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INTRODUCTION

You are entering the second phase of the Foundations of Doctoring Curriculum (FDC). Our vision is to prepare you to be an outstanding physician who will care for our diverse society. Our mission is to provide a dynamic, integrated curriculum of foundations clinical and professional skills and experiences. We will be building on many of the skills you learned last year.

The FDC in Phase II is composed of the following activities:

- Continuity clinic with a physician preceptor (preceptorship)
- Advanced physical examination sessions
- Advanced communication sessions
- Focused SOAP note write-up
- Oral presentation skill session
- Professional development sessions and activities
- Assessment of your clinical skills

PHASE II GOALS

Physical Exam
1. Perform core and additional physical examination techniques on adults in the following body areas/organ systems:
   - Eyes
   - Neurologic and Mental Status
2. Perform sensitive/invasive physical examination techniques on adults in the following body areas:
   - Gynecologic and Breast
   - Urologic and Prostate
3. Perform core + cluster physical exam
4. Recognize variations in physical exam techniques for use with children and the elderly
5. Relate the physical examination to normal anatomy and physiology
6. Relate the physical examination to abnormal anatomy and pathophysiology

Communication
1. Use the language of relationship centered communication skills specific to introductions and agenda setting, information gathering/history taking, sustaining structure, building relationships, and closing the visit
2. Use the language of relationship centered communication skills specific to motivational interviewing, sharing information and negotiating a mutual plan of action with patients
3. Perform communication skills including: introductions and agenda setting, information gathering/history taking, sustaining structure, building relationships, motivational interviewing, sharing information, negotiating a mutual plan of action with patients, and closing the visit
4. Begin to use relationship centered communication skills in difficult clinical encounters
5. Describe the content and practice taking a sexual history
Clinical Reasoning
1. Identify the key components of the focused SOAP note and oral presentation with emphasis on the assessment and plan
2. Understand the fundamental clinical reasoning concepts, including, illness scripts, pattern recognition, and differential diagnosis
3. Practice writing focused SOAP notes and performing oral presentations that include assessments and plans
4. Use comparison and contrast to analyze differential diagnoses in the assessment portion of medical notes and oral presentations
5. Recognize analytical methods for patient differential diagnosis such as prioritized, organ-system based, and pathophysiologic techniques

Preceptorship
1. Continue career exploration
2. Set individualized learning goals for preceptorship
3. Practice communication, physical exam and clinical reasoning skills in a clinical setting
4. Practice compassionate treatment of patients, and respect for their privacy and dignity
5. Demonstrate professional behaviors in clinical interactions.

Professional Development
1. Uphold and promote the ideals of medical professionalism in all interactions with patients, colleagues, staff and faculty
2. Recognize and accept limitations in one’s knowledge and clinical skills, and commit to continuously improve one’s knowledge and ability
3. Know basic concepts of quality improvement, patient safety, and leadership through completion of the IHI Open School Basic Certification

OVERVIEW OF COURSE COMPONENTS

Preceptorship
You will continue to spend four hours two to three times per month with your preceptor, observing and participating to the extent that your developing skills allow. This year you will work on honing your oral presentation and documentation skills. You will continue to log all your patient encounters under the FDC 2 tab of the logger.

Your preceptor sessions should occur when you do not have other classroom or school requirements. If your preceptor is only available in the morning, therefore conflicting with classroom lectures, please contact foundations.doctoring@ucdenver.edu for a rematch.

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.
• 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, be a valuable team member.
• 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.
• Use the Focus Four to help guide your preceptorship sessions to meet your learning needs and focus your clinical experience.
• Communicate with FDC if you are having difficulties with any of the above.

Most of you are staying with your preceptor from last year. If you have a new preceptor, you will be notified at the FDC orientation session as to who your preceptor will be if this is not already established. Please call them prior to your first visit.

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 contact the Associate Course Director, Kristin Furfari, MD if you feel there is a mismanaged patient care issue or ethical problem in any of the clinical situations you encounter. If you have a patient/provider relationship with your preceptor (they currently are or have been a treating provider for you), please notify foundations.doctoring@ucdenver.edu immediately for rematch.

Physical Examination Curriculum

You will work on advanced physical examination skills throughout the year in a small group setting. The majority of the sessions will involve the opportunity to practice physical examination techniques on real or standardized patients with abnormal physical findings.

Prior to each physical exam session, you must complete the assigned chapter in the Physical Exam Guidebook, review the appropriate checklist(s) and the pathophysiology around the subject. You may also choose to review the content from the following website prior to your sessions:

http://meded.ucsd.edu/clinicalmed/index.htm
http://stanfordmedicine25.stanford.edu

For the neurological exam, refer to the following website www.neuroexam.com

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

In Phase 2 of the communication curriculum, you will focus on practicing sharing information and creating a mutual plan of action with patients. You will continue to practice introductions, agenda setting, gathering information, building the relationship with the patient and sustaining the structure of the visit. The specific new communication skills relate to explaining and planning care for patients and include sharing information, negotiating a mutual plan of action, forward planning and closing a visit. In addition, students begin to practice basic motivational interviewing skills, communicating in difficult encounters and taking a sexual history.

You will participate in three small group coaching sessions in phase 2 and will have an opportunity to participate in an individual digital recording review session. Although the focus of the sessions is on communication skills, the patient cases will also be used to reinforce 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.**

**Professional Development Curriculum**

Several other curricular topics are integrated within the Foundations of Doctoring Curriculum, including Clinical Reasoning, Threads, and IHI Open School Modules.

**Clinical Reasoning Curriculum**

Clinical reasoning or “how to think like a physician” is a complex skill that is learned and developed throughout a physician’s medical career. Within FDC clinical reasoning session, art in medicine sessions, and medical documentation sessions, fundamental concepts of clinical reasoning will be introduced and reinforced through opportunities to practice clinical reasoning skills using both application and reflective exercises. Clinical reasoning sessions will highlight the usefulness of both analytical and intuitive processes in the development of a differential diagnosis and the importance of comparing and contrasting the differential diagnosis in the assessment portion of both medical notes and oral presentations. The art in medicine session will focus on the importance of multiple interpretations with justifications and the idea of pertinence in communicating with others. Medical documentation sessions will focus on the picking and choosing of physical examination maneuvers and the importance of the proper structure in your assessments. Supplemental readings for these educational sessions will be used to help reinforce clinical reasoning concepts and skills. Clinical reasoning knowledge, behaviors, and techniques can and should be used and applied in problem based learning sessions, preceptor sessions, and other clinical experiences to develop one’s abilities to “think like a physician.”

You will also participate in an oral presentation workshop in the fall semester. For this session, you will complete a focused note based on a patient encounter at your preceptor’s office. This note will serve as a template for your oral presentation. It is imperative that you complete your encounter and focused note on time in order to be prepared for the oral presentation workshop.
Threads

As in the Essentials Core Blocks, Threads content is integrated into FDC curricular time. In Phase II, there are sessions in the Humanities, Ethics and Professionalism (HEP), and Culture, Health, Equity and Society (CHES) threads.

IHI Open School

By the end of the Spring Semester of Phase II, you are required to finish the Basic Certification of the Institute for Healthcare Improvement (IHI) Open School. This content is also considered part of the CHES thread. Several courses are assigned each semester and completion will be monitored. Registration and course timing information is found on Canvas. General information about IHI Open School course catalog: http://www.ihi.org/offerings/IHIOpenSchool/Courses/Pages/default.aspx

ASSESSMENT OF YOUR PROGRESS

The FDC uses a broad array of methods to assess all competencies appropriately. Your Preceptor will evaluate you at the end of each semester. An integrated communications and physical exam assessment will take place in the fall that emphasizes the core physical exam and relationship centered communication skills as well as SOAP note writing. A second integrated assessment of physical exam, communication, SOAP note writing and oral presentation skills will take place in the spring at the Center for Advancing Professional Excellence (CAPE).

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. Details of CAPE assessment(s) are to be kept confidential until all students in your class have participated and must not be discussed with students of subsequent classes.

Fall Integrated Skills Assessment

The fall integrated assessment will be an opportunity to demonstrate your physical exam skills related to the neurologic, HENT, and eye physical exam checklists as well as your communication skills learned in phase I and the newly learned skills of sharing information and negotiating a mutual plan. During this assessment, you will be synthesizing the information gathered in a focused SOAP note with both a complete assessment section that includes a summary statement, a problem list, and a differential diagnosis discussion, and a complete plan section that includes diagnostic, treatment, and follow-up recommendations. These encounters will be digitally recorded for grading and remediation purposes.

Spring Integrated Skills Assessment

You will have a multi-station assessment of your clinical skills in the Spring of Phase II. Your performance during these assessments will be digitally recorded and individually reviewed with you.

The spring assessment will include a single integrated assessment plus an additional body system physical examination assessment. For the integrated assessment, you will be expected to demonstrate competence in phase I communications skills of
information gathering as well as the completion of a core physical exam and a specific clustered physical exam based on the patient's chief complaint. Following the first integrated encounter, you will provide an oral presentation of the patient case. The body system assessment will be an opportunity to demonstrate your physical exam skills related one for the body system exams that you have learned in FDC. A digital review of your performance of clinical skills will be required as part of the assessment.

**Accommodations**

FDC and the CAPE do not have authority to make accommodation decisions. To request an academic accommodation for a FDC-based CAPE Assessment, contact the Office of Disability Resources and Services: [http://www.ucdenver.edu/student-services/resources/disabilityresources-services/Pages/disability-resources-services.aspx](http://www.ucdenver.edu/student-services/resources/disabilityresources-services/Pages/disability-resources-services.aspx) The Office of Disability Resources will then inform FDC/Office of Student Life of approved accommodations. Notification of approved accommodation(s) should be submitted to the CAPE no later than 3 weeks prior to the scheduled assessment.

**Grading**

*FDC is a Pass/Fail course.* In order to pass the course, you must complete all requirements and actively participate in all on-campus sessions (communications, physical exam, professional development, etc.,) preceptor sessions, and assessments. **All FDC small group and preceptor 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 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 successfully complete required aspects of the course by course deadlines will result in an ‘Incomplete’ grade. Once required aspects are successfully completed, ‘Incomplete’ grades are amended to ‘Pass with Remediation’ grades. Failure to complete multiple required aspects or demonstrate adequate knowledge, skills or behavior will result in a ‘Fail’ grade. Remediation of ‘Fail’ grades is based on recommendations from the Promotions Committee. An ‘In-Progress’ grade is used when a student in good standing cannot complete course requirements due to illness or other extenuating circumstance, or when a student has completed their requirements but their preceptor’s evaluation of their performance is still pending at the time of grade submission.

The different components of the course are evaluated as follows:

- Your performance in **preceptorship** will be evaluated each semester by your preceptor. You are to attend the number of required sessions communicated at the beginning of each semester. If necessary, you will be allowed 1 absence per semester if your preceptor has a schedule conflict. Your preceptorship experience will also be evaluated through your patient log completion each semester. Additionally, you must submit your Focus Four goal-sheet and
complete an evaluation of your preceptor at the end of the year. You must complete your sessions, receive a passing evaluation from your preceptor, complete your patient log, submit your Focus Four goal-sheet and evaluate your preceptor to pass this component.

☐ Your performance in the **communication curriculum** will be evaluated based on your presence & active participation in all of the communication skills practice sessions. Your ability to demonstrate proper use of Calgary-Cambridge based and relationship centered communication skills during CAPE assessments is also used to evaluate your mastery of the curriculum. The faculty coaches will note your presence, participation and skills. You must attend all communications sessions, complete related readings, 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, complete related assignments, and demonstrate adequate ability to perform physical exams to pass this component.

☐ Your performance in the **clinical reasoning curriculum** will be evaluated based on your presence & active participation in the sessions. You must attend all clinical reasoning and written communications sessions 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 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 one opportunity to retake that aspect and/or larger portions of the assessment if necessary. Successful completion of all aspects of the CAPE assessment is required to pass this component.

☐ Your performance on a **focused SOAP and oral presentation** will be evaluated based on your effort to document a focused SOAP and oral presentations with developed assessment and plans using the provided FDC templates. You must turn in an adequate focused SOAP note, actively participate in the oral presentation workshop, and perform an adequate oral presentation to pass this component.

☐ The **professional development** component is based upon your presence, active participation in all the professional development sessions and successful completion of session assignments. You must successfully complete assignments (IHI modules, etc.) and participate fully in threads sessions in order to pass this component.

**Professionalism** is assessed throughout the curriculum by your preceptor, communication coaches, SPs, SPETAs and faculty tutors/facilitators. Professional expectations 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. Unprofessional behavior will result in professionalism feedback. 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 may result in professionalism feedback.
COURSE MECHANICS

Course Director: David Ecker, MD  
(303) 724-6421  
Email: david.ecker@ucdenver.edu

Associate Course Directors:  
Kristin Furfari, MD (preceptorship)  
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Deb Seymour, PsyD (communication skills)  
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John Kendall (Ultrasound Curriculum)  
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FDC Coordinator: Veronica Paradise  
(303) 724-6421  
Email: som.fdc@ucdenver.edu  
Office Hours: Mon-Fri 8:00am-4:30pm

Preceptor Coordinator: Sherie Munoz  
(303) 724-4559  
Email: Foundations.Doctoring@ucdenver.edu  
Office Hours: Mon-Fri 9:00am-5:00pm

Course Email: som.fdc@ucdenver.edu

Course Website: medschool.ucdenver.edu/FDC

Foundations of Doctoring Curriculum Office
The FDC office is located on the 1st floor, East wing, of Building 500 at the Anschutz campus.

Office Hours
The office is open from 8:00am-5:00pm Monday through Friday. Private appointments may be scheduled with the Course Director and Associate Directors. 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. We will use Canvas for all essential course correspondence. It is your responsibility to
check the FDC Canvas course regularly for course announcements, submitting assignments, session information and other details.

**Meeting Places**
On campus sessions will occur, when feasible, in Education 1. Small group room assignments will be posted on Canvas. 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 and interviewing textbook to refer to as you are learning these skills. This text will also be used to develop questions which are incorporated into Block exams and CAPE Assessments.

The required text is:

In Phase II, in addition to your stethoscope, you will need your diagnostic kit (ophthalmoscope/otoscope) as well as a penlight, 128 Hz tuning fork and reflex hammer. Please bring your own physical diagnosis equipment and mark your personal equipment in some permanent way. If you elect to purchase equipment, you can request reimbursement through the Financial Aid Office. In order to do this, you will need an **itemized receipt**, a **budget increase request form**, and a **letter of necessity** from FDC.

**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.

**Attire Recommendations**
**Appropriate Attire** for sessions involving Standardized Patients (SPs) and Standardized Physical Exam Teaching Associates (SPETAs):

- Wear your ID at all times.
- Clothing that is not too tight, not too loose and not too revealing.
- Clothing should cover the back, shoulders and midriff (i.e. no spaghetti straps, tank tops, backless shirts, crop tops).
- No jeans, sweat pants or shorts.
- No baseball caps or other hats.
- No clothes that create a distraction or disturbance: gang, slogans, derogatory words, intimidating.

**Professional Attire** for preceptor (continuity clinic) sessions and examinations at the CAPE:
- Wear your ID at all times.
• Clothing that is not too tight, not too loose and not too revealing.
• Clothing should cover the back, shoulders and midriff (i.e. no spaghetti straps, tank tops, backless shirts, crop tops).
• No jeans, sweatpants or shorts.
• No baseball caps.
• No clothes that create a distraction or disturbance: gang, slogans, derogatory words, intimidating.
• Wear a white coat unless instructed otherwise.
• Shoes: clean and in good repair, no open toed shoes, heels should be 2” or less.
• Men: collared shirts and ties are always appropriate but may not be required (open-collar/polo-style may be acceptable), tailored or docker-style slacks.
• Women: blouses, slacks or skirts (no shorter than 2” above the knee).
• Tattoos should be covered by clothing.
• Limit piercing jewelry to earrings.

Formal dress codes vary by clinical site and may be referenced on the UME Policies webpage:

**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 Canvas for details and up to date information on individual sessions.

**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 Director. 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 Veronica Paradise at (303) 724-6421 to obtain the dates, times and locations for these meetings. You may also discuss issues with the Course Representatives. Course evaluations are used to improve the course for the next year. Your feedback is extremely important!