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University of South Florida
College of Medicine

PRIMARY CARE
THIRD YEAR CLERKSHIP
BCC 7184
Syllabus
Academic Year 2005-2006

Clerkship Director's Welcome

Hello, and welcome to the Primary Care Clerkship. Congratulations on surviving your first few rotations of third year.

As the director of the Primary Care Clerkship I am pleased to welcome you. I hope that you will find it to be a very challenging, and hopefully, enjoyable experience.

The aim of the clerkship is to introduce you to the various specialties involved in primary care (Family Medicine, Internal Medicine, Internal Medicine/Pediatrics, and Pediatrics), and to have you learn about and provide care for various patient populations in the outpatient setting.

The clerkship is a 16-week rotation that will provide you with the opportunity to experience the different primary care specialties. You will have a continuous experience with primary care faculty throughout the 16 weeks, which will sort of be a home base for you. You will then also go through various clinical experiences that focus on the different patient populations encountered in primary care – those which might require special care or consideration. Keep in mind that this clinical part of your medical education can vary. Each of you will work with different preceptors and patients, as is the case in all of your other clerkships. Your experiences will therefore differ. Through the use of assigned readings, didactic sessions, weekly quizzes, online case studies, and our frequent contact with our faculty we hope to maintain a comparable experience for all students.

I truly hope you will enjoy this clerkship. Everyone is working hard to make this clerkship the best possible. I look forward to working with you during this clerkship. If you have any questions or concerns, please do not hesitate to call or email Cristina, Nissa or me. And please read the syllabus.

Sincerely,

Kira Zwycart, MD
Director, Primary Care Clerkship

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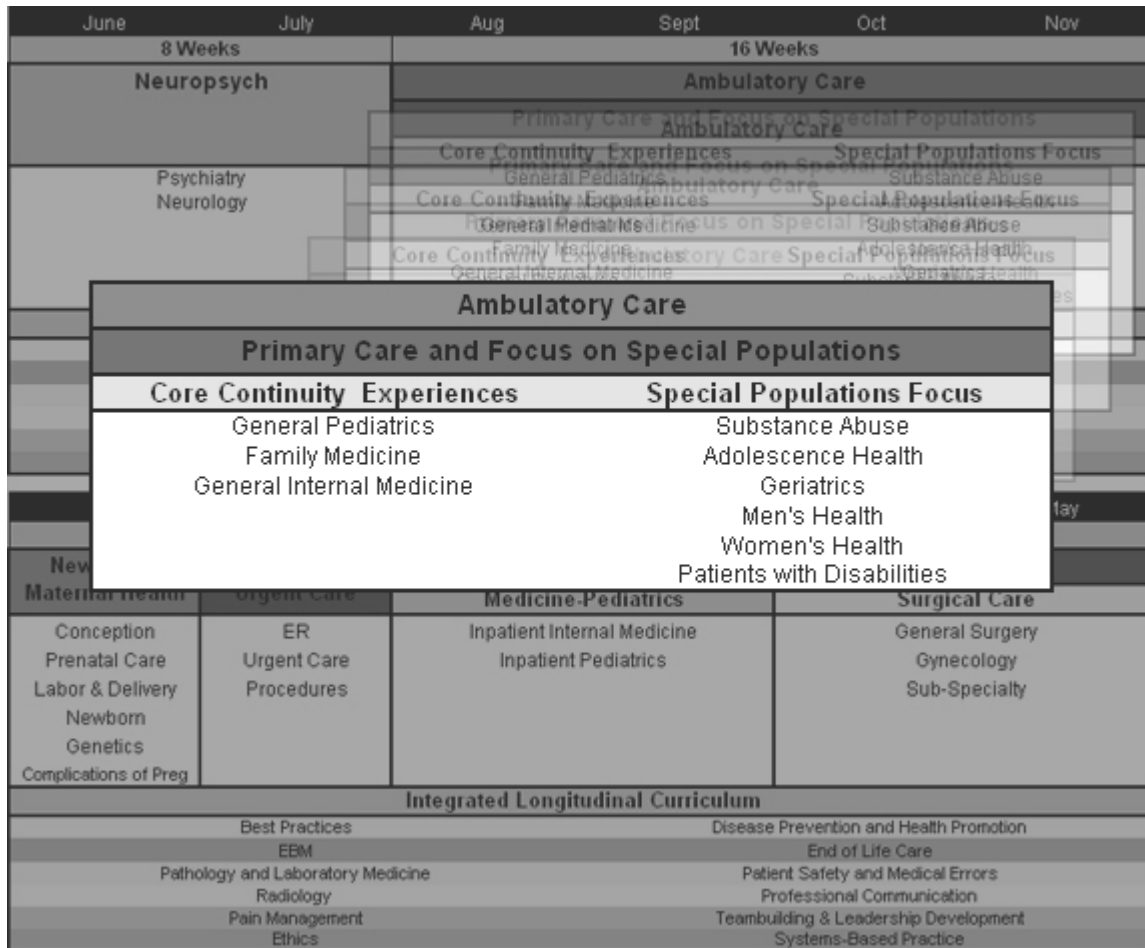
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Clerkship Overview

The following diagram provides a high-level view of where this Clerkship fits within the overall Year-3 program.



Competencies

The following is a list of the competencies expected of students at the University of South Florida College of Medicine, along with the corresponding competencies and objectives for students completing the Primary Care Clerkship.

USF Themes and Competencies

	THEME	USFCOM Competency	Course Competency	Specific Objectives
U	<p>Understanding needs and uniqueness of patients.</p> <p>Utilization of empathy, honesty, and integrity in providing care.</p>	<p><i>Works with patients, families and colleagues demonstrating empathy, cultural competency and scrupulous personal ethical standards.</i></p>	<p><u>Demonstrating</u> integrity in their patient care and interactions with others.</p> <p><u>Demonstrating</u> empathy and respect while interviewing patients with chronic and acute illnesses.</p> <p><u>Considering</u> physical, psychosocial, economic, developmental and cultural factors when interacting with patients and families.</p>	<p>The student will maintain regular attendance.</p> <p>The student will maintain a professional appearance.</p> <p>The student will bring tools expected for the rotation to clinical sites.</p> <p>The student will be able to utilize supervision and feedback effectively.</p> <p>The student will relate to patients empathetically.</p> <p>The student will establish physician/patient rapport.</p> <p>The student will be able to enlist the support and cooperation of the patient's family when necessary.</p>
S	<p>Scientific approach to medical management and decision-making.</p>	<p><i>Demonstrates a sound fund of knowledge and the ability to apply within a biopsychosocial model.</i></p>	<p><u>Applying</u> knowledge and evidence when developing an assessment and plan for patient care.</p> <p><u>Understanding</u> physical, psychosocial, economic, developmental and cultural factors when considering a management plan for a patient.</p> <p><u>Considering</u> potential effects, positive and negative, of a treatment plan offered to a patient.</p>	<p>The student will be able to utilize his understanding of common conditions seen in primary care in order to create an appropriate differential diagnosis.</p> <p>The student will consider the potential effects of medications, tests or other treatments recommended to patients.</p> <p>The student will consider physical, psychosocial, economic, developmental and cultural factors when deciding on a management plan for a patient.</p>
F	<p>Formulation of effective diagnostic, therapeutic and preventive care plans.</p>	<p><i>Demonstrates ability to assess acuity of illness and formulate comprehensive plans of care based on best evidence.</i></p>	<p><u>Using</u> one's medical knowledge to create a differential diagnosis.</p> <p><u>Understanding</u> modifiable risk factors for chronic diseases and forming an initial treatment plan.</p> <p><u>Demonstrating</u> knowledge of how to use laboratory findings to narrow the differential diagnosis and ordering them in the proper sequence, taking into account cost factors.</p> <p><u>Knowing</u> treatment options for the common diseases in primary care and forming an initial treatment plan.</p> <p><u>Demonstrating</u> the ability to modify a treatment plan based on new information</p> <p><u>Understanding</u> the appropriate methods for prevention of disease and health promotion.</p>	<p>The student will be able to order appropriate tests to help narrow the differential diagnosis.</p> <p>The student will be able to incorporate physical exam findings and test results in order to formulate a diagnosis and treatment plan.</p> <p>The student will be able to create an appropriate treatment plan for the patient, taking into account psychosocial, familial, and cost factors.</p> <p>The student will be able to provide preventive care for patients, and recommend appropriate procedures to promote wellness.</p>

C	Collaboration with others on the health care team and an understanding of system based practice.	<i>Demonstrates the ability to work effectively in teams, respectful of other team members in the health delivery system, and demonstrates recognition of issues of cost, practice and delivery systems, access to care, and the larger health care system.</i>	<u>Understanding</u> the roles of other health care disciplines in the care and management of patients. <u>Understanding</u> the roles of the various primary care specialties in relation to the health care system. <u>Understanding</u> the methods of risk management and improvement in quality of care within the health care system. <u>Demonstrating</u> the ability to collaborate effectively in a team approach to patient care.	The student will participate in discussions regarding the various specialties involved in primary care. <i>The student will participate in the business symposium, and complete a project involving quality improvement.</i> The student will be able to work effectively with other professionals and staff members.
A	Attitudes and values: exemplifying professionalism and patient advocacy.	<i>Demonstrates understanding of the impact of illness on the patient, family and community; advocating for the patient, and a commitment to professionalism.</i>	<u>Conveying</u> an understanding of how illness impacts patients' lives. <u>Considering</u> the psychosocial, cultural, and socioeconomic aspects of medical problems, and advocating for patients with special needs in these areas. <u>Understanding</u> the need for care of patients in underserved populations. <u>Developing</u> strong doctor-patient relationships.	The student will provide reliable and compassionate care for his or her patients. <i>The student will develop appropriate doctor-patient relationships.</i> The student will participate in discussions regarding health care for underserved patients, advocacy for patients, and special needs for particular patient populations.
R	Reflection and renewal: commitment to self analysis, lifelong learning and the teaching of others.	<i>Demonstrates the ability to self-evaluate, educate self and others.</i>	<u>Demonstrating</u> the ability to access the literature to inform themselves about patient care problems. <u>Developing</u> intellectual curiosity and self-motivation for learning medicine. <u>Demonstrating</u> the ability to utilize information resources to review literature on topics.	The student will pursue the independent study of topics related to primary care.
E	Ethics: utilization of principles governing ethical medical practice.	<i>Demonstrates knowledge of principles of medical ethics and applies these principles in the care of patients.</i>	<u>Understanding</u> the theories and principles that govern ethical decision-making in patient care.	The student will participate in discussions regarding ethical medical care. The student will consistently provide ethical care to his or her patients.
S	Skills: competent performance of skills and tasks.	<i>Demonstrates the ability to perform a history and physical examination, basic medical procedures, ability to communicate effectively with patients, families, and colleagues in oral and written form.</i>	<u>Obtaining</u> the history in a logical, organized manner. <u>Eliciting</u> a chief complaint. <u>Performing</u> an appropriate physical exam on patients of all ages, including patients with disabilities. <u>Documenting</u> their findings in the medical record in clear, complete and timely fashion. <u>Demonstrating</u> the ability to present their findings verbally in a well organized manner. <u>Describing</u> significant attributes of symptoms (duration, quality, temporal sequence etc.). <u>Performing</u> procedures commonly performed in the primary care setting. <u>Communicating</u> well with patients, families and staff.	The student will be able to gather historical information from the patient and critically review the information obtained. <i>The student will be able to conduct an appropriate complete physical exam, as well as a problem-based physical exam.</i> The student will be able to prepare a clear, concise and thorough written presentation of a patient's history and physical exam. <i>The student will present history and physical exam findings in a concise and logical manner.</i> The student will competently perform a pelvic exam, including a speculum and bimanual exam. <i>The student will competently perform a prostate exam.</i> The student will perform appropriate physical exams on patients with disabilities.

Required Diagnoses

The following is a graph depicting the types of patients, the diagnoses, and the procedures expected for the students to experience. The numbers to the right indicate the minimum numbers

the student needs to experience. It is anticipated that students will see many more than these minimum requirements, so please enter every patient you see into your log, whether you have met the minimum listed here or not.

Required Diagnoses and Procedures for Primary Care Clerkship

Required Diagnoses and Procedures	Peds Dx	Adult Dx
Abdominal Pain (acute or chronic)	1	2
Abnormal pap smear		1
Abnormal vaginal bleeding		1
Acute cough/wheeze	1	
ADHD	1	
Alcohol/Substance Abuse		1
Allergies		1
Anxiety		2
Anemia		1
Asthma (chronic cough/wheeze)	1	1
Back Pain		1
BPH		1
Breast disease		1
Cancer (breast, lung, skin, colon, prostate, etc.)		1
Chronic or acute pelvic pain		1
Coronary Artery Disease		1
Congestive Heart Failure		1
COPD		2
Dementia		1
Depression	1	2
Diabetes Mellitus		5
Diarrhea	1	1
Dyslipidemias		5
Dyspnea/Shortness of Breath		1
Ear pain	2	
Fatigue		1
Fever	1	
Gait instability		1
GERD		1
Growth problem	1	
Headache	1	2
Hypertension		5
Insomnia		1
Joint/limb pain/injury	1	5
Menopause		1
Nausea/Vomiting	1	1
Noncompliance with medical regimen		1
Obesity	1	1
Osteoarthritis		2
Osteoporosis		1

Pain Management		2
Peripheral Vascular Disease		1
Pharyngitis	1	
Renal Insufficiency/Failure		1
Rhinorrhea	1	
Sexually transmitted disease		1
Skin Problems	1	2
Thyroid Disorders		1
Urinary incontinence		1
URI	1	2
UTI		1
Vaginitis/candidiasis/trichomoniasis		1
Weight Management and Nutrition		1
Health Maintenance Issues:		
Infant (0-12 mo) well child visit	2	
Toddler (1-4y) well child visit	1	
School-aged (5-11 yo) well child visit	1	
Adolescent (12 + year) well child visit	1	
Preventive Health Exam (adult)		2
Gynecologic annual exam		2
Procedures:		
HEADSSS assessment in teenager	1	
Plot growth curve	2	
Calculate/plot BMI	1	
Determine if/which immunizations needed	2	
Write a prescription	1	1
Perform a breast exam		3
Perform a speculum exam and identify the cervix		3
Perform pap smear		3
Perform bimanual exam		3
Obtain cervical cultures		1
ID pathology or absence of abnormality on wet mount		1
Observe mammogram		1
Observe transvaginal sonogram		1
Observe colposcopy		1
Contraception methods counseling		1

Clerkship Logistics

The Primary Care Clerkship is sixteen weeks in duration. You will spend the entirety of this rotation in various outpatient settings. One half of your time will be spent with primary care physicians in Family Medicine, Pediatrics, Med-Peds, and Internal Medicine. This portion will occur longitudinally over the sixteen weeks. The other half of your time will be spent in focusing on special populations. These populations include Women's Health, Men's Health, patients with disabilities, and Adolescent Health. You will have a variety of clinical experiences that will help you learn how to care for patients in these categories. Regardless of your clinical assignment, all students will participate in an integrated didactic and conference program covering aspects of both primary care and the individual special populations.

Didactic Sessions Format

Formal didactic sessions will occur on Tuesday mornings and Friday afternoons. In addition, there will be some on-line didactics for you to review on your own.

Didactic sessions on Tuesday mornings will occur in MDA 1097, unless otherwise specified. For those students on the Women's Health month, Friday afternoon didactic sessions will be held in the Ingram Library, Harbourside Medical Tower, Suite 536. Students on the Adolescent Health month will report to room 2149 (in the Family Medicine department). Students on the Geriatric month will report to room C-104 in the VA Hospital. Finally, students on the Men's Health/Disabilities month will have didactics in room 2301 (in the OCME office).

Power point presentations for the various didactics will be posted in Blackboard. As you may already know, you can access Blackboard at <https://my.usf.edu> using your NetID and password. If you do not have a NetID, go to <https://una.acomp.usf.edu/> to sign up for one. You will need a USFCard photo ID to activate your NetID. If you do not have a USFCard, go to <http://www.auxsvc.usf.edu/usfcard.asp> for instructions on obtaining one in person or by mail. You will also use your NetID to activate and configure your official USF e-mail address at <https://una.acomp.usf.edu/>. It is important that you regularly check your official USF e-mail address because all correspondence sent from Blackboard is sent only to your official USF e-mail address.

Rotation Schedule

The majority of this rotation will be clinical. In general, morning clinic sessions will begin at 8:00am and run until 12:00; afternoon sessions will begin at 1:00pm and run until 5:00pm, unless otherwise notified.

There will be weekly Monday evening and monthly Friday evening sessions at the San Jose Mission in Dover, which will run from 6:00pm until 9:00pm. Each student will attend one session at this location. Look under the "Clinical Assignments" tab on Blackboard for this schedule.

There will be a "Business of Medicine" seminar series on Tuesday mornings, from 7:00-8:00am.

General Primary Care didactic sessions will be held on Tuesday mornings for the entire group. These sessions will run from 8:00am to 12:00pm, unless otherwise notified. The Special Populations didactic sessions will be on Friday afternoons, from 1:00pm to 5:00pm. The Friday sessions will be in smaller groups.

Clinical Locations

For addresses and directions to the various clinical sites, please access the "Clinical Assignments" and then "Index" tabs on Blackboard.

Logbook and Required Clinical Experiences

As outlined in the core curriculum, there are certain skills and procedures that we hope you will become familiar with during the clerkship. In some cases you are clearly expected to attain a

level of competence (such as performing the history and physical exam) while in others you are expected to gain some exposure or familiarity (such as performing a colposcopy).

In order for the director to make sure that you are attaining the skills necessary for success in the clerkship, you are required to keep a **complete** record of all of your clinical encounters throughout the rotation. The primary tool for entering, maintaining, and tracking accurate records is the PACES Patient Encounters/Logbook system. In order for the clerkship director to monitor and facilitate your clinical experience, it will be necessary for you to keep your logbooks up to date. ***At a minimum, students should update the logbooks once weekly.*** A portion of your grade will be determined by your ability to keep timely records. By not sufficiently documenting their achievements in the required clinical experiences, ***students who fail to maintain timely, complete, and accurate records of their patient encounters may fail the rotation.***

All technical questions regarding the logbook should be addressed with the OCME TECH.

Access PACES to enter Patient Encounters in your Logbook.

Curricular Design

Primary Care Schedule

For the general Primary Care portion of this clerkship, there will be weekly didactics as already mentioned. There will also be clinical experiences in each of the primary care specialties for every student. These clinical experiences will help you develop and improve your clinical skills. The didactics will provide you with information that will help you broaden your knowledge and understanding of the management of common medical problems. The didactic schedule is based on weekly themes, mainly related to organ systems. A chart of the themes, along with readings and assignment is included below.

In addition to the weekly clinical experiences in the primary care specialties, you will spend time with private physicians in the community, so that you can get a view of practice in the “real world.” Students thoroughly enjoy this time with private physicians, as they tend to see a greater variety of patients and get an opportunity to learn some about the business aspects of private practice.

The final component of the general primary care is working with AHEC (Area Health Education Council) physicians. You will have an opportunity to provide care to patients who are underserved, and learn about the issues that are specific to this patient population.

For your schedule, see the “Calendars” heading under the “PACES” tab.

Below is a list of weekly themes and the didactics associated with these themes.

Business Symposium

You will find mixed into your didactic schedule several sessions titled, “Business Symposium.”

In the educational process of medical students, we have historically overlooked providing some rudimentary knowledge of the “business” of medicine. This is an essential knowledge and skill if the future physician is to thrive in his/her practice and is an integral part of the patient care process.

The objective of this series is to introduce the third year student to fundamental business principles involved in the practice of medicine and to link this knowledge to the medical care process. In this regard, the student will gain an appreciation of how the business of medicine can impact the patient, the physician, and the patient/physician relationship.

The format is noted in the didactic schedule: during the 16-week ambulatory block the student will have six sessions focused on topics related to the business of medicine.

#1 One hour introductory lecture: “The Physician of the Future”-Dr Stephen Klasko

#2 Two one hour sessions: Quality Overview –Dr Michael Parsons and Mr. Thomas Grondin.

#3 Three 90-minute sessions in groups of 13-14 students with two faculty each. The sessions are repeated on all of the three weeks so that all students participate in each of the session’s content over the course of the three sessions.

Topic A: Billing and Collecting for Services/ Compliance Issues.

Topic B: Contracting considerations with payers and A/BC’s of Health Law:

Topic C: Managing the Business including financial statements/being an employer etc:

Women’s Health Module

This portion of the clerkship was designed to introduce you to specific issues related to health care for female patients. During this module you will develop physical exam skills necessary for preventive care and for appropriate treatment of acute issues facing women. You will also provide some general acute care, in which you will take care of patients who present for new problems.

For a specific listing of your schedule, you may access the “PACES” tab and click on the “Calendars” heading. You will find more information regarding this portion of the clerkship in Blackboard.

Adolescent Health Module

The purpose of this portion of the clerkship is to introduce you to issues specific to adolescents, including physical and mental health. Your didactic sessions will be geared toward this goal, but you will also have clinical experiences that will help solidify these issues. These experiences are:

Dr. Cimino (All Childrens) and **Dr. Straub** (17 Davis and CMS) are our 2 adolescent specialists. Dr. Cimino also runs a clinic at a high school when school is in session.

Dr. Nagera – ADHD clinic. This will introduce you to the treatment modalities for ADHD.

Dr. Stock (Phoenix House, USF Psychiatry Center) – a child psychiatry practice. If you attend this, you will be exposed to various mood disorders, and likely some behavioral and ADHD issues as well.

Dr. Hart – same as Dr. Stock – different location.

Dr. Powers – Fairwinds – Dr. Powers is a well-known authority on eating disorders. Many of her patients are adults, but this is largely a disorder of adolescents – and those of her patients who are adults most likely started their behaviors in their teen years.

Sports Medicine

Sports medicine was added because a large proportion of patients seen in sports medicine are teen athletes, thereby fitting into the adolescent health month. The other reason is that medical students have traditionally been very weak in musculoskeletal care by the time they completed third year in the past. Hopefully if students get some sports medicine experience, their skills will improve. There are 2 locations this month for sports medicine – one is the Family Medicine clinic, as usual. The other is the Bayfront Sports Medicine Clinic (designated on the student schedule as BF Sports Med), with Dr. Ramirez and his fellows (Dr. Greene and Dr. Gross).

Substance Abuse

Substance abuse was added because this is something you will see no matter what specialty you go into. Much of what you see will be when you are on inpatient medicine, when people have acute problems related to their various ingestions. This portion of this clerkship is designed to help you identify symptoms of substance abuse specific to the substance of choice, but also to expose you to the various treatment opportunities available to patients. Then, when you have a patient with such a problem in the future, you will know what you are prescribing for your patient. So you will encounter the different treatment modalities, and you can decide for yourself what works better or worse. The locations for this part include DACCO, the VA, and IOP. A formal listing of the goals of this component is found on Blackboard, under the “adolescent month” tab.

In addition to these experiences, you will spend time with a pediatrician in the community. Students in the last group felt a larger volume of pediatric patient care would be beneficial to the learning experience, and so this was added to the curriculum.

For a specific listing of your schedule, you may access the “PACES” tab and click on the “Calendars” heading.

Below is a listing of various topics and assignments that will be covered during the didactic portion of this module. The didactic schedule may change month-to-month, based on the schedules of the preceptors, but all of these topics will be covered.

Week	Theme	Didactics	READ	DO
1	Preventive Care, Puberty/development	Preventive Care, puberty/development Acne	Delayed Puberty article	CLIPP Case #5
2	Psychiatry, Substance abuse	Eating Disorders Substance Abuse (Month 2-4 only) Depression/anxiety		
3	Sports Medicine	Preparticipation exams, concussion Special considerations for special athletes		CLIPP Case #6
4		No formal didactics		CLIPP Case #22

Geriatric Module

The purpose of this month is to furnish you with the knowledge of issues related to the care of geriatric patients. This is important because the age of our country is getting older and older. This could be the majority of patients that you see when you enter practice (unless you go into pediatrics).

This portion of the clerkship is designed to build on the foundation begun in your geriatrics week (at the beginning of third year). Now that you have learned the basics regarding the care of geriatric patients, you will apply these in the clinical setting. You will see patients in the clinic, as well as the nursing home. You will learn about end of life care, particularly in the hospice setting. Finally, you will learn about psychiatric and pain management issues facing geriatric patients.

There are 2 new geriatric providers who will be seeing patients in the USF clinic, in addition to Dr. Jaen-Vinuales: Dr. Mabuti, who just finished her fellowship here, and Cathy Alia-Harding, a nurse practitioner specializing in geriatrics. Bear with them as they continue to build up their patient bases.

Canterbury nursing home and Baldomero-Lopez nursing home are the two nursing homes which you may be rotating through.

There are several VA geriatric clinics, particularly with Drs. Beghe, Sheyner, Leland and Park. You will also be assigned to the VA urology clinic, to broaden your exposure to men's health issues. The other VA clinic during this portion of the rotation is the VA Falls Clinic. This clinic is not actually in the VA – double-check the location before you head to the Falls Clinic.

Dr. Smith, Hashimie, and Suarez do geriatric psychiatry, so you will learn about the psychiatric conditions and treatments for older patients when you are with them.

Dr. Weitzner is a psychiatrist who specializes in pain management. He does see younger patients as well as geriatrics, but we felt that his clinic fits in this month because of the hospice focus on pain management. It is a good complement to hospice.

Hospice is a 4-week experience in which you will learn about the service and make home visits to see it in action. On your first visit, you will receive a packet informing you about the rest of your time there.

You will each attend colonoscopy clinic one time, so that you can see what the patient experiences when you order this screening modality for him/her.

Some of you will attend a diabetic education session. This was initiated by your classmates, who wanted to see what the patients go through when they order this service for them. They have found this very informative and helpful. If you do have this listed on your schedule, make sure you email the coordinator, Joanne Vaccaro-Kish, ahead of time and she'll go over time and location with you. Her email is jovaccar@hsc.usf.edu.

One additional experience you may have on your schedule is Lifetime Cancer Screening – this is an opportunity to gain experience with breast exams and mammograms.

There are some cases and articles for you to complete during this month. You will find them listed under the geriatrics didactic folder on blackboard. Make sure you review these, as well as your power point materials from when you had geri-week. That is what you will be tested on for your midterm.

For a specific listing of your schedule, you may access the “PACES” tab and click on the “Calendars” heading.

Men's Health/Patients with Disabilities Module

During the didactics portion of this clerkship month, you will learn about issues specific to men. You will also learn from patients with disabilities the appropriate etiquette regarding communication and patient examination. You will learn about services offered to help these patients, as well as specific conditions requiring specific treatments. You will be exposed to patients in clinic settings, the VA, rehabilitation, and in their homes.

The clinical experience for patients with disabilities will expose you such patients and help you become comfortable treating people with various disabilities. The other aim of this month is to introduce you to the various services necessary for full and complete care of patients with disabilities – so that when you need to order such services, you will know what your patients will get out of them. And now, a brief overview of the various activities:

1. Home/site visits – each student will visit a patient who has a disability in his/her home. Here you will talk to the patient and learn about his/her condition, as well as special needs unique to him/her. There is a guide that you can use when deciding upon questions to ask. It should be available on blackboard. This is only a guide – do not feel you need to ask every single question of your patient. Some students are paired up; Cristina will give you your assignments. You will then write a short paper about this experience and

what you learned. You will be discussing your experience with the rest of your group at the 3rd Friday didactic session.

2. Shriners – you will go to the clinic in Shriners and see patients with the attendings there. This is an excellent place to see patients with rare and disfiguring conditions, and to learn about the best care for these patients.
3. Spinal Cord Injury clinic – this is at the VA. Most of these patients sustained their injuries in the recent war. Here you will learn more about care of patients with spinal cord injuries.
4. VA physical therapy/occupational therapy – some students have really enjoyed this experience. They see patients who are very motivated to improve, and learn about the techniques used to help improve function in them. Generally students spend ½ the time in PT and the other ½ in OT.
5. Dr. Lilly – She has a clinic just across the street, for children with developmental disabilities. You will see patients here, but will also learn about the other services these patients utilize – so you may work with social workers or other therapists as well.
6. Dr. Kornberg – does rehab for children with disabilities. Here you will see what rehabilitation can be performed for these patients.
7. Dr. Abel – does rehab for adults with disabilities. This doctor does an excellent job with patients, so this should be very informative.
8. Quest – this is a group home for patients with developmental disabilities. Here you will see patients in the group home setting, and learn about the issues these patients face in day-to-day life, including feeding, prevention of ulcers, etc.

For a specific listing of your schedule, you may access the “PACES” tab and click on the “Calendars” heading.

Below is a listing of various topics and assignments that will be covered during the didactic portion of this module.

Week	Theme	READ	VIEW	DO			
1	Interactions with patients with disabilities; advocacy	<table border="1"> <tr> <td>Care of patients with disabilities</td> </tr> <tr> <td>ADA Liaison, panel with patients</td> </tr> <tr> <td>Disability etiquette</td> </tr> </table>	Care of patients with disabilities	ADA Liaison, panel with patients	Disability etiquette	Powerpoint presentation on patients with disabilities	Bryan and Jay cases (CD)
Care of patients with disabilities							
ADA Liaison, panel with patients							
Disability etiquette							
2	Preventive Care in Men	<table border="1"> <tr> <td>Introduction to Men's Health</td> </tr> <tr> <td>Testicular and Prostate Disease</td> </tr> <tr> <td>STD's in men</td> </tr> </table>	Introduction to Men's Health	Testicular and Prostate Disease	STD's in men	Power points on blackboard	Olivia and Julia cases (CD); write paper about home visit experience
Introduction to Men's Health							
Testicular and Prostate Disease							
STD's in men							

3	Patients with disabilities	Panel with PRIME students		Submit paper about home visit
		Overcoming Stereotypes		
		Discussion about home visits, community resources		
4		No didactics scheduled for this week		Feedback form about CD's

Textbooks and Other Course Materials

Required textbooks:

Behrman: *Nelson Textbook of Pediatrics, 17th ed.*, Copyright © 2004 Elsevier. Available for free on MD Consult.

Noble: *Textbook of Primary Care Medicine, 3rd ed.*, Copyright © 2001 Mosby, Inc. Available for free on MD Consult.

Beckmann: *Obstetrics and Gynecology*, Lippincott Williams & Wilkins, Fourth Ed. 2002.

HIGHLY Recommended textbooks:

Hacker, *Essentials of Obstetrics and Gynecology*, Elsevier Saunders, Fourth Ed. 2004

Grading

Clerkship Grade Determination

Final grades will be submitted to the registrar's office within four weeks of the completion of the rotation. The composition of the final grade is as follows:

Clinical Performance (evaluations by faculty): 30%

NBME Exam: 15%

Midterm Exams (2): 15% (7.5% each exam)

Weekly Quizzes: 5%

CPX: 10%

ECG Competency, Pelvic Exam OSCE: 5%

Computer Assignments (CLIPP cases and disability CD's): 5%

Hospice Presentations: 5%

Disability Presentations: 5%

Updated Logbook: 5%

Clinical Performance (evaluations by faculty): 30%

Students will receive evaluations from the various faculty they work with throughout the rotation. Students will be evaluated regarding their medical knowledge, clinical skills (including history taking, physical examination, and verbal presentations), problem solving skills and clinical judgment (including application of health promotion, forming a differential diagnosis, use of office procedures and labs, planning treatment plans and follow-up, completion of progress notes), professional attributes (including reliability, motivation, responsibility, use of

medical literature and other resources, and openness to instruction and feedback), and interpersonal relationships (with patients, colleagues, staff, and preceptors) At the discretion of the Course Director, any student who performs unsatisfactorily in any of these areas may be required to remediate the clerkship.

See Appendix A for an example of the student evaluation form that will be used.

NBME Exam: 15%

Students will take the Family Medicine NBME shelf exam on the final day of the rotation.

Midterm Exams (2): 15% (7.5% each exam)

There will be a mid-term exam occurring at the half-way point of the rotation (Friday, 7/29/05). This will cover the material from the didactics during the first half of the rotation. There will be a second mid-term exam occurring on the final day of the rotation (Friday, 9/23/05), which will cover material from the didactics in the second half of the rotation.

Weekly Quizzes: 5%

There will be weekly quizzes given on Friday afternoons. These are designed to help you keep up with your studies, so that you don't fall behind. Your performance on the quizzes will be reviewed throughout the clerkship by the clerkship director as well as your primary care preceptors; if any deficiencies are noted, you may be required to meet with the clerkship director.

CPX: 10%

There will be a Clinical Performance Exam, in which your care and treatment of standardized patients will be evaluated. This will occur in Week 15 of the clerkship (date to be announced).

ECG Competency, Pelvic Exam OSCE: 5%

You will complete a competency exam in ECG interpretation, as a part of your ECG lecture series. You will also perform pelvic exams in a mini-OSCE format while you are on the Women's Health portion of the clerkship. This portion of your grade will be based on completion of both activities.

Computer Assignments (CLIPP cases and disability CD's): 5%

There are computer cases for various pediatric topics, as well as care for patients with disabilities. The particular assignments are listed in the syllabus under "curricular design." This portion of the grade will be based on completion of the activities.

Hospice Presentations: 5%

During the Geriatrics module, students will give presentations regarding their experiences with hospice and appropriate management of their hospice patients.

Disability Presentations: 5%

During the Men's Health/Patients with Disabilities module, students will give presentations regarding their experiences and the resources in the community for patients with disabilities.

Updated Logbook: 5%

Students are required to update their logbooks weekly in order for us to ensure adequate clinical experience. Students' logbook entries will be reviewed periodically; if students are not updating appropriately, they will not receive full credit and may be subject to remediation.

Midterm and End of Clerkship Student Evaluation

Students will receive feedback at the midpoint of the rotation in order to remediate any areas identified as needing work. At the end of the rotation, a summative evaluation will be reviewed with the student.

The process for this feedback is as follows: Students need to meet with each of their longitudinal attendings (FM,IM,Peds) midway through the clerkship. Ask your attending when they would like to meet, and then print up a copy of the midterm feedback form (appendix B), and bring it with you when you meet with them. You will then turn the form in to Dr. Zwiygart, who will review the form, as well as your performance on the other aspects of the course. She may also ask to meet with you. This process should be completed by the end of week 8.

Grading Standards

Students must successfully complete each component of the clerkship in order to receive a passing grade for the clerkship. If a student is deficient in any one component of the clerkship, he or she may receive an “Incomplete” or a “Failure,” and be required to remediate.

At the end of the clerkship, students will complete the National Board Examination in Family Medicine. A student must score at or above the 17th percentile to pass this examination, or he/she will be required to repeat it. Students must score a minimum of the 45th percentile to be considered for a grade of PC and at or above the 70th percentile to be considered for a grade of Honors.

Honors Eligibility

Students often ask about what preceptors look for in distinguishing the "average" from the "truly outstanding" student. Here are some of the more important points to consider.

Your preceptors are evaluating your skills, knowledge, and professionalism and do NOT formally recommend a letter grade, per se. However there is an overall evaluation category that gives them an opportunity to recommend anything from unsatisfactory to truly outstanding.

In order for your evaluators to consider recommending excellent or truly outstanding, a student must demonstrate the following:

- Accurate and complete data collection, including the H&P, on a **consistent** basis.
- Integrating the database into a well thought out and logical assessment and/or differential diagnosis that is well articulated both verbally and in the written record.
- Developing a management plan that is clearly linked to the assessment and which is cost effective and practical given the context of the patient's life circumstances.
- Demonstrating that the student has read about and learned from **each** patient seen on the rotation.
- Demonstrating superior professional and humanitarian traits in the patient interface.

Unsuccessful Clerkship

- A score of less than the 17th percentile on an NBME shelf examination.
- A failing grade on the departmental exam.
- A failing overall cumulative performance.
- Unprofessional behavior, including failure to maintain timely and accurate patient logbook data.
- Failure to appropriately complete any portion of the clerkship assignments.

Clerkship Remediation

- Any student scoring less than 17th percentile on an NBME shelf examination will be given the opportunity to retake the test and must score at the 17th percentile or above to pass. Two failures on the shelf examination will typically result in a failing grade in the course and require remediation of the entire clerkship.
- Remediation for students who fail the departmental exam or any other component is at the discretion of the Clerkship Director.
- Remediation for students exhibiting unprofessional behavior is at the discretion of the Clerkship Director.

Grade Appeal

A student may appeal a clerkship grade if the student has evidence that the grade was assigned in an erroneous manner. **This is not a process for appeal of established departmental grading policies.** Grade appeals must be submitted in writing or via email no later than three weeks after grades are posted in the registrar's office. Exceptions to this policy can only be granted by the Associate Dean of Medical Education.

Course Evaluation

You must complete a course evaluation at the end of this clerkship. You will use the PACES system to enter and submit your evaluation. **Course evaluations are due no later than 10 days following the end of the clerkship.** Students failing to comply with this requirement will be reported to the Associate Dean of Student Affairs for action.

Professionalism

How to Survive this Clerkship

Be on time.

Be prepared.

Read ahead.

Show interest and enthusiasm. (*You can be interested even if you do not intend to become a primary care physician!*)

Ask questions.

Make good use of time.

Be respectful of patients, residents, attendings, nurses, and other staff.

Have fun!

Getting Help

Any student having academic or personal problems during the rotation is encouraged to contact the Clerkship 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.

Attendance Policy

Attendance at all clerkship didactic conferences, lectures, workshops and patient rounds is mandatory. The faculty understands that each student may experience circumstances which require them to miss time during the rotation. Absences related to interviews, meetings, and personal issues should be approved well in advance with the Clerkship Director.

In the event of illness, or unexpected circumstances, the student is responsible for notifying the rotation/section head and the Clerkship Director as soon as possible.

Students missing coursework may be required to remediate this work at the discretion of the Clerkship Director.

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.

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 USFCOM Dress Code Policy, medical students “are expected to maintain a proper professional image in their behavior and personal appearance at all times. Any time students have contact with patients or are in the patient care areas, shorts are not to be worn. Men should wear shirts and ties and women should wear dresses, skirts, or appropriate slacks and blouses. Also 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 USFCOM 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, (**Cristina Spiegel, 974-8482**); leave a message on the Course Director’s voicemail (**Dr. Zwygart, 974-0594**) and **Contact the Clinic 974-6030.** 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 in the USF Family Medicine Clinics during scheduled breaks (Christmas and between the end of 3rd year and the start of 4th year) at the discretion of the Course Director. Make up schedules will be coordinated through the education office 974-8482.

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. **Remember** to sign all notes legibly.
7. **Be prepared.** This means keeping up with reading assignments and being ready to discuss topics in clinics and during case conferences.
8. **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.

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 (eg.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

More information to come

Academic Honesty

More information to come

All students of the 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 student 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 be 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,
- and 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 College of Medicine. The accused shall have the right to appeal any decision of the Honor Trial Jury.

Holidays and Religious Observations

Students who anticipate the necessity of missing any exam, didactic conference, lecture, workshop or patent rounds due to the observation of a major religious observance must provide notice of the date(s) to the Clerkship Director, in writing, at the beginning of the Clerkship.

Technology Requirements

Software (e.g., PowerPoint, Adobe Acrobat, Flash plug-in, etc.)

Internet Connection: Broadband (recommended), 56K dial-up (minimum)

Computer Screen Resolution: 1024x768 (recommended), 800x600 (minimum)

ArcStream access requirements.

PDA requirements.

For accessing Blackboard at <https://my.usf.edu>, one of the following operating system/web browser configurations is required.

Blackboard Academic Suite™ End User Configuration Guidelines

		Windows® Operating Systems		Mac® Operating Systems	
		2000	XP	10.2	10.3
Microsoft® Internet Explorer® Web Browsers	5.2	N/A	N/A	✓	C
	5.2	✓	C	N/A	N/A
	6.0	✓	✓	N/A	N/A
Netscape® Web Browsers	4.78	C	C	C	C
	7.1	✓	✓	✓	✓
Apple® Safari® Web Browsers	1.0	N/A	N/A	✓	N/A
	1.1	N/A	N/A	N/A	✓

✓ -- fully tested and supported

N/A – not supported by the operating system or by the Web browser. These configurations are not tested

C – compatible with the Blackboard Academic Suite and should function properly but are not fully supported

It is recommended that you access the “Browser Wizard” to check your browser for Blackboard compatibility and to download some of the software and plug-ins needed for this course. The Browser Wizard is located at <http://my.usf.edu>.