately available indirect supervision:** The supervising physician is not physically (or continually on virtual telehealth visits) present with the medical student and the patient but is immediately available to provide direct supervision (or to join the telehealth visit) upon request, thus requiring that the supervising physician remain physically present within the hospital or other site of patient care.

Medical student education is progressively graduated in both experience and responsibility with primary attention to the benefit and safety of the patient. The level of responsibility delegated to a medical student should be appropriate to the student's level of training, the nature of a patient's condition, the complexity of care and the judgment of the supervisor. The supervisor is responsible for oversight and delineation of duties and graded responsibilities for care provided by the medical team. Students are responsible for being aware of their limitations, roles, and responsibilities and may not practice outside of that scope of service. Students who are asked to provide care outside of their scope of service or who have concerns about the level of supervision they are being given should contact the Associate Dean for Student Affairs, the Associate Dean for Undergraduate Medical Education, or their course/clerkship director if applicable.

# 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.

- MCOM student mistreatment guideline  
(<https://usf.app.box.com/s/3f61yj1s6pifqi3v54g6ett1gvhp69vf>)
- Reporting form  
([https://usf.az1.qualtrics.com/jfe/form/SV\\_1Bp3G5gDKvCvzIV](https://usf.az1.qualtrics.com/jfe/form/SV_1Bp3G5gDKvCvzIV))

# Attendance Procedure

All 'Events' (see below) require submission of the appropriate Request Form. Events indicated below by an asterisk (\*) are to be submitted at least 8 weeks in advance.

<b>EVENT</b>	<b>ABSENCE EXCUSED? (Yes/No) MAKE UP TIME NEEDED?</b>	<b>Course Exams (Attendance is required) Absence Excused? (Yes/No)</b>
Student illness, including infections that could put patients or other staff at risk	<b>Yes</b> Yes, if > 1 day missed. Student responsible to reschedule missed experiences.	<b>Course Tests – Yes</b> <b>Clinical Practice/Oral Exams – Y</b> Make-up arrangements coordinated course director when circumstances permit.
Illness or death of a close family member or close friend	<b>Yes</b> Yes, if > 1 days missed. Student responsible to reschedule missed experiences.	<b>Course Tests – Yes</b> <b>Clinical Practice/Oral Exams – Y</b> Make-up arrangements coordinated course director when circumstances permit.
*Birth of a child (student is the mother or father)	<b>Yes</b> Please see parental leave section	<b>Yes</b> <b>Please see parental leave section</b>
*Religious holidays	Yes, if > 1 day missed. Student responsible to reschedule missed experiences.  Reasonable accommodation will be made to schedule around	<b>Course Tests – Yes</b> <b>Clinical Practice/Oral Exams – Y</b>  Make-up arrangements coordinated course director when circumstances permit.
*Wedding – student is the bride or groom  Please make arrangements in advance with the Office of Student Affairs	Yes, if > 1 day missed. Student responsible to reschedule missed experiences.	<b>Course Tests – Yes</b> <b>Clinical Practice/Oral Exams – Y</b>
*Wedding – attending the wedding of an immediate family member or is a member of the wedding party.	Yes, if > 1 day missed. Student responsible to reschedule missed experiences.	<b>Course Tests – No</b> <b>Clinical Practice/Oral Exams – N</b>
*Presenting at a medical conference and the <i>student asked for permission prior to committing to the conference.</i>	<b>Yes</b> Attempts will be made to schedule the student so that the absence is minimally disruptive. Yes, if > 1 day missed. Student responsible to reschedule all missed experiences.	<b>Course Tests – Yes</b> <b>Clinical Practice/Oral Exams – Y</b>

*Attending a medical conference and the <i>student asked for permission prior to committing to the conference.</i>	Yes Attempts will be made to schedule the student so that the absence is minimally disruptive. Student responsible to reschedule all	Course Tests – No Clinical Practice/Oral Exams – No	
*Participation in a MCOM-sanctioned activity (i.e. IPE DAY, Black Robe Day, Day at the Capital, Research Day).	Yes, if > 1 day missed. Student responsible to reschedule missed experiences.	Course Tests – No Clinical Practice/Oral Exams – No	
*Participation in committee meetings as an elected student representative (i.e. Committee on Curriculum, Committee for the Pre-clinical Course Directors etc).	<b>Yes</b> Student should only miss the minimal time necessary and is responsible to reschedule any necessary experiences.	Course Tests – No Clinical Practice/Oral Exams – No	
<b>Birthdays, Trips, Reunions, and other personal activities</b>	<b>No, absence will impact final grade.</b>  <b>Yes, for all days missed. Student responsible to reschedule all</b>	Course Tests – No Clinical Practice/Oral Exams – No	
Significant personal event otherwise unspecified that is cleared with Doctoring 3 or SELECT 3 Director, clerkship director, and Associate Dean for	Yes, if notification is made 2 months prior to clerkship schedule completion.	Course Tests – Yes Clinical Practice/Oral Exams – Yes	

## 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 policy.

## **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](#).

## **University Regulations and policies:**

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