

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: N/A

COLLEGE: COLLEGE OF MEDICINE

RECOMMENDED COURSE IDENTIFICATION:

PREFIX MDT COURSE NUMBER 8010 LAB CODE (L or C) _____

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

COMPLETE COURSE TITLE: ACTING INTERNSHIP ROTATION

EFFECTIVE DATE

(first term course will be offered)

SPRING 2014

CREDITS²:
12

TEXTBOOK INFORMATION:

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES: The overall goal of the Acting Internship Rotation is for the student to provide care for a group of patients, applying knowledge and clinical reasoning to medical practice. These rotations provide the opportunity for the student to assume a high level of responsibility for patient care.

PREREQUISITES*:

ENROLLED IN THE 4TH YEAR OF THE MD PROGRAM

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
MD OR DO DEGREE

Faculty contact, email and complete phone number:
 Pablo Rabosto, MD, 7-0115, prabosto@fau.edu
 Michelle Schwartz, MD, 7-0104, mschwartz@fau.edu

Please consult and list departments that might be affected by the new course and attach comments.³

Approved by:

Department Chair: _____
 College Curriculum Chair: _____
 College Dean: _____
 UGPC Chair: _____
 Graduate College Dean: _____
 UFS President: _____
 Provost: _____

Date:
 11/1/13
 11/1/13
 11/1/13
 11/3/12
 11-21-13

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf
2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
3. Consent from affected departments (attach if necessary)

**FLORIDA ATLANTIC UNIVERSITY
CHARLES E. SCHMIDT COLLEGE OF MEDICINE
COURSE SYLLABUS**

GENERAL INFORMATION

Course Number: MDI 8010

Credit Hours: 12

Duration: 4 Weeks

Prerequisites: Enrolled in 4th Year of MD program

Online: Blackboard Learning System

Term: All

Course Title: Acting Internship Rotation

Course Directors: Pablo Rabosto, M.D.
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Office Hours: Scheduled by Appointment

OVERVIEW OF THE 4TH YEAR OF MD PROGRAM

In the 4th year of the MD program, students complete rotations (2 or 4 weeks in length) that prepare them for internships and residencies. The 4th year of the MD program requires a minimum of 28 weeks of required rotations and a 2 week capstone (Transition to Residency) course. The 28 weeks of required rotations must include the following: 4 weeks of an Acting Internship, 12 weeks of Selective Rotations (a total of three 4 week rotations), and 12 weeks of Elective Rotations (2 or 4 weeks in length). Students may take additional rotations beyond the 28 weeks if they choose to do so and have time available in their program.

COURSE DESCRIPTION

The overall goal of the Acting Internship Rotation is for the student to provide care for a group of patients, applying knowledge and clinical reasoning to medical practice. Rotations take place in the setting that permits appropriate supervision and support, allowing the students enough autonomy to assume professional responsibility and ownership of patient care.

These rotations provide the opportunity for the student to assume a high level of responsibility for patient care. The student will interact closely with supervising physicians, residents, nurses, and other healthcare providers. This will primarily be an acute, inpatient rotation and will help the student prepare for the pace of internship.

The student is considered a full team-member and is expected to fully assume the call and admitting schedule for the service on which they are rotating. This may include nights, weekends, and holiday periods.

EDUCATIONAL OBJECTIVES

Patient Centered Care (includes Health Promotion and Disease Prevention for Patients and Populations)

Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

Students must be able to:

- Demonstrate appropriate history taking and physical examination skills, being able to perform a problem focused and a targeted physical exam as well as a complete history and physical.
- Demonstrate effective communication skills including the ability to deliver bad news, discuss prognosis, educate patients about diseases and discuss end of life decision making.
- Demonstrate advanced diagnostic skills by being able formulate a differential diagnosis and prioritize a problem list.
- Demonstrate the ability to order and interpret medical tests correctly.
- Demonstrate a patient centered approach to decision-making, risk assessment, benefits, treatment options and management.
- Demonstrate skills in coordinating care with colleagues, faculty, nurses, and ancillary services, respecting patient and family perspectives.
- ***Specific integrative skills are defined for each discipline rotation.***

Medical Knowledge and Research Skills

Students must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social behavioral sciences, as well as the application of this knowledge for patient care and translational research.

Students must be able to:

- Recognize normal organ system function and mechanisms of adaptation, homeostasis and pathophysiologic changes associated with common risk factors for diseases.
- Identify mechanisms of disease processes (genetic, developmental, inflammatory, metabolic, toxic, neoplastic, mechanical, traumatic, degenerative, behavioral and psychological) with their associated clinical and diagnostic findings.
- Recognize the value of basic science and research in advancing medical knowledge and its application to patient care.
- ***Specific knowledge objectives are defined for each discipline rotation.***

Practice-based Learning and Improvement (includes Life-Long Learning and Self Improvement)

Students must demonstrate the ability to evaluate patients, to appraise and assimilate scientific evidence, and to improve patient care based on self-evaluation and life-long learning.

Students are expected to develop skills and habits to be able to meet the following goals:

- Identify strengths, deficiencies, and limits in one's knowledge and expertise.
- Incorporate formative evaluation feedback into daily practice.
- Research and assimilate evidence from scientific studies related to their patients' health problems.

Interpersonal and Communication Skills

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

Students must be able to:

- Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- Communicate effectively with physicians and other health professionals
- Work effectively as a member of a health care team implementing appropriate transitions of care.

Professionalism (includes Ethics and Law and Cultural Competency)

Students must demonstrate a commitment to carrying out professional responsibilities and adherence to ethical principles.

Students must be able to:

- Demonstrate respect, compassion, and integrity with a commitment to excellence and on-going professional development
- Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, and confidentiality of patient information
- Demonstrate sensitivity and responsiveness to patients' needs, culture, age, gender, and disabilities that supersedes self-interest

Systems-based Practice (includes Systems of Health Care Practices)

Students must demonstrate awareness and responsiveness to patient needs in the larger context of the health care system, as well as the ability to effectively call on other resources in the system to provide optimal health care.

Students must be able to:

- Know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources
- Advocate for quality patient care and assist patients in dealing with system complexities
- Know how to partner with health care managers and health care providers to assess, coordinate, and improve health care delivery and patient safety.

EVALUATION

Formative Evaluation

- Daily clinical observation
- Daily verbal feedback
- Mid-rotation verbal feedback

Summative Evaluation:

- End of rotation feedback and written clinical performance evaluation by faculty
- Completion of rotation assignments (patient log, documentation, transition of care and module/reading)
- Completion of rotation, faculty, and reflective evaluations

Final Grade: Satisfactory, Unsatisfactory, or Incomplete

COURSE INFORMATION

Assignments: completed online at www.myevaluations.com

Patient Log: Students are required to log a minimum of 20 patient encounters or procedures.

Documentation: Patient encounters and plan of care/procedures notes.

Students are required to submit:

- One Admission Note (or Consult Note)
- One Follow up Note (or Operative Note)
- One Discharge Note

Transition of Care: Every time that transferring responsibility for patient care is required (days off, weekends or end of the rotation), students should complete a Transition of Care Note with the patients assigned to them. Students are required to submit: One Transition of Care Note.

Duty Hour Log: Student should keep record of average hours on duty over a one week period. Documentation of number of hours should be logged at the end of each 7 day period.

Modules and Readings: Each Rotation has modules or reading material that the student should review prior completion of the rotation. If the educational material has a context evaluation, students are expected to have a passing score for the assignment to be considered satisfactory. www.Med-u.org/

Educational Activities:

Students should participate in educational activities available at the rotation site (morning report, grand round, tumor board, chart reviews, EKG lectures, journal club, x ray review and multidisciplinary rounds) if there is no interference with their responsibilities in patient care.

Religious Observance (Adapted from the FAU Policy)

The College of Medicine recognizes that students, faculty and staff observe a variety of religious faiths and practices. Although many religious holidays are observed with time off, a few of the religious days of observance may be part of the academic calendar. The College respects the religious beliefs and practices of its students and seeks to accommodate them within the requirements of the academic schedule. As a result, a student who must be absent from a class requirement will not be penalized. Students who anticipate absence should notify the OSA and the supervising faculty in advance. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the Director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. The College will follow the established FAU policy regarding absences due to personal observances of religious holidays. To review the policy, access the Leave of Absence Policy: http://www.fau.edu/policies/files/PM76_OCR.pdf

Disability Support Services

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities

(OSD) located in Boca Raton – SU133 (561-297-3880, <http://osd.fau.edu/>) and follow all OSD procedures.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, 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. Harsh penalties are associated with academic dishonesty. For more information, see:

1. *The Policy on Academic, Professional and Behavioral Requirements and Standards governing the College of Medicine*
2. *Oath of Academic and Professional Conduct for Students in the College of Medicine*
3. *University Regulation 4.001*