



BCC 7113
Internal Medicine Sub-Internship
2023-2024

Education Director

Jonathan Appelbaum, MD

Florida State University College of Medicine

Department of Clinical Sciences

1115 West Call Street, Suite 3140-F

Tallahassee, FL 32306-4300

Phone: 850-645-1227

Email: jonathan.appelbaum@med.fsu.edu

Campus	Clerkship Director
Daytona	Sheila Gupta, MD
Fort Pierce	William Hood, MD
Orlando	Ben Kaplan, MD
Pensacola	Robert Anderson, MD
Sarasota	Kathleen Kennedy, MD
Tallahassee	Gregory Todd, MD

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Overview

Course Description

The Internal Medicine Sub-Internship is an experiential, competency-based internal medicine acting internship, designed to allow students the opportunity to *actively* participate in the management of patients with common clinical presentations encountered in the practice of hospital-based internal medicine. Students will have the opportunity to experience a broad range of patients with illness severity ranging from acute care upon presentation to the emergency department to life-threatening processes in the intensive care unit. Many of these patients will not be previously worked up. Students will be able to improve their basic clinical skills, learn new inpatient procedures and examination techniques, assess the effectiveness of their clinical interventions, and work with an interdisciplinary team. Students will have increasing responsibility for the care of their patients during this clerkship. Based on the Alliance for Academic Internal Medicine's [AAIM Internal Medicine Sub-Internship Curriculum 2.0](#) and aligning with COM Educational Program Objectives this sub-internship will focus on 5 broad areas:

1. Time management
2. Communication
3. Patient evaluation
4. Knowing when to ask for assistance
5. Wellness

Orientation and Syllabus Review

Students are required to read the syllabus located on the [Office of Medical Education](#) site to become familiar with expectations before beginning the clerkship. Students will also use the [Canvas M.D. Clerkships AY2023-2024](#) site Internal Medicine Sub-Internship page to access course material. A site-specific orientation will occur at the assigned clinical site before the initiation of clinical activities. Students are responsible for communicating with Clerkship Faculty before the start date of the clerkship to coordinate meetings.

Scheduled Hours/On-Call

The clerkship is four weeks in duration and will consist of inpatient shifts, in-house calls, lectures, conferences, and reading assignments. It is expected that the student will work **at least 10 hours per day for 6 days per week**. Students must have experience **providing extended coverage and patient care after hours through night calls, "late" calls, or night float**. For this sub-internship, "short call" is defined as remaining with your team or attending on-call until about 5:00 PM, "long call" is defined as remaining with your team or attending until 10:00 PM, and "night float" is defined as remaining in the hospital overnight. The student is expected to remain on-call with their team including weekend days. The call schedule will be determined by the faculty member, while the mix of call types will be determined by the Clerkship Director. **Work hours must be documented in the [Encounter Tracking System \(ETS\)](#) daily.**

Required Assignments

Required Assignment 1: Clerkship Educational Goal and Reflection

At the start of the clerkship students will identify at least **three specific educational goals within internal medicine** that they hope to learn during this sub-internship, along with a *specific plan* to achieve these objectives, such as extra readings or following extra patients. The goals must be SMART (Specific, Measurable, Achievable, Relevant, and Timely). Students **must list the EBM sources** they will use to achieve these goals and can also work with their Clerkship Director and faculty to gain knowledge about these topics. These goals should be above and beyond the clerkship-specific goals outlined in this syllabus.

Submission

- Upload clerkship educational **goal plan** to the "Project Documents" tab for the course in Student Academics by 5:00 PM on Friday of the **first week** of the clerkship. The Education Director will review and return with feedback. *If Student Academics is unavailable students will email their documents to the Education Director.*

Evaluation

The Education Director will review and return with feedback.

At the end of the sub-internship students will briefly report on the extent to which their clerkship educational goals created in week 1 were achieved and by what means.

Submission

- Upload clerkship educational **goal reflection** to the “Project Documents” tab for the course in Student Academics by 5:00 PM on Friday of the **last week** of the clerkship. *If Student Academics is unavailable students will email their documents to the Education Director.*

Evaluation

The Education Director will review and return with feedback.

Completion of this assignment in a satisfactory fashion and timely submission is a clerkship requirement.

Required Assignment 2: Interprofessional Activities

Interprofessional relationships and working as an integral member of a team are important physician activities. Students should function collaboratively on teams that include health professionals from other disciplines as they provide coordinated services to patients. When acting or requesting a consultation, students will utilize and enhance their expertise by understanding and engaging the unique and diverse knowledge, skills, and abilities of other professionals to enhance team performance and maximize the quality of patient care. Students will find that working with other health professionals enhances patient safety and improve the quality and value of care.

Submission

- Document completion of **at least four (4) interdisciplinary conferences** as an **Educational Activity** in ETS by selecting “[IMSI] Participation in Interdisciplinary or Case Management Conference” in the drop-down box.

Evaluation

The assessment of this requirement will be completed by the Clerkship Director.

Required Assignment 3: Transition of Care Handoff

To prepare the student for PGY1 responsibilities, the student is expected to learn and be evaluated on both giving and receiving patient handoffs by residents and/or their Clerkship Faculty.

Submission

- Document completion of **at least four (4) handoffs** as an **Educational Activity** in ETS by selecting “[IMSI] Participation in Patient Care Handoff” in the drop-down menu.

Required Assignment 4: Faculty Observed History and Physical Examination

Clerkship Faculty will observe at least one partial history and physical examination by the student. It is the student’s responsibility to make sure this observation occurs. Students will use the iPASS template located on the [Canvas M.D. Clerkships AY2023-2024](#) site Internal Medicine Sub-Internship page.

Submission

Document completion of **at least one (1) faculty observation of a partial history and physical** as an **Educational Activity** in ETS by selecting “[IMSI] Completion of Faculty Observed Partial H & P” in the drop-down menu.

Required Assignment 5: Discharge Summary

The discharge summary shows the importance of proper management of a patient's transition at the time of their hospital discharge or transfer to another healthcare facility, including an interprofessional collaboration that must occur for a successful discharge. PGY1 residents are required to complete discharge summaries for every patient they discharge or transfer from the hospital, therefore sub-interns must have experience in completing these summaries. Students are required to complete **at least one (1) discharge summary** using the following guidelines and have it reviewed for feedback from either their resident or Clerkship Faculty.

Submission

- Document completion of **at least one (1) discharge summary** as an **Educational Activity** in ETS by selecting “[IMSI] Completion of Discharge Summary” in the drop-down menu.

Evaluation

The Clerkship Faculty or resident will review using the provided guideline and give feedback.

Discharge Summary guideline	Above expectations	Meets expectations	Below expectations	Feedback
Dates of admission and discharge				
Admission diagnoses				
Discharge diagnoses				
Pertinent history and exam on admission				

Pertinent diagnostic data (lab, imaging, etc.)				
Pertinent summary of hospital course				
Brief physical exam at discharge				
Pertinent discharge labs including those pending				
Consultants				
Medication reconciliation				
Follow-up plan including appointments				
Patient education				
Overall assessment				

Required Assignment 6: Patient Safety and Ethics Case

Students will give a case presentation of a selected case at the weekly Clerkship Director meeting. Students will discuss issues of biomedical ethics and futility that arise during their care of patients using the information posted on the **Internal Medicine Sub-Internship Resources** page on [Canvas M.D. Clerkships AY2023-2024](#). The use of these readings is expected to be incorporated into student presentations.

Submission

- During the final week of the clerkship, students will present a case where the principles of patient safety and ethics are outlined and addressed in a patient-centered manner.

Evaluation

The assessment of this requirement will be completed by the Clerkship Director.

Patient Care

Inpatient Care

The Internal Medicine Sub-Internship is primarily an **apprenticeship-style experience** with an Internal Medicine Clerkship Faculty member. The Clerkship Faculty will have primary responsibility for assessing the achievement of the clerkship competencies; residents that the student may work with will also have input into the final student assessment. Students will be preferentially placed within a residency program. Students will also learn about many of the ancillary services that occur inside and outside the hospital setting through interactions with other professionals. Students will learn and evaluate the basics of patient safety and the hazards of hospitalization as well as review ethical issues that arise with their patients.

Patient Log Requirements using the Encounter Tracking System (ETS)

Students should enter patient encounter data into the [Encounter Tracking System \(ETS\)](#) daily. A **minimum of 60** patients is required, with **at least 90%** of the patient encounters at the **perform** level of participation. Students will see 6-10 follow-up/established patients each week, and work up a **minimum of three (3) new or undifferentiated patients each week in the inpatient setting**. By the end of their 4-week experience, students will see and document all of the required **problems/conditions** listed below, and use Chapter 3 of the [AAIM Internal Medicine Sub-Internship Curriculum 2.0](#) as an outline for the learning objectives for these conditions.

- Students who have difficulty seeing a patient within a problem or procedure category should notify their Clerkship Director with sufficient time to **enable remedial action**.
- The problems and/or procedures marked with an asterisk* must be completed in the clinical setting and require direct patient contact. The remaining conditions should be seen in the clinical setting but may be fulfilled by alternate educational activities as determined by the Education Director.

Category	Min. Req.	Problem/Condition	Location of Service	Min. Level of Participation		
				Observe	Assist	Perform
Acute Pain	1	Acute Pain	Inpatient Hospital			x
Altered Mental State	1	Altered mental state	Inpatient Hospital			x
Blood Pressure Derangement	1	Hypertension, Hypertensive emergency, or urgency	Inpatient Hospital			x
	1	Hypotension	Inpatient Hospital			x
Cardiovascular	1	Arrhythmia or dysrhythmia	Inpatient Hospital			x

	1	Chest Pain	Inpatient Hospital			x
Electrolyte Derangement	1	Hyperkalemia*	Inpatient Hospital			x
	1	Hypokalemia*	Inpatient Hospital			x
	1	Hyponatremia*	Inpatient Hospital			x
	1	Fever	Inpatient Hospital			x
Hyperglycemia	1	Hyperglycemia	Inpatient Hospital			x
Renal	1	Acute kidney injury*	Inpatient Hospital			x
Respiratory Disorder	1	Acute respiratory distress, Shortness of breath* or Dyspnea*	Inpatient Hospital			x
	1	Hypoxemia*	Inpatient Hospital			x

Written Documentation of Patient Encounters

Students will document patient encounters in the appropriate format (e.g. admission note, SOAP note, discharge summary) either in the electronic health record or in a Word document submitted to their clerkship faculty for review. Evaluation of students' charting of admissions and daily progress notes will be done by the clerkship faculty member during patient care activities. Students are expected to participate in and be evaluated on their interprofessional communication, including requesting consultations.

- Please review Chapter 4 of the [AAIM Internal Medicine Sub-Internship Curriculum 2.0](#) for more details.

Alternate Educational Experiences

For students unable to complete and record a required clinical encounter or other clerkship requirements due to circumstances beyond their control, the Education Director will determine an appropriate alternative educational experience. Additional clinical encounters are the preferred method to complete the requirements of this clerkship. Students may be exposed to the conditions or diseases secondarily through reading assignments, completion of Aquifer cases, or discussions with the Clerkship Director, and will record as instructed in the ETS, and only under the direction of the Education Director. The utilization of alternative educational activities is monitored by the curriculum committee regularly.

Online Curriculum

The Alliance for Academic Internal Medicine (AAIM) sub-internship curriculum is a practical evidence-based curricular toolkit to improve intern readiness. Developed by the Alliance in 2018, the curriculum integrates internal medicine program director perspectives to prioritize core skills and EPAs most relevant to internal medicine residency. Each chapter provides literature reviews, learning objectives, and tools for sub-internship directors. Students will use the [AAIM Internal Medicine Sub-Internship Curriculum 2.0](#) as a resource for the sub-internship.

Clerkship Director Meeting

Students will participate in morning rounds, noon conferences, and other educational meetings when available. Students may be asked to present to residents at one of the educational meetings, and specific topics may be assigned. Students are required to **meet weekly** with the Clerkship Director throughout the clerkship; this may be via in-person meetings, zoom, telephone, or email. This meeting will include a discussion on clinical experiences, progress on documentation of patient encounters in ETS, and any challenges or concerns. A mid-clerkship evaluation will be completed by the Clerkship Director and will include feedback from the Clerkship Faculty and a review of the student work hours log.

Clerkship Examinations

Summative Examination

At the end of the clerkship students will take the 100-question NBME Clinical Subject Examination for Advanced Internal Medicine.

Optional Formative Self-Assessment

The [NBME's Self-Assessment Services \(NSAS\)](#) Clinical Science Mastery Series offers a \$20 clerkship-specific exam preparation that includes in-depth answer explanations. Students may purchase an NSAS examination for any clerkship.

Learning Resources

Institutional Resources

The [Maguire Medical Library](#) offers 24/7 remote access to online resources such as [Mobile Resources](#), [Point of Care](#), and [Subject Guides](#) to support the **core clerkships**.

Required Reading

Required textbooks for this clerkship are located in the [Internal Medicine Subject Guide](#).

1. Cecil Essentials of Medicine, 10th edition 2021 (Andreoli, Benjamin, et al) Saunders Elsevier, Inc.
2. The Washington Manual of Medical Therapeutics, 36th edition 2020 (Crees, Fritz, Heudebert, Noe, Rengarajan, Wand, editors) (Also available as a mobile resource through the UCentral app)
3. Harrison's Principles of Internal Medicine 21st edition 2023 (Jameson, Fauci, Braunwald, Kasper, Hauser, Longo, Loscalzo) McGraw-Hill, Inc.

Canvas Resources

The following resources are available on the **Internal Medicine Sub-Internship homepage** on the [Canvas M.D. Clerkships AY2023-2024](#) IMSI homepage.

1. Ethics curriculum regarding fertility
2. Additional readings on patient safety and the hazards of acute hospitalization
3. Internal medicine journal articles of interest

Evaluation

Formative Evaluation

A mid-clerkship evaluation is completed by the Clerkship Director to provide feedback on student progress toward the achievement of clerkship objectives, competencies, assignments, and required encounters. A student workflow guide is available on the [Canvas M.D. Clerkships AY2023-2024](#) homepage.

Summative Evaluation

An evaluation of student clinical performance will be completed by the assigned clerkship faculty at the end of the clerkship, as well as by the resident the student worked with during the clerkship. A final summative report will be completed by the Clerkship Director at the end of the clerkship. The Education Director will review all components of the clerkship and include an assessment of each in the final grade summary.

Grading

Years 3 and 4 Grading Policy

The standardized Years 3 and 4 Grading Policy for clerkships and courses is located on the [Office of Medical Education](#) site. The final grade is assigned by the Education Director and is based on all aspects of the clerkship, including clinical performance, attitude, performance during weekly Clerkship Director meetings, and the results of the NBME Clinical Subject Exam. There are no grade quotas, and any student can earn a grade of honors.

Clerkship-Specific Grading Criteria

1. Any breach in professionalism renders a student ineligible for honors
2. Any assignment submitted late or which requires remediation renders the student ineligible for honors and will result in the assignment of an initial grade of IR (Incomplete Remediation) until remediation has been completed
3. Failure to document timely and accurate work hours renders a student ineligible for honors
4. Clinical performance and content knowledge must be exemplary to be considered for honors or high pass
5. End of clerkship NBME examination must be at the
 - a. 75th percentile or higher to be eligible for Honors consideration
 - b. 60th percentile or higher to be eligible for High Pass consideration
 - c. 10th percentile or higher to Pass
5. Active participation in weekly Clerkship Director meetings (pass/fail)
6. Satisfactory Clerkship Faculty and Clerkship Director evaluations documenting competency in all required domains

7. Satisfactory documentation of at least 60 inpatient hospital (location of service) encounters in ETS with at least 90% at the perform level of participation (pass/fail)

8. Satisfactory documentation all required problems at the perform level of participation in ETS (pass/fail)
9. Satisfactory completion and timely submission of clerkship educational goal and goal reflection in Student Academics (pass/fail)
10. Satisfactory completion and documentation of at least four (4) interprofessional activities and record as an Educational Activity in ETS (pass/fail)
11. Satisfactory completion and documentation of at least four (4) transitions of care handoffs and record as an Educational Activity in ETS (pass/fail)
12. Satisfactory completion and documentation of at least one (1) faculty observed partial H&P and record as an Educational Activity in ETS (pass/fail)
13. Satisfactory completion and documentation of at least one (1) discharge summary and record as an Educational Activity in ETS (pass/fail)
14. Satisfactory presentation of the patient safety/ethics case to the Clerkship Director (pass/fail)

Course Objectives

The following tables outline the clerkship objectives and assessment method for each, intended to be used as a guide for student learning. Each clerkship objective is mapped to the [FSU COM Educational Program Objectives \(EPOs\)](#) and [ACGME Core Entrustable Professional Activities \(EPAs\)](#).

INTERNAL MEDICINE SUB-INTERNSHIP COURSE OBJECTIVES		EPO
IMSI-1	Demonstrate the ability to gather essential and accurate information from hospitalized adult patients through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.	1.2
IMSI-2	Demonstrate the ability to develop focused and accurate differential diagnoses on hospitalized adults based on patient information and preferences, current scientific evidence, and clinical judgment.	1.5, 2.6
IMSI-3	Recognize acutely ill adult patients that need immediate intervention.	1.4
IMSI-4	Demonstrate increasing responsibility under direct supervision to manage the care of hospitalized adults.	1.3
IMSI-5	Develop patient management plans for hospitalized adults with appropriate supervision with commonly occurring inpatient internal medicine presentations, including acute pain, altered mental state, blood pressure derangement, cardiovascular issue, electrolyte derangement, fever, hyperglycemia, renal issues, and respiratory disorder.	1.6
IMSI-6	Communicate effectively with hospitalized adult patients and their families across a broad range of socioeconomic and cultural backgrounds.	4.1
IMSI-7	Demonstrate interprofessional collaborative skills in working as a team member with other members of the internal medicine team, care coordinators, nurses, and consultants.	1.6, 4.2
IMSI-8	Identify system errors and formulate potential systems solutions affecting hospitalized adult patients	6.4

Component	Learning Objective	Assessment
Inpatient Medicine	<ol style="list-style-type: none"> 1. Recognize ill adults in the hospital setting and the need for rapid assessment and stabilization 2. Perform complete history and exams on adults newly admitted to the inpatient service 3. Develop comprehensive and prioritized differential diagnoses on hospitalized adults 4. Interpret diagnostic tests performed on hospitalized adults 5. Communicate effectively through oral and written documentation 6. Complete at least one discharge summary 	<ul style="list-style-type: none"> • Performance rating/checklist • Faculty assessment of communication skills • Faculty assessment of discharge summary and feedback provided to the student using a rubric
Required Patient Encounters	<ol style="list-style-type: none"> 1. Document at least 60 adult inpatient encounters with at least 90% at the perform level of participation 2. Document the following problem categories at the specified minimum number and level of participation: acute pain, altered mental state, hypotension, hypertensive emergency or urgency, arrhythmia, chest pain, hypokalemia, hyperkalemia, hyponatremia, fever, hyperglycemia, acute kidney injury, acute respiratory distress, hypoxemia 	<ul style="list-style-type: none"> • Weekly review of patient logs in ETS
Required Documentation	<ol style="list-style-type: none"> 1. Document at least 4 transitions of care handoffs 2. Document at least 4 patient case management meetings 	<ul style="list-style-type: none"> • Weekly review of patient logs in ETS

	3. Document at least one inpatient history and physical examination witnessed by a faculty member	
Educational Goals	<ol style="list-style-type: none"> 1. At the beginning of the clerkship define 3 SMART educational goals including EBM resources to be used 2. After the clerkship, self-assess progress on achievement of educational goals 	<ul style="list-style-type: none"> • Review and feedback provided by Education Director
Discharge Summary Project	<ol style="list-style-type: none"> 1. Document a discharge summary 	<ul style="list-style-type: none"> • Review and feedback provided by Clerkship Faculty or resident
Ethics and Patient Safety	<ol style="list-style-type: none"> 1. Understand and apply the concept of futility as it pertains to hospitalized adults 2. Identify systems errors and propose and evaluate potential solutions 	<ul style="list-style-type: none"> • Clerkship Director assessment of the appropriate topic, adequate research, organized, clear, and properly cited presentation
Weekly Clerkship Director Meetings	<ol style="list-style-type: none"> 1. Demonstrate oral presentation skills 2. Demonstrated clinical reasoning skills 3. Demonstrate time management skills through work hours 	<ul style="list-style-type: none"> • Mid-rotation feedback summary • Clerkship Director evaluation • Review of work hours
NBME Advanced Clinical Medicine Examination	<ol style="list-style-type: none"> 1. Demonstrate knowledge and clinical reasoning to analyze clinical scenarios and answer basic, clinical, behavioral, and social science questions about hospitalized adult patients 	<ul style="list-style-type: none"> • Minimum score of 10th percentile

Policies

Absence and Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See the [FSU COM Student Handbook](#) for details of the attendance policy, a notice of absences, and remediation. Students must use the [student absence request form located on Student Academics](#). Extended absences from the clerkships are not permitted. Any absence from the clerkships must be **pre-approved by the Regional Campus Dean** before the beginning of the clerkship, using the student absence request form. The clerkship faculty, Clerkship Director, and Education Director must be notified of any absence in advance by the student, once approved by the campus dean. Under no circumstances should a student arrange with the clerkship faculty or elective faculty to be away from the rotation without first obtaining the approval of the campus dean. Any approved absence from a required clerkship may result in the student receiving a grade of “incomplete” and the student is expected to make up missed time and/or complete alternative/additional assignments before a final grade will be assigned. **Unapproved absences during the clerkship are considered unprofessional behavior, will result in a grade of “incomplete” until remediated, and may result in a grade of “fail” for the clerkship.** In the case of illness or other unavoidable absence, follow the same procedure outlined above, and notify everyone as soon as possible.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of student's academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>.)

Americans with Disabilities Act

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with

the academic standards of the course while empowering the student to meet the integral requirements of the course. To receive academic accommodations, a student: (1) must register with and provide documentation to the Office of Accessibility Services (OAS); (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and, (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor. Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in an alternative format upon request. For more information about services available to FSU students with disabilities, contact the Office of Accessibility Services, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167; (850) 644-9566 (voice); (850) 644-8504 (TDD), oas@fsu.edu, <https://dsst.fsu.edu/oas/>.

Clinical Experience and Education Policy (formerly Duty Hours or Work Hours)

The FSU COM uses the ACGME requirements regarding clinical experience and education as a guideline for our policy. Our goal is to provide a structure that supports patient safety and student education and facilitates personal-professional balance and well-being.

- Clinical experience and scheduled educational activities must be limited to no more than 80 hours per week when averaged over 4 weeks.
- Students must have at least one day out of every 7 completely free from clinical duties and required educational activities when averaged over 4 weeks.
- Clinical experience must not exceed 24 hours of continuously scheduled assignments, with the exception that up to 4 hours of additional time may be used for effective transitions of care or student education. No additional patient care responsibilities may be undertaken during these 4 hours. After 24 hours continuously on call, students must have at least 14 hours free of clinical work and scheduled educational activities.
- Students should have 8 hours off between scheduled clinical experience and education periods.

Documentation of time spent on clinical experience and education:

Students will use ETS to document by self-report their daily work hours on required clerkships and courses. Students must enter daily hours to include both clinical experience and required educational activities. Failure to report work hours is considered a breach of professionalism.

Students will report the following:

- Clinical experience, including documentation in the medical record
- Required educational meetings (i.e. Doctoring 3, clerkship meetings, meetings with clerkship faculty, educational meetings at residency programs)
- **Hours that should not be included** in self-reported "work" hours include reading about patient conditions and procedures, self-directed study for clerkships/courses, work completed for assignments, learning modules, and assigned reading.

Office of Student Counseling Services

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's Director of the Office of Student Counseling Services and the FSU Office of Accessibility Services (OAS) to determine whether they might be eligible to receive the accommodations needed to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to a medical degree.

Patient Log (ETS) Monitoring Policy

Encounter data are monitored by the Clerkship Directors to assure that students are meeting clerkship requirements. If it becomes apparent that students are not encountering the required patient conditions, efforts will be made to specifically select the patients with the required conditions. The level of participation in the care of patients is determined by the student's involvement during the history, physical exam, assessment, and treatment plan. The complexity of these components will vary, but to choose a level of participation, three categories have been created, all of which include supervision of the medical student. The student will select the level of participation that most closely describes their involvement in the patient encounter and will receive credit for documented participation at the required level or higher.

- **Observe** should be selected when the student observes a clinician conducting a patient encounter.
- **Assist** should be selected when the student assists a clinician in conducting the patient encounter.
- **Perform** should be selected when the student leads or conducts the patient encounter.

Student Mistreatment Policy

“Mistreatment” arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment, sexual harassment, psychological cruelty, and discrimination based on race, religion, ethnicity, sex, age, or sexual orientation. If a student feels they are being mistreated, the student should report this concern to the Division of Student Affairs (Student Support Coordinator, Assistant or Associate Dean for Student Affairs, or the Regional Campus Dean). We treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind. Please refer to the Student Mistreatment Policy in the [FSU COM Student Handbook](#) and [report incidents of mistreatment](#) as soon as possible.

Syllabus Change Policy

Except for changes that substantially affect the implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.