### Course Description:

The Family Medicine Clerkship is a six week, community-based, ambulatory clerkship. Students will spend at least 8 patient care sessions/week observing and providing care for patients under the direct supervision of a practicing family physician. The educational focus of this clerkship emphasizes the identification, evaluation and treatment of patients with common patient problems/conditions. Students will also have numerous opportunities to improve their basic clinical skills, learn new procedures/examination techniques and assess the effectiveness of their clinical interventions. In addition to the supervised clinical experience, students will document and analyze their clinical experience using the CDCS system, will complete two required clerkship projects and will utilize Web-based self-directed learning activities to highlight course objectives.

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Sample Week Schedule:

Students are expected to take call from home with their clerkship faculty. Minimum on call expectations include: one weekday night/week and one weekend/clerkship.

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<th>Monday</th>
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<td>Doctoring 3: Longitudinal Preceptorship</td>
<td>AM Patient Care Session</td>
<td>Clerkship Projects</td>
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<td>PM Patient Care Session</td>
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<td>Doctoring 3: Small Groups</td>
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Course Goals and Objectives:

The goals of the Clerkship in Family Medicine include:

1. To familiarize each student with the principles and content of family medicine;
2. To permit each student to apply the principles and content in a supervised clinical experience; and,
3. To expose each student to an experienced and competent family physician role model.

Clerkship objectives have been created to address each of the FSUCOM key curricular domains, including: Professional Attitudes, Values, and Behaviors; Moral Reasoning and Ethical Judgment; Communicating with Patients, Families, and Colleagues; Application of Basic Biomedical and Behavioral Sciences to Patient Care; Essential Clinical Skills; Problem Solving and Critical Thinking; Life Long Learning and Information Management; Social, Cultural, and Community Context of Health, Illness, and Care; Personal Awareness; and Organizations, Systems, and Quality Improvement.

The unique clerkship objectives contained in the Essential Clinical Skills domain highlight the 25 most common reasons for patient visits to family physicians (J Fam Pract 1998 May;46(5):377-389). Sample educational objectives from the Essential Clinical Skills domain are listed below:

By the end of the Family Medicine Clerkship, the student will:

Interviewing:
2. Demonstrate the ability to obtain appropriate and accurate problem-focused patient histories for new patients presenting with multiple problems. (Assessed via observation by clerkship faculty and clerkship director)

**Physical Examination:**

3. Differentiate normal and abnormal findings and explain the clinical significance of each abnormal finding identified during the physical examination. (Assessed via observation by clerkship faculty and clerkship director)

**Assessing a Patient’s Health Risks:**

4. Implement recommendations from the United States Preventive Services Task Force (USPSTF) about delivery of preventive health services to patients (not to include highly procedural/technical preventive services, for example: flexible sigmoidoscopy). (Assessed via observation by clerkship faculty)

5. Discuss the quality of evidence for selected current preventive health services recommendations by the USPSTF. (Assessed via discussion by clerkship director at debriefing)

6. Using recommendations from the USPSTF to formulate guidelines, analyze the preceptor’s routines for providing preventive health services and make recommendations for improving his/her delivery of preventive health services. (Assessed via review of preventive services project by education director)

**Knowledge of Common Problems/Conditions (General):**

7. Identify the most common patient problems seen in family practice. (Assessed via observation by clerkship faculty and clerkship director)

8. Using a report of patient problems from the CDCS system, compare his/her own student-generated report with other reports of common medical problems seen by family physicians and explain any significant differences. (Assessed via discussion by clerkship director at debriefing)

**Knowledge of Common Problems/Conditions (Specific):**

9. Demonstrate familiarity with the common clinical presentations, usual physical exam findings, appropriate diagnostic testing and evidence-based treatments for each of the following common medical problems seen by family physicians. (Assessed via observation by clerkship faculty and by performance on NBME shelf exam)

   a. Hypertension
   b. Acute URI
   c. Acute Sinusitis
   d. Acute Lower Respiratory Infection
   e. Otitis Media
   f. Depressive
Record Keeping:

10. Discuss the structure and importance of these components of a traditional problem-oriented medical record: the patient data base; the patient problem list; the titled progress note. (Assessed via discussion by clerkship faculty)

11. Using the medical record system available at his/her FMC site, create a handwritten, transcribed or printed patient progress note documenting the encounter of at least one patient seen for each of these reasons (Assessed via observation by clerkship faculty):

   a. An adult patient, new to the practice, who is seen for a health risk assessment and health maintenance activities.
   b. An adult patient, established in the practice, who is seen for at least 3 concurrent problems at the same visit.
   c. An adult or pediatric patient, either new to or established in the practice who is seen for a single acute medical problem.

Information access:

12. Access on-line, evidence-based resources that contain current information about the common conditions listed in objective #9. (Assessed via observation by clerkship faculty and clerkship director)

13. Access on-line, evidence-based resources of current health maintenance recommendations. (Assessed via observation by clerkship faculty and clerkship director)

Instructional Methods:
The Clerkship in Family Medicine is a structured clinical apprenticeship with a single supervising clerkship faculty. All students will participate in a half-day orientation at the beginning of the clerkship and a day-long debriefing on the final day of the clerkship.

To ensure an equivalent learning experience for all clerkship students, a standardized curriculum is being employed at all sites, including: a common list of course goals and objectives; required participation in a common group of Internet-based clinical problems (10 cases/student) and required completion of two course projects-- the Consultation/Referral project and the Preventive Services project.

Additionally, students will maintain an electronic patient log book containing information on patients seen and procedures performed by the student. Logbook data will be examined and compared periodically with course objectives to assist the student and clerkship faculty in identifying the number of patients seen and the problems/conditions encountered by the student. Logbook data will also be used to identify patient problems not yet encountered by students so that patients with these problems can be scheduled with the student.

**Student Evaluation and Grading:**

During the Clerkship, students will be provided with frequent feedback about their performance. Clerkship faculty and the clerkship director are responsible for providing mid-clerkship formative feedback to students. Students may also self-assess their performance in non-graded exercises to identify areas of strength and weakness.

Student progress toward meeting clerkship learning objectives is assessed via the following methods:

- Student performance on the Family Medicine NBME subject exam;
- Student ratings on the clinical evaluation form(s) completed by clerkship faculty;
- Student completion of clerkship projects (2); and,
- Student responses to questions and discussion during clerkship debriefing.

Note: Objective Structured Clinical Examinations (OSCE) designed to assess student communication skills, physical examination skills and clinical reasoning will occur two times during the third year. These third-year OSCEs, however, are COM activities and will not be utilized to determine clerkship grades.

Clerkship grades will be determined by the Family Medicine Education Director using these components:

1. Student scores on the Family Medicine NBME subject exam;
2. Student ratings on the clinical evaluation form(s) completed by clerkship faculty and aggregated/summated by the clerkship director;
3. Student performance on the required clerkship projects; and,
4. Student completion of other required clerkship activities.
The student’s final grade—Honors, Pass or Fail—will be calculated using similar performance criteria employed by the other required third-year clerkships, with additional performance criteria unique for the Family Medicine Clerkship.

**Pass Requirements:**

1) The student must meet expectations on all subcategories of any clerkship evaluation assessment form pertaining to “Professional Behavior and Ethical Standards”; AND
2) The student must be judged to “meet expectations” in at least 13 of the 15 remaining subcategories on the assessment form and have no more than 2 “marginally meets expectations” in the remaining 15 subcategories; AND
3) The student must achieve a score on the NBME specialty shelf examination that is no more than 1.99 SD below the national average for clerkships of comparable lengths; AND
4) The student must satisfactorily complete each of the required clerkship projects; AND
5) The student must enter at least the minimum expected number of patients into the COM documentation system; AND
6) The student must complete the at least the minimum number of selected MedCases.

The student is at risk for failure if:

1) He/she does not meet expectations in any subcategory of any clerkship evaluation assessment form pertaining to “Professional Behavior and Ethical Standards”; OR
2) He/she does not meet expectations in 2 or more of the remaining 15 subcategories on the rating form; OR
3) He/she marginally meets expectations in 3 or more of the remaining 15 subcategories on the rating form; OR
4) He/she does not satisfactorily complete either of the required clerkship projects; OR
5) He/she does not enter at least the minimum expected number of patients into the COM documentation system; OR
6) He/she fails to complete the minimum number of selected MedCases; OR
7) He/she achieves a score 2.0 SD or more below the national average on the NBME specialty subject examination*.

*Students who do not pass the NBME specialty subject exam will be given an opportunity to re-take the examination to achieve a passing score and a passing grade in the clerkship. Those who do not pass on the re-take will be required to repeat the clerkship.

**Honors Requirements:**

1) A student must meet expectations on all subcategories of any clerkship evaluation assessment form pertaining to “Professional Behavior and Ethical Standards”; AND
2) A student must be judged to “exceed expectations” in at least 10 of the 15 remaining subcategories on the assessment form; AND
3) A student must achieve a score on the NBME specialty shelf examination that is 1.0 standard deviation above the national average for clerkships of comparable lengths.
4) The student must satisfactorily complete each of the required clerkship projects; AND
5) The student must enter at least the minimum expected number of patients into the COM documentation system; AND  
6) The student must complete the at least the minimum number of selected MedCases.

Clerkship/FSUCOM Attendance Policy:

COM Philosophy

Professionalism is a major component of our medical curriculum. We believe students should conduct themselves appropriately in the various educational activities of the curriculum. This conduct includes coming to educational activities on-time, using the laptop computers only for course work during the educational activity, and not disrupting the class if late. The faculty should also demonstrate professionalism, by starting and ending all scheduled educational activities on time and providing a course schedule with clearly explained course policies in the course syllabus. Any changes in the schedule should be given to the students in a timely manner.

Students will be accountable and personally responsible for attending all educational activities (small groups, labs, clinical experiences, examinations, lectures, computer sessions, etc.).

Unexcused absences reflect negatively on the goals and objectives of the medical curriculum and demonstrate unprofessional behavior by the respective student.

We owe it to our state legislature and the citizens of the State of Florida to provide a quality educational program that meets the needs of our students in preparing them for the M.D. degree.

Attendance Policy

Students are expected to attend all scheduled activities. Students are expected to be on time. Being on time is defined as being ready to start at the assigned time. If a student has an emergency that prevents her/him from attending a scheduled activity, s/he is to call and notify the Office of Student Affairs (Year 1/2) or the Regional Campus Dean (Year 3/4) and request that they inform the supervisors/professors/clerkship faculty/education director for that activity. If at all possible, the student should also call and at a minimum, leave a message with one of the course/clerkship directors. It is important that students realize that their absence or tardiness negatively impacts a number of other people. Attendance, including tardiness, is part of the student’s evaluation for professionalism. Negative evaluations may result in decreased grades and in severe cases, referral to the Student Evaluation and Promotion Committee.

Procedure for Notification of Absence: Year 3/4

If the student knows in advance of an upcoming legitimate absence, the "Advance Notification of Absence from Educational Activity(ies) form should be completed, signed by the student and given to the regional campus dean. The Regional Campus
Dean will forward the request to the Education Director for the discipline, who after consultation with the Regional Campus Dean and the Clerkship Director, will make the final decision regarding the student's request and give the student the implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.). Final decisions regarding implications for the student’s grade shall rest with the education director. The clerkship director will notify the faculty member of the decision. The form will be filed in the Office of Student Affairs.

If the absence occurs due to an unforeseen emergency, the student should contact the clerkship director and the Regional Campus Dean immediately to report the absence including the reason for the absence. The Regional Campus Dean will notify the Education Director for the discipline, who after consultation with the clerkship director and regional campus dean will make the final decision regarding implications of the student’s absence. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the education director. Final decisions regarding implications for the student’s grade shall rest with the education director. The clerkship director will notify the faculty member of the decision. The form will be filed in the Office of Student Affairs.

Remediation Policy for Absences from Examinations, Quizzes, Small Group Sessions, Laboratory Sessions, Clinical Learning Center Sessions, Preceptor visits, and Clerkship Call

The remediation policies for absences from examinations, quizzes, small group sessions, laboratory sessions and clerkship call are:

1. POLICY ON MISSED EXAMINATIONS: Students are required to take major in-term and final examinations. According to the curriculum committee a student can only be excused from an examination by a course/education director decision based on the personal situation of the student. The course/education director will determine the time of the exam make-up session. Also, according to the curriculum committee decision and the existence of the FSU-COM honor code, the student will be given the same examination given to the other students.

2. POLICY ON MISSED QUIZZES: Students are required to take scheduled and unscheduled quizzes in the courses. A student can only be excused from a quiz by a course director decision based on the personal situation of the student. The student must make arrangements with the course/education director to make up a missed quiz. Also, according to the curriculum committee decision and the existence of the FSU-COM honor code, the student will be given the same quiz given to the other students.

3. POLICY ON MISSED SMALL GROUP SESSIONS, LABORATORY SESSIONS, CLINICAL LEARNING CENTER SESSIONS, PRECEPTOR VISITS, AND CLERKSHIP CALL: The student should contact the course director, small group leader or education director for instructions on remediation of the missed session and material covered.

Remediation Policy for Students Who Fail a Course
Remediation of courses/clerkships will be planned and implemented by a combined decision of the Evaluation and Promotion Committee in collaboration with the course/education director.

**Un-excused Absences**

It will be the responsibility of the course/education directors to clearly state in their respective course/clerkship syllabi the implications for having an un-excused absence from a scheduled educational or examination activity in a course or clerkship.

**Course Evaluation:**

Each student will be given the opportunity to provide constructive feedback about the clerkship and clerkship faculty using the on-line evaluation system coordinated by the Office of Medical Education. These data will be shared with the education director, the clerkship directors and appropriate clerkship faculty, and used to change, modify and improve the clerkship.

**Resource needs:**

The primary educational resources utilized by the clerkship student are: 1) the knowledge and experience of clerkship faculty; and, 2) the patients seen at the clerkship site. The FSU COM continues to make a significant commitment to the nurturing and development of clerkship faculty through the organization's faculty development program/efforts. These faculty development efforts are focused on helping clerkship faculty understand the curriculum and providing suggestions for integrating students into the physician offices. In addition, the clerkship directors will communicate regularly with clerkship faculty and serve as local advocates to insure that clerkship faculty needs are addressed.

Each regional campus has additional facilities and resources that will be used by clerkship students and faculty. These include meeting rooms, computers, wireless Internet access, distance-learning equipment, lounges, lockers and shower facilities. Additionally, students and clerkship directors have been provided with a personal laptop computer and a PDA for their use.

Both students and faculty have access to the on-line library resources of the FSU COM. These resources provide access to electronic textbooks and electronic medical journals. It is through these resources that clerkship students will have access to the Internet-based, clinical problems—MedCases-- that will reinforce key course content.

Taken together, these resources—people, equipment, materials, services—seem adequate to provide an excellent educational experience for students.

**Required Reading:**

Additionally, students are required to read and complete 10 on-line Family Practice MedCases during the clerkship. Failure to complete these MedCases may result in failure of the Clerkship.

**Academic Honor System:**

Students are expected to uphold the Academic Honor Code published in the Florida State University Bulleting and the Student Handbook: “The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the academic community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community.” Violations of this Academic Honor System will not be tolerated in this clerkship. Specifically, incidents of plagiarism of any type or referring to any unauthorized material during examinations will be rigorously pursued.

**ADA Statement:**

Students with disabilities needing academic accommodations should: 1) Register with and provide documentation to the Student Disability Resource Center (SDRC) in Kellum Hall (644-9566), and 2) bring a letter to the instructor from the SDRC indicating that you need academic accommodations. Specific arrangement should be settled with the instructor five (5) working days prior to the beginning of the course.