

**Program Modification Proposal
M.D., Addition of Clinical Program Offering Site at AnMed Health in Anderson, SC
Medical University of South Carolina**

Summary

The Medical University of South Carolina requests approval to offer the M.D. program at a new clinical site at AnMed Health in Anderson, SC, for third and fourth year medical students, to be implemented in July 2015. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the program modification proposal. The full program modification proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need and expressed support for the proposed program. Dr. MaryAnn Janosik asked MUSC representatives to confirm that only third and fourth year medical students would study at the proposed site. MUSC representatives stated that there was no intent to start a branch campus or expand to a four-year program at the proposed site. ACAP members voted to approve the proposed modification.
Comments and suggestions from CHE staff sent to the institution	2/17/15	Staff requested that the proposal be revised to state specifically that there is no intent to create a branch campus or to expand instruction beyond the third and fourth years at the site; to clarify the difference between “selectives” and electives; and to revise the list of similar programs to include the Florence site for the USC M.D. program. Staff also asked that representatives review the projected enrollment chart to verify the accuracy of the figures presented.
Revised Program Proposal Received	2/24/15	The revised proposal satisfactorily addressed all of the requested revisions.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program modification to offer the M.D. program at a new clinical site at AnMed Health in Anderson, SC, for third and fourth year medical students, to be implemented in July 2015.

PROGRAM MODIFICATION PROPOSAL

Name of Institution

Medical University of South Carolina

Name of Program (include concentrations, options, and tracks)

College of Medicine Clinical Training Program at AnMed Health

Program Designation

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation

July 6, 2015

CIP Code

51.1201

Delivery Site(s)

AnMed Health, Anderson, SC

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

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Institutional Approvals and Dates of Approval

College of Medicine Undergraduate Curriculum Committee: October 17, 2014

MUSC Board of Trustees: August 8, 2014 and December 12, 2014

MUSC Dean's Council: October 20, 2014

MUSC Senior Leadership Council: November 18, 2014

Liaison Committee on Medical Education: In the initial phase of this program MUSC will conduct a pilot to obtain program outcome data sufficient to permit evaluation of the success of the program. LCME does not require approval to conduct pilot projects. Based on the success of these findings, the College of Medicine will seek LCME approval to make the AnMed Health clinical training site a permanent program offering.

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

The Medical University of South Carolina College of Medicine proposes a modified program of study in order to provide comprehensive clinical training for third and fourth year medical students in Anderson, SC. The College of Medicine has collaborated with AnMed Health for over 30 years to provide medical students with community-based family medicine clinical rotations and elective rotations through the South Carolina AHEC system. Over the past decade AnMed Health has expanded its educational offerings to MUSC medical students to include rotations in hospice and palliative care, global health, rural primary care, obstetrics and gynecology, and sports medicine, in addition to family medicine and internal medicine acting internships. In November 2012 AnMed Health renewed its longstanding affiliation agreement with MUSC with a commitment to continue to provide high quality clinical education for MUSC students.

The proposed program modification would initially place six medical students at AnMed Health for their third and fourth year of the MD program. In year 3, students would complete all seven of the required clinical clerkships, in addition to 3 required selectives which are three-week rotations designed to assist students with career exploration. In year 4 students would complete their required rotations at AnMed Health in addition to 5 clinical electives which are four-week rotations offered in a variety of clinical settings. Data will be gathered over a two-year period and evaluated to determine if the program meets required, established program outcome expectations of the college, the university, and the Liaison Committee on Medical Education (LCME) which is the accrediting body for programs leading to the MD degree. Based on the findings, the clinical training program could be expanded to a maximum intended capacity of 12 year 3 students and 12 year 4 students selected from presently enrolled medical students.

The Medical University of South Carolina has no intent or plan to develop a branch campus or 4-year medical degree program at AnMed Health. The proposed collaboration is for the sole purpose of enhancing clinical education for *enrolled* medical students.

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List the objectives of the modified program. (1500 characters)

Modified Program Objectives:

1. Provide expanded, community-based clinical education for students who express an interest in a primary care specialty.
2. Increase student understanding of challenges and rewards in caring for medically underserved populations.
3. Foster community engagement that may increase in-state retention of students in residency training and practice.

The medical student curriculum at AnMed Health will meet all of the College of Medicine Institutional Learning Objectives in the 6 prescribed domains:

1. Medical Knowledge: Students must demonstrate knowledge about established and evolving basic, clinical, and cognate (i.e., epidemiological and social-behavioral) sciences and the application of this knowledge to the practice of medicine.
2. Patient Care: Students must be prepared to provide patient care that is compassionate, appropriate, safe and effective.
3. Interpersonal and Communication Skills: Students must demonstrate interpersonal and communication skills that facilitate effective interactions with patients, their families and other health professionals.
4. Professionalism: Students must demonstrate a commitment to professional and personal excellence in all settings, including adherence to ethical principles and sensitivity to a diverse patient population.
5. Practice-based and Lifelong Learning: Students must investigate and assess their academic and clinical performance, develop skills for lifelong learning and personal improvement in order to improve patient care.
6. System-based Learning: Students must demonstrate an awareness of and responsiveness to the larger context and systems of health care, including barriers and drivers of health and health care access.

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Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Medical education studies have shown that learning environments in tertiary care, academic health centers may overtly and covertly dissuade student interest in primary care.¹ Community-based clinical education provides an immersive experience that allows students to see the critical, well-respected role that primary care physicians play in caring for individuals and patient populations. The literature demonstrates that regional hospital collaboration with an academic health center can enhance the hospital's standing as academic centers, improve recruitment and retention of health care providers, and positively impact the quality of patient care.^{2•3} This program would provide interested students with relevant and meaningful community-based, longitudinal opportunities for clinical training that is designed to prepare them to practice quality patient care in similar settings. Because much of Anderson County and portions of the City of Anderson are designated as a Medically Underserved Area, a Health Professions Shortage Area, or both, this setting provides distinct opportunities for students to acquire competency in population health, public health, and service-learning.

AnMed Health administration and faculty members have expressed a strong interest in providing longitudinal, clinical training for MUSC medical students, and have demonstrated many decades of experience in undergraduate and graduate medical education. Between 1998 and 2013, over 150 medical students from MUSC have completed a community-based family medicine clerkship at AnMed Health clinical sites. Students expressed a high degree of satisfaction with the teaching, the learning environment, and the resources provided.

1. Erikson CE, Danish S, Jones KC, Sandberg SF, Carle AC. The Role of Medical School Culture in Primary Care Career Choice. *Acad Med.* 2013; 88: 1919–1926.
2. Hanlon N, Ryser L, Crain J, Halseth G, Snadden D. Establishing a distributed campus: making sense of disruptions to a doctor community. *Med Educ* 44: 256-62.
3. Lovato C1, Bates J, Hanlon N, Snadden D. Evaluating distributed medical education: what are the community's expectations? *Med Educ* 43: 457-61.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Pee Dee Health Education Partnership	USC School of Medicine	Clinical training for medical students in a community-based setting	The AnMed curriculum is designed with a longitudinal primary care emphasis specifically for MUSC students.

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Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

The MUSC College of Medicine has approved an Associate Dean for Medical Student Education to oversee medical student education in Anderson. He is a faculty member of the MUSC COM and a practicing physician at AnMed Health who has extensive experience in undergraduate and graduate medical education. An additional faculty member will be hired to oversee student affairs and student services at AnMed Health. Roughly 35 AnMed Health physicians from various specialties will be hired and appointed as MUSC clinical teaching faculty members in their respective departments. These physicians are either employed by AnMed Health or are in clinical practices affiliated with AnMed Health. Additional funding will be provided to clinical faculty who serve as directors for the required clinical core clerkships. All faculty members will participate in faculty development offerings that address pedagogical strategies, course objectives, learner assessment, and learning environment.

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

Currently, no new equipment or facilities are needed to support this program. AnMed Health has initiated a partnership with Anderson University to utilize their simulation center full-patient simulation trainers, simulation software and audio/video capture equipment in order to create fully comparable simulation education experiences for the medical students.

The AnMed physical plant provides roughly 2400 square feet of space for student study and lounge space, computer stations with internet access. Adequate conference room space for teaching is provided. Students have free access to a fitness center on the AnMed Health campus. Students and faculty members in Anderson will have the same web-based access to MUSC Library electronic information resources that campus students and faculty have. In addition, AnMed Health has a library and a full-time librarian with health informatics training who can assist students in accessing relevant, credible information resources.

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Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	\$78,080	\$115,280	\$134,880	\$144,480	\$144,480	\$617,200
Faculty and Staff Salaries	\$668,404	\$1,014,004	\$1,018,054	\$1,018,054	\$1,018,054	\$4,736,571
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
Library Resources						
Other*						
Total	\$766,484	\$1,149,284	\$1,172,934	\$1,182,534	\$1,182,534	\$5,453,771
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$323,649	\$449,266	\$395,408	\$474,006	\$548,974	\$2,191,303
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*	\$440,380	\$673,180	\$696,830	\$706,430	\$706,430	\$3,223,250
Total	\$764,029	\$1,122,446	\$1,092,238	\$1,180,436	\$1,255,404	\$5,414,553
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$(2,455)	\$(26,838)	\$(80,696)	\$(2,098)	\$72,870	\$(39,218)

*Provide an explanation for these costs and sources of financing in the budget justification.

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Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

New costs include the following Program Administration costs:

- MUSC faculty travel to AnMed Health for development of educational offerings
- AnMed faculty travel to MUSC for planning meetings and retreats
- Clinical skills standardized testing for AnMed students at MUSC
- AnMed teaching stipends for community preceptors
- AnMed global health elective scholarships for medical students
- AnMed faculty development for medical student teaching and teaching awards

Faculty and Staff Salary costs include the following:

- AnMed faculty/staff salaries - effort for the Associate Dean for Medical Student education, AnMed clerkship directors, new teaching faculty and support staff
- MUSC faculty/staff salaries – additional effort for MUSC clerkship directors and an educational technology coordinator

Additional costs include AnMed medical education material and office supplies.

MUSC revenues generated from medical student tuition will be passed through to AnMed to fund this program. AnMed Health will contribute additional support to the program from hospital revenues. Both MUSC and AnMed will contribute support for new faculty effort.

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

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If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The COM has recently obtained a full 8-year accreditation from the Liaison Committee on Medical Education (LCME) until 2021. MUSC will consult with LCME in every phase to evaluate the program and demonstrate comparability of the educational experience. MUSC will then submit a full application to LCME for accreditation of this program (anticipated application date of December 1, 2017). Students completing their clinical education in Anderson will receive their degree from MUSC and be eligible for medical licensure.

Will the proposed modification affect or lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Medical students completing their clinical training at AnMed Health will take the same United States Medical Licensing Examination (USMLE) Step 2 CK and Step 2 CS that MUSC campus year 4 medical students take. The courses in year 3 are each designed to prepare students to pass the licensing examinations. Students will participate in the same NBME/national exams, objectives structured clinical exams (OSCEs), and Clinical Practice Exam (CPX3) that campus medical students take in preparation for the national licensing exams.

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Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

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Curriculum Attachment for MUSC COM AnMed Program Modification

The LCME accreditation standards explicitly require that (1) training at off-campus clinical sites be comparable to training received on the main campus, and (2) all educational activities and assessments be directly tied to the institutional learning objectives. Therefore, students at AnMed Health will be required to complete the same required clinical clerkships, required longitudinal educational activities, and equivalent numbers of selective/elective experiences. Students at AnMed will be required to see patients with the same medical conditions, and complete the same required list of procedures as students on campus. For some of the large and small group didactics, students will connect to campus via video conferencing. For other activities, like simulation-based sessions, trained AnMed faculty will facilitate the didactics using a standardized curriculum (teaching materials, feedback tools, debriefing tools, etc.).

Clinical selectives in year 3 and electives in year 4 will be developed at AnMed to mirror those offered on campus. Selectives are three-week clinical rotations that provide students with early career exploration opportunities and supplemental clinical education; electives are four-week clinical rotations that permit students to choose educational offerings that complement and enrich their learning. Selectives and electives will be developed to mirror many of the offerings at MUSC. In addition, students will have the same opportunity that MUSC campus students have to take 4th year electives at any of the LCME-accredited programs that offer elective opportunities.

Year 3

MDCOR-705. Fundamentals of Patient Care (FPC) 3A - 3B. This theme addresses medical delivery systems and public health objectives essential for medical student competency. The course also allows clinical students to apply key medical ethics concepts learned in the preclinical years to real clinical scenarios that they identify. Students continue their collaboration with geriatric senior mentors in the community in falls risk assessment and depression screening. Career planning utilizing the Careers in Medicine program is focused on career exploration and residency decision-making. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

FAMMD-861. Family Medicine Rural Clerkship. The Family Medicine Rural Clerkship fosters student development of a strong understanding of the clinical issues and professional role of a primary care physician and to further broaden the focus of student learning from providing care to individual patients to improving the health of defined population health perspective. The perspective “encompasses the ability to assess the health needs of a specific population; implement and evaluate interventions to improve the health of the population; and provide care for individual patients in the context of the culture, health status, and health needs of the populations of which that patient is a member.” (Population Health Perspective Panel Report, *Academic Medicine*.1999;74:138). Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

MED-801. Internal Medicine Core Clerkship. Introduces the student to the care of the hospitalized adult patient. Through experiential learning working alongside patient care teams on the General Internal Medicine inpatient ward services, students will learn the role of the patient’s primary hospitalist and take an active role in the documentation of the patient’s hospital stay. Emphasis is placed on performing, documenting and orally presenting histories and physical examinations of patients, developing differential diagnoses, assessment and treatment plans, participating actively in the care of patients, and understanding the impact of illness on the patient and family. A computer-based series of learning modules covering the most common

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inpatient medical problems is a required exercise of this rotation. Experiences are supplemented by lectures, conferences and small group discussion. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

OBGYN-801. Obstetrics and Gynecology Core Clerkship. Introduces the student to basic knowledge and clinical problems as encountered in the field of obstetrics and gynecology. Students are taught to acquire and develop their clinical skills in the care of patients. Emphasis is placed on obtaining experiences in routine obstetrics delivery, outpatient gynecologic management, and common gynecologic surgery. Didactics include lectures, morning conferences, small group discussion, and teaching on ward rounds. Under supervision, students take histories and perform physical examinations. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

PEDS-801. Pediatrics Core Clerkship. Introduces the student to common and unique pediatric pathologic processes; further develops clinical skills and experience in handling and managing both healthy and ill infants, children and adolescents, and their families; encourages application of basic science knowledge to patient care. Approximately half of the rotation is devoted to inpatient care with experiences both in acute, undiagnosed illnesses and chronic illnesses (subspecialty care). A portion is devoted to the newborn nursery and the remainder to ambulatory care (general clinics, specialty clinics, acute care clinics, and community resources). Students will have direct patient contact with supervision by house staff and faculty. Experiences are supplemented with conferences and lectures. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

PSYCH-801. Psychiatry Core Clerkship. Introduces the student to the care of psychiatric patients. Learning objectives are to increase the students' ability to recognize psychopathology, use interview techniques, correctly diagnose psychiatric disorders, appropriately use psychopharmacological agents, establish a supportive therapeutic relationship with patients, document and present verbally a psychiatric history and mental status examination, and work with health care personnel. Students will have direct patient contact with supervision by house staff and faculty. Experiences are supplemented with conferences and lectures. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

SURG-801. Surgery Core Clerkship. Introduces the student to the care of surgical patients. Emphasis is placed on establishing the diagnosis, learning the pathophysiology of surgical diseases, participating in the treatment of surgical patients, understanding the means to support patients before, during, and after surgery, and understanding the impact of surgical illness on the patient and family. Students will have direct patient contact with supervision by house staff and faculty. Experiences are supplemented with learning materials, conferences and small group discussions. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

NSCS-801 Neurology and Rehabilitation Medicine. Introduces the student to the care of patients with neurological disorders and conditions, as well as the role of rehabilitation medicine in improving patients' functional status and quality of life. Emphasis is placed on performing, documenting and presenting verbally histories and physical examinations of patients with neurological diseases, developing a differential diagnosis, assessment and treatment plan, participating in the treatment of neurology patients, and understanding the impact of neurological illness on the patient and family. Students will have direct patient contact with supervision by house staff and faculty. Experiences are supplemented with lectures, workshops,

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and small group discussions. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

Third Year Selectives. Students must complete 3 selectives (3-week rotations) from the catalogue offerings.

Year 4

MDCOR-706. Fundamentals of Patient Care (FPC) 4A - 4B. This theme addresses key public health objectives essential for medical student competency. The course also allows clinical students to apply key medical ethics concepts learned in the preclinical years to real clinical scenarios that they identify. Students continue their collaboration with geriatric senior mentors in the community as they practice discussing end of life planning. Career planning utilizing the Careers in Medicine program is focused on the final stages of residency decision-making and application process.

MED-891 Senior Medicine Core. During the Senior Medicine Requirement, students will acquire patient care skills, professional behaviors, medical knowledge, interpersonal and communication skills, practice-based lifelong learning and system-based practice skills that are necessary to evaluate and deliver safe, quality and evidence-based care for adult patients in the role of a consultant under the consistent supervision of residents and attending physicians. Students are assigned to one of ten consultant settings. Students complete an entrustable professional activity with significant supervision: perform and present an initial internal medicine consultation on a patient in the inpatient and outpatient setting. The palliative care curriculum includes a workshop and complementary online curriculum that provides requisite knowledge and objectives related to palliation. Although the curriculum is designed to address patients with cancer diagnoses, attitudes, knowledge and skills taught are applicable to patients with palliative care needs as a whole. The curriculum provides an overview and hands-on practice of patient handoffs.

Advanced Surgery Elective. Students must complete 1 advanced surgery elective from the offering in the course catalogue.

Clinical Externship. Students must complete 1 externship from the offerings in the course catalogue.

Fourth Year Electives. Students must complete a total of 5 electives (4-week rotations) from the catalogue offerings. With approval, students may complete electives at other LCME-accredited medical schools.

Internship 101. Students participate in this capstone course that focuses on preparation of medical students for internship responsibilities. The course utilizes large and small group didactics with hands-on workshops and simulations to teach patient care, team care, procedures, pain management, and health record documentation. Students are assigned to educational tracks based on their intended specialty.