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University of South Florida
Morsani College of Medicine
Lehigh Valley Campus

SELECT 4

FOURTH YEAR (Course A & Course B)

MDE 8920

Syllabus

2020-2021



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Course Directors' Welcome

Dear USF SELECT Class:

Welcome to your fourth and final year of medical school!

This course is a continuation of your previous SELECT courses, with a focus on leadership and professional development; values-based, patient-centered care; and health systems and policy.

There will be a wide variety of learning activities offered throughout this course, both online and in person. You will have explicit opportunities to practice skills as a part of your professional development. In some cases, patients and patient families will be participants in our learning activities, as well as health care providers from a variety of disciplines. We encourage you to view these encounters, as well as your participation with your peers, as an opportunity to both practice and embody the highest standards of professionalism. These include the same respect for confidentiality and for safety expected of you in the clinical setting; please refer to your student handbook for specific guidelines and more information.

Please always feel free to contact any of the faculty members listed below with questions, concerns, or feedback. I look forward to continuing our journey of learning together.

Sincerely,

Marna Rayl Greenberg, DO, MPH, CPE
Professor, Morsani School of Medicine, University of South Florida

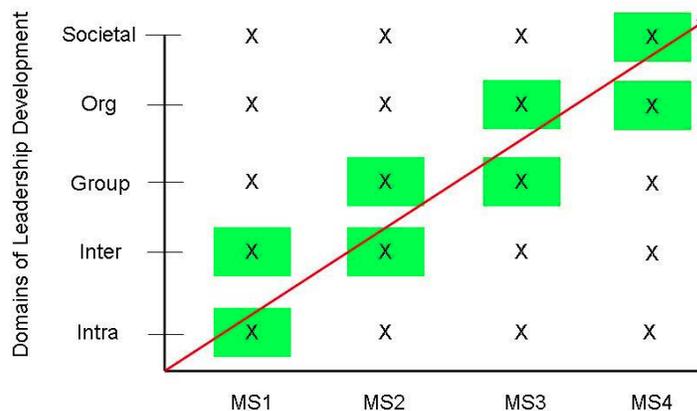
Course Faculty and Administration

	SELECT Year 4 Course Director: Marna Greenberg, DO, MPH	Marna.Greenberg@lvhn.org
	Domain Lead, Values- Based Care: Jessica K Eygnor, MD	Jessica_K.Eygnor@lvhn.org
	Domain Lead, Health Systems: Marie O'Brien, DO	Marie_S.OBrien@lvhn.org
	Domain Lead, Leadership: Robin Schroeder, MD	Robin.Schroeder@lvhn.org
	Coaching Domain Lead: Amy Smith, PhD	Amy_B.Smith@lvhn.org
	Course Coordinator: Davida Leayman, BA	Davida_M.Leayman@lvhn.org

General Outline of Course A & B Structure and Requirements

As you may recall, the SELECT MD Program is guided by Human Systems Theory. Within the context of the SELECT curriculum design, Human Systems Theory is defined as a humanistic, psychosocial system of learning that guides students through five domains of leadership development in a progressive and purposeful manner. These five domains of leadership development include: Intrapersonal, Interpersonal, Group, Organizational, and Societal/Community. Students are exposed to each domain of leadership development throughout their SELECT studies (i.e. MS1-4). However, as shown in Figure 1, it is intended that specific domains of leadership development are emphasized within a given year. As illustrated in Figure 1, “X” indicates the MS year a domain of leadership development is taught. “X” indicates the MS year a domain of leadership development is emphasized in the curriculum and more systematically assessed. As you can see from Figure 1, the fourth year will have a greater focus on group, organizational and societal applications in the areas of leadership, patient centered care and health systems.

Figure 1: Conceptual Framework for Student Progression through SELECT Human Systems Framework



The longitudinal 4th year SELECT curriculum will consist of a mixture of didactic and group learning sessions, online modules, reflective writings, professional development and application in two semesters (Course A & B). It will build upon and reinforce concepts from 3 prior years of SELECT curriculum. Total hours: 160.

Course A: Prologue 4: 80 hours

This is a two-week session at the beginning of the fourth year, beginning June 8th and concluding June 19th. It consists of large group content sessions, small group work. It serves as an introduction to Leadership Skills, Advanced Health Systems, and Values-Based Patient Centered Care.

Topics include:

- Emotional Intelligence
- Health Care Reform
- Finance
- Difficult Conversations
- Levels of Systems
- Branding
- Cycles of change
- Negotiation Skills
- Teamwork at the Bedside
- TeamSteps[®]
- Hospice and Palliative Care
- Community Health and Special Populations
- Shared Decision Making
- Burnout, Resilience, and Leadership Skills
- Teaching and Feedback
- Transitions

TeamSTEPS[®] is an evidence-based teamwork system aimed at optimizing patient care by improving communication and teamwork skills among health care professionals.

See appendix A for 2020 Prologue schedule

Course B: Epilogue: 32 hours

This is a one-week conclusion to four years of SELECT. It consists of coaching groups, and small and large group learning sessions. Content covered is based on developing Leadership Skills, understanding Advanced Health Systems, and delivering Values-Based Patient Centered Care. Individual sessions are geared towards preparing students for the transition to residency and include learnings regarding legal issues, avoiding burnout and professionalism. The week also includes a day solely devoted to a simulation and written assessment.

2020 Epilogue tentative schedule

Monday 3/22/21	Tuesday 3/23/21	Wednesday 3/24/21	Thursday 3/25/21	Friday 3/26/21
Written Exam And Simulation Assessment	*Capstone Research presentations	AM –PM sessions	AM –PM sessions	AM –PM sessions

** Please see the Capstone Syllabus for more information*

Course B: Additional Online IHI Content: 20 Hours

Complete Online IHI Modules (20 Hours)

Students are responsible to complete the necessary modules to receive the IHI Open School Basic Certificate listed below. Students are responsible for uploading certificates of completion into Canvas. IHI online modules due March 1, 2021. Please check your Canvas announcements for more detail.

Complete **all 13** modules listed below:

Quality Improvement

QI 101: Introduction to Health Care Improvement

QI 102: How to Improve with the Model for Improvement

QI 103: Testing and Measuring Changes with PDSA Cycles

QI 104: Interpreting Data: Run Charts, Control Charts, and other Measurement Tools

QI 105: Leading Quality Improvement

Patient Safety

PS 101: Introduction to Patient Safety

PS 102: From Error to Harm

PS 103: Human Factors and Safety

PS 104: Teamwork and Communication in a Culture of Safety

PS 105: Responding to Adverse Events

Leadership

L 101: Introduction to Health Care Leadership

Person-Centered Care

PFC 101: Introduction to Patient-Centered Care

Triple Aim

TA 101: Introduction to the Triple Aim for Populations

The following modules are all **optional**, but could be a great addition to your résumé or CV:

QI 201: Planning for Spread: From Local Improvements to System-Wide Change

QI 202: Addressing Small Problems to Build Safer, More Reliable Systems

QI 301: Guide to the IHI Open School Quality Improvement Practicum

PS 201: Root Cause and Systems Analysis

PS 202: Building a Culture of Safety

PS 203: Partnering to Heal: Teaming Up Against Healthcare-Associated Infections

PS 204: Preventing Pressure Ulcers

PFC 102: Key Dimensions of Patient-and Family-Centered Care

PFC 103: Incorporating Mindfulness into Clinical Practice

PFC 201: A Guide to Shadowing: Seeing Care through the Eyes of Patients and Families

PFC 202: Having the Conversation: Basic Skills for Conversations about End-of-Life Care

TA 102: Improving Health Equity

TA 103: Increasing Value and Reducing Waste at the Point of Care

Course B: Additional Reflective Writing Assignments: 12 Hours

Complete three assignments which will be posted in Canvas. Students are responsible for completing these assignments in Canvas by the due dates. Reflections due dates are tentatively scheduled for Oct. 1, Nov. 1, and Dec. 1. Please check your Canvas announcements for more detail. Deadlines are strictly enforced. Please refer to late completion of assignments section below.

Students will respond in an essay 1-2 pages in length in response to a prompt posted on Canvas. Prompts may include a reading assignment, case question, video to watch and respond to, i.e., describe a clinical experience in which having a diverse team helped your care of a patient, and then secondly, give an example in which lack of diversity in your team impaired the effectiveness of your team.

Written assignment expectations: Writing is of publication quality. Submission does not have track changes or unresolved comments in the document. There are no significant errors in grammar, tense or voice. The student followed the assignment instructions in these areas and regarding formatting.

Course A & B: Professional Development: 18 Hours

Participate in one-hour coaching sessions throughout the two semesters. Coaching sessions will take place once a month. Students are responsible for coordinating sessions with their coaches.

Student will work on Professional Development plan “experiments” in between 1:1 coaching sessions. PDP experiments will be based around the Intentional Change model, with a focus on applying to residencies & interviewing. PDP experiments will be discussed with their coach.

Mid-Term Progress “Check-In” with Course Director for:

Course A:

During Prologue, students in danger of failing will be notified in person by the course director. The student will be provided with a summary of the necessary progress to fulfill the requirements of the course.

Course B:

In early November, students will receive an email to schedule with available meeting dates and times. It is the student’s responsibility to reply to coordinator with preferred date and time for this mandatory meeting. You will be prompted to submit the provided standardized summary of your progress in the course so far, including items that you have completed as well as items that you have yet to complete in order to fulfill all requirements of the course. Student progress

will be discussed during a meeting with the course director. See Appendix D for a sample of the evaluation.

Course A & B

SELECT Late Assignment Penalty Policy:

As outlined in the student handbook, a standard USF MCOM SELECT late policy has been developed and is below. This Policy is for ALL SELECT courses.

1. Course Grade Penalties (Applies only to courses that are H/PC/P/F or A/B/C/F):

In the case of a student violating a deadline with one late submission through the span of the longitudinal SELECT course, the student is ineligible for an Honors (or Letter Grade A) grade within said course. If a student violates two assignments or assessments (or a combination thereof) deadlines, by which accumulating two late submissions throughout the span of the year long SELECT course (includes part A and B), the student is ineligible for a Pass with Commendation (or Letter Grade B) grade in said course. *NOTE: A letter grade of A or B is required to be eligible for the Graduate Certificate.*

2. Assignment/Assessment Grade Penalties

When a student submits any late assignment/assessment, within or up to two days of the predetermined deadline, the student is only eligible to receive a maximum grade of 70% of the total value of the original maximum grade eligible for that assignment/assessment. When a student submits any late assignment/assessment, after two days and up to seven days of the predetermined deadline, the student is only eligible to receive a maximum grade of 50% of the total value of the original maximum grade eligible for that assignment/assessment. There will be no credit given to students who submit any assignment or assessment beyond seven days of the stipulated deadline.

3. Course Completion Requirement

In order to be eligible for a passing course grade, all required assignments and assessments must be submitted and at the passing level determined for that assignment/assessment. Failure to submit any assignment or assessment will result in the assignment of an incomplete, R (remediation) or F (fail) grade depending on the circumstances. Graduation from medical school requires all assignments to be complete.

Grade Appeal Process:

1. Basis for Appeal

A student may appeal a course grade if the student has evidence that the grade was assigned in an erroneous manner. This is not a process for appeal of established departmental grading policies. The following procedure provides guidelines for the appeal process. All persons concerned with this process should make every attempt to adhere to the approximate time schedule outlined in the following description of the appeal process.

2. Appeal to the Course Director for Review of the Assigned Grade

Within ten (10) school days after the receipt of the grade, the student may appeal in writing to the responsible Course Director any assigned grade that they dispute. The Course Director will

Course A & B (continued): Grade Appeal Process:

review the course grading guidelines with the student to ensure that the process is understood and has been followed. If it is found that the assigned grade is incorrect in the judgment of the Course Director, he/she will initiate the appropriate change. If the change is made at this point, the matter is concluded. The Course Director will respond in writing with the Course Director's resolution of the matter to the student within ten (10) school days of the student's request for review.

If the Course Director is no longer with the University, the student shall confer with the Associate Dean who will then make every effort to receive written input concerning the matter from the former faculty member. If it is not possible to receive information from the former Course Director regarding the grade, then the student may appeal the grade as described below and the Associate Dean will represent the interests of the Course Director who issued the grades.

3. Appeal to Associate Dean for UME

If the question of the assigned grade cannot be resolved between the student and the Course Director, the student may appeal in writing to the Associate Dean for UME (all required courses and interdisciplinary electives). This **appeal must be made within ten (10) school days following the Course Director's review**. The student shall include all relevant information relating to the appeal with the written appeal. After receiving such an appeal in writing from the student, the UME Associate Dean shall review with the Course Director the substance of the student's appeal and seek to determine its validity.

If the Associate Dean determines that the assigned grade is, in his/her judgment, inappropriate, the Associate Dean should recommend to the Course Director that the grade be changed. The Course Director may or may not concur with the Associate Dean's recommendation.

The Associate Dean will notify the student in writing, within ten (10) school days of receipt of the appeal, whether or not the assigned grade will be changed by the Course Director. If the grade is changed to the student's satisfaction, the matter is concluded. If the grade is not changed, the Associate Dean will advise the student of the right of appeal to the Vice Dean for Educational Affairs.

If the student elects to appeal, copies of all written communication mentioned above shall be sent by the Associate Dean to the Vice Dean for Educational Affairs as described below.

4. Appeal to the Vice Dean for Educational Affairs

If the grade is not changed to the satisfaction of the student at the departmental level, the student may appeal the assigned grade, in writing, to the Vice Dean for Educational Affairs. This appeal must occur within ten (10) school days of receipt of the decision of the Associate Dean. The student will prepare an appeal in writing, which should be reviewed by the AD for SA of the MCOM as to form/sufficiency (satisfactory structure) The Vice Dean for Educational Affairs may discuss the case with the student, the

faculty member, the chairperson of the department in which the course was taught or the Associate Dean for UME, the Associate Dean for Student Affairs and the Chair of the APRC. Following these discussions, the Vice Dean for Educational Affairs may make a recommendation to the faculty member, the student, and the department chairperson/Associate Dean. If this results in an acceptable solution to all parties, the matter is concluded. If not, then a Hearing Committee will be appointed. The Vice Dean for Educational Affairs may, if he/she chooses, appoint a Hearing Committee upon receiving the initial appeal. The appeal will be handled as expeditiously as possible by the Vice Dean for Educational Affairs.

When the decision is made to establish a hearing to investigate an appeal, the Vice Dean for Educational Affairs shall convene an *ad hoc* committee comprised of three senior members of the faculty of the Morsani College of Medicine who had not previously been involved in issuing the grade or the appeal process and three medical students, all of whom shall have voting privileges. This Committee shall elect a chairperson and hold a hearing concerning the appeal at a time acceptable to all participants. At this hearing all material relevant to the appeal shall be presented by the student, the Associate Dean for Student Affairs, the Chair of the APRC, the faculty member issuing the grade or raising the concern, or the department chairperson/Associate Dean for UME. Others may be requested to assist the Committee. The student may request to have another individual present.

The Hearing Committee will submit to the Vice Dean for Educational Affairs a written report containing a recommendation for a specific course of action regarding the student's grade appeal. If the Committee cannot reach a conclusion, the written report will be submitted to the Vice Dean for Educational Affairs who will consider the reason(s) why the committee failed to reach a decision.

The Vice Dean for Educational Affairs will then recommend a solution, which may or may not contain some, or all, of the recommendations of the Hearing Committee. As delegated authority of the Dean, the decision of the Vice Dean for Educational Affairs is final.

Course A & B Attendance Policy:

Students are expected to attend all scheduled SELECT 4 course activities including 1:1 coaching. Attendance is mandatory for all. **Mandatory sessions and participation requirements in the clinical years are determined for individual courses.** Recognizing that situations arise that require students to miss time from their lectures/clinical responsibilities, the procedures presented below will be followed when an unplanned absence is necessary.

1. Emergencies for Personal Illness, Family Illness, etc.

The student will contact the direct supervising preceptor and resident/intern/rotation or section head and the SELECT 4 Course Director in charge to report his/her absenteeism on the first day of being absent. He/she should indicate the nature of the unexpected illness or emergency. The Office of Student Affairs must be notified of all absences by telephone (813-974-2068) or via e-mail to Dr. Kira Zwygart (kzwygart@health.usf.edu) or on the Lehigh campus Dr. Melissa Brannen (Melissa_L.Brannen@lvhn.org). It will be the prerogative of the SELECT 4 Course Director, following consultation with the student, to excuse the absence or request additional information about the absence. This may include requesting a physician's note or an explanation of the absence in detail. The Absence Report form will be completed by the student and forwarded to the Office of Student Affairs and copied to the SELECT 4 Course Director and Course Coordinator.

In order to be excused from a mandatory course event the student must first contact the Course Director directly and send a copy of the request to the Office of Student Affairs and the Course Coordinator. The Course Director will make the determination to grant or deny a request in addition to any required remediation.

At the full discretion of the Course Director excused absences may require remediation of missed course work, additional days and/or additional material and may proportionally affect the final grade of the clerkship.

2. Scheduled Time Off

The student will submit a written request to the SELECT 4 Course Director for permission to miss any mandatory sessions for scheduled time off. The forms are called [Absence Request](#) form and [Exam Absence Request](#) form.

A copy of the written request must be sent to the Office of Student Affairs and the SELECT Year 4 Course Coordinator. The request should be submitted 6 weeks in advance or as soon as the student knows of the scheduled event **PRIOR** to the start of the Prologue. Last minute requests (received after the start of Prologue) will require supporting documentation. **The decision to grant or deny the request and determine subsequent action will be at the full discretion of the SELECT 4 Course Director. As such any excused absences may require additional days and/or additional material and may proportionally affect the final grade.**

Opportunities for remediation of missed clinical time, mandatory clerkship components and/or additional material (deemed necessary by the individual Course Director) will be scheduled so as to not impact the clinical experience of the other students in the clerkships or detract from the required components of the current clerkship or other clerkships in which they are enrolled. Written permission from the current Course Director is required for absences for any instances of remediation.

Excused absences may proportionally affect final grade and/or may require remediation of missing course work, additional days and/or additional material at the discretion of the Course Director.

Students are expected to fulfill all time commitments for the course. All missed time must be made up. The appropriate timing for the remediation will be subject to the Course Director's discretion and should be fulfilled within a 2-month period.

M4 – GUIDELINES FOR EXCUSED AND UNEXCUSED ABSENCES

EVENT	ABSENCE EXCUSED?	MAKE UP TIME NEEDED?
Student illness, including infections that could put patients or other staff at risk	Yes	Yes, if > 1 day missed. Student responsible to reschedule missed experiences.
Illness or death of a close family member or close friend	Yes	Yes, if > 2 days missed. Student responsible to reschedule missed experiences.
Birthdays, Trips, Reunions, and other personal activities	No- absence will impact final grade!	Yes, for all days missed. Student responsible to reschedule all missed experiences.
Religious holidays	Yes, if notification is made 2 months prior to clerkship schedule completion. Reasonable accommodation will be made to schedule around requested observed holidays during rotation.	Yes, if > 1 day missed. Student responsible to reschedule missed experiences.
Presentation at a medical conference	Yes, if notification is made 2 months prior to clerkship schedule completion. Attempts will be made to schedule the student so that the absence is minimally disruptive.	Yes, if > 1 day missed. Student responsible to reschedule all missed experiences.
Attending a medical conference	Yes, if notification is made 2 months prior to clerkship schedule completion. Student may only miss one day per clerkship before vacation time must be used to make-up absences.	Yes, if > 1 day missed student responsible to reschedule all missed experiences.
Wedding (student is bride or groom). Birth of a child (student is mother or father).	Yes, if notification is made 2 months prior to clerkship schedule completion. Attempts will be made to schedule the missed days during outpatient blocks.	Yes, if > 1 day missed. Student responsible to reschedule missed experiences.
Attending the wedding of a family member or extremely close friend	Yes, if notification is made 2 months prior to clerkship schedule completion. Student may only miss one day per clerkship before vacation time must be used to make-up absences.	Yes, if > 1 day missed. Student responsible to reschedule all missed experiences.

Significant personal event otherwise unspecified that is cleared with Doctoring 3 Director, Clerkship Director, and Associate Dean of Student Affairs	Yes, if notification is made 2 months prior to clerkship schedule completion. Student may only miss one day of clerkship before vacation time must be used to make-up absences.	Yes, if > 1 day missed. Student responsible to reschedule all missed experiences.
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Course A & B Communication - Canvas and Email:

Please be sure to check both Canvas and your LVHN email regularly. Course materials will be posted on Canvas. In the event of a major announcement or change in meeting location, you will receive an email.

Preparation for Class:

There will sometimes be pre-work or post-work assigned – please make every effort to come to class prepared so that we can get right to work.

We share our classroom with learners from other parts of the network – please dispose of any trash before departing, and leave the rooms prepared for the next groups.

Evaluation Policy:

Student feedback is an essential component for continuous quality improvement of our teaching faculty and curriculum development. Morsani College of Medicine (MCOM) has implemented the following guidelines for all students currently enrolled:

1. Students will be required to complete a minimum of 80% of the evaluations assigned to them
2. All evaluations should be completed within 25 days upon receipt
3. Students may suspend evaluations only given the following circumstances:
 - a. The evaluation was assigned in error
 - b. The student did not spend enough time with an educator to properly evaluate them
4. At most students will be permitted to suspend up to 20% of their evaluations. Once a student exceeds a 20% suspension rate their evaluations will be reviewed on a case by case basis
5. Comments provided on evaluations should be constructive, respectful, and made in a professional manner

Please note that levels of anonymity are strictly enforced and fail safes are put into place to ensure a student cannot be identified from their evaluation.

Student evaluation completion compliance rates will be monitored on a quarterly basis and any student found to be out of compliance at the time will be required to attend a mandatory one hour session to complete any pending evaluations. Students will receive a notice via email that they are required to attend the mandatory session to complete their evaluations. Failure to complete evaluations and/or attend the mandatory sessions may result in the following disciplinary actions:

1. A written notice from the Associate Dean of Undergraduate Medical Education

2. A mandatory meeting with the Associate Dean of Undergraduate Medical Education
3. Appearance before the Academic Performance Review Committee (APRC)

**Above is a summary of the USF Student Evaluation Policy. Please review MCOM's Student Handbook for the full text of this policy.*

Evaluations E*Value™

A course evaluation will be sent out at the end of Prologue (Course A) and Epilogue (Course B). Your feedback is a valuable resource for us to use toward continuous improvement. Completing evaluations on time also displays professionalism. *Any outstanding evaluations at the end of the year will cause you to receive an incomplete in this course.*

Required Readings:

Readings and on-line materials will be assigned and distributed via Canvas.

Assessment of Students:

Course A will be graded Pass/Fail.

Course B will be graded "H/PC/P/F". See below for the assessment methods that will be used; completion of EACH component is required to achieve a grade of "pass".

Grading Components:

Course A:

- Participation/Attendance at Prologue (24%)

Course B:

- Must have passed Course A
- Participation/Attendance at Epilogue (12%)
- Completion of 3 Reflective Writing Exercises (at 8% each = 24%)
- Completion of scheduled coaching (10%)
- Completion of Online IHI Modules (10%)
- Assessment-Written (4%), Simulation (8%), and Oral (8%) for total of 20%

Final Course Grades:

- 70% or above is required to pass Course A.
- 90% or above is required for honors in Course B.
- ***Please keep in mind that you must complete ALL aspects of both courses listed above in order to pass. If you do not do so, you will be given an incomplete until requirements are met.***

Participation & Professionalism Policy for Course A & B:

Participation Grade shall include but is not limited to:

- Unexcused absence, late attendance in the classroom or clinical activity, late or delinquent assigned curriculum assignments (self-learning assignments, PXDX, etc.), late Absence Request Forms and Absence Report forms.

- The delay in any assignment, activity, or clerkship-particular policy is left to the discretion of the Course Director*.
- Each participation violation without the approval of the Course Director will be subject to a decrease in the Participation Grade.
- Serial participation citations will be subject to a review in professionalism by the Course Director in consultation with the Clerkship Director at the alternate campus [if applicable] and the applicable Assistant Dean of Curriculum.

For participation – unexcused (referring to both late students and no-shows):

1st tardy or absence – lose 5% of participation

2nd tardy or absence – lose 5% of participation

3rd tardy or absence – lose 5% of participation

After 3, student is at risk of failing the course.

Professionalism Policy for Course A and Course B:

Any breach of the professionalism as described in the MCOM handbook including but not limited to the professionalism values section and the social media participation guidelines, may be grounds for remediation or failure of the course as determined by the Course Director in consultation with the Clerkship Director at the alternate campus [if applicable] and the applicable Assistant Dean of Curriculum.

*Please note that lapses in professionalism may be grounds for failure of either Course A or B.

How to be successful in these courses:

Communicate and stay actively involved! Timeliness and professionalism cannot be stressed enough. The more you put into this course, the more you will get out of it. You should look at this course as an opportunity to strengthen crucial skills that can be transferred into your clinical experiences. This course also gives you the chance to continue working on your professional development, which is crucial to your overall success as a future physician. *Any student having academic or personal problems during the course is encouraged to contact the Course Director as soon as possible.* At times, academic performance is compromised by personal problems. The course director is experienced in guiding students to the appropriate counseling resources and will work with students to deal with the academic implications of the situation. It is the responsibility of the student to advise the Course Director if he or she requires special accommodations.

Appendix - Course A: Sample 2021 Prologue schedule – subject to change

		2019 Prologue 4				
		Week One				
Rooms →		DoE LC-A&B (&C)	DoE LC-A	DoE LC-A&B (&C)	DoE LC-A&B (&C)	DoE LC-A&B (&C)
Start Time		Mon 6/10	Tue 6/11	Wed 6/12	Thurs 6/13	Fri 6/14
8:00 AM	30 mins	Introduction	Check-in	Check-in	Check-in	Check-in
8:30 AM	30 mins	Health care reform panel 8:00 -9:30 Check-in/Intro to Prologue 4 9:30-11 Checklists - Eric 11:00-12:00	HS: Public Health	VBPCC: Community Health/Social Determinants of Health Resources	Leadership: 3 Horsemen: Fear, Shame, Anger	Capstone
9:00 AM	30 mins					
9:30 AM	30 mins					
10:00 AM	30 mins					
10:30 AM	30 mins					
11:00 AM	30 mins					
11:30 AM	30 mins					
12:00 PM	30 mins	Lunch				Lunch
12:30 PM	30 mins					Physician Recruiting
Rooms →		DoE LC-A&B (&C)	DoE LC-A	DoE LC-A&B (&C)	DoE LC-A&B	DoE LC-A&B (&C)
1:00 PM	30 mins	HS: Health Advocacy - debate	Teaching and Feedback	Journey to Leadership 1-2:30	Crucial Conversations with MS3 in LC-B	Finance 1 -2:30
1:30 PM	30 mins					
2:00 PM	30 mins					
2:30 PM	30 mins					
3:00 PM	30 mins					
3:30 PM	30 mins					
4:00 PM	30 mins					
4:30 PM	30 mins					Mask Fit testing / photos

		2019 Prologue 4					
		Week Two					
Rooms →		DoE LC-A&B (&C)	DoE LC-C	DoE LC-A&B	DoE LC-A&B	DoE LC-A&B	
Start Time		Mon 6/17	Tues 6/18	Wed 6/19	Thurs 6/20	Fri 6/21	
8:00 AM	30 mins	Check-in	Check-in	Check-in	Check-in 8-8:15	Check-in	
8:30 AM	30 mins	VBPCC: Special Populations LC 6, lc4,lc3,lc1	Negotiating 8:00-10:00	VBPCC: Hospice and Palliative Care	8:15 - 12:15 Leadership: Levels of Systems	Leadership: Branding and Elevator Speech	
9:00 AM	30 mins						
9:30 AM	30 mins						
10:00 AM	30 mins						
10:30 AM	30 mins						
11:00 AM	30 mins		HS: Team Steps 10:00-12:00				
11:30 AM	30 mins						
12:00 PM	30 mins	Lunch		Lunch		Lunch	
12:30 PM	30 mins	student panel				Eval	
Rooms →		DoE SIM / LC-A&B	DoE Sim / LC-C	DoE Sim / LC-A&B	DoE LC-A&B	DoE LC-A&B	
1:00 PM	30 mins	VBPCC Shared Decision Making Sim Center	HS: Team Steps Sim Center 4:30 debrief	VBPCC Breaking Bad News Sim Center	Branding Speaker	Prologue Closing	
1:30 PM	30 mins						
2:00 PM	30 mins						
2:30 PM	30 mins						
3:00 PM	30 mins						
3:30 PM	30 mins						
4:00 PM	30 mins						
4:30 PM	30 mins				L: Resilience and Positive leadership skills with MS3		

Appendix B: Course A & B Objectives

MCOM Course Objectives	MCOM Program	Assessment	MCOM Program Objectives: SELECT Numerical Definitions
			Long form definition of MCOM objectives
PATIENT CARE			PATIENT CARE
Demonstrate advanced communication skills in the following situations: breaking bad news, working with difficult patients; end of life care; shared decision making	3.4, 4.9, 5.1, 5.5	Simulation, /written final assessment/ classroom participation	1.12 Perform values-based patient centered comprehensive assessment, diagnosis and patient management, utilizing shared decision making in care of the patient
Apply knowledge and skills fundamental to health systems process change and engineering	6.7, 6.8, 6.9		KNOWLEDGE FOR PRACTICE
Provide examples of the connections between healthcare policy, the legislative process and healthcare regulation	2.7, 6.7, 6.8, 6.9		2.7: Examine national and international Health systems, policy and finance
Self-assess gaps and areas of improvement. Use this knowledge to set goals	3.11, 3.2, 3.3, 8.12		PRACTICE BASED LEARNING AND IMPROVEMENT
Demonstrate the elements and skills of advanced social awareness and relationship building	8.9, 5.1		3.1: ID Strength, deficiencies & limits in one's knowledge and expertise
			3.2: Set learning and improvement goals
Demonstrate knowledge of the public health infrastructure and the ability to access resources of the Center for Disease Control	2.7, 6.7, 6.9		3.3: ID and perform learning activities that address one's gaps in knowledge, skills and/or attitudes

			3.4: Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement
Analyze guideline recommendations for communication with patient and family members when breaking bad news	4.9, 5.1		3.11: Demonstrate advanced competency in self-assessing knowledge gaps and setting improvement goals, then perform activities to accomplish these
Develop communication skills, integrating principles from emotional intelligence, patient-centered care and crucial conversations	1.12, 7.5		3.12: Analyze a health care environment or system and recommend changes to improve patient outcomes
Demonstrate knowledge and skills needed to care for patients who are members of vulnerable populations such as: LGBTQ community; the homeless or those with housing insecurity, veterans, victims of or at risk for domestic violence. Apply ethical concepts to patient care	1.12. 5.1		
Apply feedback from coaching sessions toward self-improvement goals	7.5, 8.12		Interpersonal and communication skills
Provide examples which demonstrate an understanding of the factors related to the integration of scientific knowledge and technology into patient care	3.4, 4.8, 6.8, 8.10, 8.11		4.8: Demonstrate advanced team leadership skills that enhance team functioning, the learning environment, and/or health care system
Discuss the role of organized medicine and healthcare	2.7,		4.9: Communicate effectively and sensitively with patients, adjusting language and style in order to incorporate their

			values, knowledge and culture
			PROFESSIONALISM
			5.1: Demonstrate compassion, integrity and respect for others
			5.2: Demonstrate responsiveness to patient needs that supersedes self interest
			5.3: Demonstrate respect for patient privacy and autonomy
			5.4: Demonstrate accountability to patients, society, and the profession
			5.5: Demonstrate sensitivity and responsiveness to a diverse patient population including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
			5.6: Demonstrate commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies and regulations
			5.7: Demonstrate advanced ability in all of the above (Core Professionalism objectives) and the ability to inspire and instruct peers in these areas

			SYSTEMS-BASED PRACTICE
			6.7: Show advance ability to incorporate knowledge of health systems and cost of care into medical decisions
			6.8: Strategize, practice and advocate for quality improvement in patient care and health care systems
			6.9: Integrate knowledge of healthcare systems into individual patient care
			INTERPROFESSIONAL COLLABORATION
			7.5: Demonstrate advanced team competencies in assessment and coaching in order to achieve a common patient-centered end
			PERSONAL AND PROFESSIONAL DEVELOPMENT
			8.9: Demonstrate emotional intelligence by showing awareness of strengths, weaknesses and idiosyncrasies of self, team, and systems and then show the ability to modulate one's behavior to positively affect each of these

			8.10: Describe the basic competencies necessary for effectiveness as a potential future physician and leader
			8.11: Implement the professional and personal development process
			8.12: Actively participate in one's own personal and professional development through individual and group coaching

Welcome to the SELECT Year 4 Course B Midterm Feedback Survey. (Subject to change)

Please type your name.

Have you completed your IHI certificate or online modules?

- Yes
- No

Are you up-to-date with your assigned Reflections?

- Yes
- No

What are you finding challenging about Year 4 of medical school?

What specialty are you applying for?

Describe 1 item that you like best about the SELECT 4 program.

What opportunity for improvement exists for SELECT 4 curriculum.

I understand Epilogue runs from March 23, 2020-March 27, 2020, and that attendance is mandatory. I have received the student absence policy described in the course syllabus

- Yes
- No

Appendix C: Morsani College of Medicine Course Objectives and Entrustable Professional Activities - SELECT

1. Patient Care

Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

- 1.1 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice
- 1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
- 1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
- 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice
- 1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- 1.6 Develop and carry out patient management plans
- 1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making
- 1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
- 1.9 Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
- 1.10 Provide appropriate role modeling
- 1.11 Perform supervisory responsibilities commensurate with one's roles, abilities, and qualifications

SELECT 1.12 Perform values-based patient-centered comprehensive assessment, diagnosis and patient management, utilizing shared decision making in care of the patient.

2. Knowledge for Practice

Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care

- 2.1 Demonstrate an investigatory and analytic approach to clinical situations
- 2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations
- 2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care
- 2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- 2.5 Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, care compliance, and barriers to and attitudes toward care
- 2.6 Contribute to the creation, dissemination, application, and translation of new health care knowledge and Practices

SELECT 2.7 Examine national and international health systems, policy and finance.

3. 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

- 3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise
- 3.2 Set learning and improvement goals
- 3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes
- 3.4 Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement
- 3.5 Incorporate feedback into daily practice
- 3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems

- 3.7 Use information technology to optimize learning
- 3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals
- 3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- 3.10 Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

SELECT 3.11 Demonstrate advanced competency in self- assessing knowledge gaps and setting improvement goals, then perform activities to accomplish these.

SELECT 3.12 Analyze a health care environment or system and recommend changes to improve patient outcomes.

4. Interpersonal and Communication Skills

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

- 4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- 4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies
- 4.3 Work effectively with others as a member or leader of a health care team or other professional group
- 4.4 Act in a consultative role to other health professionals
- 4.5 Maintain comprehensive, timely, and legible medical records
- 4.6 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
- 4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

SELECT 4.8 Demonstrate advanced team leadership skills that enhance team functioning, the learning environment, and/or the health care system.

SELECT 4.9 Communicate effectively and sensitively with patients, adjusting language and style in order to incorporate their knowledge, values, and culture.

5. Professionalism

Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

- 5.1 Demonstrate compassion, integrity, and respect for others
- 5.2 Demonstrate responsiveness to patient needs that supersedes self-interest
- 5.3 Demonstrate respect for patient privacy and autonomy
- 5.4 Demonstrate accountability to patients, society, and the profession
- 5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- 5.6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations

SELECT 5.7 Demonstrate advanced ability in all of the above [Core Professionalism objectives], and the ability to inspire and instruct peers in these areas

6. Systems-Based Practice

Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care

- 6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty
- 6.2 Coordinate patient care within the health care system relevant to one's clinical specialty
- 6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
- 6.4 Advocate for quality patient care and optimal patient care systems
- 6.5 Participate in identifying system errors and implementing potential systems solutions

6.6 Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications

SELECT 6.7 Show advanced ability to incorporate knowledge of health systems and cost of care into medical decisions.

SELECT 6.8 Strategize, practice, and advocate for quality improvement in patient care and health care systems.

SECECT 6.9 Integrate knowledge of healthcare systems into individual patient care.

7. Interprofessional Collaboration

Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care

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

7.2 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

7.3 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

7.4 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

SELECT 7.5 Demonstrate advanced team competencies in assessment and coaching in order to achieve a common patient-centered end.

8. Personal and Professional Development

Demonstrate the qualities required to sustain lifelong personal and professional growth

8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors

8.2 Demonstrate healthy coping mechanisms to respond to stress

8.3 Manage conflict between personal and professional responsibilities

8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior

8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients

8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system

8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease

8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

SELECT 8.9 Demonstrate emotional intelligence by showing awareness of strengths, weaknesses, and idiosyncrasies of self, team, and systems, and then show the ability to modulate one's behavior to positively affect each of these.

SELECT 8.10 Describe the basic competencies necessary for effectiveness as a potential future physician and leader.

SELECT 8.11 Implement the professional and personal development process.

SELECT 8.12 Actively participate in one's own personal and professional development through individual and group coaching.

SELECT Entrustable Professional Activities:

1. Values Based Patient Centered Care

EPA #1: The resident should be able to conduct an effective goals of care conversation with patients, families and the patient's interprofessional team.

2. Leadership

EPA #1: The resident should be able to effectively participate and positively manage a collaborative team that affects patient care.

3. Scholarly Excellence

EPA #1: The resident should be able to systematically investigate, and then disseminate the results of, a medical question with a focus on Health Systems, Values Based Patient Centered Care, and/or Emotionally Intelligent Leadership.

4. Health Systems

EPA #1: The resident should be able to integrate understanding of health systems into individual patient care.