

# **University of South Florida**

## *Morsani College of Medicine*

# **ACTING INTERNSHIP**

## **FAMILY MEDICINE**

### **MDI 8120**

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



#### Transmissible Disease Procedures

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

### **Acting Internship Catalog Description**

This elective provides students with a Family Medicine residency experience at the intern level.

### **Acting Internship Director/Coordinator contact information.**

#### **Faculty**

AI Director:

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#### **Key Contacts**

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### **Acting Internship Director's Welcome/ How To Be Successful**

#### ***Acting Internship Director's Welcome***

Hello, and welcome to the Family Medicine Acting Internship. Recognizing that to this point most of you have never experienced a Family Medicine residency, we are certain you will find it challenging, eye opening and enjoyable. For those who have already decided to do Family Medicine I am certain that this will solidify your decision. For those that are still uncertain we hope it will help clarify what family physicians can do and how they are trained. And for those who will be matching in a different specialty, we are certain that this will strengthen your clinical skills and add to your capabilities no matter what specialty you have selected.

We truly hope you will enjoy this clerkship. Everyone is working hard to make this clerkship the best possible. We look forward to working with you during this clerkship.

Sincerely,

Eduardo C. Gonzalez, MD, FAAFP  
Director, Family Medicine Acting Internship

## ***How To Be Successful***

### ***Professionalism***

Professionalism is grounded in the fundamental values of honesty, integrity and fairness and is an essential part of the practice of medicine. Students are expected to display and will be examined by these exemplary behaviors. Students are expected to appreciate their responsibility to their profession.

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

Anyone seeking impartial assistance to identify and navigate professionalism concerns affecting faculty-student relations, academic achievement and/or institutional effectiveness may contact Olga Skalkos, PhD, at the Office of Student and Resident Professional Development (OSSR) (813-974-8509).

Anyone seeking to report lapses in professionalism may contact any of the following:

Kira Zwygart, MD, Associate Dean for Student Affairs (813-974-2068)

Bryan Bognar, MD, Vice Dean for Educational Affairs (813-974-7131)

Cuc Mai, MD, Associate Dean and DIO, Graduate Medical Education (813-974-4478)

Deborah DeWaay, MD, Associate Dean for Undergraduate Medical Education (813-974-7131)

### ***Professional Behavior***

The following are guidelines that all students are expected to follow throughout this clerkship. You may find that they are also important in other clerkships as well and throughout your training and future practice.

1. **Punctuality is key.** Students are expected to be on time to work. Tardiness will not be favorably looked upon. Be aware of how long it will take you to get where you are expected. If you are going to be late, call those expecting you in advance.
2. **Dress for the job.** As per the USFMCOM Dress Code Policy, medical students “are expected to maintain a proper professional image in their behavior and personal appearance at all times. White lab coats with name tags should be worn by all students.”

3. **Know when and where you need to be.** Frequently review your schedule and syllabus to verify the time and place you need to be. This will not only allow you to be on time but will also prevent you from wasting your own time if you are not expected.
4. **Emergencies/illnesses do occur.** Your preceptors recognize that situations arise which require students to miss time from their course/clinical responsibilities. **As per the USFMCOM**

**Student Handbook, when an absence is necessary “the student will telephone the preceptor and the Clerkship Director in charge to report his/her absenteeism by 8:00am on the first day of being absent. He/she should indicate the nature of the emergency. It will be prerogative of the Course Director, following consultation with the student to excuse the absence. The student absenteeism form will be completed and forwarded to the Office of Student Affairs by the Course Director.”** If the student cannot reach the Course Director, he/she should call our Education Coordinator, (**Linda Giordano, 974-1996**); leave a message on the Course Director’s voicemail (**Dr. Gonzalez, 974-1997**) and the site where they are rotating at (**Bayfront Medical Center or Morton Plant Mease Health Care**).

If a student is ill for more than one day, he/she must bring in a doctor’s note. In situations where the student knows he/she will be absent from any responsibilities for other than medical reasons, the student is **required to ask the Course Director’s permission in writing at the earliest possible time and at least one week prior to the date of scheduled absence. Non-emergent requests made within 1 week will not be approved.** Absences will be expected to be made up at the residency site or in the USF Family Medicine Clinics at the discretion of the Course Director. Make up schedules at the USF Medical Clinics will be coordinated through the education office.

5. **Be professional.** Remember you will need to earn the respect and trust of your patients. As student physicians, you will be expected to behave politely and professionally. Be courteous to the needs of patients and respect their privacy. Be careful not to discuss patient cases in public settings as their illness and history are confidential. In addition, drape patients appropriately during exams and request a chaperone when necessary.
6. **Be prepared.** This means keeping up with the reading assignments and being ready to discuss topics in clinics and during case conferences.
7. **Be careful.** Remember that as a student, you should not act independently or without the knowledge of those legally responsible for the care of the patient. If you are uncertain whether you need a chaperone or are uncomfortable with an exam, let your preceptor know. Every patient needs to be seen by your preceptor.

## ***Survival Tips on Acting Internship***

The following are some excellent tips taken from the “Primer to the Internal Medicine Clerkship” but can be applied to any clerkship regardless of the clerkship discipline. We encourage you to read them.

1. Find out what your preceptors expect of you. Meet and try to exceed their expectations.

Be fully prepared and on time for work rounds. Have a daily plan for your patients’ care. Initiate contact with consultants as appropriate. Participate in or observe as many procedures as possible, even if you are not following the involved patient. Learn about the other patients on your team, at least to gain a basic understanding of what is going on with each of them. Help team members when needed, however not to a degree which interferes with your self-directed learning.

2. Go the extra mile for your patients. You will benefit as much as they will.

Communicate effectively with your patients, spending time to learn about who they are. Discuss diagnostic and therapeutic plans with patients and their families. Feel free to have emotional discussions with patients when appropriate. You may be able to provide substantial information and support.

3. Go the extra mile for your team. Additional learning will follow.

Being a “team player” is important – being available is also key to learning and seeing procedures or newly admitted patients. You may not always recognize it, but you are an integral part of the inpatient care team. Knowing your role is important – generally being flexible and “going with the flow” is best, however if you have an important question or concern, it is important to make this known. Often, your observations will serve as valuable contributions to patient care.

4. Organization is crucial to success without stress.

Keep a calendar and mark all conferences/call days right away. Develop a system for maintaining patient data and noting trends in laboratory results (i.e. hemoglobin trending down or creatinine trending upward). Be able to have pertinent information (vital signs, laboratory or test results) easily available on rounds.

5. Read consistently and deeply. Demonstrate that you are a self-directed learner as you raise what you learn in your discussions with your team and in your notes. A goal should be to integrate your basic science knowledge to your patient.

6. Follow through on every assigned task.
7. Ask good questions.
8. Educate your team members about what you learn whenever possible.

Strive to practice evidence-based medicine. Use evidence-based guidelines whenever possible and learn from them. It is our responsibility to bring the best scientific evidence to every clinical decision that we make.

9. Speak up – share your thoughts in teaching sessions, share your opinions about your patients' care, constructively discuss observations about how to improve the education you are receiving and the systems around you.
10. Actively reflect on your experiences.
11. The more you put in, the more you will gain
12. Always pay attention, even when the focus is not on you or your patient. Learning moments may come when you least expect them.
13. Be caring and conscientious and strive to deliver outstanding quality to your patients as you learn as much as you can from every experience.

### ***Getting Help***

Any student having academic or personal problems during the rotation is encouraged to contact the Acting Internship Director as soon as possible. In this way, we can provide you appropriate counseling during the rotation. If there are academic concerns regarding your rotation, we can make the appropriate suggestions. Alternatively, if there are other problems, we can place you in contact with the appropriate services available to our medical students.

### ***Standard Precautions (formerly called Universal Precautions)***

The USF Health Sciences Center endorses the use of Standard Precautions for all patients and all blood, body fluids and body substances. Standard Precautions embrace the concept that all patients are to be considered potentially infectious; precautions are appropriate when there is the potential for exposure to blood, body fluids, and other potentially infectious material.

Precautions include:

- Wash hands before and after patient contact
- Wear gloves when contact with body substances, mucous membranes, and/or non intact skin is likely
- Wear mask and goggles/face shield when face/mucous membranes may be splashed or aerosolized
- Wear gown or plastic apron when clothing may become soiled
- Dispose of all sharps (e.g. needles, scalpel blades) in designated red biohazardous containers
- Use resuscitation device when providing mouth-to-mouth resuscitation

### ***Bloodborne Pathogen & Communicable Disease Exposures***

Report immediately all exposures to supervisor. Supervisor will access evaluation/treatment through the Occupational Health Department at the facility where the incident occurs.

Consult orange exposure cards for specific names and phone numbers. Infectious Disease Center (974-3163) or the Infectious Disease Fellow on call (974-2201) are available as needed.

Note: The site where the exposure occurs is responsible for the initial exposure management.

### ***HIPAA and Patient Confidentiality***

As a medical student, you are required to abide by the HIPAA rules and regulations. Each time a patient sees a doctor, is admitted to a hospital, goes to a pharmacist or sends a claim to a health plan, a record is made of his or her confidential health information. The Health Insurance Portability and Accountability Act (HIPAA) of 1996 was enacted by Congress to create a national standard for protecting the privacy of patients' personal health information (PHI). This regulation requires safeguards be in place to protect the security and confidentiality of an individual's protected health information.

HIPAA affects all healthcare organizations and its components, including:

- Health care providers (including medical students),
- Health plans,
- Employers,
- Public health authorities,
- Life insurers,
- Clearinghouses,
- Billing agencies,



- Information systems vendors,
- Service organizations, and
- Universities.

#### Primary Goals of HIPAA:

1. Improved efficiency in healthcare delivery by standardizing electronic data interchange, and
2. Protection of confidentiality and security of health data through setting and enforcing standards.

#### Examples of Protected Health Information:

Protected health information (PHI) is individually identifiable information, which is created, modified, received or maintained by a covered entity that relates to an individual's past, present or future physical or mental condition, treatment or payment for care. This information is protected if transmitted in electronic, written or oral form. The following information may be considered PHI or may contain PHI:

- Diagnosis of a certain condition
- Procedure codes on claim forms
- Explanation of Benefits (EOB)

Protected health information does not necessarily need to provide an individual's name, address or social security number to be considered individually identifiable information.

Training activities take place in clinical areas that may pose risks that unauthorized individuals may overhear, see, or receive PHI. We can never completely eliminate these incidental disclosures, but we must take reasonable measures to reduce them.

Whenever possible, discuss cases in private areas where the conversations cannot be overheard. When appropriate, avoid the use of names or other identifiers when discussing cases.

Training documentation maintained by students will often contain PHI. Patient logs maintained on PACES are HIPAA compliant. Students are fond of keeping "cheat sheets" and crib notes on patients that they are following. Please be aware that patient lists, trackers, and any similar documentation should be treated as PHI. You should maintain the privacy of these entities as you would the patient's records.

## ***Academic Honesty***

All students of the USF Morsani College of Medicine are asked to sign a copy of the Student Pledge of Honor when they begin the first year. The Honor Code represents a model by which students begin to frame their professional behaviors and standards aspired to by future physicians and researchers.

Any action that conflicts with the spirit of professional and personal behavior as described in The Preamble to the Student Pledge of Honor shall constitute violations of the Honor Code. A student whose actions are inconsistent with the spirit of the Honor Code may be accused by another student of violating the community spirit. Such actions include but are not limited to

- lying,
- cheating,
- stealing,
- plagiarizing the work of others,
- causing purposeful or neglectful damage to property,
- impeding the learning process of a colleague,
- jeopardizing patient care in any way,
- failing to pursue others' actions thought to be in violation of the Honor Code.

In the interest of promoting personal responsibility, a student who suspects a peer of violating the Honor Code is encouraged to confront that peer with the grievance and to attempt to resolve it independently. Should this not be possible, a suspected violation of the Honor Code shall be reported to any Honor Representative within three school days and the procedures set forth in the Honor Code bylaws are to be implemented.

The bylaws describe a procedure by which a satisfactory resolution to the situation may be achieved. The fundamental points of this process include a trial by a jury of peers, protection of anonymity, and self-government within the USF Morsani College of Medicine. The accused shall have the right to appeal any decision of the Honor Trial Jury.

***Acting Internship Objectives – All Acting Internships***

Course Objective	Program Objective	Specialty Track Phase Objectives
<p>Student will demonstrate the ability to gather a history from patients with a variety of clinical conditions within the course's specialty</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge,</p>	<p>EPA 1: Gather a history and perform a physical examination</p>

	<p>skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability to perform a physical exam with a variety of clinical conditions within the course's specialty</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	<p>EPA 1: Gather a history and perform a physical examination</p>

	<p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability to prioritize a differential diagnosis and give rationale for prioritization</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations</p> <p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>2.4 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p>	<p>EPA 2: Prioritize a differential diagnosis following a clinical encounter</p>

	<p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty</p>	
<p>Student will demonstrate the ability to recommend and interpret diagnostic tests for patients based upon their differential diagnosis</p>	<p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p> <p>1.9 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p>	<p>EPA 3: Recommend and interpret common diagnostic and screening tests</p>

	<p>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</p> <p>3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.1 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
<p>Student will demonstrate the ability to create and implement a therapeutic plan based upon their differential diagnosis which includes entering orders and prescriptions.</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.6 Develop and carry out patient management plans</p>	<p>EPA 4: Enter and discuss orders and prescriptions</p>

	<p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>3.7 Use information technology to optimize learning</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
<p>Student will demonstrate the ability to document a clinical encounter in the patient record</p>	<p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>1.6 Develop and carry out patient management plans</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.2 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p>	<p>EPA 5: Document a clinical encounter in the patient record</p>



	<p>4.5 Maintain comprehensive, timely, and legible medical records</p> <p>5.4 Demonstrate accountability to patients, society, and the profession</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients</p>	
<p>Student will demonstrate the ability to see multiple patients in a clinical session while maintaining accuracy and thoroughness of their history taking, physical exam skills, ability to create a differential diagnosis and implementation of the clinical plan.</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>1.6 Develop and carry out patient management plans</p> <p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a</p>	<p>EPA 1-5</p>

	<p>broad range of socioeconomic and cultural backgrounds</p> <p>4.2 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.5 Maintain comprehensive, timely, and legible medical records</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>5.4 Demonstrate accountability to patients, society, and the profession</p> <p>5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
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	<p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability to provide a concise yet pertinent oral presentation of a clinical encounter</p>	<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise</p> <p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior</p> <p>8.5 Demonstrate trustworthiness that makes</p>	<p>EPA 6: Provide an oral presentation of a clinical encounter</p>

	<p>colleagues feel secure when one is responsible for the care of patients</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to investigate clinical questions and apply evidence they obtained from the literature to patient care.</p>	<p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>2.4 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>3.1 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes</p> <p>3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems</p> <p>3.7 Use information technology to optimize learning</p> <p>3.9 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes</p>	<p>EPA 7: Form clinical questions and retrieve evidence to advance patient care</p>

	<p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will participate in the patient handover process to responsibly transition care</p>	<p>1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes</p> <p>3.5 Incorporate feedback into daily practice</p> <p>3.7 Use information technology to optimize learning</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.3 Work effectively with others as a member or leader of a health care team or other professional group</p> <p>5.3 Demonstrate respect for patient privacy and autonomy</p>	<p>EPA 8: Give and receive a patient handover to transition care responsibility</p>

	<p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will demonstrate the ability to collaborate as a member of an interprofessional team</p>	<p>3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.3 Work effectively with others as a member or leader of a health care team or other professional group</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>5.1 Demonstrate compassion, integrity, and respect for others</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p> <p>6.2 Coordinate patient care within the health care system relevant to one's clinical specialty</p>	<p>EPA 9: Collaborate as a member of an interprofessional team</p>

	<p>7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust</p> <p>7.2 Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served</p> <p>7.3 Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations</p> <p>7.4 Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.6 Provide leadership skills that enhance team functioning, the learning environment,</p>	
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	<p>and/or the health care delivery system</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to recognize if a patient needs to be transitioned to an increased or decreased level of care</p>	<p>1.1 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system</p> <p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.4 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests</p> <p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.6 Develop and carry out patient management plans</p> <p>1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings,</p>	<p>EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management</p>



	<p>and following up on patient progress and outcomes</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.6 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p>	
<p>Student will participate in obtaining consent for therapeutic care where verbal consent is required</p>	<p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.6 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making</p> <p>4.1 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p>	<p>EPA 11: Obtain informed consent for tests and/or procedures</p>

	<p>4.5 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions</p> <p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care</p> <p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.5 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to perform procedures appropriate for their track specialty</p>	<p>1.1 Perform medical, diagnostic, and surgical procedures considered essential for the area of practice.</p> <p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other</p>	<p>EPA 12: Perform general procedures of a physician</p>

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

1. Integrate the student into the hospital teaching service such that the student functions at the level of an intern, managing their own patients under the supervision of a senior resident
2. Educate the student regarding common medical problems requiring hospital admission, indications for common in-patient procedures, discharge planning, and legal/ethical/cost considerations

**Acting Internship Schedule**

***Curricular Design***

The aim of the Family Medicine Acting Internship (AI) is to introduce you to the specialty of Family Medicine and experience the breadth of training required of a Family Medicine intern.

The AI is a 4-week rotation that will provide you with the opportunity to experience how family medicine residents are trained in a community-based residency. You will have a continuous experience with family medicine residents and faculty and be treated as a fellow member of the program. Though there may be some variation in your duties, the majority of your time will be spent as a member of the inpatient team for the residency. The service team is made up of an acting intern, one or two interns, one PGY-2, one PGY-3, and an attending physician. The team performs the initial evaluation for patients in conjunction with the emergency department staff. If the patient is admitted, the team performs the history, physical and subsequent inpatient care. The Family Medicine inpatient service is unique in that the team provides evaluative and inpatient services for a wide range of patients and problems which may include caring for patients in the Intensive Care Unit, OB/GYN floor, and newborn nursery. Upon discharge, every effort will be made for the acting intern to see the patient on follow-up in the continuity clinic.

***Responsibilities***

The student is expected to function as a Family Medicine intern under the direct supervision of the senior resident and attending. This includes pre-rounding on their patients, writing SOAP notes, attending morning report and teaching rounds, writing orders, following up on labs/consults/imaging, and doing discharge planning. Students will be expected to take some

form of call. Due to differences in how residencies handle call however, this may vary from what is required of residents and may differ depending on the site chosen.

### **Acting Internship Locations**

***The Family Medicine Acting Internship has two locations:***

USF Family Medicine Residency Program  
Program Director Elizabeth Lawrence, MD, FAAP  
Morton Plant Mease Health Care  
807 N. Myrtle Ave  
Clearwater, FL 33755-4254  
Phone: (727) 467-2517  
Fax: (727) 467-2471  
Email: [Tari.Renner@baycare.org](mailto:Tari.Renner@baycare.org)  
Website: <http://www.Fmres.org>

Bayfront Medical Center Family Medicine Residency  
Program Director Lorna Fountain, MD FAAFP  
700 6<sup>th</sup> Street, South  
Saint Petersburg, FL 33701-4815  
Phone: (727) 893-6156  
Fax: (727) 553-7340  
E-mail: [Cathleen.Broecker@orlandohealth.com](mailto:Cathleen.Broecker@orlandohealth.com)  
Website: <https://www.bayfrontstpete.com/family-medicine-residency>

Students will be assigned to only one location.

## **Acting Internship Educational Sessions/Materials**

### ***Didactic Sessions Format***

Students will be expected to attend the daily noon conferences that are given for the residents. These sessions generally consist of topics that are common to the practice of family medicine and will include both inpatient and outpatient problems.

### ***Required Diagnoses***

There are no required diagnoses for the experience

### ***Required Text***

None.

### ***Rotation Schedule***

Though the majority of this rotation will likely occur in the hospital on the inpatient service, in order to provide a broad experience into family medicine training, student schedules may also include experiences in outpatient clinics and specialty clinics. Students will also be expected to experience call during this 4-week rotation.

Schedules will be provided to the student at the start of the rotation at the specific residency site.

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

Final grade of the Family Medicine Acting Internship is determined as follows:

The student's final grade is determined solely by clinical faculty evaluations which is completed at the end of the 4-week experience. Students should solicit mid-rotation feedback from their resident and attending at the completion of the first 2 weeks of the experience. No feedback form is required; however, this will facilitate discussion of competencies met or issues that need to be addressed prior to the completion of the rotation.

### **FINAL GRADING AND RIME RUBRIC (H, PC, P, R, I, F)**

#### **Honors Eligibility**

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

- Consistently receives outstanding clinical evaluations [level of an intern – may have some level of a 4<sup>th</sup> year] from the residents and faculty
- Receives a final RIME scoring of at least a manager.
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all portfolio assignments on time

#### **Pass with Commendation Eligibility**

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

- Consistently receive above average clinical evaluations [level of a 4<sup>th</sup> year] from the residents and faculty
- Receives a final RIME scoring of at least Interpreter
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all portfolio assignments on time

#### **Pass Eligibility**

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

- Consistently receive average clinical evaluations [level of an early 4<sup>th</sup> year or 4<sup>th</sup> year] from the residents and faculty
- Receives a final RIME scoring of at least reporter with evidence of some interpreter skills
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all portfolio assignments on time

#### **Remediation**

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

- Consistently receives clinical evaluations from the residents and faculty which are at the level of a 3<sup>rd</sup> year student in a particular area (ie H&P, documentation).
- The student fails to hand in their completed assignments without being granted an extension for the assignments.
- Receives a final RIME score of reporters without evidence of advancement to interpreter.
- 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 fails to make up any absent sessions

**Fail**

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

- Consistently receives clinical evaluations from the residents and faculty which are at the level of a 3<sup>rd</sup> year student across multiple areas.
- The student fails to make up any absent sessions after one month of the conclusion of the rotation
- The student consistently demonstrates unprofessional behavior

**Professionalism:**

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

**GRADE APPEALS:**

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

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

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

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

**MCOM Clinical Years Monitoring Student Time Guideline**

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



Students, residents, and faculty are not permitted to allow/require deviation from the above rules.

### MCOM Medical Student Clinical Supervision Guideline

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

### Attendance

During the clinical years the student's responsibilities lie within the individual course. Attendance within a given course is a demonstration of attitude and professional behavior. This behavior impacts all members of the healthcare team, including fellow students and patients. Any absence from the course may have a direct impact on student performance, the clinical experience, the evaluation of professionalism, the overall grade, and the successful completion of the clerkship. Students who miss scheduled hours are expected to acquire the same level of competency as other students in the clerkship. Lectures, reading assignments and clinical duties will not be re-created or offset to accommodate any absences. **All absences are at the discretion of the course director. Students should follow the procedure guidelines for obtaining an excused absence outlined in the handbook.** The course director will use the guidelines outlined in the student handbook when determining if the absence is excused.

### Residency Interviews

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

### Mistreatment Guideline and Procedure

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

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

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

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

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

### Professionalism Guidelines and Procedures

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

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

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

### ***Title IX:***

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual

violence, relationship violence or stalking. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. Students who aren't sure what to do, should contact victim advocacy. Call (813-974-5756), email ([va@usf.edu](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.

### **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 Procedure. Please review MCOM's Student Handbook for the full text of this policy.*

### **Sessions Recording Guideline**

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

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

### **Student Accessibility and Accommodation**

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

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

Accommodations are not provided retroactively. Students are encouraged to register with Student Accessibility Services as soon as they begin their program. The University of South Florida Morsani College of Medicine encourages students to access all resources available through Student Accessibility Services for consistent support and access to their programs. More information can be found online at [Student Accessibility Services](http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-11-008.pdf).

### **LINK TO UNIVERSITY REGULATIONS AND POLICIES**

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

### **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.*

**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 to perform a physical exam

Track EPA 2 Student will demonstrate the ability to 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 to 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