FOUNDATIONS OF DOCTORING CURRICULUM
Phase I

University of Colorado
School of Medicine

IDPT 5000
COURSE SYLLABUS
2011-2012
INTRODUCTION

The Foundations of Doctoring Curriculum (FDC) is a three-year curriculum required of all students admitted to the University of Colorado School of Medicine (SOM). Our goal is to provide you with the opportunity to develop the basic clinical skills necessary to be an excellent physician in whichever field you ultimately choose. These skills are taught in the context of the block curricula and much of the clinical content will be integrated with the blocks.

The FDC in Phase I is composed of the following activities:
- Physical examination curriculum
- Communications and interviewing curriculum
- Continuity clinic with a physician preceptor (preceptorship)
- Clinical interlude
- Assessment of your clinical skills (physical exam in fall and at the end of the year, communication at the end of the year)

KNOWLEDGE, SKILLS, AND BEHAVIORS

The overarching knowledge, skill and behavior competencies you are expected to achieve during the three years of the FDC are the following:

Knowledge

- Know and use the language of physical examination structures, techniques and findings.
- Relate the physical examination to normal anatomy and physiology.
- Relate the physical examination to abnormal anatomy and pathophysiology.
- Know variations in physical exam techniques for use with children and the elderly.
- Know and use the language of medical interviewing and communications techniques, focusing on the techniques of open-ended inquiry and an empathic, humanistic approach.
- State the goals of the doctor-patient encounter: establishing rapport, data acquisition, educating and enlisting the patient.
- Identify the key components of the patient data base gathered in the encounter: patient identification, chief complaint, history of present
illness, active medical problems, past medical history, medications, allergies, habits and hazards, social history, family history, review of systems, and physical exam findings.

✓ Identify the key components of the history and physical write-up, SOAP note and oral presentation.

**Skills**

✓ Perform basic physical examination techniques on adults and children in the following areas:
  • General Assessment (Vital Signs)
  • Extremities and Back
  • Cardiovascular
  • Chest and Lungs
  • Abdomen
  • Head and Neck
  • Skin, Hair and Nails
  • Eyes
  • Neurologic and Mental Status

✓ Perform sensitive/invasive physical examination techniques on adults in the following areas:
  • Gynecologic and Breast
  • Urologic and Prostate

✓ Recognize some abnormal physical exam findings.
✓ Obtain an accurate medical history that covers all essential aspects of the patient data base, including issues related to age, gender, and socioeconomic status.
✓ Practice basic open-ended inquiry
✓ Practice communicating empathy to your patients, identifying their ideas, values and feelings.
✓ Practice alternating between a patient-centered and doctor-centered interview process when appropriate.
✓ Practice skills for enlisting patients in behavior modification.
✓ Communicate with patients that present more challenging interview issues.
✓ Communicate effectively, both orally and in writing, with patients, patients’ families, colleagues, and others with whom physicians must exchange information in carrying out their responsibilities.
✓ Practice writing a full history and physical, SOAP notes and performing oral presentations.
✓ Reason deductively in solving clinical problems.
Behaviors

✓ Practice compassionate treatment of patients, and respect for their privacy and dignity.
✓ Uphold and promote the ideals of medical professionalism in all interactions with patients, colleagues, staff and faculty.
✓ Understand and respect the roles of other health care professionals and the need to collaborate with others in caring for individual patients and in promoting the health of defined populations.
✓ Recognize and accept limitations in one’s knowledge and clinical skills, and a commitment to continuously improve one’s knowledge and ability.
✓ Recognize the importance of cultural, ethnic, racial and religious diversity and its impact on society, health care delivery, and the workplace.

OVERVIEW OF COURSE

The FDC consists of several activities in Phase I. The cornerstone is the clinical practice based continuity clinic. Campus based activities include physical examination small groups, communications small groups, assessment of clinical skills and individual reviews of digitally recorded assessments. At the end of the fall semester, FDC will also coordinate the Clinical Interlude, a required week-long course exploring issues inherent to the clinical environment.

Continuity clinic

Acquiring a knowledge base and developing a clinical reasoning process are crucial to your development as a physician. You will be learning communication and physical examination skills that allow you to acquire essential information about the patient and his/her problem. The development of these skills is facilitated by patient simulations, especially those involving standardized patients. However, much of the essence of physician skills and professional behaviors is best learned in practice. For this reason you are assigned to a physician who will serve as your clinical mentor/preceptor. You will spend one half-day each week two to three times per month with your preceptor, observing and participating to the extent that your developing skills
allow. Your primary goal for the preceptor experience should be to become comfortable interacting with patients, practicing communications and physical exam skills and learning as much as you can from a physician role model. **You will be required to log all your patient encounters. Additionally, there will be some FDC and/or Essentials Core block objectives that will be applied to your preceptor experience.**

Tips for making your preceptor experience excellent include:

- Help direct your learning experience by communicating regularly with your preceptor about what you need to be learning. It is important to take responsibility for your own learning.
- **Accept that your experience may differ considerably from your classmates’ experiences (this fact is inherent to much of clinical education).**
- Encourage your preceptor and the staff to schedule patients that you have seen before back for return visits so you can see them again. Ask your preceptor if there are several patients or families that you could follow more closely over the three years.
- Tell patients that you are a medical student.
- Integrate into the usual work pattern of the practice.
- Make an effort to apply some of the basic science knowledge you are acquiring to the patients you encounter.
- Be a self-directed learner. Research patient related problems you encounter. This is what you will be doing for the rest of your career.
- Ask for help when needed.

Preceptors will be assigned during the Fall Semester. Your preceptor visits will be one afternoon a week on Monday, Tuesday, Wednesday, or Friday. You will be notified of who your preceptor will be at the Preceptor Orientation session. After this session, you should call your preceptor before your first meeting.

**Disclaimer:** *We are a pluralistic society and the practice of medicine is not a hard science. You will be exposed to different styles of practice even among physicians in the same specialty. Your experiences may differ from those of your colleagues, but this is to be expected throughout your training as a physician. Please call the Associate Course Director, Britney Anderson, MD or the Course Director, Wendy Madigosky, MD if you feel there is a mismanaged patient care issue or ethical problem in any of the clinical situations you encounter.*
**Physical examination small groups**

You will learn physical examination skills in the context of the SOM block curricula. The majority of the basic physical exam skills will be taught concurrently with the subject matter in the Human Body Block. You will learn these skills during small group exercises led by Standardized Physical Exam Teaching Associates (SPETAs). SPETAs are specially trained to teach the physical exam in a standardized fashion. In addition to the instruction they provide, they allow you the opportunity to practice skills on them. You will be assessed on your skills in the fall to determine your level of competency, primarily to provide you with feedback on your strengths and weaknesses as you move forward. We will also continue to conduct a unique session using art to improve your observational skills.

As you progress through the curriculum, you will have the opportunity to examine patients with abnormal findings under the guidance of a physician tutor. These sessions are correlated with the content of the blocks (e.g. listening to patients with valvular murmurs during the CVPR Block). There will be no invasive exams (breast, genital, pelvic, and prostate) in the Phase I curriculum but they will be addressed in Phase II.

Prior to each physical exam session you must complete the assigned readings and review the appropriate checklist(s) which are found on Blackboard. You may also choose to review the content from the following web site prior to your sessions: [http://meded.ucsd.edu/clinicalmed/index.htm](http://meded.ucsd.edu/clinicalmed/index.htm)

It is imperative that you arrive prepared (you have done the reading and have your medical equipment) and dress appropriately to examine SPETAs and/or patients. You may also find it helpful to bring your textbook to your small group sessions.

After your sessions, you must complete questions on Blackboard and document your SPETA’s physical exam.

**Communications curriculum**

Communication determines most of the data we obtain from and about our patients, leading to diagnosis and correct therapy. Additionally,
communication is our most powerful therapeutic tool, leading to a productive relationship with patients.

Specific skills create an effective professional relationship with patients and enlist patients in the process of care. We want effective data gathering, precision, and interviewing that is respectful of each patient as a person. We need techniques to help with strong patient emotions and affect, clarity about boundaries and roles, as well as to have fun in our work.

You will be practicing open-ended inquiry, listening/nonverbal skills and short summaries/reflection of critical pieces of information, using an empathic approach. We work closely with the Center for Advancing Professional Excellence (CAPE) and develop specific standardized patient (simulated patient) cases to address different communications skills.

In the first year of the FDC, we lay the foundation for communicating with patients in an interactive curriculum that includes two exercises in basic skills using small group interviewing/coaching sessions and a digital recording review session of standardized patient encounters. Our primary goal is to help you incorporate many of these skills into your personal interviewing style. Although the focus of the sessions is on communication skills, the patient cases will be used to accomplish objectives from other aspects of the curriculum (e.g. Thread content). **In order to optimize the learning experience for all students, the content of communication cases are to be kept confidential.**

**Clinical Interlude**

In December after the SOM block curricula has concluded, you will spend 1 week exploring the clinical environment both on campus and in the hospital setting. Your full participation in this week is required and is part of the FDC grade.

**ASSESSMENT OF YOUR PROGRESS**

The FDC uses a broad array of methods to assess all course competencies appropriately. Your Preceptor will evaluate you at the end of each semester. Physical exam evaluations will take place in the fall and the spring and communication skills assessment will take place in the spring at the Center for Advancing Professional Excellence (CAPE). These types of evaluation have
taken on more importance in medical education as you will be required to take a similar style exam during part II of the National Boards. In addition, Blocks will integrate Foundations content into their exams (e.g. physical exam knowledge in the Human Body Block). As in other courses, FDC assessment material (including case content) is confidential and revealing this information to peers will be considered an honor code violation.

**Physical Examination Assessments**

We assess your physical examination knowledge and skills by having you perform physical exams on SPETAs. The checklists we use to assess your exam performance are distributed with the syllabus and posted on Blackboard. An initial assessment will occur in the fall semester after you have completed your basic SPETA sessions during the Human Body Block. You will be evaluated on three of the six basic body systems/areas in this assessment. At the end of the year, two body systems will be assessed as well as other content related to course material. These encounters will be digitally recorded for grading and remediation purposes.

**Communication Skills Assessments**

The purpose of this assessment is to assess the development of your clinical, communication and interpersonal skills. At the end of the year, you will take an appropriate history on two standardized patients depicting standardized cases. Standardized patients are trained to assess each student they encounter. These encounters will be digitally recorded and individually reviewed with you by a faculty communication tutor/coach.

**Grading**

*FDC is a Pass/Fail course.* In order to pass the course, you must actively participate in all on-campus sessions (communications, physical exam, clinical interlude, etc.), preceptor sessions, and assessments. All FDC large group and small group sessions are required. Sessions that are missed for either excused or unexcused absences must be remediated.

Additionally, you must demonstrate adequate professional development in the course competencies. If your demonstrated knowledge, skills or behavior is not adequate in a particular component of the course, you will also be asked to participate in a required remediation of that component. Remediation varies by
the type of session missed/inadequately demonstrated and the content involved.

You must pass each component of FDC in order to pass the course. Failure to complete required aspects of the course will result in an ‘Incomplete’ grade. Failure to complete multiple required aspects or demonstrate adequate knowledge, skills or behavior will result in a ‘Fail’ grade. The different components of the course are evaluated as follows:

- Your performance in the **continuity clinic/preceptorship** will be evaluated each semester by your preceptor. You are allowed 1 absence per semester. Your preceptorship experience will also be evaluated through your patient log completion each semester. Additionally, you must complete an evaluation of your preceptor at the end of each semester. **You must receive a passing evaluation from your preceptor, complete your patient log and evaluate your preceptor to pass this component.**

- Your performance in the **communications curriculum** will be evaluated based on your presence & active participation in all of the communication sessions as well as your communication skills. The faculty coaches will note your presence, participation and skills. **You must attend all communications sessions and demonstrate adequate ability to communicate to pass this component.**

- Your performance in the **physical exam curriculum** will be evaluated based on your presence & active participation in all of the physical exam sessions as well as your physical exam skills. The SPETAs/faculty tutors will note your presence, participation and skills. **You must attend all physical exam sessions and demonstrate adequate ability to perform physical exams to pass this component.**

- Your performance on the **CAPE assessments** is based on the SP-graded checklists and post-encounter tests (if applicable). Points are divided evenly across all stations in the assessment. **You must pass all aspects of the CAPE assessment in order to pass the CAPE assessment. If you do not pass a portion of the assessment, you will be given the opportunity to remediate that aspect.**

- The **Clinical Interlude** component is based upon your presence, active participation and completion of session assignments. **You must participate fully in the Clinical Interlude week in order to pass this component.**

- **Professionalism** is assessed throughout the curriculum by your preceptor, communication coaches, SPETAs and faculty PE tutors. Professional competencies will be reviewed in the orientation and are outlined in “Professional Conduct” below. They include, but are not
limited to, respectful treatment of colleagues, faculty, staff and patients, timeliness, self-directed or assigned learning, interactions in a small group setting, etc. A repeated pattern of unprofessional behavior may result in referral to the Student Professionalism Committee for remediation.

**Finally, you are required to complete a course evaluation each semester. As per Essentials Core policy, incomplete course evaluations are reported to the Assistant Dean for Essentials Core for professionalism feedback.**

**COURSE MECHANICS**

**Course Director:** Wendy Madigosky, MD  
(303) 724-6421 or (303) 724-6420  
Email: Wendy.Madigosky@ucdenver.edu  
Office Hours: Tues, Thurs, Fridays by appointment

**Associate Course Directors:**  
Britney Anderson, MD (preceptors)  
(303) 724-6421  
Email: Britney.Anderson@ucdenver.edu  
Office Hours: Thursday mornings by appointment

Jeannette Guerrasio, MD (physical exam curriculum)  
(303) 724-6421  
Email: Jeannette.Guerrasio@ucdenver.edu  
Office Hours: Tuesday afternoon by appointment

**Administrator:** Tina Roquemore  
(303) 724-6421  
Email: Tina.Roquemore@ucdenver.edu  
Office Hours: Mon-Fri 8am-4:30pm

**Preceptor Coordinator:** Annitta Shareef  
303-724-4559  
Email: Foundations.Doctoring@ucdenver.edu  
Office Hours: Mon, Tues, Wed, Fri afternoons, Thurs mornings

**Course Email:** Foundations.Doctoring@ucdenver.edu

**Course Website:** http://medschool.ucdenver.edu/FDC
Foundations of Doctoring Curriculum Office

The FDC office is now located on the 1st floor, East wing, of Building 500 at the Anschutz campus

Office Hours

The office is open from 8:00am-4:30pm Monday through Friday. Private appointments may be scheduled with any of us. The bottom line is that we try to be accessible to you. Please feel free to call us if you have questions.

Course Information Correspondence

Because of the complexity of the FDC, we strive to communicate with you often. In an effort to save trees, we will use Blackboard for all essential course correspondence. It is your responsibility to check the FDC Blackboard course regularly for course announcements, session information and other details.

Meeting Places

On campus sessions will occur, when feasible, in Education 1. Small group room assignments will be listed in a document posted on Blackboard, under the Small Group Rosters tab. While we try to keep you in the same rooms consistently, we sometimes have to change rooms due to space constraints.

Text/Tools

We require that you have a physical diagnosis textbook to refer to as you are learning these skills. These texts will also used to develop questions which are incorporated into Block exams and CAPE Assessments.

The required text is:

➢ Bates’ Guide to the Physical Examination and History Taking.

Tools are a must if you are going to learn how to use them. Physical exam skills require a great deal of practice. The school of medicine requires you to purchase of a diagnostic kit (ophthalmoscope/otoscope). You will hear differing opinions regarding the need for this. There is important data that indicates clinicians need extensive repetition of these skills in order to become
proficient. In addition, such proficiency is often tested at our school as well as by the National Board of Medical Examiners. Therefore, the decision was made that each student should have a diagnostic kit in order to provide the opportunity for repeated practice. Sufficient funds are built into financial aid for this purchase. We also strongly recommend a reflex hammer, a penlight and a 128 Hz tuning fork. You should also consider purchasing a blood pressure cuff. The stethoscope you receive from the alumni is appropriate for your needs. Please mark your personal equipment in some permanent way.

**Course Fees**

Fees cover a portion of the costs associated with SP and SPETA interactions (both teaching and assessment) as well as patient model (real patient) interactions.

**Professional Conduct**

It is essential that all excellent physicians uphold a certain set of professional standards. These principles include competence, honesty, confidentiality, appropriate boundaries with patients, and respect for patients, your colleagues and others with whom you work. Appropriate attire for patient care activities is part of being a medical professional and should be maintained at all times during preceptor sessions and other FDC sessions involving patients/standardized patients. You and your preceptor may negotiate the appropriate dress for the practice. You are expected to wear a nametag or identification badge at all times.

**Transportation**

You are responsible for your own transportation to your continuity clinic. Office hours vary, and you should establish with your preceptor the time and exact location to meet for these sessions.

**Inclement Weather**

Your safety is a prime concern. If inclement weather makes travel to a preceptor office hazardous, please call your preceptor to reschedule your session.
**Illness/Religious Holidays**

If you cannot attend any part of the course due to illness or a religious holiday, please call your preceptor (if continuity clinic will be missed) or the Course Administrator (if an on-campus session will be missed) as soon as possible.

**Academic Calendar**

Each semester we provide a Road Map document to illustrate the schedule. However, this is subject to change. Please refer to Blackboard for details and up to date information on individual sessions.

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**PROGRAM EVALUATION**

Because the world of medicine is continually changing, it is anticipated that any curriculum designed to prepare physicians will of necessity be dynamic. For this reason, regular ongoing evaluation of the curriculum is seen as a very important activity for all involved, whether students, tutors, preceptors, or the Course Directors.

The FDC Director and Associate Course Directors meet on a regular basis. Your input is very valuable. Please contact us if you wish to participate in any of these meetings. Please call Tina Roquemore at (303) 724-6421 to obtain the dates, times and locations for these meetings. You may also discuss issues with the Course Representatives. We will be using our online course evaluations to improve the course for the next year. Your feedback is extremely important!