Florida State University College of Medicine

Fourth Year Clinical Clerkship in Advanced Internal Medicine

Course Number - BCC - 7113
2008-2009 Academic Year

Faculty Participating in the Planning Process

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Cynthia Powell, M. D., Clerkship Director, Orlando
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William Hood, M.D., Clerkship Director, Ft. Pierce

Faculty Members Participating in the Course Delivery

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Clerkship Faculty from each regional campus

Clerkship Goals and Objectives

The Advanced Internal Medicine Clerkship is designed to allow students the opportunity to participate in the management of patients with common clinical presentations encountered in the practice of hospital based internal medicine. Each student will have the opportunity to experience a broad range of illness severity ranging from acute care upon presentation to the emergency department to life threatening processes in the intensive care unit. Students will also have the opportunity to improve their basic clinical skills, learn new inpatient procedures and examination techniques, and assess the effectiveness of their clinical interventions.
These clerkship objectives reflect the knowledge, skills and attitudes of the overall COM competencies as noted below. By the completion of the clerkship, students will be able to:

**Knowledge:**

1. Demonstrate the ability to use appropriate decision support resources (e.g., treatment guidelines) in managing inpatient IM patient problems.
2. Apply principles of Evidence Based Medicine (EBM) in making diagnostic and management decisions in IM through the use of interpretation of current literature.
3. Discuss the major classes of drugs used in IM and demonstrate the ability to apply appropriate clinical pharmacological principles to the management of common inpatient IM medical problems.
4. Demonstrate facility in the application of medical informatics technology, and critical appraisal of the medical literature in making diagnostic and management decisions in IM.

**Skills:**

1. Demonstrate the ability to conduct a focused medical history and targeted physical examination appropriate to the patient’s chief complaint(s) and the history of the present illness(es) in IM.
2. Demonstrate the ability to perform a history and physical examination in the inpatient setting.
3. Demonstrate the ability to diagnose and present a treatment plan for commonly occurring IM illnesses in inpatient settings.
4. Demonstrate the ability to initiate an effective transition of patients in and out of the Intensive Care Unit. This objective will specifically address the principles of communication, social setting, and functional assessment across the lifespan which is contained in the FSU COM’s Reynolds’ Grant.
5. Demonstrate the ability to initiate an effective transition of patients between inpatient and outpatient settings. This objective will specifically address the principles of communication, social setting, and functional assessment across the lifespan which is contained in the FSU COM’s Reynolds’ Grant.
6. Demonstrate appropriate technique for performing routine technical procedures including: arterial puncture; inserting a nasogastric tube; inserting a Foley catheter; BLS; ACLS; demonstrating universal precautions; and obtaining blood and wound cultures.
7. Demonstrate familiarity with interpreting Chest X-rays and Electrocardiograms.
Attitudes:

1. Demonstrate the ability to apply the biopsychosocial model and patient-centered clinical method to the understanding of patient presentations in the inpatient setting.

2. Demonstrate a basic understanding of ethical principles and their applications to patient care.

3. Demonstrate effective communication skills with a diverse array of patients, physicians and other health team members in the inpatient setting. This objective will specifically address objectives contained in the FSU COM’s Reynolds’ Grant.

4. Demonstrate a basic understanding of how age, gender, race, culture and socioeconomic class effects management of IM patients. This objective will specifically address objectives contained in the FSU COM’s Reynolds’ Grant.

5. Demonstrate familiarity with the objectives of the CDIM Subinternship Task Force at this website, (http://www.im.org/AAIM/Tools/Docs/Curriculum/SubICurriculum2004/Subinternship_curriculum.pdf), including, but not limited to:
   a. Demonstrate the ability to discuss end of life issues with a patient and/or their family. This objective will specifically address objectives contained in the FSU COM’s Reynolds’ Grant.
   b. Demonstrate the ability to clearly and concisely present oral and written summaries of patients to members of the health care team with attention to inclusion of relevant information and synthesis of clinical information.
   c. Demonstrate knowledge of appropriate resources available in the inpatient and outpatient setting for the management of grief.

Broad Topic Areas:

The student should have an understanding appropriate to his/her level of training of the following topics. This will occur through the use of didactic lectures, clerkship faculty interaction or completion of assigned reading. Students will be required to evaluate the following problems/diagnoses in the following numbers of patients:

1. DKA/Hyperosmolar coma/Diabetes out of control - 2
2. Hypertensive urgency/emergency -1
3. Congestive Heart Failure -2
4. Acute/Chronic renal failure - 1
5. Asthma/COPD - 2
6. Chest pain/Acute MI - 2
7. Aortic Aneurysm - 1
8. Pneumonia - 2
9. Electrolyte abnormality - 3
10. Abdominal pain - 2
11. Gastrointestinal Bleeding - 1
12. Hepatitis - 1
13. Meningitis - 1
14. Seizures - 1
15. CVA/TIA - 2
16. Anemia - 1
17. Alcohol Withdrawal/Addiction - 2
18. Cellulitis - 1
19. Mental status change - 1
20. Syncope - 1
21. Pancreatitis - 1
22. Drug toxicity - 1
23. Cirrhosis/Spontaneous Bacterial Peritonitis/Ascites - 1
24. DVT/Pulmonary Embolus - 1
25. Diverticulitis - 1

If unable to gain access to a patient with a diagnosis in any one of the categories listed, the student will be required to complete a reading assignment or a case with a diagnosis/problem in that category. The need for completing the reading assignment will be determined by the clerkship director based on weekly reviews of the CDCS data, which will be discussed with the student on a weekly basis.

**How the Course Will Achieve These Objectives**

This clerkship will be conducted at community hospitals chosen to provide students comprehensive experiences with hospitalized patients on internal medicine services. The students will spend four weeks with a clerkship faculty physician who specializes in the care of hospitalized patients. Under the direct supervision of the clerkship faculty physician, each student will learn to identify, evaluate and prioritize treatment of medically complex inpatients.

Students will be required to work up a minimum of 3 new/undifferentiated patients each week in the inpatient setting. During the 4 week block, students will see 6 - 10 follow-up/established patients each week. If at any point the student is carrying less than 2 patients per day (follow-ups) s/he will pick up and assume care of a patient who is not a new admission to the hospital. The number of patients each student has responsibility for will be determined by the complexity of cases and the student’s demonstrated ability to assume a role in the care of additional patients. Students will be expected to demonstrate involvement at the moderate to full level of participation in at 2/3 of their patient encounters.

Students will also be required to attend lectures and conferences where available. In settings where lectures and conferences are not available, students will acquire learning materials via reading and case assignments arranged by the clerkship director. In addition, each student will meet with the clerkship director once per week during the clerkship for case presentations and discussions. A minimum of one patient presentation per week will be assessed by the clerkship director. There will also be a brief discussion
of an ethics topic developed in concert with our faculty ethicist. The clerkship director will oversee student’s CDCS patient-log entries, assuring breadth of experience and avoiding duplication.

**Instructional Methods and Scheduled Hours**

This clerkship will be conducted at community hospitals chosen to provide students comprehensive experiences with hospitalized patients on internal medicine services. The clerkship is four weeks in duration and will consist of inpatient shifts, in-house call, lectures, conferences, and reading assignments. The student will work 5 days per week, with call no greater than every 4th night, including weekend call. The final call schedule will be determined based on the clerkship faculty member’s call schedule. Students will adhere to the ACGME rules regarding the workweek, which include working no more than 80 hours per week, no more than 24 hours continuously, except an additional 6 hours may be added to the 24 to perform wrap-up duties, and have at least one of every 7 days completely off from educational activities.

This is primarily an apprenticeship style experience with an IM clerkship faculty member. There will be experiential learning that each student will have with his/her clerkship faculty. Students will also have the opportunity to learn about many of the ancillary services that occur inside the hospital setting.

Clerkship directors will meet with the student at least once per week. The student will give a case presentation of a selected case at this weekly meeting. The student will be responsible for completing any assigned readings as well as being prepared for the educational interaction.

Didactic sessions will be available through morning report, grand rounds, morning lectures and/or a noon lecture series. These sessions will be available based on location and clerkship faculty’s schedule. Each student will be given an updated monthly schedule indicating available learning opportunities. These sessions will be considered supplementary to the learning objectives of the clerkship and will be substituted with assigned readings and/or sessions with the clerkship director if needed.

Evaluation of student’s charting of progress notes and discharge summaries will be done by the clerkship faculty member in the course of patient care activities.

The NBME IM Shelf Exam will be given on the last day of the clerkship.
Reading Assignments and Texts

Required Text


Reference Texts (On-line versions available)


Additional Suggested Texts


Grading Policies

CLERKSHIP EXAMINATION AND GRADING POLICY
For students completing 3rd or 4th year clerkships in academic year 2008-2009

Student grades for required clerkships are calculated using information from these sources:

- NBME subject examinations or FSU COM internal clerkship-specific examinations taken by students at the end of each clerkship.
- Standardized FSU COM student assessment forms completed by clerkship faculty at the end of each clerkship.
- Compliance with CDCS data entry requirements for each clerkship.
• Required clerkship projects and activities, where applicable. (see clerkship syllabi).
• Patient and staff evaluations, where applicable (see clerkship syllabi).

**Students are expected to achieve the competencies/objectives of each clerkship as articulated in the clerkship syllabus.**

• Third-year students who do not meet clerkship competencies/objectives must remediate identified deficiencies before advancing to the fourth year curriculum.
• Fourth year students who do not meet clerkship competencies/objectives must remediate identified deficiencies before being permitted to graduate.
• All students are provided frequent opportunities throughout the year and during each clerkship to assess their performance in non-graded activities and to identify areas of strength and weakness.

The NBME subject exam reference scores used to calculate grades will be based upon the most recent NBME Academic Year Norms for Examinee Performance that are available at the start of academic year. All scores of NBME subject exams taken by fourth year students shall be referenced to national scores by students in the fourth quarter of their third year.

**Clerkship Grading:**

The Education Director in the appropriate discipline is responsible for reviewing all student assessments and assigning the student’s grade in the clerkship.

**Elective Grading:**

The Regional Campus Dean is responsible for approving or revising a student’s grade proposed by the elective supervisor at the end of each approved elective.

**Grading Standards for Required Clerkships:**

FSU COM has adopted the following Honors/Pass/ Fail grading system and a uniform policy governing the assignment of grades to students completing required clerkships. Grades are based on student performance on the NBME shelf examination (or, in the geriatrics and emergency medicine clerkships, an internal COM content exam), clerkship faculty assessments of the student performance, the clerkship director’s summary, compliance with data entry requirements into the CDCS system, clerkship-specific papers or projects (when required) and in some clerkships, patient and staff evaluations (see specific syllabi for details).

A student may be assigned an “Honors” grade if he meets the “Honors Criteria” below:
**Honors Criteria:**

The student:
1) receives a “yes” rating in all 6 subcategories of the clerkship assessment form pertaining to “Professionalism” and “Ethical Standards”; AND
2) receives at least 10 “excellent” ratings in the remaining 17 subcategories on the clerkship assessment form; AND
3) has no more than 2 ratings of “satisfactory” and no ratings of either “marginal” or “poor”; AND
4) scores at or above the 75th percentile for NBME shelf exam reference scores by students completing clerkships of comparable length at a similar time in the academic year (note: all NBME shelf exam scores taken by fourth year students shall be referenced to scores by students in the fourth quarter of third year); OR scores at a pre-determined honors-level score on the internal clerkship-specific exam; AND
5) receives a satisfactory rating on all required clerkship projects and activities, where applicable; AND
6) complies with data entry requirements into the CDCS system; AND
7) receives satisfactory patient and staff evaluations, where applicable (see specific syllabi for details).

A student may receive a “Pass” grade if they meet the “Pass Criteria” below:

**Pass Criteria:**

The student:
1) receives a “yes” rating in all 6 subcategories of the clerkship assessment form pertaining to “Professionalism” and “Ethical Standards”; AND
2) has no subcategories rated as “poor,” and no more than two subcategories rated as “marginal;” AND
3) scores at or above the 10th percentile for NBME shelf exam reference scores by students completing clerkships of comparable length at a similar time in the academic year (note: all NBME shelf exam scores taken by fourth year students shall be referenced to scores by students in the fourth quarter of third year); OR scores at a pre-determined minimum passing score on the internal clerkship-specific exam; AND
4) receives a satisfactory rating on all required clerkship projects and activities, where applicable, AND
5) complies with data entry requirements into the CDCS system, AND
6) receives satisfactory patient and staff evaluations, where applicable (see specific syllabi for details).

A student is at risk for a grade of “Fail” if they achieve any of the “Fail Criteria” below:

**Fail Criteria:**

1) receives a “no” rating in any of the 6 subcategories of the clerkship assessment form pertaining to “Professionalism” and “Ethical Standards”; OR
2) receives three (3) or more of the remaining 17 subcategories rated as “marginal;” OR
3) receives a rating of “poor” in any remaining subcategory; OR
4) scores below the 10th percentile of students completing clerkship of comparable length at a similar time in the academic year on the retake of his/her NBME specialty subject exam. (note: all NBME shelf exam scores taken by fourth year students shall be referenced to scores by students in the fourth quarter of third year); OR scores below a predetermined minimum passing score on the retake of the internal clerkship-specific exam; OR
5) does not receive a satisfactory rating on all required clerkship projects and activities, where applicable; OR
6) does not comply with data entry requirements into the CDCS system; OR
8) does not receive satisfactory patient and staff evaluations, where applicable (see specific syllabi for details).

A student who fails the initial post-clerkship NBME subject exam or fails to achieve a minimum passing score on the initial internal clerkship-specific exam, but performs at a satisfactory level in other aspects of the clerkship, will receive an initial clerkship grade of “IR” and will be reported to the Student Evaluation & Promotion Committee (SEPC). The student will be given one opportunity to re-take the examination to achieve a passing score. This re-take must occur within 90 days from the day the student is notified that he/she has failed the initial subject examination, unless a different time-frame is approved by the SEPC. The student and his/her regional campus dean will determine the date of the re-take examination, and provide at least four (4) weeks notice to the regional campus student support coordinator who will coordinate the ordering and re-take of the previously-failed examination.

Students who have an initial third-year clerkship grade of “IR” and re-take the shelf exam must achieve a score at or above the 10th percentile for the NBME shelf exam reference scores by students taking the exam at a similar time in the academic year. The date of the re-take exam---and not the date of the original failed exam---will establish which quartile is used to determine whether a passing grade has been achieved. Students who complete the re-take exam during or following the fourth quarter of their third year curriculum, will have their scores referenced to those fourth quarter scores.

If a passing score is achieved on the re-take examination, the initial “IR” grade will be changed to a grade of “Pass.” (A student who fails the initial exam cannot achieve an “honors” grade regardless of the score on the re-take exam.) If a student does not pass the re-take examination or fails to re-take the examination within the 90 day window, the original “IR” grade will be changed to a grade of “Fail.”

Students who receive a failing clinical evaluation from the Clerkship Faculty will receive a grade of “Fail” for the clerkship (regardless of the subject exam score or the score on the internal clerkship-specific exam) and will be referred to the Student Evaluation and Promotion Committee (SEPC). These students must either repeat the
entire clerkship (including the end-of-clerkship exam and any clerkship projects) or be subject to other change of status determined by the SEPC.

Students who fail to meet CDCS requirements for required clerkships:
Data from the CDCS system is used to assess and direct individual educational objectives for each student as well as meet accreditation standards for the COM. This makes accurate and timely data entry into the CDCS system imperative for clerkship students. Failure to comply with the CDCS data-entry standards established for the clerkship may result in a lowering of the student’s clerkship grade, and in cases of blatant noncompliance, may result in a student’s failing the clerkship due to concerns of professionalism.

Students who receive poor evaluations by patients or staff:
Patient and staff evaluations provide important information about student performance, and are required to be collected during all third-year required clerkships. While this information is used for formative feedback in all clerkships, in some clerkships, this information may be used in grade determinations. The clerkship syllabus will clearly indicate how these patient and staff evaluations are to be used. Consistently low evaluations by either patients or staff may result in a lowering of the student’s clerkship grade, and in extreme cases, may result in a student’s failing the clerkship due to concerns about professionalism. Consistently high evaluations by patients or staff may also result in elevating the student’s grade from a “pass” to an “honors” grade for certain students who fall just below the “honors” cutoff criteria.

Students who receive a grade of “Fail” for any reason not covered above (ie, concerns re: student professionalism, for example) will be referred to the SEPC for disciplinary action.

A student must receive a “Pass” or “Honors” grade for all required third-year clerkships in order to be eligible for promotion to the fourth year of the curriculum. In addition, a student must receive a “Pass” or “Honors” grade for all fourth-year required clerkships and electives in order to be eligible to graduate from FSU COM.

Impact of Clerkship grades on the student’s overall FSU COM grade point average:

Clerkship grades are translated to numerical equivalents by the FSU COM Office of Student Affairs and the FSU Registrar in order to calculate the student’s grade point average (GPA). The numerical equivalents used for this calculation are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>4.0</td>
</tr>
<tr>
<td>Pass</td>
<td>3.0</td>
</tr>
<tr>
<td>Fail</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Students will be provided with frequent feedback about their performance. Mid-clerkship formative feedback will be given to the students by their clerkship faculty member and clerkship director. Remediation opportunities will be provided. Students who have serious problems
meeting clerkship requirements will be referred to the Student Evaluation and Promotions Committee.

**Remediation Policy for Students Who Fail a Year 3 or 4 Clerkship**

Remediation of courses/clerkships will be planned and implemented by a combined decision of the Student Evaluation and Promotion Committee in collaboration with the Regional Campus Dean and the course/education director.

**Course Evaluation**

Each student will be given the opportunity to provide constructive feed-back to the clerkship faculty and directors using the on-line evaluation system. Numerical ratings and student comments will be sought at the end of the clerkship. Thoughtful student feed-back and faculty evaluation are vital to improving the quality of the clerkship learning experience.

**Resource Needs**

All of the physical resources necessary for this course are in place. Affiliation agreements with each of the participating hospitals are in place. Student learning areas complete with computers, textbooks, internet access and videoconferencing equipment are available at each regional campus site. An extensive clinical faculty and support personnel of high caliber are in place.

**Knowledge Based Resources Supporting Course**

Befitting a 21st century medical school, students have complete access to electronic versions of the literature and textbooks, personal computers, and personal digital assistants. Hard copies of the required and suggested readings are available at each COM Regional Campus, when indicated. In addition, the FSU COM library has arranged for copies of the required texts in electronic and PDA formats to be available to the students, enabling the students to consult their texts anywhere and anytime. A daily electronic log of patients will be kept by the students and transmitted weekly to the Clerkship Director, who will insure that appropriate numbers of patients are being seen, and that the patient mix reflects common internal medical problems without undue duplication.

**Attendance Policy**

**FSU COM ATTENDANCE POLICY**

**COM Philosophy**

We believe that:

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 / Student Support Coordinator (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.

**Year 3/4 Required Clerkships**

If the student requests an absence in advance, the “Advance Request for Absence from Educational Activity(ies)” form (Appendix B) should be completed, signed by the student and given to the Regional Campus Dean. Requests for excused absences from a required clerkship should be rare and made only in situations that cannot be rescheduled to occur during a scheduled time off or during an elective. An excused absence from a required clerkship may be allowed when it is determined by the Regional Campus Dean that the student has no alternative (see Fourth Year Scheduling Policies).

The Regional Campus Dean, after consultation with the Education Director 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 clerkship faculty member of the decision. The form will be filed in the Office of Student Affairs at the regional campus.

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, after consultation with the Education Director and the Clerkship Director 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 Regional Campus Dean. Final decisions regarding implications for the student’s grade shall rest with the Education Director. The Clerkship Director will notify the clerkship faculty member of the decision. The form will be filed in the Office of Student Affairs at the regional campus.

**Year 4 Electives**

If the student requests an absence in advance, the “Advance Request for Absence from Educational Activity(ies)” form should be completed, signed by the student and given to the Regional Campus Dean. The Regional Campus Dean, after consultation with the Elective 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 Regional Campus Dean, who will notify the Elective Director 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 Regional Campus Dean immediately to report the absence including the reason for the absence. The Regional Campus Dean, after consultation with the Elective Director, 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 Regional Campus Dean. Final decisions regarding implications for the student’s grade shall rest with the Regional Campus dean, who will notify the Elective Director of the decision. The form will be filed in the Office of Student Affairs.

**Remediation Policy for Absences from Examinations, Quizzes, Small Group Sessions, Preceptor visits, and Clerkship Call**

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

1. **POLICY ON MISSED EXAMINATIONS:** Students are required to take major in-term and final examinations. Based on Curriculum Committee policy, 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/clerkships. A student can only be excused from a quiz by a Course/Education 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, PRECEPTOR VISITS, AND CLERKSHIP CALL: The student should contact the Course Director, small group leader, Clerkship Director or Education director for instructions on remediation of the missed session and material covered.

Academic Honor Code:

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ 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://www.fsu.edu/~dof/honorpolicy.htm.

Students With Disabilities

The Florida State University adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) in prohibiting discrimination against any qualified person with a disability. Students with specific questions regarding the FSU policies governing students with disabilities may contact the Student Disability Resource Center.

Students with disabilities who wish accommodations based on a disability must notify the College of Medicine Office of Student Affairs and register with the FSU Student Disability Resource Center (SDRC). In order to register with the SDRC the student must provide the Center with the required documentation. A definitive diagnosis of disability must be stated in the documentation. Details regarding the required documentation for each disability can be found at the SDRC website www.fsu.edu/~staffair/dean/StudentDisability.

Exam Protocol for Students with Disabilities at Florida State University College of Medicine
The Florida State University adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) in prohibiting discrimination against any qualified person with a disability. Students with specified questions regarding the FSU policies governing students with disabilities may contact the Student Disability Resource Center (SDRC).

Students who warrant accommodations based upon the functional effects of a physical or learning disability should adhere to the following procedure:

1. Student meets with a representative of the Student Disability Resource Center (SDRC), provides documentation of a disability and requests accommodations. (A definitive diagnosis of a disability must be identified in the documentation. Details regarding the required documentation for each disability can be found at the SDRC website: [www.fsu.edu/~staffair/dean/StudentDisability](http://www.fsu.edu/~staffair/dean/StudentDisability).)

2. For entering students, this is best accomplished prior to the beginning of classes (e.g., Orientation Week). For all other students, it must be completed at least one month prior to the examination date when accommodations would be instituted.

3. SDRC staff will review the documentation to determine sufficiency and eligibility for accommodations. If additional documentation is needed, this may be obtained through the Office of Student Counseling Services (OSCS) at the COM or elsewhere in the community. If additional testing is required, temporary accommodations may be granted while documentation is completed.

4. Student and SDRC staff identifies the type of accommodations that are appropriate based upon the student’s disability.

5. SDRC staff completes and signs a Faculty Letter addressed to the COM’s Associate Dean for Student Affairs indicating that documentation supports specific accommodations.

6. Student signs Faculty Letter indicating agreement with suggested accommodations and understanding of his or her responsibility to present the letter to the Associate Dean for Student Affairs at the College of Medicine.

7. SDRC prints two copies of the Faculty Letter and retains a copy as a record of the initial meeting, eligibility and accommodation request.

8. Student will schedule an appointment to meet with the Associate Dean for Student Affairs within one week’s time to present the second original Faculty Letter. The student is also encouraged to keep a copy of this document.
9. The Associate Dean for Student Affairs will review the letter, determine appropriateness of all requests based on the requirements for the college, and discuss concerns with student and/or call SDRC when appropriate.

10. The letter will be kept in a confidential place in the Office of Student Affairs and not made part of the academic record of the student.

11. Once accommodation have been confirmed, the student is to schedule an appointment with the OSCS.

12. The OSCE’s at the COM will be the representative responsible for facilitating accommodations for medical school students who have been determined eligible for services. The OSCS will explain to the student how the accommodations will be facilitated.

13. The student will then be responsible for completing the SDRC Exam Sign-Up Sheet and ensuring that his/her Year 1/Year 2 Year and Course Directors overseeing the examination have signed it. Exam Sign-Up Sheets may be obtained from year 1/Year 2 Coordinators or the OSCS.

14. The student will return the completed SDRC Exam Sign-up Sheet to the SDRC at least 5 WORKING DAYS prior to the scheduled date/time of the exam in order to facilitate testing/exam accommodations. Failure to meet this requirement will release the COM and SDRC from the responsibility of providing accommodations for that particular examination.

15. A special situation arises with the NBME examinations. Since these examinations need to be ordered well in advance of the test date, students who are requesting to take an NBME under special accommodations should complete the Exam Sign-Up sheet at least 4 weeks prior to the date the exam is to be administered.

16. Students who qualify for exam accommodations will follow SDRC’s Testing Center policies. If the examination is not taken at the SDRC, the COM (in collaboration with SDRC) will coordinate the provision of other accommodations. This might occur for quizzes or shorter, in-class exams. The student is responsible for notifying the instructor at least five working days prior to the quiz/exam if on-site accommodations are desired. Except for extenuating circumstances, all Year1/Year2 integrated and Year1/Year2 NBME exams requiring accommodation will be administered at the SDRC.

17. For those students attending the regional campuses, Steps 1-11 should be followed in order to be approved for accommodations. However, the Regional Campus Dean will be responsible for overseeing the implementation of the accommodations in collaboration with the Associate Dean for Student Affairs.
18. Provision of exam proctors and appropriate distribution of exams for students receiving accommodation will be administered by the Office of Medical Education (for Year 1/2 and the Regional Campus Deans (Year 3/4).