

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 ONLINE _____
 MISC _____

DEPARTMENT NAME: **BMED**

COLLEGE OF: **COLLEGE OF BIOMEDICAL SCIENCE – MEDICAL EDUCATION PROGRAM**

RECOMMENDED COURSE IDENTIFICATION:

PREFIX BCC COURSE NUMBER 7112 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE: **INTERNAL MEDICINE SUB-INTERNSHIP**

EFFECTIVE DATE

(first term course will be offered)

FALL, 2014

CREDITS:

Textbook Information:

Medicine -Harrison's Principles of Internal Medicine, 16th Edition, Fauci, Braunwald, Kasper, Hauser, Longo, Jameson, Loscalzo, Editors, McGraw Hill

Radiology -Squire's Fundamentals of Radiology, 5th Edition, Novelline, Harvard University Press

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

Course Description, no more than 3 lines: This is a subinternship in internal medicine which represents an extension of the year 3 course and a transition to postgraduate medical training after obtaining the M.D. degree.

PREREQUISITES W/MINIMUM GRADE: * Accepted for matriculation in the FAU Medical Sciences program. Have successfully passed MBME step 1 exam.

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):
 STUDENTS MUST BE ADMITTED TO THE MEDICAL PROGRAM

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

**DEFAULT MINIMUM GRADE IS D-.*

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE : M.D./ PHD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

To Be Determined _____
 Faculty Contact, Email, Complete Phone Number _____

SIGNATURES

SUPPORTING MATERIALS

Approved by:

Department Chair: _____
 College Curriculum Chair: _____
 College Dean: _____
 UGPC Chair: _____

Date:

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

Dean of the Graduate College:

Email this form and syllabus to diamond@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FAU Medical Education Program. 2011-2012

Syllabus :

1. **Course title** : internal medicine subinternship

Course number: BCC 7112

Number of credit hours:

2. **Course prerequisites**:

Accepted for matriculation in the FAU Medical Sciences program.

3. **Course logistics**:

a. term:

b. not an online course

c. appropriate hospital wards and clinics

4. **Instructor information**:

Dr. Wechsner at the Cleveland Clinic

5. **TA contact information**:

N/A

6. **Course description**:

This is a subinternship in internal medicine which represents an extension of the year 3 course and a transition to postgraduate medical training after obtaining the M.D. degree.

7. **Course objectives/student learning outcomes**:

1) Knowledge. Subinterns demonstrate knowledge of:

- a) How to contact members of the health care team, consultants, and other hospital personnel
- b) How to properly transfer care throughout a patient's hospitalization including end of day and end of service coverage

2) Skills. Subinterns should be able to:

- a) Appropriately utilize consultants
 - i) Identify a consultant's limits of participation in the care of a patient
 - ii) Request a consultation by identifying a specific question(s) to be addressed
 - iii) Discuss a consultant's recommendations with members of the health care team
- b) Effectively cooperate with physician and non-physician members of the health care team including:
 - i) Nursing staff
 - ii) Physician assistants and nurse practitioners
 - iii) Social workers
 - iv) Therapists (occupational, physical)
 - v) Pharmacists
 - vi) Nutrition support staff
 - vii) Discharge planners
- c) Identify housestaff on-call and cross-coverage schedules among housestaff
- d) Communicate transfer of patient's care responsibilities to other housestaff (e.g. "sign out")
 - i) On non-call days
 - ii) Upon leaving service
 - iii) Upon transfer of the patient between services
- e) Demonstrate proficiency in coordinating a comprehensive and longitudinal patient care plan

- f) Communicate plan with outpatient health care provider, arranging for follow-up when appropriate
- g) Coordinate care plan utilizing community resources when necessary

3) Attitudes and professional behavior. Subinterns should demonstrate:

- a) Respect for all members of the health care team
- b) A willingness to assist other members of the health care team

4) Knowledge. Subinterns should demonstrate knowledge of:

- a) How to access the clinical information system in use at their hospital
- b) How “panic values” are communicated from the hospital laboratory to the responsible intern
- c) The necessity for a systematic method to track clinical/laboratory/radiologic data
- d) Patient confidentiality regulations governing medical records and clinical information

5) Skills. Subinterns should demonstrate the ability to:

- a) Prioritize tasks for daily patient care in order to efficiently utilize time
- b) Document the following in an organized and efficient manner:
 - i) Admission notes
 - ii) Daily progress notes
 - iii) Transfer notes
 - iv) On-call emergencies
 - v) Discharge summaries
- c) Systematically organize daily tasks (a.k.a. “the scut list”)
- d) Use paper or electronic references to access evidence based medicine to solve clinical problems

6) Attitudes and professional behavior. Subinterns should demonstrate:

- a) A respect for patient’s rights to confidentiality

7) Knowledge. Subinterns should be able to describe:

- a) The indications, contraindications, risks and benefits of each of the following procedures:
 - i) Venipuncture
 - ii) Intravenous catheter insertion
 - iii) Arterial blood sampling
 - iv) Nasogastric tube insertion
 - v) Lumbar puncture
 - vi) Urethral catheter insertion
- b) How the information obtained from these procedures will enhance the patient’s care
- c) How to assess patients’ competence to provide informed consent for a procedure
- d) Potential procedure related risks to the operator and the need for universal precautions

8) Skills. Subinterns should be able to:

- a) Recognize clinical situations where one or more procedures are indicated
- b) Effectively explain the rationale, risks and benefits for the procedure in language that is understandable by the patient
- c) Obtain and document informed consent, if necessary
- d) Recognize lack of skill or proficiency in performing one of the above procedures
- e) Personally perform, with supervision, the above procedures
- f) Write a procedure note
- g) Ensure that samples obtained are properly prepared for laboratory processing

h) Teach procedure skills to third year medical students when appropriate

9) Attitudes and professional behavior. Subinterns should demonstrate:

- a) Respect for patient autonomy and the principles of informed consent
- b) Concern for maximizing patient comfort
- c) Commitment to learning how to perform procedures in an efficient and cost-effective manner

8. Course evaluation method:

Evaluation:

Students will be evaluated by supervising physicians based on their clinical performance and participation in required activities. An oral and written exam is given during the last week of the rotation. A written evaluation will be completed for each rotating student, noting performance in areas of: general fund of knowledge, clinical evaluation skills, diagnostic ability, management/therapeutic ability, procedural skills, interpersonal skills and reliability/motivation.

9. Course grading scale:

A = 93-100; A- = 90-92; B+ = 88-89; B = 83-87; B - = 80-82;
C+ = 78-79; C = 73-77; C- = 70-72; D+ = 68-69; D = 63-67; D- = 60-62; F = 59 and below.

10. Policy on makeup tests, etc.

If a student fails to achieve any of the above, an Incomplete grade for the clerkship will be assigned. If the NBME subject exam is below the 5th percentile, the student will be required to re-take the exam within 14 weeks of notification, unless approved to take it later by the Clerkship Discipline Coordinator. If the exam is passed on the second try, the overall grade will not change (i.e., only the first score will be used in determining the overall grade), and a “D” will be assigned. If a score at or above the 5th percentile on the second attempt is not achieved, a “F” grade will be assigned and remediation (which may include repeating the entire clerkship) will be determined by the Clerkship Discipline Coordinator in conjunction with the Junior/Senior Promotions Committee.

11. Special Course requirements:

n/a

12. Classroom etiquette policy:

Students should be considerate of each other by switching his/her cell phone to vibrate during all teaching activities.

If a telephone call is of an emergency nature and must be answered during class, the student should excuse him/herself from the lecture hall before conversing.

Laptop computer use should be limited to viewing and recording lecture notes rather than checking e-mail, playing or viewing other distracting websites. Students may be asked by faculty to turn off laptops during any session where group participation is required (such as PBL and wrap-up sessions).

13. Disability policy statement:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) –in Boca Raton, SU 133 (561-297-3880)—and follow all OSD procedures.

14. Honor code policy:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitute academic irregularities:

1. The use of notes, books or assistance from or to other students while taking an examination or working on other assignments, unless specifically authorized by the instructor, are defined as acts of cheating.
2. The presentation of words or ideas from any other source as one's own is an act defined as plagiarism.
3. Other activities that interfere with the educational mission of the University.

For full details of the FAU Honor Code, see University Regulation 4.001 at www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

The Code of Honorable and Professional Conduct should serve as a guide to medical students in matters related to academic integrity and professional conduct. The Code of Honorable and Professional Conduct provides a mechanism for peer evaluation of student conduct which the FAU faculty and administration believe is an essential component of medical education and development of medical students.

15. Required texts/readings:

Discipline	Title	Author	Publisher
Medicine	Harrison's Principles of Internal Medicine, 16 th Edition	Fauci, Braunwald, Kasper, Hauser, Longo, Jameson, Loscalzo, Editors	McGraw Hill
Radiology	Squire's Fundamentals of Radiology, 5 th Edition	Novelline	Harvard University Press

16. Supplementary resources:

17. Course topical outline, including dates:

Content outline:

Please refer to Blackboard for up-to-date information and session-related objectives and handouts.

Study Habits:

A major contribution to your learning is active engagement, which includes participation in the learning of other students and interaction with the instructors. Students are expected to be proactive and to access the Blackboard system to review items associated to individual sessions.

Learning in the field of medicine is a life-long endeavor that is not only necessary, but can and should be fun. One of the most important factors for learning is curiosity and sometimes, the best way to keep this curiosity stimulated is through our interaction with colleagues and peers. When learning in small groups, we have a chance to try to explain topics to each other, brainstorm solutions together, give each other constructive feedback, and support and validate each other. We encourage balancing studying alone with learning in small groups. It is important to develop a study routine to avoid "putting things off" and "cramming" and to minimize the stress we may add to our lives in that way.

Independent Study Time:

Independent Study Time allocated within the day time schedule is provided for students, on average about 9 hours per week.

Students are expected to use this time to further their learning. The time should be used for independent study or with peers. It is an opportunity to seek out faculty to interact with them outside the formal teaching setting. Since the PBL small-group format requires that students research learning objectives, the time may be used to prepare for the subsequent sessions. Finally, the time may be used to work on assignments, problem-solving cases, off-campus visits or other tasks that are required by the courses.

Occasionally, some Independent Study Time sessions may be used for curriculum-related activities (e.g. standardized examinations): notice will be given as early as possible for these occasions.

Course and Faculty Evaluation:

FAU highly values the process of formal program evaluation and feedback. FAU students are required to complete all course evaluations and program evaluation surveys which are the Students Perception of Teaching (SPOT).

Grades and transcripts may be held for failure to submit required surveys. Evaluations should be constructive, to help improve individual faculty's teaching, and the content and format of the courses.

Moreover, the timely completion of evaluations at the level of undergraduate medical education assists students in developing the administrative and organizational skills required throughout their academic and professional career. We appreciate your completing evaluations to help continue with improvement of the learning experiences and environment for all students.

Faculty (in alphabetical order):

Lecturers: