

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____
	Department <i>Integrated Medical Sciences</i> College <i>College of Medicine</i>	Confirmed _____ Banner Posted _____ Catalog _____	
<b>Current Course Prefix and Number</b> <i>BMS 6405</i>	<b>Current Course Title</b> <i>Synthesis and Transition (S+T)</i>		
<i>Syllabus must be attached for ANY changes to current course details. See <u>Guidelines</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b>  <i>No Change</i>		<b>Change description to:</b>  <i>See Attached</i>	
<b>Change prefix</b> From: To: <i>No change</i>		<b>Change prerequisites/minimum grades to:</b>  <i>No change</i>	
<b>Change course number</b> From: To: <i>No change</i>		<b>Change corequisites to:</b>  <i>No change</i>	
<b>Change credits*</b> From: To: <i>No change</i>		<b>Change registration controls to:</b>  <i>No change</i>	
<b>Change grading</b> From: To: <i>No change</i>		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
*Review <u>Provost Memorandum</u>			
<b>Effective Date (TERM &amp; YEAR)</b> <i>Spring 2017 (April)</i>		<b>Terminate course</b> <b>List final active term</b>	
<b>Faculty Contact/Email/Phone</b> <i>Sarah Word, M.D. Sward31@health.fau.edu 561-445-0525</i>			
<b>Approved by</b>		<b>Date</b>	
Department Chair _____ <i>[Signature]</i>		_____ <i>12/12/2016</i>	
College Curriculum Chair _____ <i>[Signature]</i>		_____ <i>12/15/2016</i>	
College Dean _____ <i>[Signature]</i>		_____ <i>12/12/16</i>	
UGPC Chair _____ <i>Wm R McAnisil</i>		_____ <i>1-24-2017</i>	
Graduate College Dean _____ <i>[Signature]</i>		_____ <i>1-24-17</i>	
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

Subject: BMS Course 6405

**RATIONALE FOR CHANGE:** Feedback from students and faculty received after the first few iterations of this course strongly recommended moving the timing of this transition course from the end of Year 2 to the beginning of Year 3, and condensing the content. The students take an extremely high stakes national board exam (UMSLE STEP 1) at the end of Year 2 and students felt the timing of the course would be far superior and more effective if it ran after their Board exams at the beginning of Year 3 and not right before STEP 1 when students are distracted and anxious. This also allowed us to integrate the course with the orientation to the Year 3 clerkships and the hospitals.

**NEW COURSE DESCRIPTION:**

**Synthesis and Transition (BMS 6405) 4 credits**

Prerequisite: Successful completion of all previous courses in the M.D. program  
A 3-week course at the beginning of Year 3 designed to help students synthesize knowledge and prepare them for a smooth transition to the Year 3 clerkships. The course includes 1) Case Seminar, a complex multidisciplinary PBL/IQ case that focuses on differential diagnosis and treatment decisions; 2) Sim center and interactive work on clinical reasoning and clinical skills building; and 3) orientation to the Year 3 clerkships.

**PRIOR COURSE DESCRIPTION:**

**Synthesis and Transition (BMS 6405) 4 credits**

Prerequisite: Successful completion of all previous courses in the M.D. program  
A four-week course at the end of year two designed to help students synthesize knowledge acquired in the first two years of Medical School to prepare them for a smooth transition to the year-three clerkships.

**Director:** Dawn Sherling, M.D.

**Staff contacts:** Valerie Riccardi and Lacey Sorrentino

## **Synthesis and Transition Syllabus**

**Course # 6405**

**Number of credit hours: 4**

**Term:** Spring 2017

**Year:** M3

**Typical Days and Times for Course:** Monday through Friday 8am-5pm

**Location:** College of Medicine

**Course Director:** Dawn Sherling, M.D.

**Phone:** 781-690-9748

**Email:** [Dsherling@health.fau.edu](mailto:Dsherling@health.fau.edu)

**Course Administrative Support:** Valerie Ricciardi

**Office:** College of Medicine, Room 135A

**Phone:** 561-297-0988

**Email:** [Vricciardi@health.fau.edu](mailto:Vricciardi@health.fau.edu)

**Course Administrative Support:** Lacey Sorrentino

**Office:** College of Medicine, Room 137

**Phone:** 561-297-4662

**Email:** [Lsorrentino@health.fau.edu](mailto:Lsorrentino@health.fau.edu)

### **Welcome to S&T!**

We hope you will find this an engaging course that helps enhance your differential diagnosis and critical thinking skills, and orients you as you transition into your clerkships!

### **Course Description:**

Synthesis and Transition (S&T) is 3-week course at the beginning of Year 3 designed to help students synthesize knowledge acquired in the first two years of medical school and prepare them for a smooth transition into the Year 3 clerkships. The course includes 1) Case Seminar, a complex PBL/IQ case that integrates across multiple specialties and focuses on differential diagnosis and treatment decisions; 2) Simulation sessions designed to prepare the students for specialty hospital rotations; 3) Orientation to Year 3 clerkships and the hospitals; 4) Additional lectures/small group interactive sessions designed to consolidate knowledge of topics in pharmacology and communications as well as allow the students time to interact with more senior students to prepare them for their first assigned rotation as a Year 3 student.

## **Course Objectives:**

After completing this course the student will be able to:

- Apply probabilistic clinical decision making to a complex patient case.
- Apply basic knowledge of pathophysiology and therapeutics to clinical problem solving.
- Demonstrate ability to search the literature, identify and evaluate the quality of resources, and apply them to clinical decision-making.
- Provide a concise, accurate, verbal summary of a patient situation prioritizing the most significant factors for clinical decision-making.
- Demonstrate competence in working in a small group setting and receiving and providing meaningful feedback to peers and faculty.
- Enhance their ability to write up and present a case to a supervising physician
- Gain the knowledge necessary to properly scrub into a case in an operating room and proceed in a sterile fashion.
- Gain the knowledge necessary to review a medication list with a patient.
- Describe the core requirements of the Year 3 longitudinal integrated clerkships.
- Describe ethical and professional responsibilities of a Year 3 student.
- Define student mistreatment and know how to report it.
- Complete ACLS Certification and BLS Recertification.

## **FAU College of Medicine Competencies addressed in this course:**

- **Medical Knowledge & Research Skills (MK):** Demonstrate knowledge of the scientific basis of medicine and the ability to apply knowledge to patient care and contribute to scholarship in medicine through research or teaching.
  - Describe the mechanisms of actions side effects and interactions of major therapeutic agents.
  - Demonstrate applications of current medical knowledge in patient care.
  - Contribute to research and teaching in case-based small groups and patient care settings.
- **Professionalism (P):** Demonstrate knowledge and behavior that represents the highest standard of medical practice, including compassion, humanism, respect, accountability, dependability, and integrity when interacting with peers, Interprofessional health care team members, patients, and families.
  - Behave with honesty, integrity, respect, and compassion toward patients, families, students, faculty, and members of the healthcare team.
  - Demonstrate punctuality, reliability, responsibility, willingness to do more when needed, and completion of tasks.
- **Interpersonal and Communication Skills (ICS):** Communicate effectively with patients, families, health care team members, and other colleagues; establish the rapport necessary to form and maintain therapeutic relationships with patients.

- Provide a concise, accurate, verbal summary of a patient situation to a faculty member, resident, or peer, prioritizing the most significant factors for clinical decision-making.
- Prepare appropriate written and other communications between health professionals and organizations
- Life-Long Learning and Self-Improvement (LL): Recognize the limits of personal knowledge and experience; actively pursue clear learning goals; exploit new opportunities for intellectual and professional growth; demonstrate critical, reliable, and valid self-assessment, and apply the knowledge gained to the practice of medicine.

### **Course Information:**

Please refer to OwlMed for all up to date course information, schedules, handouts, and session objectives and content. Emails will be sent out during the course with any changes or updates.

### **Course Evaluation and Grading:**

Summative Assessment (Grading): S & T will be graded S (Satisfactory) or U (Unsatisfactory).

The course grade consists of two components (a written consult report and the case seminar). In order to pass the course with an "S" grade, the student will be required to pass both components.

Component 1-The written report is a Consult Report on a clinical question of the student's choosing related to the Case Seminar. The passing grade for this component is  $\geq 75\%$  of total points possible. This report will be due on or before the last S&T meeting on 4/28. A grading rubric will be provided to students.

Component 2- The second component is the Case Seminar. Grading will consist of a facilitator assessment at the end of the course as "Satisfactory" (S) and "Unsatisfactory" (U) without assigned numerical points. The facilitators will judge the student's academic and professional performance based on the student's performance the following areas:

- Use of student's own knowledge base
- Knowledge acquisition/active learning
- Critical thinking/reasoning/problem-solving
- Teamwork/group communication and self-assessment

### **Required Texts, Readings, Resources and Materials:**

The following readings and videos are from the American College of Surgeons website.

<https://www.facs.org/education/program/apds-resident>

Instructions on how to access these files can be found in the Surgery SIM Session plan.

### **Supplementary/ Recommended Readings or other Resources:**

Groopman, Jerome E. How Doctors Think. Boston: Houghton Mifflin, 2007.

### **Course Policy on attendance, make-up exams, late work, and incompletes:**

In S&T all sessions are mandatory. There are no examinations. Students are expected to come prepared to discuss the learning objectives established during the previous session at each subsequent session. The written consult report must be handed in by the deadline determined by the course director or they will receive an Unsatisfactory for the course. Student participation in the evaluation process is essential to our educational program and is a required aspect of this course. All evaluations assigned to students in My Evaluations must be completed in a timely manner.

### **Attendance Policy**

Medical students as future professionals should conduct themselves appropriately in all curricular activities, including classroom work, laboratory work, and clinical experiences. The professionalism of a medical student includes arriving to educational activities on-time, using laptop computers and iPads only for course work during the educational activity, and minimizing disruptions to the educational exercise. Students are personally responsible for attending all required educational activities as specified by the course or clerkship director, which will generally include large group interactive sessions such as Team Based Learning (TBL), labs, small group discussions, clinical experiences, and examinations. Required attendance at didactic lectures varies with the course or clerkship. Specific attendance and punctuality requirements for courses and clerkships will be included in the course syllabus or may be communicated by alternate written means, such as email or notice on course websites.

**Students are expected to participate in Orientation Week as well as classes and/or exams from the first through the last date in each semester, excluding mid-semester breaks.**

**Students are expected to be present for all mandatory activities including those added to the calendar over the course of the semester until the conclusion of the final day. Failure to comply will result in an impact on a course or clerkship grade as well as possible disciplinary action through the MSPPSC.**

Students are expected to attend required scheduled activities on time and ready to begin. ***If a first or second year student has an emergency that prevents him/her from attending a scheduled activity, he/she is expected to promptly notify the course director and the small group leader for that required course activity. Students should also notify the Office of***

***Student Affairs by telephone (561-297-2219) if this emergency may impact multiple courses or more than one day of school attendance.*** It is important that students realize that their absence or tardiness negatively impacts a number of other people, so the student should always try to notify the faculty member responsible for teaching the specific session and other students in his/her small group who are expecting them. Unexcused absences demonstrate unprofessional behavior by the student. Attendance, including tardiness, is part of the evaluation for professionalism, and poor evaluations may result in decreased grades and, in severe cases, referral to the Medical Students Promotions and Professional Standards Committee.

## **Instructor/Facilitator Contact Information:**

### **INSTRUCTORS**

Dr. Dawn Sherling, [dsherling@health.fau.edu](mailto:dsherling@health.fau.edu)  
Dr. Michelle Schwartz, [mschwartz@health.fau.edu](mailto:mschwartz@health.fau.edu)  
Dr. Joseph Ouslander, [jousland@health.fau.edu](mailto:jousland@health.fau.edu)  
Dr. Mandi Sehgal, [sehgal@health.fau.edu](mailto:sehgal@health.fau.edu)  
Dr. Peter Holland, [Holland@health.fau.edu](mailto:Holland@health.fau.edu)  
Dr. Laurence Brickman, [brickma1@health.fau.edu](mailto:brickma1@health.fau.edu)  
Dr. Minda Neimark, [mneimark@health.fau.edu](mailto:mneimark@health.fau.edu)  
Dr. Richard Shih, [rshih@health.fau.edu](mailto:rshih@health.fau.edu)  
Dr. Thomas Genuit, [tgenuit@health.fau.edu](mailto:tgenuit@health.fau.edu)  
Dr. Lee Learman, [llearman@health.fau.edu](mailto:llearman@health.fau.edu)  
Dr. Roger Smith, [rogersmith@health.fau.edu](mailto:rogersmith@health.fau.edu)

### **CASE SEMINAR FACILITATORS**

Dr. Stuart Markowitz, [stuartm@health.fau.edu](mailto:stuartm@health.fau.edu)  
Dr. Suzanne Weiner, [swein16@health.fau.edu](mailto:swein16@health.fau.edu)  
Dr. Jennifer Caceres, [cacere3@health.fau.edu](mailto:cacere3@health.fau.edu)  
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**Backup Facilitator**  
Dr. Joanna Drowos, [jdrowos@health.fau.edu](mailto:jdrowos@health.fau.edu)

## **Disability Support Services**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the FAU Student Accessibility Services located on the Boca Raton campus – SU133 (561-297-3880) and follow all SAS procedures. <http://www.fau.edu/sas/#>.

## **Honor Code**

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

1. [\*The Policy on Academic, Professional and Behavioral Requirements and Standards Governing the College of Medicine\*](#)
2. [\*Oath of Academic and Professional Conduct for Students in the College of Medicine\*](#)
3. [\*Florida Atlantic University Code of Academic Integrity\*](#)

## **College of Medicine Policies:**

All College of Medicine Policies are listed in the [\*CoM Student Handbook\*](#)

Standards of Conduct for Medical Students

Policy on Academic, Professional and Behavioral Requirements and Standards FAU

Policy on Recusal from Academic Evaluation of Students by Faculty

Student Mistreatment Policy

Professional Dress Guidelines

Policy on Scheduled Time in Years 1 and 2

Severe Weather Policy

Religious Observance Policy

Leave of Absence Policy

Policy on Substance Abuse

E-mail Policy

Information Technology (IT) Policies

Social Networking Policy

College of Medicine Self-Insurance Program (FAU SIP): Required Reporting



## **University Policies:**

The following University policies are of particular significance to the College of Medicine; students are expected to be aware of these policies and adhere to them.

FAU Policy on Consensual Relations:

<http://www.fau.edu/policies/files/1.10%20Consensual%20Relations.pdf>

FAU Policy on Drug-Free Environment:

<http://www.fau.edu/policies/files/1.6%20Drug-Free%20Environment.pdf>

FAU No Smoking Policy:

<http://www.fau.edu/policies/files/4.1.7%20Smoking%20and%20Tobacco%20Use%20on%20University%20Property.pdf>

FAU Regulation 4.007 (Code of Conduct):

<http://www.fau.edu/regulations/chapter4/Reg%204.007%2011-16-11%20FINAL.pdf>

FAU Emergency Policies:

<http://www.fau.edu/policies/files/1.14%20Emergency%20Management.pdf>

FAU Regulation 5.010 (Anti-Harassment/Anti-Discrimination):

<http://www.fau.edu/regulations/chapter5/Reg%205.010%2011-16-11%20FINAL.pdf>