

University of South Florida

Morsani College of Medicine

Lehigh Valley Campus

SELECT IV (Course A & Course B)

MDE 8920

Syllabus

2023-2024

SELECT



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.

Table of Contents

Course Description	Pg 3
Course Faculty and Administration	Pg 3-4
Director's Welcome/How To Be Successful	Pg 4-5
Course and MCOM Program Objectives, Assessments	Pg 4-11
Course Design, Schedules, and Expectations	Pg 12-14
Required & Recommended Textbooks	Pg 14
Course Learning Activities (Longitudinal Assignments)	Pg 14-15
Professional Coaching	Pg 15-16
Course Communication	Pg 16
Grading	Pg 16-19
Professional Behavior	Pg 19-20
Midterm Feedback	Pg 20-21
FERPA	Pg 22
Grade Appeal Procedure	Pg 22-24
Title IX	Pg 24
Diversity, Equity, and Inclusion	Pg 24
Mistreatment	Pg 25-26
Attendance Procedure	Pg 26-27
Evaluation Compliance	Pg 27-28
Holidays	Pg 28
Student Accessibility & Accommodations	Pg 28-29
Session Recording	Pg 29
University Regulation, Policies, Handbook	Pg 29
MCOM Program Objectives	Pg 29-32
Appendix I – SELECT EPA's	Pg 33
Appendix II – Coaching Mid-term Feedback Form	Pg 34




Syllabus

Course description.

The course is a continuation of your previous SELECT courses, with a focus on leadership and professional development, values-based, patient-centered care, and health systems and policy. This is a description of your Prologue, Epilogue, and Longitudinal Experiences. You will have opportunities to practice skills as part of your professional development.

Director/Coordinator/Faculty Contact Information.

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Director's Welcome/How To Be Successful

Dear USF SELECT Class:

Welcome to your fourth and final year of medical school!

This course is a continuation of your previous SELECT courses, with a focus on leadership and professional development; values-based, patient-centered care; and health systems and policy. There will be a wide variety of learning activities offered throughout this course, both online and in person. You will have explicit opportunities to practice skills as a part of your professional development. In some cases, patients and patient families will be participants in our learning activities, as well as health care providers from a variety of disciplines. We encourage you to view these encounters, as well as your participation with your peers, as an opportunity to both practice and embody the highest standards of professionalism. These include the same respect for confidentiality and for safety expected of you in the clinical setting; please refer to your student handbook for specific guidelines and more information.

Timeliness and professionalism cannot be stressed enough and will contribute to your success in the course. This course will offer you the chance to continue working on your professional development, which is crucial to your overall success as a future physician. ***Any student having academic or personal problems during the course is encouraged to contact the course director as soon as possible.*** The course director will work with students as needed to deal with the academic implications of the situation on an individual basis.

Please always feel free to contact any of the faculty members listed below with questions, concerns, or feedback. I look forward to continuing our journey of learning together.

Sincerely,

Marna Rayl Greenberg, DO, MPH, CPE
 Professor, Morsani School of Medicine, University of South Florida

Course Objectives, MCOM program objectives, and Assessments

Course Objective	Program Objective	Assessment Method
PATIENT CARE		
Demonstrate advanced communication skills in the following situations: breaking bad news, working with difficult patients; end of life care; shared decision making	5.1 Demonstrate compassion, integrity, and respect for others	Assessment for all objectives will be via longitudinal assignments, and/or simulation /written/oral final summative assessment and /or classroom participation
	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	
	4.9 SELECT - Communicate effectively and sensitively with patients, adjusting language and style in order to incorporate their knowledge, values, and culture	
	3.4 Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement	
	8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system	
KNOWLEDGE FOR PRACTICE		

Apply knowledge and skills fundamental to health systems process change and engineering	6.7 SELECT - Show advanced ability to incorporate knowledge of health systems and cost of care into medical decisions		
	<i>6.8 SELECT - Strategize, practice, and advocate for quality improvement in patient care and health care systems</i>		
	<i>6.9 SELECT - Integrate knowledge of healthcare systems into individual patient care</i>		
<i>Provide examples of the connections between healthcare policy, the legislative process and healthcare regulation</i>	<i>2.7: Examine national and international Health systems, policy and finance</i>		
	6.7 SELECT - Show advanced ability to incorporate knowledge of health systems and cost of care into medical decisions		
	6.8 SELECT - Strategize, practice, and advocate for quality improvement in patient care and health care systems		
	6.9 SELECT - Integrate knowledge of healthcare systems into individual patient care		
PRACTICE BASED LEARNING AND IMPROVEMENT			
Self-assess gaps and areas of improvement. Use this knowledge to set goals	3.11 SELECT - Demonstrate advanced competency in self-assessing knowledge gaps and setting improvement goals, then perform activities to accomplish these		
	8.12 SELECT - Actively participate in one's own		

	personal and professional development through individual and group coaching	
	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	
Demonstrate the elements and skills of advanced social awareness and relationship building	5.1 Demonstrate compassion, integrity, and respect for others	
	8.9 SELECT - 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	
	8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system	
Demonstrate knowledge of the public health infrastructure and the ability to access resources of the Center for Disease Control	2.7 SELECT - Examine national and international health systems, policy and finance	
	6.7 SELECT - Show advanced ability to incorporate knowledge of health systems and cost of care into medical decisions	
	6.9 SELECT - Integrate knowledge of healthcare systems into individual patient care	

Analyze guideline recommendations for communication with patient and family members when breaking bad news	5.1 Demonstrate compassion, integrity, and respect for others		
	4.9 SELECT - Communicate effectively and sensitively with patients, adjusting language and style in order to incorporate their knowledge, values, and culture		
Develop communication skills, integrating principles from emotional intelligence, patient-centered care and crucial conversations	1.12 SELECT - Perform values-based patient- centered comprehensive assessment, diagnosis and patient management, utilizing shared decision making in care of the patient		
	7.5 SELECT - Demonstrate advanced team competencies in assessment and coaching in order to achieve a common patient-centered end		
	8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system		
Demonstrate knowledge and skills needed to care for patients who are members of vulnerable populations such as: LGBTQ community; the homeless or those with housing insecurity, veterans, victims of or at risk for domestic violence. Apply ethical concepts to patient care	5.1 Demonstrate compassion, integrity, and respect for others		
	1.12 SELECT - Perform values-based patient- centered comprehensive assessment, diagnosis and patient management, utilizing shared		

	decision making in care of the patient	
Interpersonal and communication skills		
Apply feedback from coaching sessions toward self-improvement goals	7.5 SELECT - Demonstrate advanced team competencies in assessment and coaching in order to achieve a common patient-centered end	
	8.12 SELECT - Actively participate in one's own personal and professional development through individual and group coaching	
Provide examples which demonstrate an understanding of the factors related to the integration of scientific knowledge and technology into patient care	4.8: Demonstrate advanced team leadership skills that enhance team functioning, the learning environment, and/or health care system	
	6.8 SELECT - Strategize, practice, and advocate for quality improvement in patient care and health care systems	
	8.10 SELECT - Describe the basic competencies necessary for effectiveness as a potential future physician and leader	
	8.11 SELECT - Implement the professional and personal development process	
	3.4 Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement	
Discuss the role of organized medicine and healthcare	2.7 SELECT - Examine national and international health systems, policy and finance	
	PROFESSIONALISM	

	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 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	
	5.7: Demonstrate advanced ability in all of the above (Core Professionalism objectives) and the ability to inspire and instruct peers in these areas	
	SYSTEMS-BASED PRACTICE	
	6.7: Show advanced ability to incorporate knowledge of health systems and cost of care into medical decisions	
	6.8: Strategize, practice and advocate for quality	

	improvement in- patient care and health care systems	
	6.9: Integrate knowledge of healthcare systems into individual patient care	
	INTERPROFESSIONAL COLLABORATION	
	7.5: Demonstrate advanced team competencies in assessment and coaching in order to achieve a common patient-centered end	
	PERSONAL AND PROFESSIONAL DEVELOPMENT	
	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	
	8.10: Describe the basic competencies necessary for effectiveness as a potential future physician and leader	
	8.11: Implement the professional and personal development process	
	8.12: Actively participate in one's own personal and professional development through individual and group coaching	

Course Design/Course Schedule and Expectations

As you may recall, the SELECT MD Program is guided by Human Systems Theory. Within the context of the SELECT curriculum design, Human Systems Theory is defined as a humanistic, psychosocial system of learning that guides students through five domains of leadership development in a progressive and purposeful manner. These five domains of leadership development include: Intrapersonal, Interpersonal, Group, Organizational, and Societal/Community. Students are exposed to each domain of leadership development throughout their SELECT studies (i.e. MS1-4). However, as shown in Figure 1, it is intended that specific domains of leadership development are emphasized within a given year. As illustrated in Figure 1, "X" indicates the MS year a domain of leadership development is taught. "X" indicates the MS year a domain of leadership development is emphasized in the curriculum and more systematically assessed. As you can see from Figure 1, the fourth year will have a greater focus on group, organizational and societal applications in the areas of leadership, patient centered care and health systems.

The longitudinal 4th year SELECT curriculum will consist of a mixture of didactic and group learning sessions, online modules, reflective writings,

professional development and application in two semesters (Course A & B). It will build upon and reinforce concepts from 3 prior years of SELECT curriculum. Total hours: 160.

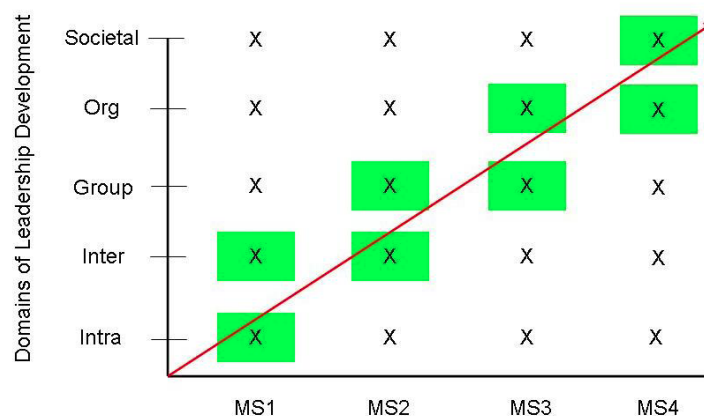
Course A: Prologue 4: 60 hours

This is a two-week session at the beginning of the fourth year, beginning June 5th and concluding June 16th. It consists of large group content sessions, small group work. It serves as an introduction to Leadership Skills, Advanced Health Systems, and Values-Based Patient Centered Care.

Topics include:

- Emotional Intelligence
- Health Care Reform
- Finance
- Relationship Centered Communications
- Levels of Systems
- Branding
- Cycles of change
- Negotiation Skills
- Teamwork at the Bedside
- TeamSteps[®]
- Hospice and Palliative Care
- Community Health and Special Populations
- Shared Decision Making
- Burnout, Resilience, and Leadership Skills
- Public Health
- Transitions

Figure 1: Conceptual Framework for Student Progression through SELECT Human Systems Framework



TeamSTEPPS® is an evidence-based teamwork system aimed at optimizing patient care by improving communication and teamwork skills among health care professionals.

See sample of schedule below:

2023 Prologue IV Student Schedule						
Week One--VIRTUAL VIA TEAMS						
Start Time		Mon 6/5	Tue 6/6	Wed 6/7	Thurs 6/8	Fri 6/9
8:00 AM	30 mins	8a check-in Greenberg	8a check-in O'Brien	8a check-in Eygnor	8a check-in Schroeder	8a check-in Greenberg
8:30 AM	30 mins	Healthcare Reform Panel HS 8:30-10:30a Dr. Brian Nester CEO and Guests 10:30-12:00 Select IV Orientation Greenberg	8:00a-10:55a HS: Public Health Kistler and Guest MPHs 11a-12p L: CDC Greenberg	8:00-10:50 VBPC: Community Health/Social Determinants of Health Eygnor 11:00- 12:00pm Brand Development Part 1 Schroeder	8a-12pm L: Relationship Centered Communications	8A-9A Sanson Branding 9:00-11:45 L: Resilience /Kane (8am just MS4s, 9- 11:45 combined MS3/MS4) 11:45 Capstone MS4s
9:00 AM	30 mins					
9:30 AM	30 mins					
10:00 AM	30 mins					
10:30 AM	30 mins					
11:00 AM	30 mins					
11:30 AM	30 mins					
12:00 PM	30 mins					
12:30 PM	30 mins					
1:00 PM	30 mins	Step 2 Study Time	Step 2 Study Time	Step 2 Study Time	Step 2 Study Time	Step 2 Study Time
1:30 PM	30 mins					
2:00 PM	30 mins					
2:30 PM	30 mins					
3:00 PM	30 mins					
3:30 PM	30 mins					
4:00 PM	30 mins					
4:30 PM	30 mins					

2023 Prologue IV Student Schedule						
Week Two--IN PERSON 3900 SIERRA CIRCLE, 3RD FL, LC 32 & 31, CENTER VALLEY						
Start Time		Mon 6/12 SIM	Tues 6/13 SIM	Wed 6/14 SIM	Thurs 6/15	Fri 6/16
		Tampa coaches	Tampa coaches	Tampa coaches	Tampa coaches	AM Tampa Coaches
8:00 AM	30 mins	8a Check-in Eygnor LC32	8a Check-in Greenberg and midterm feedback - LC32	8a Check-in Eygnor LC32	8a Check-in Schroeder LC32	8a Check-in Schroeder LC32
8:30 AM	30 mins	8:00-12:00 VBPC Special Populations Eygnor *SEE POSTED SCHEDULE	9:15-11:15 Team Steps refresher O'Brien/Coaches 11:30 Sim PreBrief LC32	8:00-12:00 VBPC: Hospice & Palliative Care Eygnor LC32	8:15-9:30 Leadership: Levels of Systems Break 9:45-10:45 Leadership with Feeling 11:00-12:00 Brand Schroeder - LC32	8:00-12:00 Leadership: Branding and Elevator Speech Schroeder LC32
9:00 AM	30 mins					
9:30 AM	30 mins					
10:00 AM	30 mins					
10:30 AM	30 mins					
11:00 AM	30 mins					
11:30 AM	30 mins					
12:00 PM	30 mins	Lunch provided - LC31	Lunch provided - LC31	Med Staff Lunch provided in LC31	Lunch provided 12-1 in LC31	Box Lunch provided 12-1 in LC31
12:30 PM	30 mins	12:30 VBPC Shared Decision Making <u>Sim Experience</u> (Prebrief and SIM) LC32 ----- DOCTORING IV and EPA course Orientations Tampa Faculty LC32	12:30 Team Steps <u>Sim Experience</u> ----- Midterm Feedback ERAS, CV, Interview, Queries (Greenberg) LC32	12:30 VBPC Breaking Bad News <u>Sim Experience</u> ----- Shared Decision Making Kane LC32	1:00-2:00 Branding (continued) Break 2:15-4:15 Negotiation Bean LC32 4:30p close out coaching groups SELECT brand	1:00 Evaluation/ Prologue Closing LC32 2:30-5:00p Mask Fit-Test LC31 and ERAS Pictures LC38 & 37
1:00 PM	30 mins					
1:30 PM	30 mins					
2:00 PM	30 mins					
2:30 PM	30 mins					
3:00 PM	30 mins					
3:30 PM	30 mins					
4:00 PM	30 mins					
4:30 PM	30 mins				Check-out: groups	

Course B: Epilogue: 30 hours

Course B: Epilogue: 30 hours

This is a one-week conclusion to four years of SELECT. It consists of coaching groups, and small and large group learning sessions. Content covered is based on developing Leadership Skills, understanding Advanced Health Systems, and delivering Values-Based Patient Centered Care. Individual sessions are geared towards preparing students for the transition to residency and include learnings regarding legal issues, avoiding burnout and professionalism. The week also includes a day solely devoted to a simulation and written assessment.

2023 Epilogue Schedule:

Mon, 3/18	Tues, 3/19	Wed, 3/20	Thurs, 3/21	Fri, 3/22
Capstone (Please see the Capstone Syllabus for more information)	Written, Simulation & Oral Assessment	AM – PM Sessions	AM – PM Sessions	AM – PM Sessions

*Please see the Capstone Syllabus for more information

Required and Recommended Textbooks

Required readings and on-line materials will be assigned and distributed in Canvas.

Course Learning Activities:

Course B: Additional Online IHI Content: 20 Hours

Complete Online IHI Modules (20 Hours)

Students are responsible to complete the necessary modules to receive the IHI Open School Basic Certificate listed below. Students are responsible for uploading the final certificate of completion into Canvas. IHI online modules due on or before Monday, February 13, 2023. Please check your Canvas announcements for more detail.

Complete **all 13** modules listed below:

Quality Improvement

QI 101: Introduction to Health Care Improvement

QI 102: How to Improve with the Model for Improvement

QI 103: Testing and Measuring Changes with PDSA Cycles

QI 104: Interpreting Data: Run Charts, Control Charts, and other Measurement Tools

QI 105: Leading Quality Improvement

Patient Safety

PS 101: Introduction to Patient Safety

PS 102: From Error to Harm

PS 103: Human Factors and Safety

PS 104: Teamwork and Communication

PS 105: Responding to Adverse Events

Leadership

L 101: Introduction to Health Care Leadership

PFC 101: Introduction to Person- and Family-Centered Care

Triple Aim

TA 101: Introduction to the Triple Aim for Populations

The following modules are all **optional**, but could be a great addition to your résumé or CV:

QI 201: Planning for Spread: From Local Improvements to System-Wide Change

QI 202: Addressing Small Problems to Build Safer, More Reliable Systems

PS 201: Root Cause Analyses and Actions

PS 202: Achieving Total Systems Safety

PS 203: Pursuing Professional Accountability and a Just Culture

PFC 102: Key Dimensions of Patient-and Family-Centered Care

PFC 103: Incorporating Mindfulness into Clinical Practice

PFC 104: Confronting the Stigma of Substance Use Disorders

PFC 201: A Guide to Shadowing: Seeing Care through the Eyes of Patients and Families

PFC 202: Having the Conversation: Basic Skills for Conversations about End-of-Life Care

PFC 203: Providing Age-Friendly Care to Older Adults

TA 102: Improving Health Equity

TA 103: Increasing Value and Reducing Waste at the Point of Care

TA 104: Building Skills for Anti-Racism Work: Supporting the Journey of Hearts, Minds, and Action

TA 105: Conservative Prescribing

TA 201: Pathways to Population Health

Course B: Additional Longitudinal Assignments: 32 Hours

Complete the assignments which will be posted in Canvas. Students are responsible for completing these assignments in Canvas by the due dates. Please check your Canvas announcements for more detail. Deadlines are strictly enforced. Please refer to late completion of assignments section below. These longitudinal assignments may be multiple choice, short answer, and/or reflective writing assignments. They may include video and/or podcasts to be reviewed. For reflective assignments, students will respond in a self-written essay (no AI tool assistance permitted) that is 1-2 pages in length in response to a prompt posted on Canvas. Written assignment expectations: Writing is of publication quality. Submission does not have track changes or unresolved comments in the document. There are no significant errors in grammar, tense or voice. The student followed the assignment instructions in these areas and regarding formatting.

PROFESSIONAL DEVELOPMENT COACHING

A vital component of student development revolves around the coaching relationship. Coaching is a one-on-one relationship of trust aimed at fostering learning and professional growth, for the purpose

of enhancing behavioral change. “Coach” refers to the one who provides coaching, while the “Coachee” refers to the one who receives coaching.

Course A & B: Professional Development: 18 Hours

Participate in one-hour coaching sessions throughout the two semesters. Coaching sessions will take place once a month. Students are responsible for coordinating sessions with their coaches. Student will work on Professional Development plan “experiments” in between 1:1 coaching sessions. *PDP experiments will be based around the Intentional Change model, with a focus on applying to residencies & interviewing.* PDP experiments will be discussed with their coach.

SELECT coaching sessions consist of “coaching groups” that pair two Faculty Coaches with eight to nine students per group. Each Faculty Coach from USF Tampa will partner with a coach from USF Lehigh Valley campus.

Students review professional development plans periodically with peer and faculty coaches to identify achievements and to set new goals and benchmarks. Through these activities, faculty coaches help students synthesize and apply the unique content in the SELECT curriculum.

PEER COACHING

Peer coaching is an ongoing process by which adults with a common interest share knowledge and expertise. The goals of peer coaching in the SELECT program are to develop coaching skills, receive coaching from a peer, and to strengthen peer collaboration skills. The intended outcome is that students strengthen skills in emotional intelligence, learn coaching skills, obtain clarity on career path, experience giving/receiving supportive feedback, become “thought partners” with one another, and generate ideas for summer immersion experience.

Guidelines for peer coaching sessions are as follows:

- Peer coaching roles: thinking partner, objective support, accountability partner, helper.
- Focused on career interests, development goal, research project and/or proposal ideas for summer immersion experience.
- Avoid criticism, judgment, analysis, and blame.
- Give equal airtime.
- Providing encouragement, ideas, a different perspective on obstacles and opportunities, and accountability to actually do what you know you need to do differently.

Course A & B Communication - Canvas and Email:

Please be sure to check both Canvas and your USF/LVHN email regularly. Course materials will be posted on Canvas. In the event of a major announcement or change in meeting location, you will receive an email.

Grading Components

Quizzes, Online Assignments, Evaluations, OSSE exams

Participation Grade shall include but is not limited to:

- Unexcused absence, late attendance in the classroom or clinical activity, late or delinquent assigned curriculum assignments (self-learning assignments, PDP, 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.
- Serial participation citations will be subject to a review in professionalism by the Course Director in consultation with the applicable Assistant Dean of Curriculum.
- The course director will receive feedback regarding small group participation from coaches. The submission of an optimally designed professional development plan (PDP) in a timely fashion is also required and is part of the professionalism (but will not count towards the course grade).

For participation—unexcused (referring to both late students and no-shows):

1st participation infraction as defined in the syllabus—lose 5% of participation

2nd participation infraction as defined in the syllabus—lose 5% of participation

3rd participation infraction as defined in the syllabus—lose 5% of participation

After 3 infractions, the student may be referred to the APRC and is at risk of failing the course.

SELECT Late Penalty Policy

Course A & B

As outlined in the student handbook, a standard USF MCOM SELECT late policy has been developed and is below. This Policy is for ALL SELECT courses.

1. Course Grade Penalties (Applies only to courses that are H/PC/P/F or A/B/C/F):

In the case of a student violating a deadline with one late submission through the span of the longitudinal SELECT course, the student is ineligible for an Honors (or Letter Grade A) grade within said course. If a student violates two assignments or assessments (or a combination thereof) deadlines, by which accumulating two late submissions throughout the span of the year-long SELECT course (includes part A and B), the student is ineligible for a Pass with Commendation (or Letter Grade B) grade in said course. Note: A Pass or higher in SELECT 1, SELECT Summer Immersion, SELECT 2, SELECT 3, SELECT 4 and a Letter Grade of A or B in the SELECT Capstone Course is required to be eligible for the SELECT Graduate Certificate.

Assignment/Assessment Grade Penalties

When a student submits any late assignment/assessment, within or up to two days of the predetermined deadline, the student is only eligible to receive a maximum grade of 75% of the total value of the original maximum grade eligible for that assignment/assessment. When a student submits any late assignment/assessment, after two days and up to seven days of the predetermined deadline, the student is only eligible to receive a maximum grade of 50% of the total value of the original maximum grade eligible for that assignment/assessment. There will be no credit given to students who submit any assignment or assessment beyond seven days of the stipulated deadline.

2. Course Completion Requirement

In order to be eligible for a passing course grade, all required assignments and assessments must be submitted and at the passing level determined for that assignment/assessment. Failure to submit any assignment or assessment will result in the assignment of an incomplete, R (remediation) or F (fail) grade depending on the circumstances. Graduation from medical school requires all assignments to be complete.

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

Course A will be graded Pass/Fail

Course B will be graded "H/PC/P/F/I/R." See below for the assessment methods that will be used, completion of EACH component is required to achieve a grade of "pass."

Final grade of the course is determined as follows:

Grading Components:

Course A:

- Participation/Assignments/Attendance at Prologue/Course A (18%); 74.5% or above is required to pass Course A.

Course B:

- Must have passed Course A
- Participation/Assignments/Attendance at Epilogue/Course B (12%)
- Completion of assignments and Reflective Writing Exercises (30%)
- Completion of scheduled coaching and coaching activities (10%)
- Completion of Online IHI Modules (10%)
- Assessment-Written (4%), Simulation (8%), and Oral (8%) for total of 20%

Honors Eligibility

In addition to the description above, in order to be eligible for a grade of honors, a student must achieve ALL of these and achieve a 96.5% or higher summative score.

Pass with Commendation Eligibility

In addition to the description above, in order to be eligible for a grade of pass with commendation, a student must achieve ALL of these and achieve a 93.5% or higher summative score.

Pass Eligibility

In addition to the description above, order to be eligible for a grade of pass, a student must achieve ALL of these and achieve a 74.5% or higher summative score.

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 any exam assignments/assessments
- 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

ALL aspects of both courses listed above must be completed in order to pass. If you do not do so, you will be given an incomplete until requirements are met.

Fail

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

- The student consistently demonstrates unprofessional behavior
- The student has assignments which are still due to the course director, but the student has not completed them despite extended due date

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

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.

Within the SELECT courses, faculty and staff will document and communicate unprofessional behaviors to the Course director. Depending on the nature and type of behavior reported, consequences can range from, but are not limited to, the following.

- 1) verbal coaching for immediate self-correction
- 2) grade consequences (e.g., impacting participation grade components or issuing grade penalties),
- 3) reporting to the Academic Performance Review Committee (APRC) for follow-up action.

Faculty and students can also confidentially report professionalism concerns or exemplary professional behaviors to the Office of Student Affairs using this link: [Professional Behavior Report](#).

Examples of unprofessional behavior - The following are listed types of unprofessional behaviors, grouped within four different behavioral themes, and used by the faculty for monitoring student professional behavior.

Involvement: unexcused absences, being late for assigned activities, not meeting course deadlines, poor teamwork

Interaction: poor communication (verbal and non-verbal), disruptive behavior in teaching sessions, inappropriate attire, bullying, discrimination, sexual harassment

Introspection: avoiding feedback, not accepting feedback, resistance to change, lack of insight in one's own behavior, blaming external factors rather than one's own behavior, unaware of personal limitations

Integrity: cheating on exams, lying, plagiarism, misrepresentation of one's own work, data fabrication or falsification

Unexcused Absence Grade Penalty, applies only to courses that are H/PC/P/F graded.

Students will have access to self-monitor their course attendance record in Canvas. In the case of an unexcused absence for a course, no penalty will be applied for the first occurrence. In the case that two (2) unexcused absences are reported for a course, the student will not be eligible for an Honors (H) grade within that course. If three (3) unexcused absences are reported, the student will not be eligible for a Pass with Commendations (PC) grade for the course. If a student has four (4) or more unexcused absences within any course, the course director and the Associate Dean, UME, will be consulted. Additionally, a professionalism report will be filed, and the student will be reported to the APRC for further action.

Mid-term Feedback Guideline:

Student will receive formative feedback on academic performance midway through the course.

Course A:

During Prologue, students in danger of failing will be notified in person by the course director. The student will be provided with a summary of the necessary progress to fulfill the requirements of the course.

Course B:

In early December, students will receive an email with available meeting dates and times to schedule midterm feedback with the course director. It is the student's responsibility to reply to coordinator with preferred date and time for this mandatory meeting. Students will be prompted to submit the provided standardized summary of their progress in the course so far, including items that they have completed as well as items that have yet to be completed in order to fulfill all requirements of the course. Student progress will be discussed during the meeting with the course director. See below for a sample of the evaluation. The signed written feedback will be uploaded by the student as an assignment in Canvas. Coaching feedback (Appendix 2) will be provided in parallel.

Welcome to the SELECT Year 4 Course B Midterm Feedback Survey. (Subject to change)

Please type your name.

What are you finding challenging about Year 4 of medical school?

What specialty are you applying for?

Describe one item that you like best about the SELECT 4 program.

What opportunity for improvement exists for SELECT 4 curriculum?

I understand Epilogue runs from March 18, 2023-March 22, 2024, and that attendance is mandatory. I have received the student absence policy described in the course syllabus

Yes

No

List the four SELECT EPAs (See Appendix A)

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 course 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 Course 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.

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.

Title IX Policy:

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.

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/3f61yj1s6pifqi3y54g6ett1gvhp69vf>)
- Reporting form
(https://usf.az1.qualtrics.com/jfe/form/SV_1Bp3G5gDKvCvzIV)

Attendance Procedure

Clinical Clerkships and Courses – Guidelines for Excused and Unexcused Absences

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.

EVENT	ABSENCE EXCUSED? (Yes/No) MAKE UP TIME NEEDED?	Course Exams (attendance is required) Absence Excused? (Yes/No)
Student illness, including infections that could put patients or other staff at risk	Yes Yes, if > 1 day missed. Student responsible to reschedule missed experiences.	Course Tests – Yes Clinical Practice/Oral Exams – Yes Make-up arrangements coordinated with course
Illness or death of a close family member or close friend	Yes Yes, if > 1 days missed. Student responsible to reschedule missed experiences.	Course Tests – Yes Clinical Practice/Oral Exams – Yes Make-up arrangements coordinated with course
*Birth of a child (student is the mother or father)	Yes Please see parental leave section	Yes Please see parental leave section
*Religious holidays	Yes, if > 1 day missed. Student responsible to reschedule missed experiences. Reasonable accommodation will be made to schedule around requested observed holidays during rotation.	Course Tests – Yes Clinical Practice/Oral Exams – Yes Make-up arrangements coordinated with course director when circumstances
*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.	Course Tests – Yes Clinical Practice/Oral Exams – Yes

*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.	Course Tests – No Clinical Practice/Oral Exams – No
*Presenting at a medical conference and the student asked for permission prior to committing to the conference.	Yes 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.	Course Tests – Yes Clinical Practice/Oral Exams – Yes
*Attending a medical conference and the student asked for permission prior to committing to the conference.	Yes Attempts will be made to schedule the student so that the absence is minimally disruptive. Student responsible to reschedule all missed experiences.	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).	Yes Student should only miss the minimal time necessary and is responsible to reschedule any necessary experiences.	Course Tests – No Clinical Practice/Oral Exams – No
Birthdays, Trips, Reunions, and other personal activities	No, absence will impact final grade. Yes, for all days missed. Student responsible to reschedule all missed experiences.	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 Student Affairs	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.*

Holidays:

- Thanksgiving: shall be observed beginning at 6pm on the Wednesday before Thanksgiving and ending on Sunday evening; these count as days off.
- Students are not required to report to clerkships over the university winter break and spring break. In rare instances, students may work over these breaks to make up time for absences.
- Other university holidays (e.g. Independence Day, Labor Day, Memorial Day, Martin Luther King Day) shall be treated like weekend days, on which students may be on call. If a student is scheduled to work these days it will be designated "holiday call" in their schedule. They should expect to work a full day unless otherwise told by their Clerkship Director or coordinator.

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](#).

Sessions Recording Procedure

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.

University Regulations and Policies: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

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

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

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.

APPENDIX 1

SELECT Entrustable Professional Activities:

1. Values Based Patient Centered Care

EPA #1: The resident should be able to conduct an effective goals of care conversation with patients, families and the patient's interprofessional team.

2. Leadership

EPA #2: The resident should be able to effectively participate and positively manage a collaborative team that affects patient care.

3. Scholarly Excellence

EPA #3: The resident should be able to systematically investigate, and then disseminate the results of, a medical question with a focus on Health Systems, Values Based Patient Centered Care, and/or Emotionally Intelligent Leadership.

4. Health Systems

EPA #4: The resident should be able to integrate understanding of health systems into individual patient care.

APPENDIX 2

Coaching Mid-term feedback form

If there is a COI, please suspend this evaluation and indicate that for the suspension reason (e.g. I have a conflict of interest).

By submitting this form, I attest that I do not have a conflict interest (COI) with this person.

(Question 2 of 5 - Mandatory)

During 1:1 coaching sessions the student:		N/A	No	Yes
1.	Was receptive to feedback	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
2.	Acted on the feedback	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
3.	Appeared engaged in the discussions	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2

(Question 3 of 5 - Mandatory)

During the in-class small group sessions the student:		N/A	No	Yes
1.	Contributed positively to the group atmosphere	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
2.	Was actively engaged in discussions	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
3.	Interacted well with their colleagues	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2

(Question 4 of 5 - Mandatory)

Professionalism		N/A	No	Yes
1.	The student showed respect and civility towards others	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2
2.	The student worked cohesively in a team-based environment	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2

(Question 5 of 5)

What did the student do particularly well in the small group setting?

What can the student do in future group discussions to help the group function at its best?