



Proposal to the
South Carolina Commission on Higher Education

from

Medical University of South Carolina

For the program:

College of Medicine Clinical Training Program at AnMed Health

December 12, 2014

A handwritten signature in black ink, appearing to read "D. J. Cole", is positioned above a horizontal line.

David J. Cole, M.D.

President

Medical University of South Carolina

APPENDIX B: PROGRAM MODIFICATION PROPOSAL

Name of Institution

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

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., DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., PharmD., M.D.)

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

- Yes
 No

Proposed Date of Implementation

CIP Code

Delivery Site(s)

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)

Institutional Approvals and Dates of Approval

Background Information

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

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

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)

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

- Yes
- No

If yes, explain. (1000 characters)

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences

Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

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)

Financial Support

Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration						
Faculty and Staff Salaries						
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
Total						
Sources of Financing						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding						
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total						
Net Total (i.e., Estimated New Costs Minus Sources of Financing)						

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

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: Only provide this budget justification if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

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

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)

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)

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.

Curriculum Attachment for MUSC COM CHE Program Modification_ Appendix B

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 provide students with early career exploration opportunities, while electives permit students to choose educational offerings that complement and enrich their learning. In year 4 electives will be developed that mirror many of the offerings at MUSC. In addition, students will have the same opportunity that MUSC campus students have to take 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. This core clerkship introduces the student to the care of the hospitalized adult patient. Through experiential learning by working alongside patient care teams on the General Internal Medicine inpatient ward services at the Medical University Hospital (MUH), Ashley River Tower (ART) and the Veterans Hospital, students will learn first-hand about caring for the hospitalized adult patient. Students will be expected to learn the role of the patients’ primary hospitalist and should take an active role in the documentation of the patient’s hospital stay. Emphasis is placed on performing, documenting and presenting verbally 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 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 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.

Presentation: didactic lectures, morning conferences, and 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 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, and encouraging 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). Presentation: direct patient/parent contact with house staff and faculty supervision. 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. Presentation: direct patient responsibility with close supervision from 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 students 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. Presentation: direct patient contact with house staff and faculty supervision. 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.

NCS-801 Neurology and Rehabilitation Medicine. Introduces the students 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. Presentation: direct patient contact with house staff and faculty supervision. Experiences are supplemented with lectures, workshops, 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 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.

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 scheduled for educational tracks based on their intended specialty.