FAU

FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Graduate Programs

Department Medical Education

College Charles E. Schmidt College of Medicine

Current Course Prefix and Number MDE 8067	*Current* Course Title Transition to Residency (TTR)

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

    From: To:

Change course number

    From: To:

Change credits*

    From: 6   To: 18

Change grading

    From: To:

Academic Service Learning (ASL) *

    Add ☐   Remove ☐

* See Definition of a Credit Hour.
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Change description to:
  Please see attached

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes: Fall 2024	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone Dr. Mark J. Di Corcia/mdicorcia@health.fau.edu/561-297-4024

Approved by		*Date*
Department Chair	*(signature)*	1/11/2024
College Curriculum Chair	*(signature)*	1/11/2024
College Dean	*(signature)*	1/12/2024
UGPC Chair		
UGC Chair		
Graduate College Dean		
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

ChangeCourseGR, revised Summer 2022

MDE 8067 Transition to Residency (TTR) Course Change Request

Rationale: MDE 8067/Transition to Residency (TTR) is currently an approved fourth-year, two-week, 6-credit course offered at the end of Spring Semester prior to graduation. However, the move nationally in medical education is for TTR courses to span the entire fourth year of medical school in order to achieve the outcomes desired by the Liaison Committee on Medical Education (LCME) – our accrediting body - and the Accreditation Council for Graduate Medical Education (ACGME) which sets the standards for post-medical school residency training.

Proposed Change Synopsis: The proposed change request is to broaden the current 6-credit course content of MDE 8067/Transition to Residency (TTR), in the Fall of 2024, to a year-long, 18-credit course in the fourth-year that will incorporate components of the current 6-credit BMS 6960/USMLE Step 1 Review (but for USMLE Step 2 review) in addition to synchronous/asynchronous lectures, small group discussions, team-based learning exercises, practical application and simulation sessions and independent study. The course will be separated into Term A - Fall (9-credits) and Term B – Spring (9-credits) for the purpose of creating a two-semester structure supporting the needs of the University Registrar and Financial Aid. Similar to another year-long course at the College of Medicine, MDC 7120/Community and Preventive Medicine Clerkship, students will receive an "Incomplete" (I) grade for the first semester and only receive a final grade on their official transcript of "Satisfactory" (S) or "Unsatisfactory" (U) for both semesters following the completion of the entire year-long course.

Proposed Change to Course Description:

Current Description: This two-week capstone course is offered in March at the end of the 4th year. The goal of this course is to prepare students to work effectively as interns and residents. Additionally, it will help students to develop the knowledge, attitudes and skills necessary to be successful in their professional lives. Activities that will be covered include rapid response scenarios; multitasking, organization and prioritization; advanced communication skills and reflective exercises.

New Proposed Description: This capstone course spans the entire fourth year of medical school. The goal of this course is to prepare students for the United States Medical Licensing Exam (USMLE) Step 2, Electronic Residency Application Services (ERAS) process, National Resident Matching Process (NRMP), and develop the knowledge, attitudes and skills necessary to work effectively as interns, residents, and practicing physicians. In addition, the educational activities will allow students to meet specific Entrustable Professional Activities (EPAs) required for residency.

CHARLES E. SCHMIDT
COLLEGE OF MEDICINE
FAU
Florida Atlantic University

Transition to Residency (TTR) Course Syllabus
Course # MDE 8067
18 Credits
(Term A - Fall: 9 Credits/Term B - Spring: 9 Credits)
Terms: Fall 2024 – Spring 2025

Course Information

Course Schedule: Classroom sessions will be scheduled from 8:00 AM – 5:00 PM during two designated weeks in the academic year:

- *April 29th – May 3rd, 2024*: Introduction to Year 4 and Transition to Residency (TTR)

- *March 10th – 21st, 2025*: Transition to Residency Immersion Week

In addition, students will participate in scheduled course activities at other times during the academic year based on their individual rotation schedules.

Location(s):   In person sessions will be conducted at the College of Medicine (BC-71) and the FAU Clinical Skills Simulation Center. Virtual sessions will be conducted via Zoom.

Prerequisites/Corequisites: Students must complete all Year 3 requirements of the MD program in order to begin the Transition to Residency course.

Course Directors

Jennifer Foster, MD, MBA
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Administrative Support

Lisa Rae Manigo, MNM – Year 4 Academic Program Manager
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Course Description

This capstone course spans the entire fourth year of medical school. The goal of this course is to prepare students for the United States Medical Licensing Exam (USMLE) Step 2, Electronic Residency Application Services (ERAS) process, National Resident Matching Process (NRMP), and develop the knowledge, attitudes and skills necessary to work effectively as interns, residents, and practicing physicians. In addition, the educational activities will allow students to meet specific Entrustable Professional Activities (EPAs) required for residency.

Instructional Methods

The Transition to Residency (TTR) course content will be delivered using a variety of instructional methods. These include synchronous and asynchronous lectures, small group discussions, and team-based learning exercises. Students will also engage in practical application and simulation sessions during which they will practice essential clinical skills individually and in teams. In addition to these scheduled class sessions, students will engage in required independent study activities in conjunction with those based on their individualized learning needs, rotation schedules, self-assessment and faculty feedback. Throughout the course, students must comply with all guidance regarding lecture recording, use of information technology, and social media (see Student Handbook).

Note: It is fundamental to FAU's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Course Objectives

Two competency frameworks from the Association of American Medical Colleges (AAMC) have been used to develop the learning objectives and educational activities for the TTR course. These frameworks are the Entrustable Professional Activities[i] and the Physician Competency Reference Set[ii].

Entrustable Professional Activities: The Entrustable Professional Activities (EPAs) are a set of skills that medical school graduates are expected to perform independently and with limited supervision upon entering their residency training programs. These EPAs are as follows:

EPA 1: Gather a history and perform a physical examination.
EPA 2: Prioritize a differential diagnosis following a clinical encounter.
EPA 3: Recommend and interpret common diagnostic and screening tests.
EPA 4: Enter and discuss orders and prescriptions.
EPA 5: Document a clinical encounter in the patient record.
EPA 6: Provide an oral presentation of a clinical encounter.
EPA 7: Form clinical questions and retrieve evidence to advance patient care.
EPA 8: Give or receive a patient handover to transition care responsibility.
EPA 9: Collaborate as a member of an interprofessional team.
EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management.
EPA 11: Obtain informed consent for tests and/or procedures.
EPA 12: Perform general procedures of a physician.
EPA 13: Identify system failures and contribute to a culture of safety and improvement.

Medical students have developed their competency in these skills as they've progressed through the four-year medical education program. The TTR course provides an opportunity to further enhance these skills and apply them in the context of the medical student's future role as a resident physician. The EPAs listed above integrate with the Physician Competency Reference Set (PCRS).

Physician Competency Reference Set (PCRS): The PCRS is the overall framework used to guide our medical education program and student performance assessment. The PCRS defines competencies for medical education that are organized into eight major domains as follows:

- Patient Care
- Knowledge for Practice
- Practice-Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-Based Practice
- Interprofessional Collaboration
- Personal and Professional Development

By the end of the TTR course, it is expected that students will be able to apply essential skills within each of these competency domains to facilitate a successful transition to residency

training. The sections that follow include a summary of the essential skills and learning objectives that will be covered within each of these competency domains during this course.

Patient Care
- Practice Advanced Cardiac Life Support (ACLS) and Basic Life Support (BLS).
- Practice and apply radiology and EKG reading skills.
- Recognize and manage common emergency situations (shock, arrhythmias, respiratory distress, sepsis).
- Demonstrate effective and compassionate communication with patients, families and other healthcare providers to enhance excellent patient care.
- Review the process of obtaining informed consent.
- Recognize how to communicate a death notification, and practice completing a death certificate.
- Practice the safe transfer of care of patients to others.
- Recognize specialty-specific skills expected of an intern at the beginning of residency.
- Solve problems which demonstrate medical decision-making skills.

Practice-Based Learning and Improvement
- Identify strengths, deficiencies, and limits in one's knowledge and expertise.
- Set learning and improvement goals.
- Identify and perform learning activities that address one's gaps in knowledge, skills, or attitudes.
- Collect feedback and actively work to improve performance in response to feedback.
- Critically appraise one's knowledge and practice of medicine.

Interpersonal and Communication Skills
- Identify the lines of communication in healthcare.
- Communicate and work effectively with others as a member or leader of a healthcare team or other professional groups.
- Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.
- Communicate effectively and efficiently with consulting services.

Professionalism
- Engage in reflective practice regarding one's professional identity.
- Communicate ideas, values, beliefs and attitudes that have guided choices regarding medical specialty and future professional practice.
- Clearly communicate professional goals to others.
- Demonstrate best practices for optimal impression management.

Systems-Based Practice
- Identify and analyze common sources of medical error and develop a plan for practice improvement.
- Recognize threats to patient safety and identify provider behaviors to prevent harm and foster safe patient care.
- Describe how the appropriate coordination of patient care across providers and settings (including discharge planning, rehabilitation, and long term care) can help optimize transitions of care.

Interprofessional Collaboration
- Demonstrate the ability to work as a member of an interprofessional team in order to assess a hospitalized patient with an urgent complaint.
- Effectively communicate changes in a patient's status to an interprofessional team in a manner that facilitates safe, patient-centered care.

Personal and Professional Development
- Prepare to effectively manage time as a physician.
- Organize and prioritize multiple tasks.
- Prepare financially for life after medical school.
- Demonstrate healthy coping mechanisms to respond to stress.
- Manage conflict between personal and professional responsibilities.

Each educational activity in the TTR course covers one or more of these PCRS competencies and Entrustable Professional Activities. Please see the "Course Components" section for an outline of each activity and the primary PCRS domain(s) and EPAs addressed by each activity.

Course Schedule

The academic calendar is posted on the College of Medicine website and students should familiarize themselves with the required activities for the medical education program. Please see the Student Handbook for information on Academic Calendar, University Holidays, and Medical Student Schedule Commitments. **Please note that the academic calendar for the College of Medicine differs from that of the rest of the University.** Medical students are governed by the College of Medicine academic calendar and dates are subject to change. Students must refer to OwlMed for all up to date TTR course information, schedules, handouts, and session objectives and content. Emails will be sent out during the year with any changes or updates. The general schedule and components of the course will be described in the section "Course Components" below.

Attendance Requirements

Students are required to attend all TTR sessions and activities. Any unexcused absence from a mandatory session will be considered in determining a student's final course grade. Please see the "Performance Assessment and Grading" section for details below. Students should also review the College of Medicine Attendance Policy and Religious Observance Policy in the Student Handbook.

Students involved in the Supplemental Offer and Acceptance Program (SOAP) will be granted excused absences from impacted sessions upon request until their National Resident Matching Program (NRMP) applicant Match status is determined. Students are responsible for the content of any missed sessions and appropriate make-up work will be assigned by the Course Director.

Note: Students must follow the Policy on Communicable Diseases. (Please see Student Handbook.) Medical students must also follow the most current FAU guidance and clinical site protocols if they are exposed, test positive for or develop any symptoms of COVID. Please refer to the following website for additional information: https://www.fau.edu/ehs/safety/public-health-program/.

Course Components

Term A: This term spans from April 28th, 2024 to October 20th, 2024, with activities first scheduled during an intensive "Introductory to Year 4 and Transition to Residency" week (April 28th, 2024 – May 4, 2024). In addition, students complete course activities at other times throughout the six-month period based on their individual rotation schedules.

The following table outlines the main course activities that will be conducted during the term. Students must refer to OwlMed for all session details including session dates, times, and locations as well as assignment instructions and due dates. Assigned reading materials will be posted on OwlMed and available for review before each session. Students MUST complete all assigned pre-reading before each educational session.

PCRS Domain(s)	EPAs	Term A - Activity	Description
Patient Care	EPA 2 EPA 3	**Radiology for the New Intern – Parts I & II** (Lectures)	These classroom sessions focus on essential radiology skills to help students appropriately utilize diagnostic testing and accurately interpret imaging results to inform clinical decision-making.

Patient Care	EPA 10	**Stop the Bleed** (Lectures and Practice Session)	This session, developed by the U.S. Department of Defense and the American College of Surgeons, will train students to immediately assist injured persons with life-threatening bleeding.
Patient Care	EPA 2 EPA 4 EPA 7	**Stairway to Antibiotic Heaven** (Self-Study Videos and Self-Assessment Quiz)	Students will complete these online videos created by the course director. These modules focus on appropriate use of antibiotics for effective treatment of infectious disease and responsible stewardship to prevent antibiotic resistance. ➢ **Assignment:** Students must submit their completed Self-Assessment Quiz on OwlMed before the first day of their Acting Internship Rotation.
Patient Care	EPA 8	**Transitions of Care** (Lecture & Supervised Practice)	During these interactive sessions, students will first learn the advanced clinical skills of practice care planning, coordination, and communication with colleagues to facilitate safe transitions in patient care between health care team members. Students will then practice these skills during simulated clinical scenarios with course faculty.
Practice-Based Learning and Improvement	EPA 7	**Personal Learning Goals** (Self-Study Assignment)	➢ **Assignment:** Students will reflect on personal learning goals that they would like to prioritize during this final year before residency training. Each student will submit this list of goals to the Course Director along with planned steps toward achieving these learning goals.
Interpersonal and Communication Skills	EPA 6 EPA 8 EPA 10	**Calling Consults** (Lecture and Practice Session)	Students will learn effective communication skills to facilitate interaction with other health professionals and then practice these skills during simulated clinical scenarios involving consultation with specialists.
Interpersonal and Communication Skills & Interprofessional Collaboration	EPA 9	**TeamSTEPPS Training** (Lectures)	Students will complete this training, developed and implemented by the Agency for Healthcare Research and Quality, the U.S. Department of Defense, and the American Hospital Association (AHA), in order to learn valuable skills in interprofessional collaboration, team-based communication, and role coordination.

Interprofessional Collaboration	EPA 9	**Interprofessional Education (IPE) – College of Nursing** (Simulation Session)	During this session, students work in groups to complete simulated cases focused on team-based communication.
Professionalism	N/A	**Transition to Year 4** (Lectures)	These didactic sessions will focus on the curricular requirements of this final year of medical school. Sessions will include information related to hospital orientation, clinical rotations, and malpractice coverage.
Professionalism	N/A	**Hospital Orientations** (Lectures and Small Group Activities)	Students will attend all hospital orientation sessions for every clinical site they will rotate through during the fourth year. Each session will focus on site-specific policies, service lines, and compliance requirements.
Personal and Professional Development	N/A	**USMLE Step 2 CK Preparation** (Lectures, Faculty Feedback, Independent Study)	**Lectures:** Students will attend didactic sessions providing strategies for preparing for the USMLE Step 2 CK exam. ➢ **Assignment with Faculty Feedback:** Students will design a self-study plan and schedule. They will submit it to the Director of Student Success Services by the end of Transition Week for review and feedback. **Independent Study:** Students will consolidate their medical knowledge and prepare for the USMLE Step 2 CK licensing exam, using practice examinations and resources provided by the COM.
Personal and Professional Development	N/A	**Electronic Residency Application Service® (ERAS®) and Personal Statements 101** (Lectures & Practical Skills Application)	Students will engage in didactic sessions addressing the process of selecting their residency training specialty, as well as the preparation and delivery of their application and supporting documents to residency programs. These sessions will be followed by independent study during which students develop their own individual curriculum vita and personal statements. They will receive feedback from faculty and incorporate feedback as they refine these professional materials.

| Personal and Professional Development & Interpersonal and Communication Skills | N/A | Residency Interviews (Virtual Simulation Sessions) | Students will review communication skills and complete preparatory work to learn effective impression management strategies as well as methods to clearly communicate their professional values, beliefs, ideas, and goals.

➢ **Assignment:** In August – September 2024, students will complete a "mock interview" with an FAU faculty member. Faculty will provide immediate verbal feedback based on an assessment rubric completed during the interview so that students can improve their competency before live residency interviews in Term B. |

Term B: This term spans from October 21st, 2024 to April 27th, 2025 with a large number of course activities scheduled during a "TTR Immersion" period from March 17th, 2025 to March 28th, 2025. Additionally, students complete course activities at other times throughout the six-month period. The following table outlines the main course activities that will be conducted during the term. Again, students must refer to OwlMed for all session details including session dates, times, and locations as well as assignment instructions and due dates. Assigned reading materials will be posted on OwlMed and available for review before each session. Students MUST complete all assigned pre-reading before each educational session.

PCRS Domain(s)	EPAs	Term B – Activity	Description
Patient Care	EPA 2 EPA 3	Radiology for the New Intern – Parts III & IV (Lectures)	These classroom sessions focus on essential radiology skills to help students appropriately utilize diagnostic testing and accurately interpret imaging results to inform clinical decision-making.
Patient Care	EPA 2 EPA 3	EKGs for the New Intern (Lecture)	This classroom session provides an in-depth review of EKG reading in order to equip students with a systematic approach to EKG interpretation so they may function at the level expected of an intern.
Patient Care	EPA 3	Radiology Escape Room (Small Group Learning)	Students will work in teams to solve a series of puzzles surrounding common patient diagnoses.
Patient Care	EPA 2 EPA 4 EPA 7	Stairway to Antibiotic Heaven (Self-Study Videos and Self-Assessment Quiz)	Students will complete these online videos created by the course director. These modules focus on appropriate use of antibiotics for effective treatment of infectious disease and responsible stewardship to prevent antibiotic resistance.

			➢ **Assignment:** Students must submit their completed Self-Assessment Quiz on OwlMed before the first day of their Acting Internship Rotation.
Patient Care	EPA 1-4 EPA 6 EPA 10 EPA 12	**Shock Sim** (Clinical Skills Simulation Session)	Students will review evidence-based guidelines for the evaluation and management of the various types of shock and then work in small groups to apply these guidelines to several simulated scenarios.
Patient Care	EPA 1 EPA 5	**Death Declaration** (Lecture)	During this classroom session, students learn the steps involved in death declaration as well as completion of death certificates.
Patient Care	EPA 2-4 EPA 9 EPA 10 EPA 12	**ACLS** (Clinical Skills Simulation Session)	Students will review the evidence-based guidelines for Advanced Cardiac Life Support (ACLS) and apply these guidelines and practice their skills in simulated scenarios involving clinical instability and/or critical illness.
Patient Care	EPA 1-5 EPA 8 EPA 10 EPA 12	**Bump in the Night** (Lecture)	During this interactive classroom session, students apply their clinical reasoning skills in the evaluation and management of common complaints encountered during the cross coverage of hospitalized patients overnight.
Patient Care	EPA 11	**Informed Consent** (Clinical Skills Simulation Center)	During the Specialty Day described below, students will practice obtaining informed consent for various clinical interventions applicable to their chosen or related specialty.
Patient Care	EPA 12	**Specialty Day** (Clinical Skills Simulation Session)	Students will work with residents and/or attending physicians who are practicing in their chosen or related specialty. Students will complete simulation scenarios and skills exercises that are of relevance to their planned residency discipline.
Practice-Based Learning and Improvement	EPA 7	**Personal Learning Goals – Progress Summary** (Self-Study Assignment)	➢ **Assignment:** Students will submit a summary of the steps they achieved toward the personal learning goals they identified during Term A.
Systems-Based Practice	EPA 13	**Aquifer High Value Care** (Self-Study Cases)	Students will complete this online curriculum of virtual patient cases to explore the fundamentals of providing value in health care, including preventing unnecessary costs to the healthcare system.

			➤ **Assignment**: Students must complete this curriculum prior to the start of the Immersion Week in March.
Systems-Based Practice	EPA 13	**Room of Horrors** (Simulation Session)	Students will apply the knowledge and skills they have learned from the Aquifer HVC curriculum above to identify patient safety risks encountered in daily clinical practice as well as apply risk mitigation strategies.
Interpersonal and Communication Skills	EPA 1-4 EPA 6 EPA 8 EPA 9 EPA 10	**Communication Sim** (Clinical Skills Simulation Session)	Students will complete simulation exercises to develop advanced communication skills required when patients need urgent or emergent care.
Interpersonal and Communication Skills	EPA 5 EPA 12	**Breaking Bad News** (Clinical Skills Simulation Center)	Following the ACLS session above, students practice communicating distressing information to patients and/or family members as well as completion of a death certificate.
Personal and Professional Development	N/A	**Residency Interviews and Rank List Preparation and Submission** (Faculty Feedback, Self-Study Assignment)	Students will research potential residency programs using resources like the AMA FRIEDA database and Texas STAR program. ➤ **Assignment**: Students will create a spreadsheet of appropriate programs to which they will apply and will submit this spreadsheet to their Faculty Career Coach. Throughout the first several months of Term B, students will engage in residency program interviews. They will apply skills learned during Term A and will have the opportunity to reflect on accrued experience throughout this process. ➤ **Assignment**: Students will submit their final report of programs they have applied to and programs at which they have interviewed by the end of January.
Professionalism Personal and Professional Development	N/A	**Residency Panel** (Lecture and Alumni Q & A)	Students learn strategies from previous graduates that facilitate a smooth transition to residency training. These strategies may include such core skills as time and task management, prioritization, financial literacy, etc.
Personal and Professional Development	N/A	**Interns as Employees** (Lecture and Q&A Session)	In this classroom session, students are introduced to the role of a resident physician including responsibilities both as a trainee and as an

			employee of a hospital. Following the session, students will interact with panel of graduate medical education (GME) faculty and staff.
Personal and Professional Development	N/A	**Financial Aid** (Lecture)	This session is focused on financial management with special emphasis on issues of relevance to the graduating medical student and resident.
Personal and Professional Development	N/A	**Interns as Teachers** (Lecture)	This session will give students practical strategies to enhance their role as teachers of more junior learners.
Personal and Professional Development	N/A	**AAMC Medical School Wellness Curriculum** (Self-Study Modules and Assignment)	Students will review online modules on foundational wellbeing topics to proactively mitigate the burnout associated with residency training. ➢ **Assignment:** Students will submit a 500-word reflection detailing their own personal strategy for mitigating burnout during residency training.

Performance Assessment and Grading

For a complete description of the College of Medicine's Academic Evaluation Processes please see the Student Handbook. The College of Medicine uses a competency-based grading system based on the Physician Competency Reference Set (PCRS) in order to ensure that teaching, assessment, and remediation of all competencies are equally prioritized. The specific competencies assessed in TTR are:

1. **Patient Care**
2. **Practice-Based Learning and Improvement**
3. **Interpersonal and Communication Skills**
4. **Professionalism**
5. **Systems-Based Practice**
6. **Interprofessional Collaboration**
7. **Personal and Professional Development**

Each student will receive a final grade of "Satisfactory", "Satisfactory with Concern", "Unsatisfactory", or "Incomplete" in each of these seven competencies and for the overall course. All grades will be determined by the TTR Grading Committee. Details of how grades will be determined in each competency are described below. This information is also summarized in a table included at the end of this section. Students will receive timely feedback from the Course Director(s) if their performance is at risk for Unsatisfactory or Satisfactory with Concern.

1. **Patient Care:** Provide patient-centered care that is compassionate, appropriate and

effective for the treatment of health problems and the promotion of health. This competency in TTR focuses on the student's ability to:

- Gather essential and accurate information about patients and their conditions through history-taking, physical exam and the use of laboratory data, imaging, and other tests.
- Organize and prioritize responsibilities to provide care that is safe, effective and efficient.
- Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.
- Provide health care services to patients, families, and communities aimed at preventing health problems and maintaining health.
- Provide appropriate role modeling.

The final Patient Care grade will be based on student participation in course sessions that are primarily designated within the Patient Care competency domain. (See the Term A and Term B tables above.) The Course Director and course faculty may report concerns regarding student participation, and this feedback will be shared with the TTR Grading Committee.

2. **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.

   The skills of a medical student in Practice-Based Learning and Improvement within the TTR course include but are not limited to:

   - Identify strengths, deficiencies, and limits in one's knowledge and expertise.
   - Set learning and improvement goals and learn independently.
   - Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes.
   - Integrate newly acquired knowledge into previously established frameworks.
   - Demonstrate critical thinking and clinical reasoning skills.
   - Locate, appraise, and assimilate evidence from scientific studies related to health problems.
   - Use information technology to optimize learning.

- Incorporate feedback into daily practice.
- Participate in the education of patients, families, students, trainees, peers and other health professionals.

The final Practice-Based Learning and Improvement grade for TTR will be determined based on each student's performance on their Term A personal Learning Goals and Term B Progress Summary assignment.

3. **Interpersonal & Communication Skills**: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

   The interpersonal and communication skills of a medical student in the TTR Course include but are not limited to:

   - Communicating effectively with the faculty, staff, and fellow students.
   - Working effectively with others.
   - 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.
   - Demonstrating flexibility and showing respect for the ideas of others across a broad range of backgrounds and perspectives.
   - Demonstrating insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.

The final Interpersonal and Communication Skills grade will be determined based on each student's participation in the course sessions within this competency domain (Please see Term A and Term B tables above) as well as their participation in the mock residency interview. In addition, course faculty and staff may report concerns regarding a student's communication skills in any aspect of the course to the Course Director who will share this feedback for consideration by the TTR Grading Committee.

4. **Professionalism**: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

   This competency will be assessed by the TTR Course Directors, faculty and staff in all aspects of the TTR course. Medical students, as future professionals, are expected to conduct themselves appropriately in *all* curricular activities, including classroom work, laboratory work, and clinical experiences. The professionalism of a medical student in the TTR Course includes but is not limited to:

- **Attendance:** Being personally responsible for attending all mandatory educational activities, whether in-person or virtual, as specified by the Course Directors. Any pattern of unexcused absences will result in a Satisfactory with Concern or Unsatisfactory.

- **Timeliness:** Arriving to educational activities on-time or before the activity starts. Any pattern of tardiness will result in a Satisfactory with Concern or Unsatisfactory.

- **Attentiveness:** Minimizing disruptions and distractions during all educational activities, e.g. using iPads and laptop computers only for course work during all educational sessions. This includes having cameras on if requested by session instructor for virtual sessions. Any pattern of inattention or disruption will result in a Satisfactory with Concern or Unsatisfactory.

- **Confidentiality, Privacy and Ethical Behavior:** Demonstrating a commitment to ethical principles such as maintaining confidentiality on exams and other assessments, and demonstrating respect for patient privacy and autonomy in clinical settings. Any breach of confidentiality, privacy or unethical behavior will result in a Satisfactory with Concern or Unsatisfactory and referral to the MSPPSC.

- **Meeting Deadlines:** Completing all assignments and requirements in a timely manner; any late or missing assignments or requirements may result in a Satisfactory with Concern or Unsatisfactory.

- **Responsibility and Accountability:** Demonstrating accountability and fulfilling all responsibilities related to educational activities with a commitment to excellence, i.e., checking OwlMed on a daily basis to stay apprised of schedule changes. Any pattern of irresponsibility or poor accountability will result in a Satisfactory with Concern or Unsatisfactory.

- **Responsiveness and Sensitivity:** Answering email from Course Directors, faculty, and staff in a respectful, sensitive, and polite manner within 24 hours of receipt. Any pattern of poor or disrespectful responses will result in a Satisfactory with Concern or Unsatisfactory.

- **Appropriate, Respectful, & Timely Communication:** Demonstrating respect, compassion, and integrity for others. Unless life threatening injury, hospital admission, or event of similar seriousness, notice of absence or tardiness (via email, text message, telephone call, or voicemail) MUST be given to at least one Course Director prior to the start time of the activity for which the student will be late or

absent as per the Attendance Policy. (See Student Handbook) Any pattern of poor or disrespectful communication will result in a Satisfactory with Concern or Unsatisfactory.

The final Professionalism grade for TTR will be determined based on each student's professional behavior in all aspects of the course. This includes, but is not limited to, on time completion of mandatory assignments and course work. In addition, course faculty and staff may report concerns regarding a student's professionalism demonstrated in any aspect of the course to the Course Director who will share this feedback for consideration by the TTR Grading Committee.

5. **Systems-Based Practice**: Demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. This competency in the TTR course will focus on the student's ability to:

- Incorporate considerations of cost awareness and risk-benefits analysis in patient and/or population-based care.
- Advocate for quality patient care and optimal patient care systems.
- Participate in identifying system errors and implementing potential systems solutions.

The final Systems-Based Practice grade will be determined based on each student's participation in the Room of Horrors simulation session.

6. **Interprofessional Collaboration**: Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care. This competency in the TTR course will focus on the student's ability to:

- Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
- 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.
- 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.
- 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.

The final Interprofessional Collaboration grade will be determined based on each student's

participation and engagement in the Interprofessional Education Simulation Session conducted in collaboration with the College of Nursing.

7. **Personal and Professional Development:** Demonstrate the qualities required to sustain lifelong personal and professional growth. The personal and professional development of a medical student in the TTR Course includes but is not limited to:

- Developing the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behavior.
- Demonstrate healthy coping mechanisms to respond to stress.
- Manage conflict between personal and professional responsibilities.
- Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior.
- Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.
- Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system.
- Demonstrate self-confidence that puts patients, families, and members of the health care team at ease.
- Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty.

Medical students, as future professionals, are expected to demonstrate the capacity for personal growth and develop a strong positive professional identity. The final Personal and Professional Development grade for TTR will be determined based on each student's engagement in course sessions within this competency domain. (Please see Term A and Term B tables above.)

Designation of TTR Course Grades: Course grades will be determined by the TTR Grading Committee based on the following criteria:

Competency	Assessment Method	Grade Criteria and Designations
Patient Care	• Radiology for the New Intern (I-IV) • Transitions of Care • EKGs for the New Intern • Shock Simulation • Death Declaration • ACLS	**Satisfactory:** Demonstrating active participation and engagement in course sessions within this competency domain. Completing the Stairway to Antibiotic Heaven modules on time and according to instructions. **Satisfactory with Concern:** Attending required course sessions within this competency domain, but demonstrating marginal participation in these activities. Completing the Stairway to Antibiotic Heaven modules

	• Bump in the Night • Informed Consent • Specialty Day • Stairway to Antibiotic Heaven	but with marginally acceptable performance. **Unsatisfactory**: Failing to participate adequately in course sessions within this competency domain as reported by course faculty. Failing to complete the Stairway to Antibiotic Heaven modules.
Practice-Based Learning and Improvement (PBLI)	• Personal Learning Goals (Term A) • Personal Learning Goals – Progress Summary (Term B)	**Satisfactory**: Engagement in practice and self-improvement planning based on the submission of Personal Learning Goals that reflect thoughtful consideration of learning needs and identification of suitable learning activities as well as submission of a Progress Summary outlining work completed to achieve these learning goals. **Satisfactory with Concern**: Submitting Personal Learning Goals that demonstrate marginal self-reflection or marginal consideration of suitable learning activities and/or submitting a Progress Summary with insufficient learning activities completed. **Unsatisfactory**: Failing to submit Personal Learning Goals or identified learning activities and/or failing to submit a Progress Summary.
Interpersonal & Communication Skills	• Calling Consults • TeamSTEPPS Training • Communication Sim • Breaking Bad News • Mock Residency Interview • Additional feedback from course faculty/staff	**Satisfactory**: Completing the mock residency interview with meaningful engagement and demonstrating adequate communication and teamwork skills during the designated sessions within the ICS domain. **Satisfactory with Concern**: Displaying marginal engagement in mock interview session, and/or marginal communication skills during course sessions related to the ICS domain as reported by course faculty. Reported behaviors by course faculty and/or staff that suggest needed areas for improvement but not considered to meet the threshold of unsatisfactory performance. **Unsatisfactory**: Failing to complete the mock interview session and/or displaying poor communication skills during course sessions related to the ICS domain as reported by course faculty. A pattern of behaviors that are incongruent with competency in this domain.
Professionalism	• Feedback from course faculty/staff	**Satisfactory**: Displaying **no** behavior patterns or individual incidents (i.e. chronic tardiness, dishonesty or disrespectful behavior) which would prompt faculty concern for the student's professional developmental progress. **Satisfactory with Concern**: Displaying professional behaviors that only marginally meet the College of Medicine standards of conduct. **Unsatisfactory**: Displaying repetitive poor behavior patterns (i.e. tardiness, rudeness, not attending compulsory activities, failure to complete assigned evaluations), egregious single incidents of unprofessional behavior (i.e. cheating), or a demonstrable and documented "lack of improvement" of behavior patterns previously addressed which would prompt deep faculty concern for the student's professional developmental progress such that it is documented and reported to the Office for Student Affairs (OSA).

Systems-Based Practice	• Room of Horrors	**Satisfactory**: Demonstrating active participation and engagement in course session within this competency domain. **Satisfactory with Concern**: Attending required course sessions within this competency domain, but demonstrating marginal participation in these activities as reported by course faculty. **Unsatisfactory**: Failing to participate adequately in course sessions within this competency domain as reported by course faculty
Interprofessional Collaboration	• Interprofessional Education (IPE) – College of Nursing	**Satisfactory**: Demonstrating adequate participation and engagement in IPE session. **Satisfactory with Concern**: Demonstrating marginal participation and engagement in IPE activities as reported by course faculty. **Unsatisfactory**: Failing to participate in IPE activities as reported by course faculty.
Personal and Professional Development	• Preparation for Residency Application • Interns as Employees • Residency Panel • Financial Aid	**Satisfactory**: Demonstrating active participation and engagement in course sessions and activities within this competency domain. **Satisfactory with Concern**: Attending course sessions within this competency domain, but demonstrating marginal participation in these activities as reported by course faculty. **Unsatisfactory**: Failing to participate adequately in course sessions and and/or activities within this competency domain as reported by course faculty

Designation of TTR Course Grades: Overall course grades will be determined by the TTR Grading Committee based on the following criteria:

Satisfactory: A grade of *Satisfactory* in all of the above seven competencies will result in an overall grade of *Satisfactory* for the TTR course.

Satisfactory with Concern: A grade of *Satisfactory with Concern* (SWC) in <u>any one of the seven</u> competencies coupled with *Satisfactory* grades in the remaining competencies will result in an overall grade of *Satisfactory with Concern* for the TTR course as recorded on the final course grade report. The student will be referred to the Student Competency Review Committee (SCRC) for a formative support plan.

A grade of "Satisfactory with Concern" will not be entered into the student's permanent transcript and therefore will not appear in the Medical Student Performance Evaluation (MSPE/Dean's Letter). Because this grade designation is considered formative rather than summative, the grade will be listed as "Satisfactory" on the student's transcript and MSPE. However, more than one SWC or a SWC at any point subsequent to a prior U grade for a course, clerkship, or rotation is considered an academic deficiency and will be referred by the SCRC to the MSPPSC for review and action, as appropriate.

Unsatisfactory: A grade of *Unsatisfactory* in <u>any one of the seven </u>competencies will result in an overall grade of *Unsatisfactory* for the TTR course. The student will be referred to the MSPPSC for review and action, as appropriate. Students may refer to the Student Handbook for details regarding Unsatisfactory Performance as well as for information related to the MSPPSC, SCRC and Requirements for Promotion and Graduation.

All "Unsatisfactory" final grades will be listed on the student's permanent transcript and a notation of the failed competency and the remediation plan will be described in the Medical Student Performance Evaluation (MSPE/Dean's Letter).

INCOMPLETE:
Students may receive an Incomplete (I) grade if they are unable to complete required work in a course, clerkship or rotation. Due to the scheduling of the curriculum, a student who fails to complete and pass the required coursework in a timely fashion may need to take a leave of absence in order to do so.

For all students who are assigned an Incomplete (I) grade, a formal plan ("Plan for Completing Course Requirements"), including the outstanding course requirements, method of assessment, expected time period to complete outstanding requirements, and criteria for successful completion of outstanding requirements will be established by the course, clerkship, or curriculum director. When completed, the course, clerkship, or curriculum director will report the grade earned to the student, the College of Medicine registrar and other members of the Office of Student Affairs and Office of Medical Education teams as outlined on the Incomplete Coursework form. A grade of Incomplete (I) will then be removed and replaced with the final grade earned. The transcript will reflect only the final grade earned in the course, clerkship or rotation.

Students who do not satisfactorily complete the outstanding requirements to convert an Incomplete (I) grade to an earned grade within the expected time period will be referred to the MSPPSC for review, which may result in adverse actions including, but not limited to, repeating the course/clerkship/rotation, repeating the academic year, being placed on probation or suspension, or dismissal from the College of Medicine.

Readings and Resources
Course activities will include assigned readings and/or online resources as preparatory work for class sessions. Details regarding these assigned readings and resources will be posted with session information in OwlMed.

College of Medicine Policies

Please see the College of Medicine Student Handbook for Academic, Professional and Technical Standards, Academic Policies and Procedures, Student Advancement Procedures and Due Process, Academic Grievances, Student and Faculty Conduct and Responsibilities, and all other College of Medicine Policies. Policies in the Student Handbook of particular relevance to students in TTR include but are not limited to the ones listed below. Medical students are expected to be aware of these and all other College of Medicine Policies and adhere to them.

- Academic Grievances Policy
- Academic & Professional Standards
- Attendance Policy
- Behavioral Requirements & Standards
- Student Mistreatment Policy
- Professional Dress Guidelines
- Voluntary Leave of Absence Policy
- Substance Abuse Policy
- E-mail Policy
- Information Technology (IT) Policies
- Social Media Policy
- Research Compliance Policy
- Policy on Communicable Diseases
- Students with Disabilities
- Conflict of Interest in Academic Evaluation of Students by Faculty Policy

University Policies

The following FAU Policies and FAU Regulations are of particular significance to the College of Medicine; students are expected to be aware of these and all other University policies and regulations and adhere to them.

FAU Policies
1.6   Drug-Free Environment
1.10   Consensual Relations
1.14   Emergency Management
4.1.7   Tobacco-Free Campus

FAU Regulations
4.001 Code of Academic Integrity
4.002 Student Academic Grievance Procedures for Grade Reviews
4.013 Exceptional Circumstances Withdrawals
4.014 Involuntary Withdrawal
7.008 Anti-Harassment/Anti-Discrimination

Note: In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at https://www.fau.edu/ocr9/title-ix/. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Students with Disabilities
In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act individuals must be able to meet the College of Medicine's academic and technical standards, with or without reasonable accommodation. Accommodation is a means of assisting students with disabilities to meet essential standards by providing them with an equal opportunity to participate in all aspects of each required course or clinical experience without altering the essential requirements of the curriculum. Reasonable accommodation is not intended to guarantee that students will be successful in meeting the curricular requirements.

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

It is the student's responsibility to submit the necessary forms to the FAU Student Accessibility Services (SAS) in a timely manner for each course, clerkship and rotation in the MD program in order to receive the appropriate accommodations. The forms may be downloaded directly from the SAS website at http://www.fau.edu/sas/Forms.php. Note: The Director of Clinical Education will be notified by SAS of the student's approved accommodations in a SAS Letter of Notification requested by the student and will communicate the approved accommodation to all affected parties. Such notification will not include any underlying diagnosis or condition.

Code of Academic Integrity Policy Statement
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. Harsh penalties are associated with academic dishonesty. For more information, see:

- FAU Regulations - 4.001 Code of Academic Integrity
- Student Handbook sections:
  - Academic and Professional Standards
  - Behavioral Requirements & Standards
  - Oath of Academic and Professional Conduct for Students in the College of Medicine

Severe Weather Policy

Cancellation of required clinical activities due to severe weather or disaster will follow the FAU Severe Weather Policy. Toll free hotline: 1-888-8FAUOWL (832-8695) http://www.fau.edu/advisory/.

Students are responsible for checking e-mails, and university or hospital websites for updated procedures and protocols. In the case of a loss of all methods of communication, students should follow general recommendations from the FAU Severe Weather Policy and exercise their own judgment in considering personal and public safety.

In the event of severe weather or a natural disaster that interrupts or has the potential to interrupt normal operations, students will be contacted by the Office of Student Affairs and/or the Office of Medical Education with instructions pertaining to class and clinical rotation attendance. If there are any questions, concerns, or doubts regarding travel to school or to a clinical rotation, students should always err on the side of caution and seek and remain in safe shelter. Students will be notified as soon as possible if specific clinical sites are closed, or activities are cancelled with postings and updates on OwlMed or FAU e-mail account.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

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[i] Obeso V, Brown D, Aiyer M, Barron B, Bull J, Carter T, Emery M, Gillespie C, Hormann M, Hyderi A, Lupi C, Schwartz M, Uthman M, Vasilevskis EE, Yingling S, Phillipi C, eds.; for Core EPAs for Entering Residency Pilot Program. Toolkits for the 13 Core

Entrustable Professional Activities for Entering Residency. Washington, DC: Association of American Medical Colleges; 2017. aamc.org/initiatives/coreepas/publicationsandpresentations.

[ii] Toward a Common Taxonomy of Competency Domains for the Health Professions and Competencies for Physicians (Englander, Cameron, Ballard, Dodge, Bull, & Aschenbrener). https://journals.lww.com/academicmedicine/Fulltext/2013/08000/Toward_a_Common_Taxonomy_of_Competency_Domains_for.21.aspx