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I. GENERAL INFORMATION

A. College of Medicine Mission and Vision Statements

The Florida State University College of Medicine will educate and develop exemplary physicians who practice patient-centered healthcare, discover and advance knowledge and who are responsive to community needs especially through service to elder, rural, minority, and underserved populations.

The FSU College of Medicine will lead the nation in preparing compassionate physicians to deliver the highest quality 21st Century patient-centered medicine to communities of greatest need.

B. History of the College of Medicine

The Florida State University College of Medicine (FSU COM) was created in June 2000 by a legislative act, to train physicians with a focus on serving medically underserved populations in rural and inner-city areas, and the growing geriatric population in the state. The College of Medicine was built on the foundation of the successful Program in Medical Sciences (PIMS), which was founded in 1971 as an expansion program of the University of Florida College of Medicine. Funded by a National Institutes of Health grant, PIMS provided the first year of medical education for 30 students a year for 30 years. The PIMS program produced approximately 900 graduates.

The Florida Legislature created the FSU College of Medicine with clear legislative mandates concerning the structure, mission, and service to the State of Florida. In May of 2001, the inaugural class of 30 students was admitted. Following the initial provisional accreditation in October of 2002, the FSU COM was granted full accreditation by the Liaison Committee on Medical Education (LCME) in February 2005. FSU COM became the first new allopathic medical school established in the United States in over twenty years. In July of 2003, the inaugural class began clerkship rotations in the regional campuses located in Orlando, Pensacola, and Tallahassee. The Sarasota Regional Campus was added in July 2005, along with a Rural Medical Education Program in Marianna, Florida. In July 2006, the Tallahassee Regional Campus expanded to include training for a limited number of third year students in Thomasville, Georgia. In July 2007, the COM’s last two regional campuses located in Daytona Beach and Ft. Pierce accepted their first group of third year students. In addition, the FSU-Isabel Collier Read Medical Campus opened in Immokalee, Florida, offering some clerkships for third and fourth year students. The FSU COM received its first reaccreditation by the LCME in October 2011.

Enrollment at the FSU COM has grown to 480. The first class to reach the maximum of 120 students was the Class of 2011. The college graduated its tenth class in May 2014, which had 115 members. In total 795 students have graduated from the College of Medicine since 2005.

C. Advising and the Careers in Medicine Program

The FSU College of Medicine has a faculty advising program in which medical students are assigned to faculty advisors beginning in the first year of medical school. Faculty advisors mentor and assist students throughout their medical school experience. First and second year advisors assist students in the following ways:

- transition to medical school
- decision-making
- medical career exploration
- self-assessment of the student’s progress, achievements, and professionalism
- accessing resources for educational, personal and professional development
- developing learning portfolios
- preparation for USMLE Step 1

Students relocate to the regional campuses in the third and fourth year and are assigned an advisor at the regional campus. The third and fourth year advisors assist students with the following:

- transition to the clinical training years
• decision-making
• medical career selection
• fourth-year program of study
• self-assessment of the student’s progress, achievements, and professionalism
• accessing resources for educational, personal and professional development
• networking with physicians in the student’s chosen field of medical practice
• developing the student’s portfolio for residency application
• preparation for the USMLE Step 2
• identifying individuals who are able to write appropriate letters of recommendation for residency application

The AAMC Careers in Medicine program (CiM), a four-phase program designed to assist students in understanding their options for choosing a specialty and applying to a residency program, is a primary resource for the Advising Program. The four phases of this web-based program include personal career assessment, career exploration, decision-making, and implementation. The program is designed to help students develop a clear vision of their future options and is an evolutionary process. CiM offers a structured, organized process which provides students an opportunity to think systematically about their options. Students are issued tokens by the Office of Student Affairs to access the CiM Website.
II. MEDICAL EDUCATION PROGRAM

A. Education Program Leading to the M. D. Degree

The College of Medicine is dedicated to the goals of preparing students in the art and science of medical care. The College of Medicine curriculum focuses on the needs of the patients and their families, develops a common framework of knowledge, utilizes approaches for acquiring and assessing information, and teaches the basic principles and skills exemplary medical care providers should have. As physicians in training, students start a lifelong process that only begins with what will be learned in medical school. In the process of caring for patients, physicians have a unique—and privileged—window on the full range of human emotions and conditions, and through the community-based medical education model at the FSU College of Medicine, students will learn to appreciate the privilege of providing healthcare to diverse populations.

To earn the M.D. degree a student must successfully complete all required coursework and clerkships in years 1-4, including a minimum of 12 weeks of electives in Year 4; pass the USMLE Step 1, Step 2 CK and Step 2 CS; pass an OSCE (Objective Structured Clinical Examination) at the end of the third year clerkship rotations (graduation OSCE); complete all required procedures directed by the curriculum; complete all required surveys and finish in good academic standing.

B. The Curriculum

1. Educational Program Objectives

The educational program objectives for the FSU COM are organized into 6 competency domains, consistent with the 6 general competencies of the Accreditation Council for Graduate Medical Education. Competency domains organize and define the educational program objectives in terms of what a physician should actually be able to do. These competency domains are described on the FSU COM website at http://med.fsu.edu/index.cfm?page=medicalEducation.institComp.

2. Description of Curriculum

The four-year curriculum consists of foundational science courses that cover the relevant biomedical, medical humanities and social sciences content; a Doctoring curriculum that teaches clinical skills, preceptorships, community-based healthcare experiences, and clerkships in applied clinical medicine.

The pre-clerkship course work (years 1 and 2) takes place on the Florida State University main campus and is designed to provide students with essential basic science and general clinical information necessary for their clinical training in years 3 and 4. Students study a core curriculum to help develop an understanding of the structure and function of the human system. The structure and function of the healthy human is emphasized in the first year. During the second year, emphasis is placed on microbiology, pathology, pharmacology, and general therapeutic principles for the “sick” human. In addition, the students complete the first two years of the three year Doctoring curriculum, which consist of a series of classroom, Clinical Learning Center and community preceptorship experiences. The foundational science and clinical instructors use a combination of small group, patient simulated and lecture-based instruction.

The third and fourth years are devoted to required clerkships and elective clinical rotations of 2-8 weeks duration, most of which take place at one of the College of Medicine regional campuses. Physician’s offices, community clinics, public health units, nursing homes, hospitals, residency programs, and other healthcare facilities are used as training sites in which students actively participate in the clinical setting. Up to 24 weeks (minimum 12 weeks) in the fourth year will be devoted to student electives in which students will be able to choose among select rotations including subspecialty rotations. Twelve weeks must be spent in FSU COM sponsored electives at any of the College of Medicine sites. The remaining 12 or more weeks can be spent in elective studies at any accredited medical school or approved clinical setting in the United States. In select cases, consideration may be...
given to limited international electives with prior approval. This flexibility permits students to pursue individual interests. These experiences are designed to prepare students for the transition to residency training. Students, with the help and approval of their advisors, will plan their individual fourth-year program. The Regional Campus Dean will approve each student’s plan and submit the plans to the Senior Associate Dean for Medical Education and Academic Affairs for final approval. Students will meet with the Division of Student Affairs at the end of the third year to prepare for application to the National Residency Match Program.

3. Curriculum

**Year 1 Curriculum**

<table>
<thead>
<tr>
<th>Orientation</th>
<th>6 weeks</th>
<th>8 weeks</th>
<th>6 weeks</th>
<th>Mid-year Formative OSCE</th>
<th>Community Medicine 3 weeks</th>
<th>8 weeks</th>
<th>6 weeks</th>
<th>6 weeks</th>
<th>End of third year OSCE</th>
</tr>
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<tbody>
<tr>
<td>Family Medicine</td>
<td>Surgery</td>
<td>Pediatrics</td>
<td></td>
<td>BMS 6037 Medicine 1</td>
<td>BMS 6037 Medicine 1</td>
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<td>BMS 6706-C Clinical Neuroscience</td>
<td>BMS 610-C Histology and Cell Biology</td>
<td>BMS 6016 Doctoring 102</td>
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<td>BMS 6110-C Histology and Cell Biology</td>
<td>BMS 6204 Medical Biochemistry and Genetics</td>
<td>BMS 6017 Doctoring 103</td>
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<td>BMS 6930 Health Issues in Medicine I</td>
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**Year 2 Curriculum**

<table>
<thead>
<tr>
<th>10 Weeks (Summer)</th>
<th>15 Weeks (Fall)</th>
<th>15 Weeks (Spring)</th>
<th>3 Weeks Review</th>
<th>4 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMS 6060 Health Issues in Medicine II</td>
<td>BMS 6060 Health Issues in Medicine II</td>
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<tr>
<th>17 weeks (Fall)</th>
<th>17 weeks (Spring)</th>
<th>3 weeks Review</th>
<th>4 Weeks</th>
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<td>BMS 6060 Health Issues in Medicine II</td>
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<th>6 weeks</th>
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<tbody>
<tr>
<td>OB-Gyn</td>
<td>Psychiatry</td>
<td>Internal Medicine</td>
<td>Community Medicine 3 weeks</td>
</tr>
<tr>
<td>Surgery</td>
<td>Pediatrics</td>
<td>Mid-year Formative OSCE</td>
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</tr>
</tbody>
</table>
C. Course Descriptions

- **Year 1 - Required Courses**

  **BMS 6015 – Doctoring 101 (3 credit hours)**
  **BMS 6016 – Doctoring 102 (5 credit hours)**
  **BMS 6017 – Doctoring 103 (5 credit hours)**

  Doctoring I is the first component of a three year longitudinal curriculum with an educational mission of imparting to each medical student the fundamental patient centered skills important in health and disease as the basis of safe and effective patient care. Each year of the integrated curriculum has a unifying goal:

  - **Doctoring 1:** Developing an appreciation of the basic history and physical examination across the lifespan utilizing a biopsychosocial approach.
  - **Doctoring 2:** Developing clinical reasoning and advanced clinical examination skills incorporating the pathophysiological basis of common diseases.
  - **Doctoring 3:** Advancing clinical reasoning and applying clinical skills concepts and principles in the provision of medical care.

  Behavioral medicine, medical humanities, bioethics, information technology, and professionalism are incorporated throughout the curriculum to enhance understanding and development of clinical skills.

  **BMS 6037 Medicine 1 -** Medicine 1 introduces the biopsychosocial model of health care, integrating knowledge of basic, behavioral and clinical sciences for understanding and treating patients. The principles of the patient-centered clinical method provide the context for learning the physical exam, structure and function of the human body, basic diagnostic imaging, and analysis of ethical issues in medicine.

  **BMS 6115C Clinical Anatomy, Embryology, and Imaging (10 credit hours)** – This course provides a basic understanding of the structure of the entire body and serves as a foundation for the medical education curriculum. It is designed to present the applications of anatomy and embryology to the clinical sciences and the use of radiological imaging in the diagnosis of clinical disorders. The course also promotes the development of student-directed problem solving skills in small group settings utilizing the knowledge base needed to understand the applications of clinical anatomy to clinical reasoning. Students are introduced to anatomical terminology commonly used in medicine today which, in conjunction with the acquired anatomical knowledge base, is reinforced in the integrated format of the full four-year curriculum.

  **BMS 6110C Histology and Cell Biology (4 credit hours)** – This course provides the foundational knowledge of histology and cell biology that is needed for understanding the human body at the tissue and cellular levels and the cellular mechanisms related to normal function, disease, and therapeutic strategies. The course also includes an introduction to current techniques in molecular medicine as they are used to make clinical diagnoses. Student-directed problem solving skills are developed in both large and small group settings. Students will apply both these skills and their knowledge from this course to learning pathophysiological and biochemical principles in future courses in the curriculum.
BMS 6706C Clinical Neuroscience (6 credit hours) - The clinical neuroscience course provides students with a fundamental understanding of the normal anatomy and physiology of the central nervous system with an emphasis on recognizing important symptoms and signs associated with common neurological diseases and conditions. Content of this course provides the foundation for Pharmacology and Pathology, and is integrated with the physical exam skills of the Doctoring continuum. It also lays the foundation for future work in neurology and enables students to understand neural function and the nature of neurological disorders across the lifespan.

BMS 6511 Clinical Physiology (6 credit hours) – This course includes the study of cardiovascular, respiratory, renal, gastrointestinal, endocrine and reproductive physiology. It further develops understanding of the autonomic nervous system begun in the Clinical Neuroscience course.

BMS 6204r Medical Biochemistry and Genetics (5 credit hours) – This course develops knowledge and understanding of the basic biochemistry and molecular genetics of normal human life processes. It explores the biochemical causes, diagnosis and therapeutic strategies of human diseases, the biochemical basis of metabolic diseases, and genetic defects and the biochemical consequences of inherited diseases. It introduces students to advances in biochemistry and genetics that impact future medical practice.

BMS 6930 Health Issues in Medicine 1 (1 credit hour) – This course covers critical issues in epidemiology, biostatistics, evidence-based medicine, health systems, health financing, and health policy.

BMS 6940 Summer Clinical Practicum (1 credit hour) – This is a clinically intensive practicum experience for first-year medical students. Students spend three weeks in approved primary care rural, urban, or geriatric facilities, where they participate in supervised patient care.

- Year 2 – Required Courses

BMS 6301 Medical Microbiology 201 (3 credit hours) – This course provides learning opportunities in the basic principles of medical microbiology and infectious disease. It covers mechanisms of infectious disease transmission, principles of aseptic practice, and the role of the human body’s normal microflora. The class is divided into four thematic areas: bacteriology, virology, mycology and parasitology. Relevant clinical examples are provided. The course provides the conceptual basis for understanding pathogenic microorganisms and the mechanisms by which they cause disease in the human body, as well as presents concepts concerning host-parasite relationships and their association with human immunological phenomena. It also provides opportunities to develop informatics and diagnostic skills, including the use and interpretation of laboratory tests in the diagnosis of infectious diseases.

BMS 6401 Medical Pharmacology 201 (3 credit hours) – This course deals with the concepts of pharmacodynamics (e.g., drug-receptor interactions, signaling mechanisms, and dose-effect relationships) and pharmacokinetics (e.g., drug absorption, distribution, metabolism, and elimination). The course emphasizes the biochemical and physiological bases for understanding drug action, and it introduces many major classes of drugs. Groups of drugs which are specifically considered include those acting on the autonomic nervous system, those most prominently affecting the immune system, those used in treating disorders of the cardiovascular and respiratory systems, and those used in treating neoplastic and infectious diseases.

BMS 6402 Medical Pharmacology 202 (4 credit hours) – Building upon the principles learned in Medical Pharmacology 201, students study in detail the pharmacologic agents used in treating disorders of organ systems. Drug classes, interactions, and specific usages with functional and clinical applications are presented with relevant clinical examples, including the use of therapeutic drug monitoring. Groups of drugs specifically considered include cardiovascular, respiratory, renal, gastrointestinal, hormonal, hematologic, analgesic, central nervous system, ophthalmic, and dermatologic agents.

BMS 6601 Pathology 201 (6 credit hours) – This course provides the conceptual basis for understanding the cause and course of disease and how the body responds to injury. It is composed of three sections: Immunology, General Pathology, and Cardiovascular and Respiratory Organ Systems. Immunology addresses basic mechanisms of host defense against infections and tissue damage, the diseases associated with inappropriate immune responses, such as
immunodeficiencies, hypersensitivity reactions and autoimmune diseases. General Pathology introduces the mechanisms of disease. The knowledge gained from the study of these basic mechanisms is subsequently applied to Systemic Pathology.

**BMS 6602 Pathology 202 (7 credit hours)** – This course continues the detailed study of the pathology of organ systems begun in Pathology 201. The morphologic, biochemical, and biological behavior of various diseases are covered. Functional and clinical implications are presented with relevant clinical case examples, including the use of laboratory testing for diagnosis and treatment.

**BMS 6060 Health Issues in Medicine II (2 credit hour)** - This course is built upon the foundation of Health Issues in Medicine I. It reviews critical issues in epidemiology, biostatistics, and evidence-based medicine; and covers health systems, topics in health, and health policy.

**BMS 6831-Doctoring 201 (7 hours), BMS 6832 Doctoring 202 (7 hours)** – As a component of a three year Doctoring longitudinal curriculum, Doctoring 2 bridges the gap between basic sciences and clinical medicine by incorporating the pathophysiological basis of common diseases. These courses provide the basic knowledge and skills needed to evaluate patients by developing a fund of knowledge, data-gathering skills and introduction to the basic elements of diagnostic reasoning. Students refine their skills in patient interviewing, the physical examination and the management and prevention of disease states through multiple venues including the Clinical Learning Center, case-based learning models, and community-physician preceptorships.

- **Year 1/2 Elective Courses**

**BMS 6824 - Cross Cultural Medicine (2 credit hours)** - This is a service-learning course that exposes students to delivery of primary care in a cross cultural setting. It includes a cultural immersion experience where students work and live together in the community that they are serving. The clinical work takes place during Spring break. Students are expected to participate in the planning and organization of the experience prior to the clinical week as well as in meeting to discuss readings. During the clinical phase of the course, students practice primary care alongside FSU COM faculty and physicians from Panama and the Mexico-Texas border. Demonstrated fluency in native Spanish or completion of the MEL 6117 Medical Spanish elective is a prerequisite for this elective.

**MEL 6117 – Medical Spanish I (2 credit hours)** – This course includes formal class lectures, group discussion, roleplaying, and Web-based exercises. The class primarily addresses the needs of medical students with little or no experience with Spanish. Students receive instruction in the essentials of Spanish grammar and expand their knowledge of Spanish vocabulary with an emphasis on medical terminology. Students are also exposed to pertinent information about Hispanic cultures, particularly those dimensions that may impact the quality of provider-patient communication.

**MEL: 6119 – Medical Spanish II (2 credit hours)** – Special emphasis in this course is placed on in-class activities such as interviewing, history taking, and roleplaying of brief patient encounters in medical settings. Students have multiple opportunities to practice their Spanish with native speakers.

- **Year 3 – Required Clerkships/Courses**

**BCC 7112 Internal Medicine Clerkship (8 credit hours)** – This clerkship is an 8-week learning experience designed to allow students to participate in the management of patients with common clinical presentations encountered in the general practice of internal medicine.

**BCC 7130 Obstetrics/Gynecology Clerkship (6 credit hours)** – This clerkship is a 6-week learning experience designed to acquaint the student with the varied aspects of medical care for women, with emphasis on acquiring the basic skills of gynecologic and obstetrical history taking and physical examination, participating and assuming responsibility in the evaluation and care of outpatients and inpatients, and acquiring practical experience in the operating and delivery room areas with close supervision by the faculty.
**BCC 7140 Pediatrics Clerkship (6 credit hours)** – This clerkship is a 6-week learning experience with an emphasis on ambulatory pediatrics. Students will learn under the supervision of clerkship faculty by interacting with pediatric patients presenting with a variety of common pediatric diseases/conditions.

**BCC 7150 Psychiatry Clerkship (6 credit hours)** – This is a 6-week clerkship where students will learn pathophysiology, diagnosis, and management of common problems in mental health and psychiatry in the hospital and out-patient settings.

**BCC 7160 Surgery Clerkship (8 credit hours)** – In this clerkship, students will learn pathophysiology, diagnosis, and management of common problems encountered during a six week rotation in General Surgery, followed by a two week selective of Otolaryngology, Orthopedics, or Urology. Patients are seen in both hospital and out-patient settings.

**BCC 7175 Family Medicine Clerkship (6 credit hours)** – This clerkship is a community-based, ambulatory clerkship emphasizing the identification, evaluation, and treatment of family medicine patients with common medical, surgical and psychological conditions. Students will: 1) spend 8 patient-care sessions per week being supervised by the family physician in the office; and 2) complete required clerkship projects.

**BCC 7170 Community Medicine (3 credit hours)** – This is a 3-week course in year three designed to broaden students’ understanding of the role played by community agencies in health promotion and disease prevention. Students are assigned to a community health agency under the supervision of a preceptor. Students work as team members to assist the agency in fulfilling its goals.

**BCC 7182 Doctoring 3 (6 credit hours)** – The overall goal of this course is to enhance students’ clinical knowledge and skills and provide them opportunities to explore issues that extend across all medical disciplines. It includes a didactic component and longitudinal care of patients with chronic disease experiences.

- **Year 4 - Required Clerkships**

**BCC 7113 Advanced Internal Medicine Clerkship* (4 credit hours)** – This 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.

**BCC 7174 Primary Care Geriatrics Clerkship (4 credit hours)** - is designed to provide the medical student with an in-depth exposure to the intricacies, subtleties, barriers and obstacles to high quality primary medical care for older adults in available settings throughout the community. Under the direction and supervision of geriatric practitioners, the student on this rotation has the opportunity to participate in the care of older patients in ambulatory, acute inpatient, nursing facility, rehabilitation center and assisted living facility sites. This is the capstone geriatric experience meeting the expressed individual needs of each student in achieving basic performance proficiencies. An important component of this experience is the expectation that each student follow at least 2 patients across transitions in their sites of care.

**BCC 7176 Advanced Family Medicine Clerkship* (4 credit hours)** - The goal of the Advanced Family Medicine Clerkship (AFMC) is to expose students to an intense clinical experience in a family medicine setting. Consistent with our mission to train physicians to care for patients located in rural areas and patients who are medically underserved, the clerkship takes place in settings that expose students to these patient populations. Students will select one of two available options for the AFMC – a rural site or an FSU-affiliated family medicine residency program in Florida.
BCC 7180 Emergency Medicine Clerkship (4 credit hours) - One of the principal goals of this clerkship is to introduce students to the role that Emergency Medicine plays in the management of acute disease. In the Emergency Department, there will be exposure to a broad base of undifferentiated patients with a wide variety of personal, social, and cultural issues that influence patient care. This environment places a premium on physical exam skills and diagnostic reasoning, emphasizing the ability to recognize life-threatening situations and initiate resuscitation in a wide range of diseases with varying degrees of urgency.

*During the 2013-14 Academic Year, students will be allowed to select either the Advanced Family Medicine or the Advanced Internal Medicine Clerkship as a requirement. Students may select the other clerkship as an elective, if desired.

• **Year 4 Electives**

A listing of Fourth Year electives is provided in the electronic Electives Catalog:  

• **Year 4 International Electives**

During the fourth year of medical school, students may be allowed to take an International Medicine Elective. This program allows students to participate in an appropriate medical education experience in another country and may include topics such as tropical medicine, Spanish language skills, and medical humanitarian or medical mission work. Upon approval of their Campus Dean and the Senior Associate Dean for Medical Education and Academic Affairs, students work closely with the International Medicine Elective course director developing an appropriate educational plan and making travel and housing arrangements. All costs are the responsibility of the student. To apply, students must complete all the International Medical Elective Forms (Appendix F).
III. OUR COMPACT WITH STUDENTS

A. The Compact Between Teachers and Learners

A document previously created by the AAMC titled “Compact Between Teachers and Learners of Medicine” addresses the standards of conduct FSU COM faculty and students are expected to exhibit. It was adopted by the faculty of the College of Medicine in April 2002.

AAMC COMPACT BETWEEN TEACHERS AND LEARNERS OF MEDICINE

The AAMC “Compact Between Teachers and Learners of Medicine” addresses the standards of conduct FSU COM faculty and students are expected to exhibit. It was adopted by the faculty of the College of Medicine in April 2002. A copy of this document follows.

The following standard, “Compact Between Teachers and Learners of Medicine” is provided by the Association of American Medical Colleges.

COMPACT BETWEEN TEACHERS AND LEARNERS OF MEDICINE

Preparation for a career in medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that undergird the doctor/patient relationship and that sustain the profession of medicine as a moral enterprise. This Compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

Guiding Principles

Duty

Medical educators have a duty, not only to convey the knowledge and skills required for delivering the profession’s contemporary standard of care, but also to inculcate the values and attitudes required for preserving the medical profession’s social contract across generations.

Integrity

The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

Respect

Fundamental to the ethic of medicine is respect for every individual. Mutual respect between learners, as novice members of the medical profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher/learner relationship, teachers have a special obligation to ensure that students and residents are always treated respectfully.

Commitments of Faculty

♦ We pledge our utmost effort to ensure that all components of the educational program for students are of high quality.

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As mentors for our student colleagues, we maintain high professional standards in all of our interactions with patients, colleagues, and staff.

We respect all students as individuals, without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any student or resident.

We pledge that students will have sufficient time to fulfill personal and family obligations, to enjoy recreational activities, and to obtain adequate rest; we monitor and, when necessary, reduce the time required to fulfill educational objectives, including time required for “call” on clinical rotations, to ensure students’ well being.

In nurturing both the intellectual and the personal development of students, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.

We do not tolerate any abuse or exploitation of students.

We encourage any student who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.

Commitments of Students

We pledge our utmost effort to acquire the knowledge, skills, attitudes, and behaviors required to fulfill all educational objectives established by the faculty.

We cherish the professional virtues of honesty, compassion, integrity, fidelity, and dependability.

We pledge to respect all faculty members and all students as individuals, without regard to gender, race, national origin, religion, or sexual orientation.

As physicians in training, we embrace the highest standards of the medical profession and pledge to conduct ourselves accordingly in all of our interactions with patients, colleagues, and staff.

In fulfilling our own obligations as professionals, we pledge to assist our fellow students in meeting their professional obligations, as well.

B. Standards of Conduct Statement in the Appropriate Treatment of Medical Students in the Educational Setting

The Florida State University publishes two separately bound documents, the General Bulletin, Graduate Edition and the Student Handbook, that outline policies with regard to:

1. Equal Employment Opportunity and Non-Discrimination
2. Persons with Disabilities
3. HIV/AIDS Policy
4. Sexual Harassment Policy
5. Values and Moral Standards
The “Equal Opportunity and Non-Discrimination Statement” reads, in part:

Florida State University (the University) is an equal employment opportunity employer and educational provider committed to a policy of non-discrimination on the basis of race, creed, color, sex, religion, national origin, age, disability, veteran or marital status, or any other protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and the University's policies, procedures and processes.

In pursuing its mission of excellence as a comprehensive, graduate-research university with a liberal-arts base, the University strives to create and maintain a harmonious, high-performance work and educational environment.

It is the expectation that all members of our community are provided equitable opportunities to succeed and enrich the strength, skill, and character of the University. It is also expected that all members of our community will help create a work and educational environment that promotes fairness, respect, trust, and is free from discrimination or harassment. Behavior that may be considered offensive, demeaning, or degrading to persons or groups will not be tolerated.

The University will continue to reinforce its commitment of non-discrimination to all groups protected by state and federal law. We will continue to monitor our methods of recruitment, retention and advancement of qualified faculty, staff and students and annually examine our affirmative action plan, as prescribed by federal guidelines, to measure whether our campus is reflective of the community we serve.

The University further recognizes that forms of discriminatory or harassing behavior may create an unwelcomed or hostile environment and lead to an uncomfortable situation. As a result, the University has established internal complaint procedures available to all who believe their experience on any of our campuses has been less than appropriate. (2011-2012 Florida State University Bulletin, Graduate Edition)

The College of Medicine at The Florida State University is committed to maintaining an academic environment in which faculty and students can work together freely to educate and develop exemplary physicians who provide the highest level of patient-centered healthcare, discover and advance knowledge, and are responsive to community needs especially through service to elder, rural, minority, and underserved populations. The College of Medicine recognizes that each member of the medical school community should be accepted as an autonomous individual and treated in a civil and humane manner without regard to his or her race, religion, sex, sexual orientation, national or ethnic origin, age, disability or any other factor irrelevant to participation in the activities of the College of Medicine. Diversity in background, outlook and interest among faculty, students and patients inherent in the practice of medicine, and an appreciation and understanding of such diversity is an important aspect of medical training. The development and nurturing of professional and collegial attitudes for effective caring and compassionate healthcare requires mutual respect among members of the College of Medicine community (faculty, staff, and students) and between these members and patients and their families.

Certain behaviors are inherently destructive to the teacher-learner relationship. Behaviors such as violence, sexual harassment, or inappropriate discrimination based on personal characteristics must never be tolerated. Other behavior can also be inappropriate if the effect interferes with professional development. Behavior patterns such as making habitual demeaning or derogatory remarks, belittling comments, or destructive criticism fall into this category. On the behavioral level, abuse may be operationally defined as behavior by medical school faculty, staff, or students consensually disapproved of by society and by the academic community as either exploitative or punishing. Examples of inappropriate behaviors are:

- Physical punishment or physical threats
- Sexual harassment
- Discrimination based on race, religion, sex, sexual orientation, national or ethnic origin, age, disability
- Repeated episodes of psychological punishment of a student by a particular superior (e.g. public humiliation, threats and intimidation, removal of privileges)
- Grading used to punish a student rather than to evaluate objective performance
• Assigning tasks for punishment rather than to evaluate objective performance
• Requiring the performance of personal services
• Taking credit for another individual’s work
• Intentional neglect or intentional lack of communication.

In an effort to prevent the occurrence of such behavior by individuals charged with teaching College of Medicine students, hiring appropriate faculty and providing appropriate faculty development activities is considered of prime importance. The faculty recruited by the College of Medicine embodies the values on which the College is based. These values include mutual respect and a student-centered educational environment. The leadership reinforces these values through formal faculty workshops and meetings and through informal day-to-day interactions with administration and faculty leaders. In compliance with FSU policy, each faculty member, staff and student is provided access to the University’s policy regarding sexual harassment. Copies of this policy are available at The Florida State University in hard copy (policy brochures, student handbooks, the General and Graduate Bulletins, etc.), electronic format (http://compliance.hr.fsu.edu/) and will be made available in alternative format upon request.

To further ensure the environment of mutual respect at all levels of student interaction with faculty and staff, if a student feels he/she is 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).

The College of Medicine provides scheduled programs for students and faculty relating to the prevention of student mistreatment. The objective is to educate all members of the College of Medicine community about the policies and procedures of the College of Medicine and its commitment to maintain an atmosphere of mutual respect in an effective learning environment. These programs include 1) a review of federal laws prohibiting discrimination, essential elements of related case law (i.e., how the federal laws are interpreted with respect to gender and race in particular), and 2) how the College of Medicine expects individuals to relate to one another including a review of policies on sexual harassment, racial discrimination, and medical student treatment. In addition, the Compact Between Learners and Teachers of Medicine, developed by the AAMC, has been adopted and emphasizes an educational climate that values students and faculty and is reviewed with both groups.

For students, there will be an introduction at orientation followed by workshops on sexual harassment, racial discrimination, and medical student mistreatment during the first two years. These issues will be repeated as part of the orientation to the clinical years and will include how to handle abusive/inappropriate patients, faculty and staff.

New faculty receives information and instruction on the topics of sexual harassment, discrimination, medical student mistreatment and boundary issues as part of the new faculty orientation process. This information and instruction will be available as an on-line module comprised of a video or slide presentation to be accessed by all faculty including those at each regional campus and the Rural Medical Education Program.

Florida State University has adopted a values and moral standards policy that establishes the philosophy guiding the culture of the learning environment at FSU. See http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm. The College of Medicine uses this document as a guide in addressing the issue of student treatment.

C. Reporting Harassment and/or Abusive Treatment

Students who believe they have been subject to abusive treatment may report the allegations to the Student Support Coordinator at their respective location, Assistant Director Student Support Services, the Associate Dean for Student Affairs, Assistant Dean for Student Affairs, Regional Campus Dean or any faculty or staff member in the College of Medicine. If the student contacts a College of Medicine staff or faculty member, that individual should report the incident to the Associate Dean for Student Affairs. The Associate Dean for Student Affairs reviews the circumstances as reported, reviews relevant documentation and conducts an investigation of the complaint. The Dean of the College of Medicine may be informed of the findings of the investigation and may further act on them accordingly.

Report of Mistreatment of a Student

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The Association of American Medical Colleges Graduation Questionnaire defines student mistreatment as follows: “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.” The AAMC identifies eight general areas of mistreatment:

- Public belittlement or humiliation
- Threats of physical harm or actual physical punishment
- Requirements to perform personal services, such as shopping
- Being subjected to unwanted sexual advances
- Being asked for sexual favors in exchange for grades
- Being denied opportunities for training because of gender, race/ethnicity or sexual orientation
- Being subjected to offensive remarks/names directed at you based on gender, race/ethnicity or sexual orientation
- Receiving lower grades or evaluation based on gender, race/ethnicity or sexual orientation

Any student, staff or faculty member who witnesses mistreatment of a COM student, or any student who experiences mistreatment, should report the event using the Report of Mistreatment of a Student form at https://intranet.med.fsu.edu/sites/academicaffairs/Pages/Professionalism.aspx. The report can be made anonymously if desired.

If the claim involves sexual harassment, the University’s policies regarding reporting are followed as outlined at http://compliance.hr.fsu.edu/index.cfm?page=sexual_harassment_policy.
IV. STUDENT RESOURCES

A. Student Learning Communities

The FSU College of Medicine strives to foster a student-centered environment. One of the most evident ways in which this goal is accomplished is through the Student Learning Community (LC). This space is available 24 hours a day to the students and serves as the setting for group as well as individual study. Faculty, staff, and students are able to foster relationships with each other, creating a culture of teamwork and cooperation. The Learning Community is critical to maintaining a cooperative learning environment and active student learning in the integrated curriculum model adopted by the College of Medicine. The Program Coordinator of Student Support Services and Student Support Coordinator are available to assist the students in all four years of medical education in areas of personal, professional, and academic need.

Medical students have 24-hour access to Learning Communities, which include:
- Small Group rooms for instruction and study
- Kitchen
- Lounge area
- Restrooms
- Shower facilities
- Student lockers
- IT and A-V equipment
- Printer/copy machine (see policy under IV. D. below)
- Appropriate library collection
- Additional resources, information, and announcements regarding issues affecting FSU COM students

The Student Learning Communities are not just physical spaces. Rather, they are physical evidence of the student-centered culture of the College of Medicine. They foster a sense of community and encourage group learning, eliminating the atmosphere of competition that often exists among medical students. The student learning communities create a learning environment that contributes to FSU College of Medicine students' personal and academic success throughout medical school.

B. Clinical Learning Center (CLC) and Charlotte E. Maguire and Tallahassee Memorial HealthCare Center for Clinical Simulation

a. Clinical Learning Center
   The Clinical Learning Center is a teaching and assessment center that provides opportunities for medical students to learn clinical skills in a simulated clinical setting, using standardized patients.

b. Charlotte E. Maguire and Tallahassee Memorial Healthcare Center for Clinical Simulation
   The Charlotte E. Maguire and Tallahassee Memorial Healthcare Center for Clinical Simulation is a teaching and assessment center that provides opportunities for medical students to learn clinical skills in a simulated clinical setting, using a variety of patient simulators and models.

C. Computers

Each College of Medicine student will receive a laptop computer for use within their medical curriculum. A handheld personal digital assistant may be provided for students on a case by case basis for mobile medical application usage. This equipment is an essential part of the instructional program. Should a device be lost or damaged, the student will be assessed a fee for replacement. Any malfunction or difficulties should be reported immediately to the Information
D. Printing/Copying

Policy on Student Printing
The College of Medicine recognizes students’ need to print and photocopy educational materials associated with the curriculum. Each student learning community has a printer and photocopier capable of creating black and white documents. Students may only print and photocopy on devices located in student learning communities unless otherwise directed by faculty or staff for specific academic activities. For example, it may be necessary for students to print to printers in the computer lab or the Clinical Learning Center during organized instructional activities. Utilization of the library's printer and copier is permitted only when associated with e-books and e-journals and approved by library personnel. Use of the college's color laser printers and color copiers is not permitted by students unless the use of these machines is authorized by faculty for instructional purposes. In an effort to ensure continued access to printers and photocopiers, it is important that students limit printing and photocopying to educational activities. Students are encouraged to minimize the use of photocopying as much as possible and to attempt paper saving measures such as double sided printing when they can. Students in Year 3 and 4 are limited to 1000 copies per academic year. Unnecessary and excessive use of the resources could negatively impact the college’s ability to provide resources in the future.

E. Charlotte Edwards Maguire Medical Library

The Charlotte Edwards Maguire Medical Library is the first academic medical library created since the invention of the World Wide Web making delivery of electronic resources viable. As such, it is a 21st century library with the majority of its resources accessible electronically, but with print holdings providing supplementary materials.

F. Study Space

At the central campus, there are multiple identified areas for quiet study. These identified areas are located in the library and in individual study rooms on the 4th floor of the Thrasher building. Students also have access to group study areas in their individual Learning Communities. In the 3rd and 4th year, each of the regional campuses has study areas located in different areas of the campus buildings as well as in the student’s Learning Community. Recommendations of student study space use and etiquette for the central campus are available at https://intranet.med.fsu.edu/sites/students/Misc%20Files/CentralCampus_StudySpacePolicies.docx.

G. Central Campus Wellness Center

Each student’s wellbeing is essential to the success of the College of Medicine and a high priority. The Wellness Center was added to the central campus on the 4th floor in 2011. This area contains exercise equipment and space for wellness activities for students, staff and faculty at the College of Medicine. The wellness center is open 24/7. The use of this facility is contingent upon following the COM Wellness Center’s established policies – See Appendix H.

H. The FSUCard

One of the first stops on campus during orientation week is the FSUCard Center located in the Parking Garage complex next to the FSU Bookstore. The FSUCard is the official student identification, and since it is required to conduct most transactions on campus, it is best to keep it with you at all times. The FSUCard is more than just an ID! It is the key to a wealth of services that make a medical student’s life easier. It is a library card, a debit card, a calling card and a door key. The FSUCard provides access to several computer labs on the FSU campus (Carothers, Oglesby Union and Strozier Basement), the health center, and the recreation facilities. It allows a student to check out materials and use resources at all five libraries on the FSU campus, is used for all campus events, and for meals at Seminole Dining facilities. A range of features designed for FSU students are available by dialing 1-888-FSU-CARD. These features include making long distance calls, receiving important information from the University through Administrative Voice Messaging, and

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checking end of term grades. In addition, there are full-service banking options that may be utilized with the FSUCard. Finally, the SmartWorld chip on the front of your FSUCard allows you to store cash value on your card at cash-to-card machines located around campus; then the card can be used in vending machines, copiers, laser printers, laundry facilities, and to purchase some merchandise on and off campus.

The FSUCard is a vital part of everyday life and provides access to all College of Medicine Student Learning Communities and the anatomy laboratory. Remember, the FSUCard Center is located in the Parking Garage at the corner of Woodward Avenue and West Call Street and can be reached by phone at (850) 644-7777. When obtaining the card, be sure to bring photo identification. Business hours are 8 AM to 5 PM, Monday through Friday. Cashier hours are 8:30 AM to 4:30 PM, Monday through Friday.

I. Parking on Campus

Finding parking on the FSU campus is quite a challenge! This is how it works. All students are assessed a per credit hour fee paid with their tuition to cover their parking and transportation needs. Students with vehicles may obtain their parking permit online at [http://parking.fsu.edu/](http://parking.fsu.edu/). The permit entitles students to park in “W” lots (those with white-striped parking spaces), which are designated student lots, up until 4:30 PM. After 4:30 PM, students may also park in the “R” lots (those with red-striped parking spaces), which are designated for faculty and staff between the hours of 7:30 AM and 4:30 PM, Monday through Friday.

In addition, as a convenience for students traveling to and from preceptorships, parking is available across Stadium Drive in the parking lot of the Church of the Latter Day Saints from 8am – 6pm, M-F, by permit. Students should check out from and return these permits to the front desk, as needed.

Although third and fourth year students are at Regional Campus sites, they are responsible for obtaining a valid FSU Parking Permit for use when participating in activities held on the FSU main campus in Tallahassee.

J. Bus Services

Bus Service Information can be accessed by calling 850-644-5278, or visit the website at [http://parking.fsu.edu/Seminole%20Express/Seminole%20Express.html](http://parking.fsu.edu/Seminole%20Express/Seminole%20Express.html). The Office of Parking and Transportation Services is located at 5460 University Center, Building C.

K. Child Care

All university child care centers are operated by FSU Child Development Programs. All child care centers were established to assist student parents in the care and education of their children so that they could attend classes as well as to provide hands on experience and training for various academic departments on campus. Programs are administered by University Housing. [http://www.childcare.fsu.edu](http://www.childcare.fsu.edu).

There are two centers:

1. Alumni Village Child Development Center is located at 169 Herlong Drive in FSU’s apartment housing complex called Alumni Village. It is about two miles from Main Campus and is adjacent to the FAMU/FSU College of Engineering near Innovation Park.
2. The Infant and Toddler Center is located at 330 Pennell Circle in FSU’s apartment housing complex called Alumni Village: [http://www.childcare.fsu.edu](http://www.childcare.fsu.edu).

(Please note that Alumni Village will be closing effective August 22, 2014. However, there are no plans at this time to close the Child Development and the Infant and Toddler Centers.)

Revised 2/17/15
The FSU COM has six regional campuses (Pensacola, Tallahassee, Orlando, Sarasota, Daytona Beach and Ft. Pierce), where students may complete the third and fourth year of their medical education. In addition, the FSU COM has rural training sites in Marianna and Immokalee, where a limited number of students will complete their third year of medical education (Marianna) as well as some required clerkships in Years 3 and 4 (Immokalee). The College of Medicine has also established an extension of the Tallahassee Regional Campus in Thomasville, Georgia where a limited number of students will complete their third and fourth year of medical education.

The regional campus sites have facilities which house administrative offices, instructional spaces, and student areas. Each of the campus facilities is centrally located near the clinical teaching facilities in Pensacola, Tallahassee, Orlando, Sarasota, Daytona Beach, and Ft. Pierce. The Rural Program in Marianna has instructional and student space as well. Affiliation agreements are in place with all major healthcare providers in each of the communities where the campuses are located. These providers serve as third and fourth-year training sites for the College of Medicine.

A. Regional Campus Student Assignment Procedures

Purpose: To assign medical students to the regional campuses and to the rural program for Years 3 and 4 in a manner that maximizes the utilization of regional campus and the rural program resources in the FSU COM.

Background Information: The COM reserves the right to make student assignments to additional training sites as they become available. The number of available slots at each training site is determined by the Senior Associate Dean for Medical Education and Academic Affairs based on educational resources available at each campus. Students will apply for regional campus selections and the Rural Program during the Fall semester of their 2nd year of matriculation. Students are given information about each regional campus on the FSU COM website.

Regional Campus Assignment Procedure:

1. Information regarding each of the COM training sites is available on the COM’s website.
2. Students are invited to tour the training sites at their own expense and outside of regular class sessions. These tours should be arranged by contacting the Student Support Coordinator at the regional campus or the Rural Health Program Coordinator and the Associate Dean for Student Affairs.
3. In the Fall semester of the 2nd year students will fill out the Regional Campus Selection Form, which will be available on the college SharePoint site. The form will include preferences for all 6 regional campuses, the rural program and the Thomasville site.
4. Students will rank order all eight possible sites (the six regional campuses, the rural program and Thomasville) and provide up to a page of written justification about their location preference.
5. Students will have approximately one week to complete the forms.
6. The forms will be reviewed by the Regional Campus Assignment Committee composed of the Associate and Assistant Deans of Student Affairs, the Assistant Director of Student Support and the Chair of the Department of Family Medicine and Rural Health. They will make the assignments based on maximizing the students’ preference for location, taking into account the provided justifications.
7. Final assignments will be distributed to the class approximately one week after submission of the forms.
8. Once final regional campus assignments are completed, a student may request to switch a site assignment with another student, with the approval of the Associate Dean for Student Affairs.
9. Such requests must be in writing and signed by both students making the request and must be turned in to the Associate Dean for Student Affairs within one week of the final site assignments.
10. Campus assignments are considered final once approved and can only be changed with the approval of the Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs.
11. Students who must repeat a Year 2 course or remediate USMLE Step 1 will proceed to their assigned campus as soon as satisfactory remediation is completed.
12. In the event that a campus assignment becomes available after the regional campus selection process is completed, students who are seeking a change in the selection of their campus may be assigned to a new campus.
at the discretion if the Associate Dean for Student Affairs and/or the Senior Associate Dean for Medical Education and Academic Affairs.

13. Students who are required to repeat Year 2 of the curriculum may be required to re-enter the site selection process with their new class.

Questions regarding the Regional Campus Assignment process should be addressed to the Associate Dean for Student Affairs.

**B. Housing**

The Florida State University College of Medicine will assist the student in locating affordable housing to participate in the Rural Medical Education Program. A housing allowance is provided based on the availability of funds.

**C. Immokalee Medical Education Training Program**

The FSU COM has established training programs at the Isabel Collier Read Medical Education Center and with FSU COM faculty members in Immokalee, Florida. Students assigned to a regional campus in the FSU COM will be allowed and/or required to participate in required third and fourth year clerkship rotations in the Immokalee Medical Education Training Program. These assignments will be determined on a case by case basis with consultation of the student’s regional campus dean, Chair of the Department of Family Medicine and Rural Health, the Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs. Participation in D3 Sessions and Longitudinal Rotation experiences will be arranged with consultation of the Doctoring 3 Course Director, the student’s regional campus dean, the Chair of the Department of Family Medicine and Rural Health and the faculty in Immokalee. Housing is available for students completing rotations in the Immokalee Medical Education Training Program.

**D. Policy and Procedure for Students Rotating Between Regional Campuses**

Policy: With the exception of the Advanced Family Medicine Clerkship and the Rural Medical Education Program, including required rotations in Immokalee, students are not allowed to take required third and fourth year clerkships away from his/her home campus. However, students are allowed to participate in fourth year internal and external elective rotations at any FSU COM regional campus.

To ensure that the FSU COM maintains contact with students taking rotations between its training sites, it will be the FSU COM’s policy that when a student is participating in any rotation (required, internal elective, external elective) in or adjacent to the city of a FSU COM regional campus different from her/his home campus, s/he is to contact the Student Support Coordinator at that campus via e-mail prior to the first morning of her/his rotation to provide her/his local contact information.

To maintain the Student Learning Community concept of the FSU COM as much as possible, students are allowed to have access to the regional campus where they are participating in clerkships. The student should fax a copy of his/her FSUCard or provide it to the Student Support Coordinator when he/she arrives at the regional campus so he/she may be provided access to the regional campus building for access to the library and study areas.

Procedure: The procedure for making sure the FSU COM maintains contact with students rotating between regional campuses is:

1. **For Required and Internal Elective Clerkships:**
   a. It is the student’s responsibility to arrange for housing.
   b. During the week before a rotation starts, the student should inform the Student Support Coordinator at the regional campus where he/she will be taking an away required or internal elective rotation via phone or e-mail of his/her upcoming arrival the following week.
c. At least six weeks prior to the beginning of the rotation, the Student Support Coordinator will obtain from the student all information required to participate at the regional campus, including but not limited to, the student’s FSU ID Card number to obtain building access and all contact information (home phone, cell phone, alternate e-mail addresses, clerkship faculty contact numbers).
d. At least four weeks prior to the beginning of the rotation, the Student Support Coordinator will provide the student with contact information and other rotation details, including but not limited to, any necessary materials for the rotation (binders, handouts, maps), parking passes, hospital ID information and requirements, and information about the area.
e. Prior to the start of the rotation, the Clinical Coordinator of the rotation site sends faculty contact information to the by email.
f. The Informational Technology Coordinator will be available to assist the student with configuring the PDA and laptop to set up appropriate access to printers, hardware and software problems, etc.
g. The Campus Dean, Student Support Coordinator and Clinical Coordinator at that campus will assume responsibility for any student-related issues the student may have during his/her time at the campus.
h. If at any time a student has questions or unexpected changes occur regarding the rotation, the student must notify the Student Support or Clinical Coordinator at the campus she/he is visiting as well as her/his home campus.
i. Once the away rotation is over, the staff at the regional campus will coordinate reversing access to the building and updating security lists.

2. For External Electives - If the student will be rotating in or adjacent to the city of an FSU COM regional campus and/or if the student intends to have access to the resources of the regional campus:

a. During the week before a rotation starts, the Student Support Coordinator at the home campus should inform the Student Support Coordinator at the receiving regional campus where the student will be taking an external elective via call or e-mail of the student’s pending arrival the following week.
b. At least six weeks prior to the beginning of the rotation, the Student Support Coordinator will obtain from the student all information required to participate at the regional campus, including but not limited to, the student’s FSU ID Card number to arrange building access and all contact information (home phone, cell phone, alternate e-mail addresses, clerkship faculty contact numbers).
c. The Informational Technology Coordinator will be available to assist the student with configuring the PDA and laptop to set up appropriate access to printers, hardware and software problems, etc.
d. The Clinical Coordinator at that campus will notify the campus dean of the student’s upcoming rotation for informational purposes.
e. The student’s home Campus Dean, Clinical Coordinator and Student Support Coordinator will retain responsibility for all other student-related requirements, including but not limited to, notifying elective faculty of the student’s arrival, ensuring that all required information is provided to hospitals and other facilities, and student evaluation.

E. Hospital Policy for Students

The following is the Hospital Policy for FSU College of Medicine Students. Students as well as the Medical Staff Officer at each hospital are provided a copy during year 3 orientation week. Each hospital also provides the students with specific information regarding the services and policies they will need to abide by while working at their facility. If at any time students have questions regarding what they can and cannot do, they should discuss this with their clerkship faculty member and/or clerkship director.

- Students may access the medical records of assigned patients. (Students are bound by the same “rules” of patient confidentiality as are the physicians practicing in the specific hospital facility).
- Student may write progress notes, histories, physicals, and other notes documenting care/services provided in the medical records of assigned patients. For Medicare billing purposes, student notes can be used only as documentation of the review of systems and past, family, and social histories. Countersignature by the supervising physician is required to occur in a timely manner according to the hospital policy.
• Students may enter orders on assigned patients after consulting the supervising physician. These orders must be confirmed via verbal confirmation or countersignature of the supervising physician prior to being acted upon by hospital employees.

• Students may visit, interview and examine assigned patients even in the absence of the supervising physician – except where specifically prohibited (gynecological exams).

• As physicians in training, students may access all appropriate hospital facilities – (for example - physician lounges, locker rooms, libraries, medical record areas, sleeping areas, cafeterias and parking areas) - - in order for the student to function in his/her professional role.

• Students must be under the direct supervision of a licensed physician/care provider who is privileged in the given procedure in the specific facility when performing technical procedures on assigned patients.

• In emergency situations, students may temporarily assist hospital employees or other physicians in the care of unassigned patients.

• Students will attend orientation sessions at the hospital facilities and wear the appropriate identification badge at all times.
VI. ACADEMIC POLICIES

The Florida State University College of Medicine Student Handbook and the Florida State University Bulletin (http://registrar.fsu.edu/bulletin/grad/info/acadRegs.htm) outline the academic policies for medical students.

A. Registration

All registration procedures are managed by the College of Medicine Enrollment Services Coordinator (Registrar). Students are responsible for ensuring that there are no financial holds on their records and that their immunization records are up-to-date prior to the registration window. Students should check their account status at http://www.fees.fsu.edu two weeks prior to the registration window. Outstanding accounts, including delinquent current semester tuition, will prevent a student from being registered until all delinquent fees are paid. Diplomas and official transcripts will not be issued when any amount is owed the University. Delinquent accounts are referred to a collection agency if fees are not paid in full.

B. 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://academichonor.fsu.edu/policy/policy.html).

The Florida State University College of Medicine expects students to be honest in all of their class work. In addition to academic honesty, we expect a high standard of personal and professional conduct in the physicians we aspire to train. There is an Academic Honor Code that all College of Medicine students are expected to follow with respect to their moral and ethical behavior. Each student signs a pledge that s/he has read the College of Medicine Academic Honor Code and will adhere to the tenets of that code. Violation of this code will result in disciplinary action that may include dismissal from the College of Medicine. When a course director or education director believes a student has violated the Academic Honor Code based on direct observation or reporting by students, faculty or staff, that instructor should report the matter to the either the Associate or Assistant Dean for Student Affairs, the Regional Campus Dean or the Associate Dean for Medical Education and Academic Affairs and discuss the matter with the student. The Associate Dean for Student Affairs and/or Regional Campus Dean will conduct an appropriate investigation into the alleged breach of the honor code. In the event of a breach of the honor code, the Chair of the Student Evaluation and Promotion Committee will be notified of the breach and may remand the violation back to the instructor for resolution or it may be brought before the full Evaluation and Promotion Committee. A student whose performance in relation to the Academic Honor Code is deemed unsatisfactory for any reason will receive written notification from the Chair of the Student Evaluation and Promotion Committee of the Committee’s recommendations.

C. FSU COM Attendance Policy

Students will be accountable and personally responsible for attending all educational activities which are indicated as mandatory in the calendar or by the course/education director. These include all clinical experiences, small groups, team activities, labs, assessments and any lecture when outside speakers or patients are present.

If a student has an emergency that prevents her/him from attending a scheduled activity, s/he is to call and notify the Division 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.
a. Procedure for Notification of Absence in Year 1/2

The online “Request for Absence” (https://apps.med.fsu.edu/absence) process should be used for all absences, including post-illness absences, regardless of whether the student is requesting an absence from one or more classes or the entire day.

If the student knows in advance of an upcoming legitimate absence for a time that is considered a mandatory attendance educational activity, the online “Advance Request for Absence from Educational Activities” process should be followed as outlined below. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the course director and final decisions regarding these actions shall rest with the course director.

If the absence occurs due to an unforeseen emergency, the student should contact the course director and the Assistant Dean for Student Affairs immediately to report the absence including the reason for the absence, and as soon as possible complete the Request for Absence form as outlined below.

Here is how it works.

- Student completes online form: https://apps.med.fsu.edu/absence
- Students must include all the courses/activities they plan to miss on the requested day of absence (lecture, small groups, quiz, exam, OSCE, etc.) It is the students” responsibility to ensure the form is filled out completely with all the courses/activities they will miss for that particular day.
- The form is routed once submitted to student affairs for approval.
- The Assistant or Associate Dean for Student Affairs will evaluate and determine if the reason of the absence meets the criteria for an excused absence.
- If the absence is excused, the student and the appropriate course director and support staff will be notified of the excused absence. The course directors and staff are not given the reasons for the absence to protect potential confidential student information.
- If the absence is determined not to be an excused absence by the Assistant or Associate Dean for Student Affairs, then the student and the appropriate course directors will receive notification of the denial.
- Students can check on the status of the progress of the request by clicking on the “Pending requests” link.

Students are encouraged to keep in pro-active and continued contact with their course directors in regards to their absences and to ensure that they have a clear plan for any make up activity that they might be required to perform per the course director’s guidance.

b. Procedure for Notification of Absence Year 3/4 Required Clerkships

If the student requests an absence in advance, the “Advance Request for Absence from Educational Activities” form (Appendix E) 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 (additional information for 4th year students can be found in the 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 Division 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 Division of Student Affairs at the regional campus.

c. Procedure for Notification of Absence Year 4 Electives

If the student requests an absence in advance, the “Advance Request for Absence from Educational Activities” form process should be followed as outlined above under Year 3/4 Required Clerkships. 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 Electives Director of the decision. The form will be filed in the Division of Student Affairs at the regional campus.

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 Electives Director of the decision. The form will be filed in the Division of Student Affairs at the regional campus.

D. Grading System

FSU COM has adopted a Pass/Fail grading system which is used in the curriculum for the first and second years. An Honors/Pass/Fail grading system is used for Years 3 and 4 required courses/clerkships and a uniform policy governing the assignment of grades is based on student performance on the National Board of Medical Examiners (NBME) subject (shelf) examinations, internal exams, clerkship faculty assessments, and clerkship specific papers or projects.

**Definition of Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Exemplary</td>
<td>The student consistently performs well above expectations. Competency proficiency is at a level worthy of a model student.</td>
</tr>
<tr>
<td>Pass</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td>Failure</td>
<td>The student performs below the minimal level of competency. The student must remediate or repeat the course.</td>
</tr>
<tr>
<td></td>
<td>Incomplete</td>
<td>The student is unable to complete the course/clerkship requirements because of extenuating circumstances. The student will arrange with the course/education director to complete the requirements of the course. All incomplete coursework/clerkships must be completed as directed by the course/education director and/or the Student Evaluation and Promotion Committee (SEPC). If an incomplete grade is not satisfactorily cleared, the grade will become a “Fail”, placing the student on probation and in jeopardy of dismissal as explained in the section of this handbook entitled “Academic Performance and Student Conduct.”</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>IR</td>
<td>Incomplete for remediation</td>
<td>The student fails to meet the level of competency required in the course/clerkship and must fulfill remediation requirements as established by the course/clerkship syllabus. The student must satisfactorily meet the competency level of the course or clerkship as established in the syllabus in the time frame established by the course/education director or the SEPC. If a student receives more than two (2) IR grades in the COM, the student is subject to dismissal.</td>
</tr>
</tbody>
</table>
E. Grading Policy for First and Second Year Courses

FSU COM has adopted a Pass/Fail grading system which is used in the curriculum for the first and second years. To achieve a grade of Pass in a course in the first or second year, a student must meet all of the following requirements:

- A final average ≥ 70% on all examinations and graded quizzes. An average below 70% will receive a grade of fail which will require remediation or repetition of the course, as determined by decision of the Student Evaluation and Promotion Committee.
- A student whose performance is <70% on any exam is required to contact the course director in regards to meeting with them, to identify factors impeding performance, identify remediable items and finally to formulate a plan to prevent future poor performance.
- Attendance and satisfactory participation in all required sessions, as determined by the Course Director. Unexcused absence from an activity for which attendance is required (for example, Small Group session) may be considered as an issue of professionalism and require completion of the Performance Improvement Program.
- Satisfactory completion of all assignments, as determined by the Course Director.
- Demonstration of the attitudes and behaviors of Medical Professionalism in all aspects of the course. Issues of professionalism may require completion of the Performance Improvement Program.

F. Grading Policy for Required Third Year and Fourth Year Required Clerkships

Assessment of Student by Clerkship Faculty: Clerkship Faculty member(s) complete a summary assessment of the student’s performance at the end of the clerkship. These assessments are based on observing the student in the clinical setting.

Clerkship Director’s Summary: The Clerkship Director completes a summary assessment of the student’s performance at the end of the clerkship. This assessment is based on observing the student at regular meetings and talking with the Clerkship Faculty.

Education Director’s Summary: The Education Director is responsible for reviewing the assessments by Clerkship Faculty and Clerkship Directors, interpreting narrative comments and determining final student clerkship grades.

NBME Clinical Subject Examination and/or COM Geriatrics exam: At the end of the clerkship, each student takes the respective NBME Clinical Subject Examination or the COM Geriatrics exam.

The NBME Clinical Subject Examination Norms for Examinee Performance tables available at the beginning of the academic year will be used throughout the entire academic year. All NBME percentile scores are determined and reported by the Office of Medical Education. The quartile used to calculate the percentile is determined by the number of weeks the student has completed in all clerkships.

COM Geriatrics exam scores warranting consideration for “honors” and “failing” clerkship grades will be identified in the Geriatrics syllabus.

Assessment of documentation requirements and required projects/activities:

The Clerkship Director is responsible for reporting and the Education Director is responsible for confirming that each student completes all documentation requirements for the clerkship.

The clerkship syllabus will clearly identify: 1) all required projects and activities to be completed during the clerkship, and instructions for completion; and 2) deadlines for completion of projects and activities. In addition, guidance about how the projects or activities will be evaluated and how that evaluation will be used in calculating the student’s grade will be available in the syllabus.
The student will follow instructions in the syllabus regarding assignment submission and due dates. Some of the due dates may be early in the clerkship; some may be by the end of the clerkship. Students may be required to submit assignments to the Education Director, the Clerkship Director and/or the Clinical Faculty. The student will follow instructions in the syllabus regarding method of upload to Blackboard (Safe Assign, Assignment).

For assignments due by the end of the clerkship, the student will submit these through Blackboard by 5 p.m. on the last day of the Clerkship. All submissions are final when submitted to Blackboard. If the syllabus allows for feedback and revision of assignments, it must be done according to instructions in the syllabus and prior to uploading to Blackboard.

If Blackboard is “down”: The student may send an email to the Education Director with assignments attached as a “Backup” method in case of electronic upload issues. The student is still required to upload to Blackboard when the system is available, and assignments will not be accepted for credit until this has been accomplished. The version that is sent to the Education Director must be the same version that is submitted to Blackboard, and must be sent by 5 p.m. on the last day of the Clerkship.

Demonstration of clerkship-specific competencies:

The clerkship syllabus will clearly identify: 1) the clerkship-specific competencies that students are expected to demonstrate; and, 2) who will determine whether the student has achieved the expected competency.

Clerkship Grading Criteria:

FSU COM has established that students will receive a final grade of “honors” “pass” or “fail” for their performance on the clerkships and has adopted the following criteria for assigning clerkship grades. Note: When the term, “end of the clerkship” appears below, that connotes 5:00 PM, local time, on the final Friday of the clerkship.

**Honors Criteria:**

A student will receive a grade of “Honors” if the Education Director determines that each of the following has been achieved during the clerkship:

1) Consistently demonstrates professional behavior throughout the clerkship; **AND**
2) Consistently demonstrates a high level of clinical skills during the clerkship, **OR**, makes a substantial improvement in clinical skills to achieve a high level during the clerkship; **AND**
3) Consistently demonstrates a high level of content knowledge in the discipline during the clerkship, **OR**, makes a substantial improvement in content knowledge in the discipline to achieve a high level during the clerkship; **AND**
4) Scores at or above the 75th percentile for NBME shelf exam reference scores obtained by students completing clerkships at a similar time in their clinical training; **OR** scores at or above a pre-determined Honors-level on the COM Geriatrics exam; **AND**
5) Completes and submits all required clerkship projects and activities by the stated deadline, and achieves the performance expectations for “honors” stated in the syllabus); **AND**
6) Demonstrates all required clerkship-specific competencies; **AND**
7) Satisfactorily completes patient log expectations by the end of the clerkship; **AND**
8) Receives satisfactory patient and staff evaluations.

**Pass Criteria:**

A student will receive a grade of “Pass” if the Education Director determines that each of the following has been achieved during the clerkship:

1) Consistently demonstrates professional behavior throughout the clerkship; **AND**
2) Consistently demonstrates an acceptable level of clinical skills during the clerkship, **OR**, makes a substantial improvement in clinical skills to achieve an acceptable level during the clerkship; **AND**
3) Consistently demonstrates an acceptable level of content knowledge in the discipline during the clerkship, OR, makes a substantial improvement in content knowledge in the discipline to achieve an acceptable level during the clerkship; AND
4) Scores at or above the 10th percentile for NBME shelf exam reference scores obtained by students completing clerkships at a similar time in their clinical training; OR scores at or above a pre-determined Pass-level on the COM Geriatrics exam; AND
5) Completes and submits all required clerkship projects and activities by the stated deadline, and achieves the performance expectations for “pass” stated in the syllabus; AND
6) Demonstrates all required clerkship-specific competencies; AND
7) Receives satisfactory patient and staff evaluations.

Fail Criteria:

A student is at risk to receive a grade of “Fail” if the Education Director determines that he/she:

1) Demonstrates a pattern of unprofessional behavior during the clerkship; OR
2) Demonstrates an unacceptable level OR fails to improve clinical skills to an acceptable level of clinical skills by the end of the clerkship; OR
3) Demonstrates an unacceptable level (or fails to improve to a satisfactory level) of content knowledge by the end of the clerkship; OR
4) Scores below the 10th percentile for NBME Clinical Subject Examination retake using reference scores obtained by students completing clerkships at a similar time in their clinical training; OR scores below a pre-determined Pass level on retake of the COM Geriatrics exam; OR
5) Fails to complete and submit all required clerkship projects and activities by the stated deadline OR demonstrates an unacceptable level of project performance; OR
6) Fails to achieve required clerkship-specific competencies; OR
7) Fails to complete patient log expectations by the end of the clerkship; OR
8) Receives unsatisfactory patient and staff evaluations.

The Education Director may request a deviation from these Grading Criteria if he/she feels that “extenuating circumstances” exist. In these situations, the Education Director presents the situation and suggests an alternative grade to the other Education Directors. The Education Directors will decide by majority vote if the situation justifies a deviation from these Grading Criteria, and whether the suggested alternative grade is appropriate. These decisions by the Education Directors will be recorded in the meeting notes, and noted in the Education Director’s Summary.

“Extenuating circumstances” includes the situation where student performance on the clerkship is seen as exemplary, but his/her NBME Clinical Subject exam score is between the 72nd and 75th percentile. In this situation, the Education Director may request that the student receive an “honors” grade. The Education Directors will decide by majority vote whether the request is appropriate. No student who scores below the 72nd percentile on the initial NBME Clinical Subject Exam will receive an “honors” grade for the clerkship.

Students who feel an error occurred in determining the grade have the right to appeal the grade. Details on grade appeals are located in the Student Handbook.

NOTE: Student behavior that is judged to be egregious or extremely unprofessional (examples: lying, cheating, repeated unexcused absences or tardiness, etc.) may result in the immediate dismissal of the student from the clerkship by the Educational Director or Regional Campus Dean. Students dismissed from a clerkship will be referred to the Student Evaluation and Promotions Committee.

Criteria for a temporary grade of “IR” (“IR”=Incomplete, pending Remediation)

1. Initial failure of NBME Clinical Subject Examination or COM Geriatrics exam:
A student who fails the initial attempt at the NBME Clinical Subject Examination (CSE), but performs at the “pass” level in all other aspects of the clerkship, will receive an initial clerkship grade of “IR.”

The student will be given one opportunity to retake the CSE to achieve a passing score. This retake should occur within 90 days from the date the student is notified that he/she has failed the initial CSE. The date of the retake is determined by the student and the Regional Campus Dean, after determining that the resources needed to administer the CSE exam are available.

A student who fails the initial attempt at the COM Geriatrics Exam, but performs at the “pass” level in all other aspects of the clerkship, will receive an initial clerkship grade of “IR.” The student will be given either one opportunity to retake the COM Geriatrics Exam, or at the discretion of the Education Director, may be required to take and pass an oral examination on Geriatrics content. The date of the retake or oral examination is determined by the student and the Education Director for Geriatrics, after determining that the resources needed to administer the retake or oral exam are available.

If a passing score is achieved on the retake examination (or, oral exam), 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 retake exam.

If a student does not pass the retake examination (or, oral exam), the original “IR” grade will be changed to a grade of “Fail.”

2. **Failure to successfully complete one or more remediable clerkship objectives/competencies by the end of the clerkship:**

Students are expected to achieve all clerkship objectives and competencies by the end of the clerkship. The Clerkship Director and the Education Director will monitor and affirm that clerkship objectives and clerkship competencies have been achieved.

In certain situations, a student may achieve most, but not all of the expected objectives and competencies. If in the opinion of the Education Director, the student performance in all other areas of the clerkship has been satisfactory and the student may reasonably be able to complete the remaining objectives/competencies soon after the end of the clerkship, the Education Director may assign an initial clerkship grade of “IR” to the student in lieu of assigning a grade of “Fail.” Examples of these situations include: 1) A student who is unable to satisfactorily complete and turn in a required project by the deadline as outlined in the syllabus; 2) A student who does not complete patient log expectations by the end of the clerkship; or 3) A student with a recognized clinical deficit that can be quickly remedied.

Students who receive an initial clerkship grade of “IR” for these non-exam performance reasons should be notified immediately by the Education Director, who will also report this action to the Student Evaluation & Promotion Committee (SEPC).

The Education Director will determine what is necessary to satisfactorily complete clerkship objectives and competencies, and the timeframe for completing them. The Education Director will work with the Clerkship Director and the Regional Campus Dean to implement this remediation. Remediation of this “IR” grade must be completed by an agreed-upon date negotiated with the Education Director.

The initial “IR” grade will be changed to a grade of “Pass” if successful remediation occurs by the agreed-upon date. A student who receives an initial “IR” grade cannot achieve an “Honors” grade regardless of his/her NBME Clinical Subject Examination scores or clinical evaluation from the Clerkship Faculty.

The original “IR” grade will be changed to a grade of “Fail” if a student does not successfully remediate the clerkship objectives/competencies by the agreed upon date.
3. Grades in situations due to circumstances beyond student control.

Students who do not complete all clerkship objectives/competencies due to an inability to participate in clerkship activities because of illness, injury, family emergencies, etc., will be given an initial grade of “I.”

When clerkship deficiencies have been resolved and all clerkship objectives/competencies completed, this initial “I” grade may be changed to an “Honors,” “Pass,” or “Fail” grade.
In order to comply with LCME standards for grade reporting, students must be assigned a clerkship grade within 6 weeks from the end of the clerkship. On rare occasion, a key assessment of student performance (Clerkship Faculty assessment of student, NBME Clinical Subject Exam result, etc.) may not be available by the 6 week deadline. In that situation, the student will be given an initial grade of “I.”

When all key assessments are available, this initial “I” grade may be changed to an “Honors,” “Pass,” or “Fail” grade.

G. Grading Policy for Year 3 and 4 Electives:

Similar to the grading policy of all required clerkships, the FSU COM has adopted an Honors/Pass/Fail grading system for all clinical electives.
All grades for elective rotations completed by students during the third or fourth year will be assigned by the Regional Campus Deans.
For FSU COM electives, the “Evaluation of Student Performance: Elective Rotation” form (Version 2013-2014) will be utilized.
When this form is completed and returned, the student will be graded by applying these guidelines:

**HONORS:**

The student will receive an HONORS grade when:

1. The student is rated at a 3 level in both Knowledge **AND** Professionalism; **AND**
2. The student receives more ratings of 3 than 2; **AND**
3. The student receives no rating less than 2.

**FAIL:**

The student will receive a FAIL grade when:

1. The student receives a rating of 1 in Professionalism; **OR**
2. The student receives a rating of 1 in more than two categories.

**PASS:**

The student will receive a PASS grade when the ratings fall in between the guidelines for HONORS and FAIL.

The Regional Campus Deans will also take the evaluator’s narrative comments into consideration when assigning the final grade. If compelling, these comments can move a grade up or down one level.

H. Remediation Policy for Excused 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, 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 approval of an excused absence. The Office of Medical Education and/or the Course/Education Director will determine the time of the exam make-up session. In accordance to 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 required quiz by a Course/Education Director decision based on the attainment of an excused absence. The student must make arrangements with the Course/Education Director to make up a missed quiz. In accordance to 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. Students are responsible for the material covered but may not have the opportunity to participate in all aspects of the missed activity.

I. Unexcused Absences

It is 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.

J. Recording of Educational Materials and Copyright Notice

Portions of the curriculum, at the discretion of the individual faculty member, may be recorded. Such lecture recordings will be maintained and distributed through Sharepoint. Because of patient confidentiality and copyright issues, there will be times when recording is not allowed. The recordings and their distribution must be in accordance with U.S. Copyright laws, i.e., the Copyright Act of 1976, as amended, including the TEACH Act. Students are responsible for understanding and complying with ethical and legal restrictions on downloading and sending copyrighted information. Students should familiarize themselves with the following information for any digitally recorded or distributed material including recorded lectures:

"Copyright Notice: This course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law, which provides that copyrighted materials may not be retained, saved to your computer, revised, copied, or distributed without permission. Such copyrighted materials may be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials when authorized by or at the direction of your instructor, who is responsible for knowing which materials are copyrighted and which are not. For more information, see the FSU Copyright Guidelines located at http://igs.fsu.edu/Copyright-Information/Guidelines and http://guides.lib.fsu.edu/content.php?pid=73946&sid=625250."

Further information regarding copyright issues can be found at http://learningforlife.fsu.edu/ctl/explore/bestPractices/docs/TEACHAct.pdf.

K. Policies and Guidelines for Pharmaceutical/Vendor Interactions

Revised 2/17/15
Purpose of Policy

The purpose of this policy is to establish guidelines to ensure that patient care and medical education are not influenced by considerations other than what is in the best interests of patients and/or trainees.

Statement of Policy

It is the policy of the FSU COM that pharmaceutical/industry access to students, faculty, and residents, is prohibited on FSU COM property, including regional campuses. However, discussion with representatives for the purpose of obtaining unrestricted educational grants is allowed. This policy applies to all FSU COM full-time faculty and part-time faculty (clerkship directors, clerkship faculty, elective faculty) when performing their duties on FSU COM property.

Scope of Policy

1. Accepting Offers

Gifts

Individuals subject to this policy (faculty, residents, students, and staff) may not solicit or accept any gifts from pharmaceutical company/industry representatives. Additionally, the use of any vendor’s material with the vendor’s name or logo is strongly discouraged in public or patient care areas.

Food

The direct provision of any meals, desserts, etc. by pharmaceutical/industry representatives on FSU COM property is prohibited. This includes the provision of meals during any organized, scheduled educational activity (e.g., grand rounds, journal club, faculty development, etc.) or reception. Industry representatives who wish to provide support to the FSU COM may, however, do so in the form of an unrestricted educational grant to the FSU COM. Such grants are expended for food solely at the discretion of COM departments/divisions/regional campuses/residency programs.

Entertainment

Faculty members, residents, students, or employees of the FSU COM participating in social events, including meals, funded directly by pharmaceutical company/industry may not use their official status as FSU employees or students. Moreover, faculty and employees of the FSU COM may not accept the use of supplier/vendor property, airplane transportation, travel packages, or similar favors from industry as FSU employees.

Compensation

Full time faculty or employees may not accept gifts or compensation for listening to a sales talk by an industry representative, including the defraying of costs for simply attending a CME or other activity or conference. Honoraria provided directly by pharmaceutical/other industry are not allowed if faculty or employment status with the FSU COM is acknowledged.

2. Site Access

Pharmaceutical/Industry Representatives are not allowed access to faculty, students, residents or staff on FSU COM property, including its regional campuses, except for the purpose of discussing/providing unrestricted educational grants.

3. Educational Funds

Industry representatives may provide support for medical educational purposes in the form of unrestricted educational grants. Initial contact with industry representatives for the purpose of discussing or obtaining unrestricted educational grants is permitted.
4. Scholarships / Educational Grants

No educational grant, financial award, donation, or expense reimbursement may be given directly to a resident or medical student by an industry representative. Any educational grant must be provided to the College of Medicine. Faculty and staff who are invited to present or lead conferences or meetings funded directly by pharmaceutical/other industry may not acknowledge their faculty status as part of the program.

Note: These provisions do not apply to meetings of professional societies that may receive partial industry support, i.e., meetings governed by ACCME Standards.

5. Disclosure of Relationships with Industry

All College, Program and Sponsoring Institution-sponsored medical education events must include full and appropriate disclosure of sponsorship and financial interests above and beyond those already governed by the Standards for Commercial Support promulgated by the Accreditation Council for Continuing Medical Education. Department Chairs, Program Directors and Faculty should disclose any financial relationships with Industry, including but not limited to ownership of practice and hospital sites at the time of appointment to these positions, annually through the FSU COM Personnel Office, and as actual, potential, or the appearance of Conflicts of Interest arise. Faculty with supervisory responsibilities for students, residents and/or staff should ensure that the faculty’s conflict or potential conflict of interest does not affect or appear to affect his or her supervision of the student, resident or staff member. Individuals having a direct role making institutional decisions on equipment or drug procurement must disclose to the FSU COM Administration / Personnel Office, prior to making any such decision, any financial interest they or their immediate family have in companies that might substantially benefit from the decision. Such financial interests could include equity ownership, compensated positions on advisory boards, a paid consultancy, or other forms of compensated relationship. They must also disclose any research or educational interest they or their department have that might substantially benefit from the decision. The administration will decide whether the individual must remove him/herself from the purchasing decision. Note: This provision excludes indirect ownership, such as stock held through mutual funds.

6. Training/Communication Regarding Potential Conflicts of Interest

All faculty, attendings, residents, students and applicable staff shall be provided with information regarding potential conflicts of interest in interactions with industry to include:

♦ A copy of these guidelines on vendor interactions.
♦ Copies of the ethics statements of pertinent medical specialty societies and how to apply those guidelines to practice.

1. Seminars and/or faculty development sessions describing:
   a. How activities can influence judgment in prescribing decisions and research activities.
   b. How to manage encounters with Industry representatives.
   c. How to handle patient requests for medication, particularly regarding direct-to-consumer advertising of drugs.
   d. The purpose, development, and application of drug formularies and clinical guidelines and discussing such issues as branding, generic drugs, off-label use, and use of free samples.

7. Procedure, Monitoring, and Responsibility

We want to ensure patients, students and residents know we are focusing on their welfare, not on any commercial interest and eliminate the appearance of industry’s inappropriate influence over the medical community. Therefore, all FSU COM faculty, students, residents and staff will be given a copy of this Policy and Guidelines document.
The Graduate Medical Education Committee (GMEC) must ensure that the Sponsoring Institution monitors vendor interactions with residents and GME programs. FSU COM administration, department heads, division heads, campus deans, program directors, etc. are responsible for compliance with this policy and for ensuring the personnel under their supervision understand and comply with this policy. If FSU COM faculty and/or staff have any questions concerning the interpretation of this policy and guidelines, or its applicability to a particular circumstance, they should first consult with their supervisor. If their supervisor is unable to answer the question or provide appropriate guidance, or if, because of the circumstances, it would be inappropriate to discuss the matter with the supervisor, then the personnel and/or staff member should contact the FSU COM Sr. Associate Dean for Medical Education and Academic Affair’s office. If any FSU COM personnel and/or staff member is aware of any violation or threatened or potential violation of this policy, or suspects that a violation of this policy has occurred, they must also refer to the FSU COM Sr. Associate Dean for Medical Education and Academic Affair’s office.

8. Exceptions

a. This policy does not apply to part-time faculty (clerkship directors and clerkship faculty) engaged in their roles at venues other than FSU COM property; i.e., private offices, hospitals or other sites.

b. This policy does not include faculty research and related activities, which are included in the Florida State University Faculty Policies and Procedures for Dealing with Misconduct in Research and Creative Activity (http://dof.fsu.edu/facultyhandbook/Ch6/Ch6.20.html). Individuals should contact the FSU COM Office of Research (http://med.fsu.edu/?page=researchDivision.home) with regard to publishing articles under their name and FSU COM title, in disclosing their related financial interests etc.

9. Pertinent Definitions

Attending: The faculty member with primary responsibility for the care of a patient and/or the education of a student or resident in a particular case.

Conflicts of Interest: Any situation in which an individual is in a position to exploit his/her professional or official capacity in some way for personal benefit.

Faculty: Physicians/Professors who possess the requisite expertise, documented educational and administrative abilities, and experience to teach residents and students.

Meetings: Any gathering on FSU COM property involving FSU COM personnel. Such gatherings would include but not be limited to faculty development meetings, resident or student meetings, grand rounds, departmental, divisional or regional campus meetings. Personnel: Faculty, staff, residents, and medical students of the FSU COM.

Representative: Includes any individual who is employed by or who represents any entity defined under ‘Vendor/Industry’.

Sponsorship: Vendor/Supplier funding

Unrestricted Educational Grants: It is recommended that industry representatives provide financial support for FSU COM events directly to the COM in the form of an unrestricted educational grant to then be spent by the COM departments/divisions/regional campuses/residency programs for educational activities at their discretion. Appropriate recognition of the industry representative’s contribution should be given by the department/division/regional campus/residency program. Educational grants must not be made, conditioned, or related in any way to pre-existing or future business relationships with Industry. Vendors should separate their grant making functions from their sales and marketing functions. Accordingly, if vendor or patient-service representatives or other corporate representatives wish to discuss a corporate contribution of cash, equipment, supplies, or services, the employee should immediately notify the Dean or the Sr. Associate Dean for Medical Education and Academic Affairs/DIO. This individual, or a designee, should then become the principal point of contact with the vendor.

Vendor/Industry: Includes those businesses, corporations, or entities that supply or wish to supply equipment, goods, services, or other medical related products to physicians, administrators, students, residents, staff or hospitals.

L. E-mail Content and Signature Policy

Purpose
This document provides guidelines for email usage for students, faculty and staff at the College of Medicine. One should be aware that one’s email account is for university and College of Medicine purposes. The two important things to remember are that email should not be used for personal purposes, and because we are a public institution, all emails are public record.

**Official FSU Email Policy**

FSU has a policy, [http://policies.vpfa.fsu.edu/bmanual/itpolicy.html](http://policies.vpfa.fsu.edu/bmanual/itpolicy.html), concerning email and other electronic communications. The College of Medicine is bound by all of these rules and regulations. The policy indicates a number of activities, such as using email for advertisements for personal gain, that should be avoided.

**Sending Emails**

Email is a way to communicate with another person or persons. One should first consider whether this is the best way of communicating. Sometimes a text or phone call is much more appropriate. At other times use of social media, a calendar notice, a blog, a wiki, Skype or simply a face-to-face discussion may be more appropriate. Choose carefully. If one chooses to use email, then remember that communications that are short and to the point are much more effective.

**Subject Line**

All emails should have a properly worded subject line. This helps the recipient know what follows. Your message’s subject line should be meaningful and succinct. It should indicate the content. A subject line such as Reply ASAP gives the recipient no idea of what is important. It would be much better to mark the email as urgent and have the subject line indicate what needs to be done.

**Email Message**

The content of the email should be as short and concise as possible. Remember grammar is important. Poorly worded messages are often difficult to understand, and spelling errors can sometimes unintentionally lead to misunderstandings.

**Signature Block**

It helps to include a signature block containing information about who you are and how you can be contacted. The block should be short, concise and easy to read. See [http://j.mp/L4HFaG](http://j.mp/L4HFaG) on how to set up a signature block. Considering many e-mails within our environment are public records, users are strongly encouraged to use the following statement as a footer:

> “Please note: Florida has very broad public records laws. Most written communications to or from state/university employees and students are public records and available to the public and media upon request. Your e-mail communications may therefore be subject to public disclosure.”

**Fonts and Backgrounds**

Standard fonts such as Arial and Times are much easier for the recipient to read. Remember that colored or graphical backgrounds can also make it more difficult to read a message.

**CC’ing others**

Carefully consider who should be CC’d. If a message is not directly intended for an individual, but she/he needs to know the information, it would be appropriate to CC the person. Otherwise, one should refrain from unnecessary inclusion of others.

**Distribution Lists**

The College of Medicine (CoM) maintains over 400 distribution lists (DL) to make communication easier for students, faculty and staff. Many of the DLs have wide audience scope and reach, so care should be exercised before using a DL. None of us enjoy being inundated with emails that are not germane to our business solely because we are a member of a DL that was included on the To or CC line.
Attachments
Carefully consider whether an attachment is necessary. Often a URL link is a more effective means to reference a document or set of documents, particularly if they are published in the public domain. Also, if one is involved with a group working on a document, SharePoint or a wiki may be a much better means of document management.

Confidential Information
Remember that emails should not be used to discuss confidential information. First, such discussions may be explicitly prohibited by HIPPA (patient rights) or FERPA (student rights). Second, all emails are public record.

Responding to Emails
The above suggestions about sending emails also apply to replying to emails. In addition, the following should also be considered.

Forwarding an Email
At times it is appropriate to forward an email to another individual or individuals. Before doing so, make sure that the recipient really needs the information.

Replying – Reply All or Reply?
Be careful to Reply All only when everyone needs to know your response. This is particularly true for listserv inquiries and an announcement to a DL group. If the answer or response is to just one person, then reply to that individual only. This prevents all the other members of the group from, for example, receiving congratulations for that person’s award.

Trim the Email Thread
If one replies to an email, the original email is typically included in the reply. As the email on the topic goes back and forth, a long email thread is generated if everyone simply responds. Remember anyone could then forward this chain to anyone else. When appropriate, trim the email chain to only the history that is needed. This will help the recipient who has no need to revisit the chain of correspondence. More importantly, it will help avoid embarrassing or privileged information being forwarded to someone who has no need to know the history.

Remove the Attachment
When forwarding an email, any attachments are included. If the recipient does not need an attachment, remove it from the forward before sending.

Never Provide Account, Password or Other Confidential Information
A typical spam that one may receive might indicate that the recipient will have her/his rights or privileges revoked unless she/he responds immediately by giving the sender account, password or other confidential information. Do not respond to any such request. Instead, please open a new email message window, ‘drag and drop’ the offensive email message into the new message (so it creates an attachment) and send to abuse@fsu.edu.

Managing the Mailbox
Every user is responsible for managing their own Mailbox. The following points should help in containing the total size of one’s mailbox (this includes attachments, received emails, sent emails, etc.) and better organizing the information communicated via email.

Delete Unnecessary Emails
If the email serves no further purpose, delete it. Why keep all those junk emails?

Periodically Empty the Deleted Items Folder
Once an email is deleted, it goes to the Deleted Items folder in one’s Mailbox. If one periodically Empties the Folder (right-click on the folder and select Empty) those items will be removed.
Create an Email Folder for Important Work Projects
If you have an important project that includes a lot of emails, create and name a folder (right-click on the mailbox and select New Folder). Then drag and drop the emails associated with the project into the folder. This will keep all the correspondence organized in one spot and make finding things much easier.

Remove Attachments
Attachments are hard to find and take up a lot of space on the email servers. Rather than leaving the attachment with the email, create an appropriately named folder on your computer. Then simply drag and drop the attachment(s) into the folder.

Use the Follow-Up Flag and Delete When Completed
If a received email requires an action, mark the email for follow-up indicating when the action needs completion. This will put the email in your task list. The task list is easy to manage. Once the task is completed, mark it as such and then, if appropriate, delete the email.

Block Spam and Junk Email
Most spam and junk email is caught by the university’s filters. If, however, you are receiving emails from someone that you would rather block individually, use the Blacklist, Quarantine and Whitelist subfolders in the Spam folder in your Mailbox. Suspicious emails should be sent as attachments to abuse@fsu.edu.

Archive Old Emails
If the amount of mail exceeds the mailbox limitations, then simply archive the old emails. This can be done either selectively or automatically. For instructions, please see http://j.mp/JCdRW9.
VII. ACADEMIC PERFORMANCE AND STUDENT CONDUCT

A. Standards of Academic Performance

All admitted students are subjected to review procedures by the Student Evaluation and Promotion Committee (SEPC) of the Florida State University College of Medicine. The Student Evaluation & Promotion Committee makes recommendations regarding the standards and procedures for student evaluation, advancement, graduation, and disciplinary action. Upon approval by the Dean, the standards and procedures are included in the student handbook. This committee verifies individuals in each class for promotion and graduation by review of each student’s academic performance.

The Committee has regularly scheduled meetings at the end of each grading period and called meetings as needed. Each student is reviewed individually by the Committee. A student in the College of Medicine will be placed on Academic probation for one of the following academic situations:

- A grade other than honors or pass in any course or clerkship.
- Displaying behavior that is unacceptable or unprofessional, and fails to meet the level of professionalism reasonably expected of medical students and future physicians, provided that some behaviors may be so egregious as to justify immediate dismissal of a medical student.

While on probation, the student must carry a normal course load and must pass all courses/clerkships each semester.

The SEPC may, at its discretion, require an adjustment of academic load, repetition, dismissal or other change of status for any of the following academic situations:

- Failure to pass all courses/clerkships while on probation.
- Two or more failures in required courses/clerkships.
- Displaying behavior that is unacceptable or unprofessional, and fails to meet the level of professionalism reasonably expected of medical students and future physicians.

B. Academic Probation

Probation signifies unsatisfactory progress through the academic program and may be a precursor to dismissal. Probation is intended to serve as an official notification to the student so that adjustments, intervention, or remediation can take place to ensure the student’s success in medical school. At the discretion of the SEPC, students on probation may be excluded from holding office or attending conferences as part of a student group.

Students, upon the recommendation of the Student Evaluation and Promotion Committee, may be allowed to repeat an academic year once. Any student who is repeating a portion of an academic year will remain on probation until that part of the curriculum is successfully remediated at the discretion of the SEPC. Any student repeating an entire academic year will remain on probation for the entire duration of that academic year.

Each student is expected to continue the positive emotional growth, motivation, personal attributes, interpersonal relations, and professionalism that are so important to the art of medical practice. Serious emotional, personal or legal problems that occur after the student has been selected and which affect eventual licensure and physician practice also fall under the purview of the SEPC. A report of any of these behaviors will be investigated by the SEPC, and if there is evidence to warrant further action, dependent upon the nature and consequences of the behavior, the SEPC may take action that can include, but not be limited to, issuing a letter of concern to the student, placing the student on terms of probation, referring the student for professional counseling, or dismissing the student.

Expectations of student professionalism include the following:

2. Demonstrate the ability to conduct oneself in accordance with the standards of the College of Medicine, including:
   a. appropriate interaction with faculty, staff, physicians, students and patients encountered while performing responsibilities, and
   b. compliance with expectations for completing tasks in a timely manner.

3. Demonstrate professional identity and investment in professional development, including:
   a. demonstration of the understanding and acceptance of the roles and responsibilities of being a medical student
   b. demonstrating the ability to accurately assess and monitor one’s professional functioning
   c. showing initiative in pursuing training experiences that will expand or enhance one’s professional development
   d. formulation of appropriate professional goals for oneself
   e. demonstrating receptivity to learning in one’s supervisory and training experiences

Any student may be denied permission to continue in the College of Medicine if, in the majority opinion of the SEPC and the Associate Dean for Student Affairs, the student’s character or mental fitness cast grave doubts upon his/her potential capabilities as a physician.

C. Promotion and Graduation Requirements

At the end of each academic year the SEPC will review each student for promotion.

- **Promotion to Second Year**
  Promotion to the second year at The Florida State University College of Medicine depends on successful completion of the Year 1 curriculum and the student’s remaining in good academic standing.

- **Promotion to Third Year**
  Promotion to the third year depends on the successful completion with passing grades in all courses of the Year 2 curriculum, receiving a passing score on the USMLE Step 1 Exam and the student’s remaining in good academic standing. Students with unusual circumstances that prevent them from taking USMLE Step 1 by the end of the second week in June must, as soon as possible, petition in writing to the Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs. The Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs will review the request and make a determination. If the decision is made not to allow the student to delay taking the exam, the student may appeal that decision to the Student Evaluation and Promotion Committee.

- **Promotion to Fourth Year**
  Promotion to the fourth year depends on the successful completion (pass or above) of all clerkship rotations and the student’s remaining in good academic standing.

- **Graduation**
  The SEPC will review the academic record of all fourth year students in the spring of the fourth year. Students who have successfully completed all required coursework and clerkships in years 1-4, including a minimum of 12 weeks of electives in Year 4; passed the USMLE Step 1, Step 2 CK and Step 2 CS; passed the OSCE (Objective Structured Clinical Examination) at the end of the third year clerkship rotations (graduation OSCE); completed all required procedures directed by the curriculum; completed all required surveys and who are students in good standing will be recommended as candidates for the MD degree. The Executive Committee certifies graduates for the MD degree.

D. Policy on the United States Medical Licensing Exams (USMLE)

**Policy:** In order to graduate from the FSU College of Medicine, students must pass the USMLE Step 1, USMLE Step 2 CK (Clinical Knowledge) and USMLE Step 2 CS (Clinical Skills) exams.

1. **USMLE Step 1**
Requirements:

Students must be enrolled in the FSU COM in order to register for and take the USMLE Step 1. All FSU COM students are required to PASS USMLE Step 1 to be approved for graduation. Students are required to take USMLE Step 1 prior to beginning their third year clerkships.

Registration Deadlines and Testing Dates for USMLE Step 1

Second year students are required to complete applications for USMLE Step 1 in sufficient time to request test dates on or before the end of the third week in June (specific final date to be set by the Senior Associate Dean for Medical Education and Academic Affairs at the beginning of students’ second year) in order to maximize the availability of scores before or as soon after the beginning of third year clinical clerkships, based on NBME’s (National Board of Medical Examiners) score release date.

Students with unusual circumstances that prevent them from taking USMLE Step 1 by the end of the third week in June must, as soon as possible, petition in writing to the Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs. The Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs will review the request and make a determination. If the decision is made not to allow the student to delay taking the exam, the student may appeal that decision to the Student Evaluation and Promotion Committee.

Students who do not adhere to this registration deadline requirement are at risk of jeopardizing their status as a student in good standing and may delay the start of their 3rd year clerkships.

2. USMLE Step 2 CK (Clinical Knowledge)

Requirements:

Students must be enrolled in the FSU College of Medicine and have been promoted to the 4th year in order to register for and take USMLE Step 2 CK. All FSU COM students are required to pass USMLE Step 2 CK to be approved for graduation.

Registration Deadlines and Testing Dates for USMLE Step 2 CK

Students are required to complete applications for USMLE Step 2 CK in sufficient time to request test dates on or before Dec. 31st of the M4 year or the year prior to graduation. This allows those who do not pass on the first attempt to retake USMLE Step 2 CK and receive results before graduation.

Students with unusual circumstances that prevent them from taking USMLE Step 2 CK by December 31st of the M4 year or the year prior to graduation must, as soon as possible, petition in writing to the Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs. The Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs will review the request and make a determination. If the decision is made not to allow the student to delay taking the exam, the student may appeal that decision to the Student Evaluation and Promotion Committee.
Failure to adhere to this deadline may result in a student’s (1) inability to apply for and/or be successful in the National Resident Matching Program (the “Match”), (2) inability to graduate on time or (3) risking cancellation of a residency contract. In addition, a student’s failure to take USMLE Step 2 CK before Dec. 31st may negatively impact a student’s status of good standing in the COM.

3. USMLE Step 2 CS (Clinical Skills)

Requirements

Students must be enrolled in the FSU College of Medicine and have been promoted to the 4th year and have passed the COM end-of-third-year OSCE in order to register for and take USMLE Step 2 CS. All FSU COM students are required to pass USMLE Step 2 CS to be approved for graduation.

Registration Deadlines and Testing Dates for USMLE Step 2 CS

Students are required to complete applications for USMLE Step 2 CS in sufficient time to request test dates on or before December 31st of the M4 year or the planned year of graduation. This allows those who do not pass on the first attempt to retake USMLE Step 2 CS before graduation. Because of the timing of reporting of USMLE Step 2 CS scores by the NBME, students who do not pass the exam on the first attempt are at risk of not having scores reported in time for on-time graduation.

Students with unusual circumstances that prevent them from taking the USMLE Step 2 CS by December 31st must, as soon as possible, petition in writing to the Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs. The Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs will review the request and make a determination. If the decision is made not to allow the student to delay taking the exam, the student may appeal that decision to the Student Evaluation and Promotion Committee.

Failure to adhere to this deadline may result in a student’s (1) inability to be successful in the National Resident Matching Program (the “Match”), (2) inability to graduate on time or (3) risking cancellation of a residency contract. In addition, a student’s failure to apply to take USMLE Step 2 CS before Dec. 31st may negatively impact a student’s status of good standing in the COM.

4. Off Cycle Registration Deadlines and Testing Dates for Students in Academic Difficulty or Unsuccessful on first attempts of USMLE Step 1, USMLE Step 2 CK or USMLE Step 2 CS

Exceptions to the implementation timelines in this policy must be addressed in writing to the Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs.

The Student Evaluation and Promotion Committee may prescribe changes in the schedule of any student in academic difficulty.

Academic performance of students unsuccessful in passing USMLE Step 1, USMLE Step 2 CK or USMLE Step 2 CS will be reviewed by the Student Evaluation and Promotion Committee. Based upon this review, the Student Evaluation and Promotion Committee may prescribe changes in the schedule of any student failing the USMLE Step 1, Step 2 CK, or Step 2 CS exams, including, but not limited to: individualized courses/electives that address areas of academic weakness; close supervision by assigned basic science/clerkship faculty and counselors; and board review sessions and/or commercial programs. In addition, the Student Evaluation and Promotion Committee may recommend other appropriate action, which may include, but not be limited to: Probation, Leave of Absence until a passing grade is achieved or Dismissal from the College of Medicine. However, students must complete the COM curriculum within a maximum enrollment of six years.

E. Standards of Conduct and Due Process
Students enjoy the rights and privileges that accrue to membership in a university community and are subject to the responsibilities that accompany that membership. In order to have a system of effective campus governance, it is incumbent upon all members of the campus community to notify appropriate officials of any violations of regulations and to assist in their enforcement. All conduct regulations of the university are printed and made available to all students. Students are subject to the rules and regulations published in The Florida State University Graduate Bulletin (http://registrar.fsu.edu/bulletin/grad/info/) and in the College of Medicine Student Handbook. The Dean of the College of Medicine, whose authority is derived from the President and Provost of the University, is charged with the responsibility for establishing and enforcing regulations governing medical students and ensuring due process is followed in all disciplinary actions undertaken by the College of Medicine.

The Dean of the College of Medicine formulates rules of procedure that shall ensure basic procedural fairness and due process. The rules of procedure are furnished to all students charged with an offense and include (but are not limited to) the following due process protections:

- the right to be notified in writing of the charges against him/her;
- the right to a prompt hearing before an appropriate official or committee;
- the right to know the nature and source of the information and conditions which led to action by the SEPC;
- the right to present evidence in his/her own behalf;
- the right to freedom against compulsory self-incrimination; and
- the right to appear with an advisor at the hearing.

1. Grade Appeals

The purpose of the grade appeals system is to afford an opportunity for a medical student to appeal a final course grade under certain circumstances. Faculty judgment of students’ academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the course/clerkship director’s own specified evaluation (grading) standards. The system is not a basis for appeal of the course/clerkship director's grading standards, nor does it cover situations in which the judgment of the course/clerkship director is questioned as to a borderline grade decision. The evaluation (grading) standards utilized during the grade appeals process is the one contained in the course/clerkship director’s syllabus at the beginning of the semester.

Procedure: To appeal a final grade that the student believes was inequitably awarded on the basis of the course/clerkship director’s own specified grading standards, a student must observe the following procedures:

**Step 1:** Within 5 calendar days following the date that final grades are made available to students, the student must do both of the following:

   a. contact the course/clerkship director in question to discuss the grade and attempt to resolve any differences (If the fifth calendar day falls on a Saturday, Sunday, or university holiday, the student may utilize the next non-weekend or non-holiday week day to comply with this time frame).

   b. submit a written appeal to the course/clerkship director within the prescribed five days which must contain the facts and circumstances on which the student's claim is based. The student should document any attempts to contact the course/clerkship director in order to establish that the appeal was begun within the 5-day period. In the event that the course/clerkship director is not available, the student should provide that documentation to the Senior Associate Dean for Medical Education and Academic Affairs.

It is expected that the student will first attempt to resolve the grade dispute with the course director; however, both the student and the course director may consult with other appropriate individuals during this process.
Step 2 - If no resolution is reached with the course/clerkship director within the 5-day period in Step 1, after the student’s documented attempt, the student has an additional 5 calendar days to:

1. submit a written statement of appeal to the Senior Associate Dean for Medical Education and Academic Affairs. This statement must include an account of attempts to resolve the issue, as well as the evidence that forms the basis for the appeal.
2. Within 5 calendar days after receipt of the appeals statement by the Senior Associate Dean for Medical Education and Academic Affairs, she/he will select and arrange for a meeting of a grade appeals board. This board is composed of three faculty members and two students. The purpose of this board is to determine whether or not to uphold the final grade assigned by the course/clerkship director. The board will consider only the evidence provided by the student and the course/clerkship director in making the determination. Both the student and the course/clerkship director may attend the meeting.
3. The grade will be upheld unless the evidence shows that the grade was inequitably awarded as a result of a gross violation of the course/clerkship director’s own specified grading standards.
4. If the original grade is not upheld, based on a majority decision by the board, the board will recommend that an alternative grade be assigned by the Senior Associate Dean for Medical Education and Academic Affairs.

Step 3 - At the conclusion of its meeting, the grade appeal board shall furnish a written report of its decision to the Senior Associate Dean for Medical Education and Academic Affairs and to the parties.

Step 4 - The Senior Associate Dean for Medical Education and Academic Affairs will make a final decision based on the information provided by the grade appeal board in Step 4 and will send written documentation of the decision to the student, the course/clerkship director, the grade appeal board and the Dean of the College of Medicine.

2. Administration of the Grade Appeals Process

a. Student members of a grade appeal board will be appointed by the Senior Associate Dean for Medical Education and Academic Affairs from nominees selected by the Associate Dean for Student Affairs.

b. The Senior Associate Dean for Medical Education and Academic Affairs will designate a chairperson of each grade appeals board.

c. The Senior Associate Dean for Medical Education and Academic Affairs’ office will furnish notice to the student and to the course/clerkship director of the appointment of a grade appeal board.

d. The Senior Associate Dean for Medical Education and Academic Affairs’ office will arrange a meeting time and place and furnish notice to both parties.

e. Both parties may appear at any step and be heard. Copies of material furnished to a board by either the student or the course/clerkship director should, whenever practical, be furnished to the other party. The Senior Associate Dean for Medical Education and Academic Affairs’ office will provide staff assistance to the board.

f. If the student has evidence that this grade appeals process has deviated substantially from these established procedures, resulting in a biased decision, the student may consult with the Dean of the College of Medicine.

3. Appeals of the Actions of the Student Evaluation and Promotions Committee (SEPC):

Any medical student who is dissatisfied with a decision of probation, course alteration or repetition or dismissal from the College of Medicine may appeal that decision in the following sequence:

a. Direct appeal in writing and/or in person to the SEPC. Written intent to appeal to the SEPC must be submitted to the Chair of the E & P Committee within one working week after receiving written notification of the SEPC’s decision.
b. The SEPC must meet within one working week of receiving an appeal notification to hear the student’s appeal. If the Committee denies the student’s appeal, the student may appeal to the Dean of the College of Medicine, who refers the appeal to a Special Committee appointed by the Dean consisting of three College of Medicine faculty members who have not previously been involved in the appeals process for that student. The purpose of the Special Committee is to insure that the student’s due process rights have not been violated and that the decision of the SEPC is consistent with the policies and procedures of the college of medicine. Written intent to appeal to the Dean must be submitted within one working week after receiving written notice of denial of appeal by the SEPC. The Special Committee must meet and make a recommendation to the Dean within one working week upon receiving the charge from the Dean to consider the appeal. The Dean then makes the final decision to grant or deny the appeal based upon the recommendation of the Special Committee.

c. The decision of the Dean in all appeals is final unless the President of the University or the President’s designee agrees to hear a further appeal. The student must notify the Dean and submit the appeal to the President’s Office within one working week after receiving notification of denial of appeal from the Dean of the College of Medicine. The student whose status is under appeal will be allowed to remain enrolled until the appeals process is exhausted. The student’s coursework or ability to participate in clinical activities may be altered pending the appeals process.

d. A committee recommendation for repetition of work or for special required work or any recommendation other than probation or dismissal actions is not subject to appeal.

*GRADE APPEALS SYSTEM (Modified from FSU Policy Approved by Faculty Senate October 19, 2005)

4. Leave-of-Absence

Students may request or may be placed on a leave of absence. The three types of leave of absence are personal, educational/research and the USMLE leave of absence. In all cases, the leave of absence is for less than one year.

A personal leave-of-absence may be requested for personal, academic, or health-related issues or as a short-term intervention to allow time to manage an issue of concern. A student requesting a personal leave of absence must submit a letter outlining the reasons for the request to the Associate Dean for Student Affairs and to the chair of the SEPC. A personal leave of absence may be required by the SEPC and may not be prompted by student request.

An educational/research leave-of-absence may be granted upon the recommendation of the Senior Associate Dean for Medical Education and Academic Affairs. The student must obtain a letter recommending the student for educational/research leave from the student’s advisor in years 1 or 2 or from the Regional Campus Dean in years 3 or 4 and submit this letter along with the student’s letter of request for an educational/research leave of absence. The Associate Dean for Student Affairs and Regional Campus Deans will monitor the student’s time spent in the educational/research activities and notify the Student Evaluation and Promotion Committee when the student will return to registered student status with the College of Medicine.

Students who do not pass the USMLE Step 1 examination may be placed on a Directed Independent Study (DIS) by the Student Evaluation and Promotion Committee. Students will be reinstated upon successful completion of the examination.

Total time spent as a non-registered student on leave-of-absence may not exceed one year. Students who are not registered are prohibited from taking part in the College of Medicine’s formal educational programs, including classroom, laboratory, and clinical work.

A student wishing to extend a leave-of-absence beyond the one-year limit must appeal to the Evaluation and Promotion Committee in writing outlining the reasons for requesting the extension and presenting a time-line for ending the leave of absence.
5. Withdrawal

Students who are unable to complete required courses or clerkships due to illness, hardship, or special circumstances must contact the Offices of the Senior Associate Dean for Medical Education and Academic Affairs and Associate Dean for Student Affairs. The student requesting a temporary withdrawal must submit a letter outlining the reasons for the request to the Associate Dean for Student Affairs if the withdrawal will be for less than six weeks. If the withdrawal will be for a longer period of time, the student must request a leave-of-absence from the SEPC. The College of Medicine uses the University schedule for refunds.

If a student voluntarily withdraws from the College of Medicine, the student must make application to the Admissions Committee as a new student to be considered for readmission.

6. Chemical Dependency

The College of Medicine has adopted the following policy regarding chemical dependency in medical schools:

Definition: For medical students, impairment is defined as recurring problems associated with alcohol or drug abuse. The problems may occur in any of several domains, including interpersonal (family or other relationships), educational, legal, financial, or medical. Examples include the range of behaviors from absences from class, clinical clerkships, or electives; repeated lateness in the initiation or completion of assigned responsibilities; binge drinking; violence while under the influence of chemicals; traffic accidents and arrests for drinking under the influence; receipt of criticism about alcohol and/or drug use from fellow students, faculty members, medical residents, and other clinical supervisors; and, most especially, the student’s continued drinking and/or drug use in spite of being informed of adverse consequences. Substance abuse is characterized as insidious, progressive, chronic, malignant, primary, family-centered and treatable. The medical consequences resulting from impairment from substance abuse range from a mild hangover to death due to bleeding, infection, or trauma.

The Florida State University College of Medicine recognizes that chemical dependency represents a problem of national proportions and medical students may be at increased risk. The Florida State University College of Medicine recognizes that chemically dependent students may potentially bring harm to themselves or the public they serve and that chemical dependency can impair a student’s academic progress. Furthermore, the Florida State University College of Medicine recognizes that chemical dependency (including alcoholism) is a treatable disease.

The College of Medicine is therefore committed to providing wellness education through professional education and prevention programs concerning chemical dependency and alcohol use, to identifying and assisting students who may be chemically dependent, and to providing access for medical students to confidential chemical dependency treatment programs that will not jeopardize their professional career goals.

In addition, the College of Medicine has an affiliation with the Professionals Resource Network (PRN), to which medical students with a chemical dependency or a mental or physical health condition that interferes with their ability to participate in the medical education program or subsequently to practice as a physician may be referred.

The College of Medicine recognizes students’ rights to privacy and confidentiality related to any discovery or disclosure of chemical dependency.

Our policy on Chemical Dependency and Professional Resource Network (PRN) Involvement is as follows:

- If a substance use issue is suspected to be impacting a student’s ability to participate in their medical educational program, the student will be reported to the Associate Dean for Student Affairs (Years 1 and 2) or the regional campus dean (Years 3 and 4). The referral can come from the student, a faculty member, a staff member or an academic advisor. After meeting with the student, the Associate Dean for Student Affairs or the regional campus dean may refer the student to the Director of Student Counseling Services and/or to the Student Evaluation and Promotion Committee. The student will be asked to undergo a formal evaluation and may be required to undergo...
mandatory drug testing, be referred to the (PRN) or have additional requirements imposed by the Student Evaluation & Promotion Committee.

- If after an initial formal evaluation it is determined that the student is impaired by either the effects of a chemical dependency to the degree that his/her untreated disorder(s) has the potential of interfering with their ability to participate in the medical education program, or potential to practice as a physician, then a referral to PRN will be made. The DSCS/PRN Liaison will oversee the process of formally contacting PRN and coordinating services. Because this would represent significant impairment that could impact a student’s academic progress, the Regional Campus Dean and/or Associate Dean for Student Affairs will have a need to know about the student’s situation if they have not been previously involved in the referral process.

- In situations where treatment has been mandated by the SEPC and/or PRN, and the student does not comply with treatment, the student will be asked to grant consent for the DSCS to discuss with the treatment provider his/her assessment of the student’s need for on-going treatment. If there are sufficient concerns about the student’s ability to continue in his/her educational program, the student will be referred to the SEPC for further review.

- The PRN process is described in Section IX, subsection F below:
A. Technical Standards for Admission to and Graduation from the College of Medicine*

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 Student Counseling Services and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order 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 the medical degree.

Observation. The candidate must be able to observe demonstrations and experiments in the basic sciences, including but not limited to physiologic and pharmacologic demonstrations in animals, anatomic dissections and gross pathologic abnormalities in humans, radiologic imaging studies, evaluation of microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. The candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

Communication. The candidate must be able to communicate effectively and sensitively with patients. The focus of this communication is to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. Communication includes not only speech but also reading, writing, and computer literacy. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Motor. The candidate must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers in a timely manner. The candidate must be able to execute motor movements reasonably required to provide general care and emergency treatments to patients. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

Intellectual (Conceptual, Integrative, and Quantitative Abilities). A candidate must have the ability to measure, calculate, reason and analyze; the candidate must be able to synthesize and apply complex information. All personal qualities are assessed during the admission and education processes. Candidates must be fully alert and attentive at all times in clinical and educational settings.

Behavioral/Social Attributes. A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Commitment, integrity, compassion, motivation, and interpersonal skills are all personal qualities that are assessed during the admission and education processes.

Task Completion. A candidate must possess the intellectual, motor, and communication abilities to performing duties in a timely manner that enhances patient recovery and survival.

*Developed in compliance with Section 504 of the Rehabilitation Act of September, 1979.

B. Accepted Students

Accepted applicants to the first-year class are required to sign an Acceptance Letter to reserve a position in the class. Because the FSU College of Medicine is an “early start” school (first-year classes begin in May), the deadline for students to make a final choice is April 15.

An updated immunization record, recorded on university forms, and criminal background checks, are required upon acceptance to the College of Medicine. Students are not fully registered and cannot participate in required clinical
experiences until these reports are on file with the College of Medicine. Immunization records are monitored and must be updated annually. For readmission after withdrawal for medical reasons, medical clearance by designated university health officials is required.

Several curricular activities for course require the student to travel to sites out of the central and regional campuses. Students are responsible for having their own means of transportation to and from these sites.

C. 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 which was revised in 1999 (ADAA) 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.

D. Insurance Requirements

1. Health Insurance

As a benefit of student fees, all students have access to the Florida State University University Health and Wellness Center (Formerly Thagard Student Health Center), which provides basic outpatient care. However, because medical students are likely to incur costs for medical care beyond that provided through outpatient services, adequate health insurance coverage must be obtained. All students in the College of Medicine are required to have health insurance at all times during enrollment. Verification of insurance may occur at any time during the academic year. There are several coverage options, but the coverage must include hospitalization insurance. The student may be covered through a parent or spouses’ policy; an individual policy; or through a low-cost healthcare policy provided through the University. The student is financially responsible for the premium.

2. (Optional) Blood & Body Fluid Exposure / Needle stick Insurance Coverage

While many health insurance plans will cover needle stick injuries, it is highly recommended that students verify with their health insurance carrier that needle stick injuries are covered under their policy and if it is not that the students then purchase a supplemental insurance to afford this coverage.

3. Workers’ Compensation

Because students are not employees of the FSU COM nor its affiliated partners, they are not eligible for Worker’s Compensation coverage. Therefore, any coverage for illness or injuries incurred as a medical student will be the responsibility of the student via his/her private health insurance plan.

4. Disability Insurance

Because of the nature of and the expense of training for a career in medicine, students are also required to subscribe to the group disability insurance policy provided through the College of Medicine. This requirement is for the student’s protection should a disability occur that would not allow the student to complete medical school and practice medicine. Students must pay the required fee at the time of matriculation and annually thereafter.

5. Liability Insurance

To protect students involved in clinical training environments, The Florida State University College of Medicine provides liability insurance coverage, via its Self-Insurance Program at a level of $100,000 per claim and $200,000 for all claims arising from a single injury. This coverage is on par with other Florida medical schools.
and is effective for all clinical training that is authorized by the College of Medicine. In addition, for those entities requiring additional coverage for educational activities, the FSU Self-Insurance Program will insure students for $1 million individual with no aggregate cap coverage.

6. Compliance with Student Insurance Policies

Noncompliance with the requirement to hold a hospitalization policy may lead to the student not being allowed to participate in clinical training activities, extracurricular clinical experiences, and international medical projects as determined by the Senior Associate Dean for Medical Education and Academic Affairs or designee.

A medical student’s failure to meet the health insurance requirements is considered a matter of professionalism. Continued noncompliance issues may result in the referral of the student to the Student Evaluation and Promotion Committee for review. Action taken by the Committee may impact the student’s status as a student in good standing.

E. New Student Orientation

Prior to matriculation, all selected students are required to participate in a week-long New Student Orientation. During Orientation, students are provided with necessary information about their matriculation into Florida State University College of Medicine, including policies, financial information and student resources. Attendance is required at all scheduled events throughout Orientation.

F. Financial Information

1. Fees and Expenses

Students in the College of Medicine are individually responsible for tuition, fees, medical equipment, and living expenses. The fee structure for College of Medicine students is based on an annual “flat-rate” for tuition and fees as established by the FSU Board of Trustees and the Florida State Legislature.

2. Estimated Budget

The following tables reflect the estimated-budget for the 2015-2016 academic year:

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<th>Item</th>
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### Estimated MD2 Budget 2015-2016 In-State

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### Estimated MD3 Budget 2015-2016 In-State

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### Estimated MD4 Budget 2015-2016 In-State

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### OUT-OF-STATE

### Estimated MD1 Budget 2015-2016 Out-of-State

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Revised 2/17/15
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### Estimated MD3 Budget 2015-2016 Out-of-State

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### Estimated-MD4 Budget 2015-2016 In-State

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<td>$2,977</td>
<td>$3,969</td>
<td>$3,969</td>
<td>$10,915</td>
</tr>
<tr>
<td>Board (Food and Household)</td>
<td>$1,323</td>
<td>$2,157</td>
<td>$2,157</td>
<td>$5,637</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,455</td>
<td>$2,333</td>
<td>$2,333</td>
<td>$6,121</td>
</tr>
<tr>
<td>Personal</td>
<td>$1,654</td>
<td>$2,628</td>
<td>$2,628</td>
<td>$6,910</td>
</tr>
<tr>
<td>Totals</td>
<td>$30,795</td>
<td>$34,973</td>
<td>$34,973</td>
<td>$100,741</td>
</tr>
</tbody>
</table>

### 3. Financial Aid

It is imperative that all students anticipating the need for financial assistance at any time during their medical education undertake early long-term planning.

Loans and a limited number of scholarships are available to assist students with their medical education and, if university sources have been exhausted, every effort is made to help students find funds elsewhere. With few exceptions, scholarship awards are made on the basis of need. Awards are made without regard to race, color, religion, sex, sexual orientation, disability, age, or veteran status. Applicants to the first-year class who have been interviewed should apply for aid as soon as possible after January 1, but no later than March 1. Interviewed applicants with financial need should not wait for acceptance before applying for financial aid. Applicants accepted after March 1 who may qualify for financial assistance, should make application as soon as possible.
I. Determining Financial Need

Federal, state, private, and institutional aid programs assume that the family (student, spouse, and parents) has primary responsibility for financing your education, and that the family should contribute amounts in accordance with its income and assets before financial aid can be expected. The process of determining the amount of money that can be contributed to your educational support (called the Expected Family Contribution or EFC) is called “needs analysis.” Needs analysis is accomplished through one of two mechanisms, depending upon the requirements of the specific aid program: those that require the analysis of parental financial data, and those that do not.

II. Free Application for Federal Student Aid (FAFSA)

The FAFSA is a needs analysis form provided by the Federal Government to collect financial data and for which students cannot be charged a fee for processing. As a professional student, you are considered independent by the Federal Government regardless of your age, tax status or living arrangements for most Federal Programs; financial information on the FAFSA therefore is only required from you and your spouse if you are married. You must complete a FAFSA every year as early as January 1st to be considered for any of the following programs:

- The Direct Loan Program (DLP)
- Federal Unsubsidized Stafford Loan
- Perkins Loan
- Graduate PLUS Loan
- Florida State University Grant – institutional funds
- U.S. Department of Education (DOE) Funds

The FAFSA will also collect parents’ financial data for the purpose of determining a parental contribution. Many financial aid programs require an assessment of both parents’ (even if they are divorced) ability to contribute to your education in order to determine level of eligibility.

The FAFSA does not award financial aid. It only analyzes the information provided by the student and his/her family to calculate an EFC and forward the results to the designated financial aid office(s). The analysis is performed in accordance with the federally established methodology referred to as “Federal Needs Analysis Methodology.” At the individual schools, the EFC is subtracted from the estimated cost of attendance at that institution, which produces an amount referred to as your “verified financial need.” This is the amount of financial aid you are eligible to receive.

Federal regulations state that a graduate student or professional student is considered an independent student when determining financial need for the DLP. If you provided parent’s information on the FAFSA to apply for any of the programs that require an assessment of both parent’s ability to contribute, the parent’s EFC will not be used to determine eligibility for programs that do not require parental information.

III. Satisfactory Academic Progress Standards for Receipt of Title IV Student Aid

Federal law and regulations require that all students receiving financial assistance from federal Title IV funds maintain satisfactory academic progress. Title IV funds include Federal Stafford Loans, Federal Perkins Student Loans, and Federal Work-Study. The standards adopted by The Florida State University College of Medicine, which apply to all students receiving financial aid, are on file in the Office of Financial Aid.
IV. Loans

Information about federal programs is subject to change based upon changes in federal legislation.

As mentioned previously, there are 3 types of DLP loans: Federal Unsubsidized Stafford Loan, Perkins Loan, and Direct PLUS loan.

The Federal Unsubsidized Stafford Loan is available to all students regardless of income. The government does not subsidize this loan and the individual is responsible for all interest that accrues while in school, in deferment, or during the grace period. You may choose to make interest payments while in school or may defer (and accumulate) the interest until repayment.

The Perkins Loan is based on financial need that is determined by a federal formula. This loan is borrowed through the university and is a subsidized loan.

- While you are enrolled in school at least half time.
- During the six-month grace period after you stop attending school at least half-time.
- During periods of authorized deferment.

The Direct PLUS loan is an unsubsidized loan that may be made up to the student’s cost of attendance minus other estimated financial assistance.

1. Interest accrues while the student is in school
2. Payment deferred until 30 days after student falls below half time enrollment

4. Scholarships Available to FSU COM Students

1. College of Medicine Foundation Scholarships

   Allen M. Jorge Scholarship in Medicine
   To provide scholarships to students in the College of Medicine who demonstrate financial need and express a desire to practice medicine in Florida.

   Charlotte E. Maguire, M.D. Scholarship
   To provide scholarships for students enrolled in the College of Medicine. Preference will be given to students who have demonstrated: need, academic achievement, evidence of commitment to public service, motivation, character, & integrity, and the likelihood of practice in primary care medicine.

   College of Medicine Academic Fund
   To provide an annual award to a College of Medicine student who demonstrates financial need. The funds are to be used for tuition or books or medical equipment.

   Donald J. Perry, M.D. Scholarship
   To provide scholarships within the College of Medicine to increase the number of minority physicians pursuing an orthopedic surgical specialty similar to that of the donor. The annual recipient should be a 3rd or 4th year student pursing an elective in orthopedics.

   Durell Peaden Scholarship
   To provide scholarships within the College of Medicine. Recipients must reside in one the following Florida counties: Bay, Escambia, Holmes, Okaloosa, Santa Rosa, Walton, or Washington and must demonstrate financial need.

   E.C. & Tillie Allen Scholarship
   To provide scholarships to students in the College of Medicine. Recipients shall be chosen based on financial need, commitment to practicing medicine in Florida, and commitment to public service.

   Edward Klatt MD Scholarship
To provide scholarships within the College of Medicine preferably to be given to an entering 2nd year med student.

**Friends of College of Medicine Scholarship**
To provide a scholarship to a student who demonstrates financial need and who has demonstrated cooperative interest in helping others.

**James A. Alford MS Endowed Scholarship**
To provide scholarships within the College of Medicine. The annual recipients should be a 3rd or 4th year student interested in psychiatry or a student pursuing family medicine with a focus on the biopsychosocial model of patient care.

**James H. Fling College of Medicine Scholarship**
To provide scholarships in the College of Medicine. First preference will go to those returning from an allied health field.

**John Johnson, M.D. Scholarship**
To provide an annual scholarship based on academic performance and financial need. It is Dr. Johnson's desire that the recipients of this scholarship agree to reimburse the Fund the amount of the scholarship they receive.

**Julian & Myra Hurt Bridge to Clinical Medicine Scholarship**
To provide scholarships for students formerly enrolled in the Bridge to Clinical Medicine Program.

**Leon & Billye Tully SS Fund**
To provide scholarships within the College of Medicine. Students must reside in rural areas in the State of Florida.

**Martha B. Steward Scholarship in Medicine**
To provide support for students at the Florida State University College of Medicine who are in good standing with documented financial need.

**Michael Kowalski Scholarship**
To provide scholarship support for a student in the College of Medicine. The fund will be used to support the best qualified U.S. resident in need of financial assistance seeking a medical degree. If applicable, preference shall be given to the student with any ties to Michigan.

**Pat M. Woodward, M.D. Legacy Group**
To provide scholarships to third and fourth year students who are committed to practicing pediatrics and family medicine in underserved communities in Gadsden County Florida.

**Philip D. Troyer Scholarship**
To provide support for a deserving student who has demonstrated interest in medical missionary work and who intends to dedicate a minimum of one year of service in that pursuit.

**Senator Jim King Scholarship - College of Medicine**
To provide scholarships in the College of Medicine. Awards will be made to students who are committed to serving the profession, preferably as pediatricians in rural healthcare and/or those segments of society that are underrepresented.

**Sharda & Rajesh Patel Scholarship**
To provide scholarship support for College of Medicine students who demonstrate a financial need.

**Sweeney Family Scholarship**
To provide scholarships within the College of Medicine to students who demonstrate a passion for medicine and an interest in the business aspects of a medical practice.

**Terry Linn Cole, M.D. Scholarship**
To provide a scholarship to a College of Medicine student who demonstrates financial need. Preference shall be given to female students who are entering medical school from another career or disruption in their formal education.

**Regional Campus Scholarship**
To provide scholarships for fourth year students at regional campuses with good academic standing; meritorious academic, service or clinical performance, financial need and an interest to return to the community to practice at the conclusion of residency training.

**William J. & Jane G. Montford Excellence in Medical Education Scholarship**
To provide support for third and fourth year medical students at the Tallahassee Regional Campus who have expressed their intention to serve in primary care medicine in the State of Florida after residency.
2. Scholarships with a Service Commitment

Scholarships may be available for students who are interested in a service-connected program, wherein tuition and fees, together with a monthly stipend, are paid in return for service as a physician for a stipulated period of time. These types of programs include, but are not limited to:

**Armed Forces Health Professions Scholarship Program.** The Armed Forces Health Professions Scholarship Program provides financial assistance to medical students in exchange for active duty service in the Armed Forces - Air Force, Army, Navy. Obligations incurred in the programs will be fulfilled as medical officers in the appropriate service for a stipulated period of time.

<table>
<thead>
<tr>
<th>Branch of Service</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Force</td>
<td>(850) 386-9888</td>
</tr>
<tr>
<td>Army</td>
<td>(352) 376-0408</td>
</tr>
<tr>
<td>Navy</td>
<td>1-800-342-8123 (FL)</td>
</tr>
</tbody>
</table>

**Indian Health Service Health Professions Scholarship Program.** This program provides financial assistance for American Indian and Alaska Native (Federally recognized only and applicant must be a member of his/her tribe) students only enrolled in health professions and allied health professions programs. It pays full tuition, other costs of medical education and a monthly stipend. Recipients must serve one year for each year of scholarship support. To apply, you may write or call the following:

Indian Health Service Scholarship Program  
Suite 100 801 Thompson Ave., TMP Suite 450A  
Rockville, MD 20852  
PHONE: (301) 443-6197  
FAX: (301) 443-6048

**National Health Service Corps.** The National Health Service Corps (NHSC) is a program of the Federal Health Resources and Services Administration’s Bureau of Primary Health Care, which is the focal point for providing primary healthcare to underserved and vulnerable populations. The mission of the NHSC is to increase access to primary care services and reduce health disparities for people in health professional shortage areas by assisting communities through site development and by the preparation, recruitment and retention of community-responsive, culturally competent primary care clinicians.

Please contact FSU COM Division of Student Affairs for additional information. You can also find out more about this program by visiting NHSC website: [http://nhsc.hrsa.gov/](http://nhsc.hrsa.gov/).

3. Private Foundation/Organizations:

(1) Private loans and scholarships are offered by many organizations, each with its own criteria. Some may involve factors such as ethnic origin, religion, or geographic location. Check the following sources:

- Local churches and synagogues
- County medical societies (e.g., Capital Medical Society Foundation Scholarships)
- Fraternal organizations
- Sororities and fraternities
- Local service organizations (e.g., Kiwanis Club, Lions Club, Rotary Club)
- Employers with programs for employee’s families
- High schools and colleges offering alumni scholarships
(2) The Southern Scholarship Foundation Housing

The Southern Scholarship Foundation provides rent-free cooperative living houses for a limited number of medical students who have excellent academic records and financial need. Students share all household duties. Each foundation house is supervised by a head-resident graduate student who resides with the students. For additional information, contact The Southern Scholarship Foundation, 322 Stadium Drive, Tallahassee, FL 32304; (850) 222-3833. http://www.southernscholarship.org/

Web Link for Additional Scholarship and Research Opportunities:
http://med.fsu.edu/index.cfm?page=financialAid.scholarships

1. Financial Aid Workshops and Consultation

Students receiving financial aid are required to attend the mandatory Financial Aid Workshops on the following schedule:

Year 1: Orientation – Financial Aid Entrance Workshop
Year 4: Graduation Week – Loan Consolidation Exit Workshop

The following Financial Aid Workshops are highly recommended, but are not mandatory:

Year 1 and Year 2: Smart Borrowing Workshop
                   Identity Theft Workshop
Year 1 Only: Money Management/Budgeting Workshop
Year 2 Only: Financial Planning for Physicians-To-Be Workshop
Year 3 Only: Preparation for Medical Residency Workshop

2. Financial Aid Contacts

One full time financial aid staff member serves as a financial aid liaison/counselor and provides financial aid information to medical students:

<table>
<thead>
<tr>
<th>Patrena Perry</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH: (850) 645-7270</td>
</tr>
<tr>
<td>College of Medicine</td>
</tr>
<tr>
<td>Florida State University</td>
</tr>
<tr>
<td>Tallahassee, FL 32306-4300</td>
</tr>
<tr>
<td>Office Room # 2180C</td>
</tr>
<tr>
<td>FAX: (850) 645-2846</td>
</tr>
</tbody>
</table>

Questions regarding financial aid eligibility, packaging, awarding, disbursements, deferments and repayments should be directed to the designated Financial Aid Coordinator.

G. Student Records

Academic records are the responsibility of both the Florida State University Office of the Registrar and the FSU College of Medicine Division of Student Affairs. At FSU COM main campus, the Enrollment Services Coordinator and Records Manager maintain secure files. At the regional campuses, records are maintained and secured by Student Support
Coordinators. “Active records” may be kept as active files in an individual department for one (1) year. The disclosure or publication of student information is governed by the policies of The Florida State University and the Board of Governors of the State University System of Florida within the framework of state and federal law including the Family Educational Rights and Privacy Act of 1974 (FERPA).

1. FERPA

The Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment, govern college student’s rights of privacy and access concerning their educational records. Student records may not be reviewed by a third party without the permission of the student. Students have the right to review their educational records, and the right to seek correction of any errors contained in the records. College of Medicine faculty and staff may not review a student’s record unless they have a current academic relationship with that student or unless there is custodial responsibility or a specific administrative responsibility directly related to the student’s record. For specific information regarding FERPA, refer to the FSU Graduate Bulletin, 2010-2011, at: http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

In general, a student’s written consent is required for the disclosure of any information that is personally identifiable and a part of the educational record as described in the FSU Graduate Bulletin located at http://registrar.fsu.edu/bulletin/grad/info/registr...AccessRecords

2. Official University Transcripts

Upon written request to the Office of the University Registrar, students may receive a copy of their academic transcript or have official transcripts mailed, provided the students’ records show no financial indebtedness to the university. A $5 fee is required for each copy. Checks should be made payable to Florida State University.

To submit a written request for an official transcript, contact:

Transcript Section
Office of the University Registrar
A3900 University Center
Tallahassee, FL 32306-2480
PHONE: (850) 644-5854
FAX: (850) 644-0261

You may also request transcripts online at the following link: http://registrar.fsu.edu/services/transcripts/apdefault.htm

3. FSU COM Policy on Challenging Records

Students will be accorded access to students’ records within a reasonable time after the submission of a written request to the custodian of that record. Suitable arrangements will be made by the College of Medicine to permit records to be reviewed in the presence of a representative of the custodian of records. Students have the right to challenge the content of any record they believe to be inaccurate, misleading or in violation of their rights or otherwise inappropriate, and to insert into the record any written explanation of any matter therein. The Associate Dean for Student Affairs and/or the Regional Campus Dean will evaluate all such requests and meets with the student. Students may present any evidence they may have in support of the challenge. If a record is challenged, the Associate Dean for Student Affairs and/or the Regional Campus Dean shall make a decision at the conclusion of the meeting. This decision may be appealed by students through the established procedures of the grade appeal process.
H. Housing in Tallahassee

Choosing a place to live during medical school is an important decision. In order to make the best selection, there are several issues to take into consideration. These include the type of housing (options range from apartment units in large complexes to rooms in private homes) costs, amenities, noise level, length of lease, distance from FSU, area of town and your compatibility with fellow renters. Two additional considerations include whether to live on-campus or off-campus.

a. On-Campus facilities for Graduate Students

FSU offers two on-campus facilities for graduate students – Rogers Hall and Alumni Village. Rogers Hall is an eight-story, centrally heated and air conditioned building located on the west side of the central campus and well within walking distance of all university buildings. Rogers Hall is reserved for single students only. Two students are assigned to each one-bedroom apartment. All apartments are furnished and no single apartments are available. Alumni Village offers graduate students a variety of housing options including one and two-bedroom flats and two and three-bedroom town houses. Alumni Village offers comfortable housing for graduate students who have families that have relocated with them. For more information, go to the Graduate Housing website at: [http://www.housing.fsu.edu/housing/grad](http://www.housing.fsu.edu/housing/grad). (Please note that Alumni Village will be closing effective August 22, 2014)

b. The Southern Scholarship Foundation housing

The Southern Scholarship Foundation provides rent-free cooperative living houses for a limited number of medical students who have excellent academic records and financial need. Students share all household duties. Each foundation house is supervised by a head-resident graduate student who resides with the students. For additional information, contact The Southern Scholarship Foundation, 322 Stadium Drive, Tallahassee, FL 32304; (850) 222-3833. [http://www.southernscholarship.org/](http://www.southernscholarship.org/)

c. Off-Campus housing

There are many options available off-campus. These options range from apartments within walking distance to FSU to private homes several miles away in quiet neighborhoods. In order to gain a better understanding of available choices, the Division of Student Affairs, has compiled a list of apartments, locations, phone numbers and student opinions. Current students will also be glad to share their experiences and make recommendations. For further information on off-campus housing options, visit the Tallahassee Apartment Finder website at: [www.ApartmentFinder.com](http://www.ApartmentFinder.com).

Tallahassee also has a free apartment locating service, Apartment Finders, which provides significant advantages especially to those who are relocating to Tallahassee from another town and have little time to conduct your own apartment search. Apartment Finders can be reached by phone at 1-800-222-3651 or visit their website at [www.ApartmentFinder.com](http://www.ApartmentFinder.com).

I. Housing at Regional Campuses

Information regarding housing options at the regional campuses can be obtained by contacting the Student Support Coordinator at each regional campus. In addition, housing or assistance with housing is provided for students assigned to the Marianna, Thomasville and Immokalee training sites.

J. Housing Information Website
The College of Medicine has developed a secure website to assist students seeking housing information in Tallahassee as well as in the Regional Medical Campus Community. The website allows students, faculty, staff and alumni to post housing opportunities. By posting housing opportunities and/or utilizing this website and / or service, you agree that:

a. you are giving permission for your name and housing information to be on a list and distributed

b. if posting housing opportunities, you will comply with section 3604(c) of the Federal Fair Housing Act, which generally prohibits stating, in any notice or ad for the sale or rental of a dwelling, a discriminatory preference based on any of the following protected categories: race or color, national origin, religion, sex, familial status, and handicap / disability

c. you release and hold Florida State University and the College of Medicine and its employees harmless from any and all claims, disputes, charges, complaints, and damages arising out of your use of this website and/or service

d. Florida State University reserves the right to remove, edit and / or delete any and all information posted at any time and for any reason without notice and /or to discontinue this website and/or service at any time without notice. For further information, visit the FSU COM Housing Website at: http://med.fsu.edu/index.cfm?page=studentHousing.home
IX. STUDENT HEALTH AND WELFARE

In the event of an unexpected illness or personal difficulty, it is important that you are aware of the services available to you as an FSU student.

A. University Health and Wellness Center

University Health and Wellness Center is a medical clinic available to all FSU students. University Health and Wellness Center is staffed by a team of professional healthcare providers who are dedicated to providing cost-effective healthcare, prevention, education and outreach services in a safe and supportive environment. University Health and Wellness Center provides primarily out-patient medical care to students and their dependents 13 years and older. Currently enrolled, fee-paying students are not charged office visits and receive additional services such as lab, x-ray, pharmacy, and physical therapy at less than market rates. Services include urgent care, general medical care, minor surgery, gynecology, and allergy; immunization, and nutrition and health enhancement services. Information regarding office hours can be obtained at http://www.tshc.fsu.edu/.

Below is contact information for the various clinics:

<table>
<thead>
<tr>
<th>Clinic</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Medical Clinic</td>
<td>(850) 644-8463</td>
</tr>
<tr>
<td>Urgent Care Clinic</td>
<td>(850) 644-9496</td>
</tr>
<tr>
<td>Allergy Clinic</td>
<td>(850) 644-9492</td>
</tr>
<tr>
<td>Gynecology Clinic</td>
<td>(850) 644-5255</td>
</tr>
<tr>
<td>Nutrition Services</td>
<td>(850) 644-8871</td>
</tr>
<tr>
<td>Health Promotion Clinic</td>
<td>(850) 644-8871</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>(850) 644-0570</td>
</tr>
</tbody>
</table>

The Health and Wellness Center is south of Oglesby Union, adjacent to the Bellamy Business Building, west of Strozier Library, north of Montgomery Hall and Parking Garage #2. The street address is 109 Collegiate Loop. Hours of operation are 8 AM-4 PM, Monday through Saturday. The Health Center is not open on Saturdays during the summer. There are no Sunday hours.

If you have a medical emergency and University Health and Wellness Center is closed dial 911 or go to the nearest hospital. (See section B below.)

B. Additional Healthcare Services in the Tallahassee Area

Tallahassee Memorial Hospital, 1300 Miccosukee Rd, (850) 431-1155

Capital Regional Medical Center 2626 Capital Medical Blvd. (850) 325-5000

There are also a number of urgent care facilities in the Tallahassee area. Information can be obtained from the Student Support Coordinators at the central campus.

C. Health Care at Regional Campuses

Revised 2/17/15
Arrangements have been established at each Regional Campus for students’ access to health services, including mental health counseling. Specific information regarding these arrangements may be obtained from the Regional Campus Student Support Coordinator.

It is the students’ responsibility to obtain and maintain information from their health insurance provider regarding the availability of services from covered physicians in the geographical area or the regional campus.

**D. Behavioral Health Services**

During the transition to medical school and throughout medical school, students will inevitably encounter personal challenges. Because the pressures facing medical students can be especially intense, it is important that they are aware of the support services available.

The College of Medicine offers on-site academic and mental health counseling through the Office of Student Counseling Services. This office has no involvement in the academic evaluation or promotion of students. The psychologist and mental health counselor in this office are available to work with individuals and small groups of students with concerns related to academic improvement and personal issues. Students wishing to enhance their current academic performance as well as those experiencing academic difficulty are eligible to consult with the psychologist or mental health counselor. They are also available to evaluate, diagnose, and plan treatment for learning disorders and attention difficulties. Academic improvement frequently addresses the following concerns: increasing academic performance, study skills efficiency and effectiveness, time management, scheduling and prioritizing, and organization and planning. Students experiencing issues of a personal or psychological nature that might be interfering currently or have the potential to interfere with academic progress or overall well-being are also able to consult with the psychologist or mental health counselor. Some possible counseling needs that can be assessed and/or addressed on-site include:

- stress/anxiety reduction
- test or performance anxiety reduction
- adjustment
- depression
- grief
- anger management
- sexual identity issues
- substance abuse
- family or relationship issues
- eating disorders
- trauma, abuse or assault
- crisis intervention

Confidentiality of student concerns is maintained at all times with the exception of those instances when information must be legally and ethically reported. The on-site psychologist and mental health counselor are available for appointments and may be reached at 850-645-2836. In case of a mental health emergency after office hours the student should call 911 or go directly to the nearest hospital emergency room.

The College of Medicine contracts with a local psychiatrist to provide psychiatric care to medical students. This psychiatrist is not otherwise affiliated with the College of Medicine. Referrals to the psychiatry office are made through the Office of Student Counseling Services.

The Student Affairs staff and the Office of Student Counseling Services maintain a listing of additional university counseling services should students need or desire off-site or specialized help. Additional resources can be provided should students prefer contact with non-university counselors. Mental health counseling is available on the Florida State University campus as noted below and with community providers if requested.
1. *University Counseling Center* (UCC) is a student service agency within the FSU Division of Student Affairs. The major goal is to provide support services that help each student grow and develop emotionally, interpersonally, and intellectually. The University Counseling Center offers various counseling methods to meet the needs of students. The University Counseling Center will make referrals for on-going treatment in the Tallahassee community if necessary, but treatment outside the center will be at the student’s expense. The Counseling Center’s records of visits are strictly confidential and are not included in the student’s University records. Information concerning use of the center will not be released to anyone without written permission from the student involved, unless there appears to be a clear and present danger to the student or others. 

http://counseling.fsu.edu/

Services offered at the UCC include:

- Crisis intervention
- Psychiatric consultation
- Short term individual counseling
- Referrals
- Alcohol and drug counseling
- Outreach presentations
- Couples counseling
- Consultation
- Group counseling
- Peer advisor training & consultation

To make an appointment, call (850) 644-2003 between the hours of 8:00 AM and 5:00 PM. If a student finds the pressures of life are unmanageable or unbearable, the staff at the University Counseling Center should be contacted. In case of a psychological emergency the student should go directly to the nearest hospital emergency room.

a. *Psychology Clinic* is a mental health service, training, and research center operated by the Department of Psychology. Services are provided by doctoral level student therapists in the Clinical Psychology PhD Program under the close supervision of faculty members. It is accredited by the American Psychological Association. The Psychology Clinic offers affordable outpatient mental health services while providing experience for graduate students in the Doctoral Program in Clinical Psychology. The clinic provides confidential and personalized services that are sensitive to issues of diversity, and specializes in therapies that are supported by research (empirically-supported therapies). 

http://www.psy.fsu.edu/community/clinic

b. *Family Institute* is a multidisciplinary unit established to bring together faculty, students, government, and community resources to provide a centralized source of information, services, research, and critical thinking related to families.  

http://www.chs.fsu.edu/fi

c. *Center for Couple and Family Therapy* is a non-profit clinic serving individuals, couples, families and children for therapeutic counseling needs. Operated by the College of Human Sciences, Interdivisional Program for Marriage and the Family, the clinic is an advanced graduate training facility. Doctoral students work in a professional setting, under direct faculty supervision, and are trained as highly accredited therapists, researchers, and teachers.  

http://www.chs.fsu.edu/Centers-Institutes/Center-For-Couple-Family-Therapy

d. Information regarding additional counseling resources at the regional campuses can be obtained from the Student Support Coordinators at the regional campuses or from the Office of Student Counseling Services.

**E. Policy on Provision of Psychological Counseling and Medical Care to Medical Students**
Because of the community-based clinical training and integrated curricular model at the Florida State University College of Medicine, it is possible that a student may seek psychological counseling or medical care on a service or in a practice in which a faculty member is employed.

It is our policy that health professionals who provide psychiatric/psychological counseling or other sensitive healthcare services to medical students must have no involvement in the academic evaluation or promotion of students receiving those services. Therefore, faculty members of the FSU COM who have an evaluative relationship with a student cannot provide psychological counseling or medical care to that student.

A student who has received psychological counseling or medical care from a faculty member prior to entering an evaluative relationship may request to the Associate Dean for Student Affairs or Regional Campus Dean to receive reassignment.

**F. Mental/Physical Health Referrals and PRN Involvement**

**1. For students in Years One and Two**

a. If a mental or physical health issue is suspected to be impacting a student’s ability to participate in their medical education or may pose a problem for future practice, the student will be initially assessed by the PRN Liaison. The referral can come from the student, a faculty member, or an academic advisor. The PRN Liaison will inform the student of the reasons for completing an assessment as well as the possible involvement of PRN.

b. If the PRN Liaison believes that treatment is possible without PRN involvement, he/she will recommend this and make referrals to appropriate professionals, if desired. If after an initial assessment by the PRN Liaison it is determined that the student is impaired by either the effects of a mental disorder or a physical health condition to the degree that his/her untreated disorder(s) has the potential of interfering with his/her ability to participate in the medical education program, or potential to practice as a physician, then a referral to PRN will be made. The PRN Liaison will oversee the process of formally contacting PRN and coordinating services. Because this would represent significant impairment that could impact a student’s academic progress, the Associate Dean for Student Affairs will have a need to know about the student’s situation if they have not been previously involved in the referral process.

In situations where treatment has been mandated by PRN, and the student does not comply with treatment, the E&P Committee will be involved in the review of the student’s situation and progress.

**2. For Students in Years Three and Four**

a. If a mental or physical health issue is suspected to be impacting a student’s ability to participate in their medical education, or may pose a problem for future practice, the student will be referred to the regional campus dean (Note: The Chair of the Department of Family Medicine and Rural Health will serve in this role for students in Rural Medical Education Program). The referral can come from the student, faculty member, or academic advisor. The regional campus dean will confer with the PRN Liaison who will provide an initial assessment to determine whether a referral to PRN is appropriate.

b. The PRN Liaison will discuss with the student the reasons for completing the assessment as well possible involvement of PRN.

c. If the PRN Liaison believes that treatment is possible without PRN involvement, the PRN Liaison will recommend this and make referrals to appropriate professionals, if desired.

d. If after an initial assessment by the PRN Liaison, it is determined that the student is impaired by either the effects of a mental disorder or a physical health condition to the degree that his/her untreated disorder(s) has
the potential of interfering with his/her ability to participate in the medical education program, or potential to practice as a physician, then a referral to PRN will be made. The PRN Liaison will contact PRN and coordinate the referral with them. Because this would represent significant impairment that could impact a student’s academic progress, the Regional Campus Dean and the Associate Dean for Student Affairs will have a need to know about the student’s situation if they have not been previously involved in the referral process.

e. In situations where treatment has been mandated by PRN, and the student does not comply with treatment, the E&P Committee will be involved in the review of the student’s situation and progress.

3. The PRN process is as follows:

   a. The PRN Liaison will contact the identified student to explain the process.
   b. The student will be assessed. If PRN involvement is warranted, the COM’s PRN Liaison will contact PRN to begin the referral process. The notification letter to PRN will include the reason for referral.
   c. Upon referral, PRN will then refer the student for an evaluation from one of their providers.
   d. After receiving the results of the evaluation, PRN will send a copy of the PRN monitoring contract to the provider as well as to the COM’s Designated PRN School Contact.
   e. The Designated PRN School Contact will receive a regularly scheduled compliance report from PRN based on the referred student’s individual contract. Noncompliance will result in possible E&P involvement. The Associate Dean for Student Affairs or the Regional Campus Dean will provide the Designated PRN School Contact with regularly scheduled progress reports relevant to the student’s academic and/or clinical performance.
   f. PRN will receive a regularly scheduled progress report from the Designated PRN School Contact relevant to the student’s academic and/or clinical performance.
   g. PRN will discuss the progress reports with the student’s treatment providers to ensure collaboration in working towards the student’s success in medical school and the PRN program. The student will be asked to sign a Release of Information allowing PRN to communicate with the COM’s Designated PRN School Contact upon initial referral in order to facilitate this process.

G. 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) (This was revised, effective January 2009 and is now the ADAAA) 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). Confidentiality of information is maintained at all times with the exception of those instances when information must be legally and ethically reported.

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

1. The student will meet with the Office of Student Counseling Services at the COM or if they prefer to arrange accommodations outside of the COM, they will meet with a representative of the Student Disability Resource Center (SDRC), provide documentation of a disability and request 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.) The student may also discuss the required documentation with the Office of Student Counseling Services at the COM.
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. The documentation will be reviewed to determine sufficiency and eligibility for accommodations.
4. The student and the Office of Student Counseling Services at the COM or the SDRC staff identify the type(s) of accommodations that are appropriate based upon the disability.
5. The Office of Student Counseling Services at the COM or the SDRC staff completes and signs a Faculty Letter addressed to the College of Medicine’s Associate Dean for Student Affairs indicating that documentation supports specific accommodations.
6. The Associate Dean for Student Affairs at the COM will be the administrative representative responsible for facilitating accommodations for medical school students who have been determined eligible for services.) The COM (in collaboration with the Office of Student Counseling Services at the COM or the SDRC) will coordinate the provision of accommodations since exams are administered in house.

7. If the student’s eligibility is determined through the SDRC, the student signs his/her 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. The student will schedule an appointment to meet with the Associate Dean for Student Affairs within one week’s time to present the original Faculty Letter and to arrange for the implementation and facilitation of the accommodations.

8. If the student chooses to coordinate accommodations through the SDRC, the SDRC prints two copies of the Faculty Letter and retains a copy as a record of the initial meeting, eligibility and accommodation request.

9. If the student chooses to coordinate accommodations through the Office of Student Counseling Services at the COM, this office will be responsible for presenting the student’s Faculty Letter to the Associate Dean for Student Affairs. A copy is also kept in a file in the Office of Student Counseling Services at the COM.

10. The Associate Dean for Student Affairs or the designee will keep the letter as a record for the student and the college. The letter will be kept in a confidential place and not made part of the academic record of the student.

11. The Associate Dean for Student Affairs will explain to the student how the accommodations will be facilitated and will be responsible for notifying the Office of Medical Education of the necessary accommodations. These accommodations will be provided for in-house and NBME shelf exams for the duration of the student’s medical education at FSU COM or while they continue to be eligible, unless the student requests otherwise. Since examinations will be administered electronically and in-house at the COM or the student’s regional campus, accommodations will be provided at that location.

12. Students who qualify for examination accommodations will be bound by the FSU and College of Medicine Honor Code Rules.

The following immunizations are required. These must be kept up-to-date in order for students to participate in any clinical activities, including Year 1 and Year 2 preceptorships.

- Proof of the following immunizations or laboratory evidence of immunity is required:
  - Measles (Rubeola) (2 doses)
  - Mumps (2 doses)
  - Rubella (2 doses)
  - Polio (4 doses of childhood vaccines, 3 doses if OPV given or vaccinated as an adult)
  - Varicella (chickenpox) - Medical students are required to provide one of the following prior to matriculation:
    - Varivax (2 doses) Note: Second dose should be taken at least 4 – 8 weeks following first dose.
    - Positive varicella titer (Student must provide copy of lab documentation of a positive titer.)
- Tetanus-Diphtheria-Pertussus (Tdap vaccine)
  - All students should have received the Tdap vaccine regardless of previous tetanus vaccine status and their most recent date of tetanus (Td) vaccination and regardless of age.
  - Those who have not been vaccinated with Tdap by the time of matriculation should receive the vaccine as soon as feasible.

- Hepatitis B vaccination series
  - A complete 3-shot series is required. If not already completed, the student will be responsible for vaccination with this series within the first 6 months of classes. Students matriculating with partial completion of the series must complete the series beginning with the next shot that is due.
  - After the 3-shot series is completed, the student will be responsible for having his/her blood tested for immunity to Hepatitis B. This postvaccination serologic testing should be performed 1-2 months after the administration of the last dose of the vaccine series. The Hepatitis B Surface Antibody Quantitative lab test or a test that allows detection of the protective concentration of anti-HBs (≥10 mIU/mL) should be ordered. A value ≥10 mIU/mL on the lab report indicates immunity and that no further immunization or testing is required. If the lab result is less than 10 mIU/mL, then the student should be revaccinated with the same 3-shot series, after which the same postvaccination blood testing is performed. Students who fail to attain a protective result of ≥10 mIU/mL on after repeat vaccination should then have Hepatitis B Surface Antigen (HBsAg) and Hepatitis B Core Antibody (anti-HBc) blood tests performed. If the HBsAg and anti-HBc tests are negative, the student is considered to be uninfected and a vaccine “nonresponder” and thus susceptible to Hepatitis B. The student should be counseled about HBV infection prevention and the need for Hepatitis B immune globulin (HBIG) postexposure prophylaxis for any known or likely exposure to HBsAg-positive blood. If the student is determined to be infected by positive anti-HBc result and is positive for HBsAg, then that student will need to talk with their physician or a physician at the University Health and Wellness Center to discuss the implications. HBsAg positive students will be allowed to enter clinical training according to the policy in this handbook for Hepatitis B infected students. Proof of having begun or finished the Hepatitis B immunization series is required prior to a student beginning a preceptorship experience.

- Influenza vaccination is required in the fall of each year during which students are enrolled in the College of Medicine.

- Proof of Tuberculin Skin Test (TST) screening and/or other tuberculosis testing is required for all medical students. The FSU COM follows CDC guidelines regarding tuberculosis testing using TST or the Interferon Gamma Release Assay (IGRA) blood tests. CDC recommendations are that “TSTs and IGRAs (QFT-G, QFT-GIT, and T-Spot) should be used as aids in diagnosing infection with M. tuberculosis. These tests may be used for surveillance purposes or to identify persons likely to benefit from treatment, including persons who are or will be at increased risk for M. tuberculosis infection. An IGRA or a TST may be used without preference for periodic screening of persons who might have occupational exposure to M. tuberculosis (e.g., surveillance programs for health-care workers).” Medical students are classified as health-care workers.

Students may opt for TST or the IGRA blood test (see also section i, below). FSU COM recommends that the TST be used for screening beginning with baseline testing by the “two-step procedure for persons without a TST in the past 12 months to minimize the likelihood of confusing reactivity from an old infection (boosting) with reactivity from a recent infection (conversion).” The following is the FSU COM policy for M. tuberculosis screening using these methods:

a. Two-step TST testing. The two step TST method is defined as at least 2 intradermal Mantoux tests, with the second test administered ideally within 1 – 3 weeks after the first test or less ideally within 365 days of the first test. A two-step TST is required prior to or during Year 1 orientation unless the student has proof of having a current two-step TST result or a documented history of a positive TST result prior to matriculation or if the student was tested by the IGRA blood test. If the student has had at least one TST done in the 365 days prior to matriculation, or an IGRA blood test result, then an additional test at orientation will be sufficient to meet the two-step test requirement.
b. **Negative two-step TST test.** Once the two-step TST test is done, students with negative reactions are required to have one TST test performed annually thereafter. The two-step test is generally a onetime process.

c. **Positive two-step TST test.** Students with positive two-step TST results are required to complete the *Tuberculosis Symptom Questionnaire* Form (Appendix D) and to have a chest x-ray performed and placed on file in the Student Affairs office and an evaluation by the Thagard Health Center or their private physician for further recommendations. Decisions will be made on an individual basis for the student on treatment for tuberculosis (active or latent) as to ability to pursue coursework and/or clinical rotations.

d. **Previously TST negative student converting to positive.** All students who convert to a positive TST result on required annual testing must have a chest x-ray performed, complete the *Tuberculosis Symptom Questionnaire* Form (Appendix D), and be evaluated by the Thagard Health Center or their private physician or an appropriate Regional Campus healthcare resource to provide further recommendations. Decisions will be made on an individual basis for the student on treatment for tuberculosis (active or latent) and as to ability to pursue coursework and/or clinical rotations.

e. **Past history of positive TST.** Students with a history of a positive TST prior to matriculation must provide documentation of the reaction (including date administered and size of skin test induration in millimeters) and are required to provide information as to any preventative (prophylactic) therapy taken for their TST conversion to Student Affairs. Students with prior positive TST reactions must also provide a copy of the chest X-ray performed after the positive TST test. If a chest x-ray was not done, then a chest x-ray is required at the time of matriculation before or during Year 1 orientation to be filed in Student Affairs. Students with abnormal chest x-rays will be referred for evaluation to the Thagard Health Center or their private physician to provide further recommendations.

f. **BCG vaccination.** In 2010 the CDC recommended that IGRA blood testing is the preferred method for persons who have received Bacille Calmette-Guérin (BCG) as a vaccine or as cancer treatment. The result of the IGRA test has the same implications as TST testing. Students may opt for TST instead of IGRA testing. Regarding the use TST in individuals who have received BCG, the CDC has stated: “The tuberculin skin test (TST) and blood tests to detect TB infection are not contraindicated for persons who have been vaccinated with BCG (Nov 2008).” Therefore students who have had prior BCG vaccination who refuse IGRA blood testing or when IGRA blood testing is unavailable may be skin-tested using the standard TST (Mantoux) two-step method, unless a previously significant reaction can be documented. BCG vaccinated students with documented significant reactions who cannot be tested by the IGRA may be treated as students with a history of a positive TST (Section e, above). In such cases results of a chest X-ray are required on these individuals just as it is for other TST positive students. The BCG vaccinated student who is exposed to a person or patient with active (contagious) tuberculosis should be tested by IGRA or TST regardless of BCG-induced TST test result status. Students with a history of BCG vaccination and with negative TST tests may be treated in the same fashion as other students with negative TST results and be tested with either IGRA or TST annually.

g. **Positive TST and subsequent testing.** All students with positive TST reactions whether recent or remote in time or presumed to be secondary to BCG vaccination are exempted from future TST testing, but are required to complete the *Tuberculosis Symptom Questionnaire* Form (Appendix D) on an annual basis. Completed forms will be filed with Student Affairs or in the office of the Student Support Coordinator at Regional Campuses.

h. **Repeat chest x-rays.** Repeated chest x-rays (annual or otherwise) have not been found to be of value in persons with a positive TST or positive IGRA after an initial negative chest film. Students with positive TST or IGRA results, whether or not they complete preventative treatment, do not need repeat chest x-rays unless they have or subsequently develop pulmonary symptoms suggestive of tuberculosis or based on the required annual *Tuberculosis Symptom Questionnaire* Form (Appendix D).

i. **IGRA blood tests.** In 2005, the Food and Drug Administration (FDA) approved the first blood assay for *M. tuberculosis*, Quantiferon Gold (QFT-G) (Cellestis Limited, Carnegie, Victoria, Australia). The FDA subsequently approved two additional assays for the same purpose, the QuantiFERON-TB Gold In-Tube test (QFT-GIT) (Cellestis Limited, Carnegie, Victoria, Australia) and the T-SPOT.TB test (T-Spot) (Oxford Immunotec Limited, Abingdon, United Kingdom). FSU COM has adopted the following policies regarding these blood tests:
An IGRA may be used in place of TST for *M. tuberculosis* screening and exposure testing.

An IGRA is required for students refusing TST.

An IGRA is the preferred method for testing persons who have received BCG.

An IGRA may be used at the recommendation of a health-care provider to evaluate students with equivocal or discordant *M. tuberculosis* test results.

Matriculation and subsequent annual routine *M. tuberculosis* testing should be done with TST, since IGRA tests are much more expensive and are not always readily available. Students undergoing IGRA testing in place of TST will be responsible for any additional costs of the blood test not covered by student health or their health insurance plans.

### I. Health Updates

To satisfy FSU Enrollment requirements, students must complete the University Health and Wellness Center’s Student Health History Form. Students must be sure to read the form carefully. The form must carry the signature of a physician or an authorized designee and the license # or office stamp with address. Signatures are required on the back of the form. The form MUST be completed PRIOR to registration for classes and must be returned to University Health and Wellness Center. Immunization records and PPD test results must be turned in to the Division of Student Affairs in the College of Medicine.

For the protection of the students’ health, updates on health status may be required from time to time. A PPD skin test (if not previously positive) and influenza vaccination are required to be updated annually. In the event of a possible exposure to an infectious agent, the COM may require (with student consent) the assessment of infection risk through clinical evaluation, blood tests, etc. (see below).

### J. Occupational Exposure to Infectious Materials or Environmental Hazards Policy

The Florida State University College of Medicine has adopted the following policy regarding the exposure to infectious materials and environmental hazards. The policy has been developed using the most contemporary knowledge available regarding these issues and is based on established principles of epidemiology, disease prevention, and infection control. The policy applies to all students, faculty, and staff of The Florida State University College of Medicine.

**Definitions:**

- “Student” refers to an individual enrolled in medical school classes at the College of Medicine.
- “Faculty and staff” refers to an individual employed by the College of Medicine or one of its departments.
- “Bloodborne Pathogen” means an infectious disease transmitted by blood including human immunodeficiency virus (HIV), Hepatitis B or Hepatitis C (HBV), or any disease primarily transmitted in the blood.
- “Body Substance Precautions” means a method of infection control where potentially infectious materials are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens.
- “Blood” means human blood, including its components and products.
- “Occupational Exposure Incident” means a specific eye, mouth, non-intact skin inoculation; or injection contact with blood or other potentially infectious materials; or exposure to an environmental hazard that results from an activity related to education or employment.
- “Other Potentially Infectious Materials” means semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, amniotic fluid, sputum, urine, feces, concentrated HIV and HBV viruses, aerosolized particles, and saliva.
- “Airborne Pathogen” means an infectious disease transmitted via aerosolized particles including tuberculosis, chicken pox (Varicella), and measles.
- “Environmental Hazard” means any exposure, which may have health repercussions, such as chemical spills or radiation.
“Personal Protective Equipment” is specialized clothing or equipment worn by an employee or student for protection against a hazard. General work clothes (e.g. uniforms, pants, shirts, or blouses) not intended to function as protections against a hazard are not considered to be personal protective equipment.

Policy:

The College of Medicine strives to safeguard the health and well-being of its students, faculty, residents, staff, and patients. It is the policy of the College of Medicine to treat in a sensitive and compassionate manner any individual infected with any bloodborne or airborne pathogen, including HIV. The College of Medicine does not discriminate against any individual with such an infection and complies with all applicable federal and state laws.

K. Universal Precautions

Education and Training
One of the prime objectives of this policy is to encourage those in the medical school community to educate themselves about HIV/AIDS, tuberculosis, HEP B and other infectious materials and environmental hazards. Education is the best protection against fear, prejudice, and infection.

Students are given several educational sessions on universal precautions. These occur in orientation, during the Doctoring 1 and 2 courses as well as during their orientation for 3rd year at their regional campuses. Students are also given universal precaution information cards that they maintain with their identification during their 3rd and 4th years. These information cards contain a summary of policies as well as contact information.

L. Body Substance Precautions

Students are required to follow appropriate infection control procedures including body substance precautions, where there is a risk of parenteral, mucous membrane, or cutaneous exposure to blood, body fluids, or aerosolized secretions from any patient, irrespective of the perceived risk of a bloodborne or airborne pathogen.

Current epidemiological data indicate that individuals infected with HIV and other bloodborne pathogens present no risk of transmitting infection when participating in educational activities or in the patient care environment when standard infection control practices are used.

Individuals infected with tuberculosis, measles, chicken pox, and other airborne pathogens only pose a risk during the infectious stage of these diseases.

M. Students with Active Hepatitis B Infections

Medical students with active Hepatitis B Virus (HBV) infections (i.e. those who are Hepatitis B surface antigen positive) who do not perform exposure-prone procedures but who practice non- or minimally invasive procedures (Category II, see box below) will not be subject to any restrictions of their activities or study. These students do not need to achieve low or undetectable levels of circulating HBV DNA, Hepatitis e-antigen negativity, or have a review and oversight by an expert review panel. Students with active HBV vaccinations may have limitations on any Category I procedures as determined by the Senior Associate Dean for Medical Education, a panel of experts appointed by the Senior Associate Dean for Medical Education and/or a designee of the Senior Associate Dean for Medical Education.

Policy Regarding Hepatitis B Infected Medical Students

- Based on current national guidelines, Hepatitis B infected students in each year of the curriculum should be allowed to pursue medical education in the same manner as all other students with minimal modifications as outlined below.
- Effort must be made to respect the student’s confidentiality to the greatest extent possible.
The Division of Student Affairs will encourage students to seek and maintain appropriate medical care for their personal medical conditions.

The student should have specific instructions on the following items:

- Education about the absolute need for precautions to prevention of exposure of the student’s blood and bodily fluids to patients (double gloving, regular glove changes, use of blunt surgical needles, procedures restrictions—see next section)
- Specific instructions as to what constitutes high risk procedures for transmission of infection from the student to patients.
- The student will be prohibited from participation in high risk procedures during clinical training. (Category 1 procedures as identified in the Centers for Disease Control recommendations – see Box)
- Specific instructions as to the student’s responsibility to report all possible exposures of the student’s blood or body fluid to a patient (such as a needlestick or other sharps injury suffered by the student during medical care of a patient)
- Career counseling will be provided concerning career choices and future practice settings.

The Division for Student Affairs is responsible for the student under this policy in the pre-regional campus years and will notify the student’s Regional Campus Dean of the student’s status for the regional campus years. The Regional Campus Dean is central to the ongoing education, compliance, and monitoring processes in these situations during the clinical training months at the regional campus. The Campus Dean will provide the preventative education to the student even if such was provided prior to the student’s arrival at the regional campus. The Regional Campus Dean will maintain communication with Division for Student Affairs regarding the student’s status regarding participation in the educational program under this policy.

The Campus Dean will be the liaison on all related matters between the College of Medicine, the department for Student Affairs, the Clerkship Directors, and the faculty and institutions for purposes of student teaching assignments and the related compliance issues and institutional policies. The Clerkship Director should not assume the intermediary role in these oversight assignments and institutional relationships, since these tasks must be coordinated by the Campus Dean and communicated by the Dean to the Clerkship Director. This information will also be shared with supervising faculty physicians only when and where there is a possibility of performing Category 1 procedures (as determined by the Campus Dean and/or Clerkship Director), most especially on the Surgery and OB/Gyn Clerkships or any clerkship where surgical, obstetrical, gynecological, or any other Category 1 procedure may be performed (see Box). The appropriate Clerkship Director will be apprised of the student’s issues based, since the Clerkship Director must direct and monitor the student in the clinical realm on a weekly and even daily basis.

In conjunction with the Clerkship Director, the Regional Campus Dean should assign the student, to the extent that is possible, to a single faculty for the entire general surgery assignment, a single faculty for the surgical clerkship subspecialty selective assignment, and a single faculty for OB/Gyn assignments in order to reasonably protect the student’s privacy and to facilitate monitoring of the student’s clinical experiences.

The student must not actively participate in Category 1 procedures (see Box), but may observe them without restrictions.

Institutions where the student will be assigned may need to know specific information about the student’s health status including laboratory reports according to specific policies they may have in place. The Regional Campus Dean should determine what these requirements are for the institution(s) to which the student will rotate. It would be ideal for the student to rotate at institution(s) that follow CDC recommendations as stated in Updated CDC Recommendations for the Management of Hepatitis B Virus–Infected Health-Care Providers and Students MMWR 61(3):1-12, 2012.

Institutions that ask for immunization and titer results should receive the student’s test results. The 2012 CDC recommendations (MMWR 61(3):1-12, 2012) state that institutional monitoring of student laboratory status with respect to the infection is unnecessary if the student, institution, and school are following the recommendations to
prevent student-to-patient transmission. Chronic Hepatitis B infection has been ruled by the US Department of Justice (DOJ) to be disability under the Americans with Disabilities Act (ADA) that requires reasonable accommodations based on the 2012 CDC recommendations for students infected with Hepatitis B. Failure to do so is considered discrimination by the DOJ under the ADA. Some institutions may have older policies that do not conform to the specific CDC recommendations in any number of aspects. If the student is denied opportunity to rotate at those institutions, the College of Medicine should inform the institution about the CDC recommendations and DOJ ruling to assist the institution in the revision of its policies.

- The student’s non-participation in restricted procedures must not be held against the student for grading and evaluation purposes. Education Director for the affected clerkships will be informed of the student’s status and its procedure prohibitions. The student’s observation of prohibited procedures (see Box) will serve as credit for that clerkship competency.

References:

**Category I. Procedures known or likely to pose an increased risk of percutaneous injury to a health-care provider that have resulted in provider-to-patient transmission of hepatitis B virus (HBV)**

These procedures are limited to major abdominal, cardiothoracic, and orthopedic surgery, repair of major traumatic injuries, abdominal and vaginal hysterectomy, caesarean section, vaginal deliveries, and major oral or maxillofacial surgery (e.g., fracture reductions). Techniques that have been demonstrated to increase the risk for health-care provider percutaneous injury and provider-to-patient blood exposure include:

- digital palpation of a needle tip in a body cavity and/or
- the simultaneous presence of a health care provider’s fingers and a needle or other sharp instrument or object (e.g., bone spicule) in a poorly visualized or highly confined anatomic site.

Category I procedures, especially those that have been implicated in HBV transmission, are not ordinarily performed by students fulfilling the essential functions of a medical or dental school education.

**Category II. All other invasive and noninvasive procedures**

These and similar procedures are not included in Category I as they pose low or no risk for percutaneous injury to a health-care provider or, if a percutaneous injury occurs, it usually happens outside a patient’s body and generally does not pose a risk for provider-to-patient blood exposure. These include:

- surgical and obstetrical/gynecologic procedures that do not involve the techniques listed for Category I;
- the use of needles or other sharp devices when the health-care provider’s hands are outside a body cavity (e.g., phlebotomy, placating and maintaining peripheral and central intravascular lines, administering medication by injection, performing needle biopsies, or lumbar puncture);
- dental procedures other than major oral or maxillofacial surgery;
- insertion of tubes (e.g., nasogastric, endotracheal, rectal, or urinary catheters);
- endoscopic or bronchoscopic procedures;
- internal examination with a gloved hand that does not involve the use of sharp devices (e.g., vaginal, oral, and rectal examination; and
- procedures that involve external physical touch (e.g., general physical or eye examinations or blood pressure checks).
N. Standard Universal Precautions

When providing patient care, regardless of the real or perceived communicable disease status of the patient, all students and staff should follow standard universal precautions:

- Wash hands before and after patient contact, according to hospital policy, even if gloves are used.
- Wear gloves when exposure to blood, body fluids, excretions or secretions is likely.
- Use gloves appropriately according to aseptic and/or sterile techniques, and change gloves between patients.
- Wear gowns/aprons when soiling of clothing with blood or body fluids is likely.
- Wear masks, face shields and eye protection when aerosolization of blood or body fluids may occur.
- Dispose of sharps in designated rigid sharp containers. Never recap by hand.
- Dispose of waste saturated with blood or body fluids in designated red-bag trash containers.

O. Bloodborne and Airborne Infections

Acquisition of infections from patients and staff particularly due to respiratory pathogens is an all too frequent and avoidable event. To help protect students from this risk of nosocomially-acquired infection, the FSU College of Medicine has implemented a broad, multi-level educational program on respiratory pathogens. This program is based on the CDC/NIOSH curriculum on respiratory protection, with presentations given by physicians and nurses trained in current guidelines on prevention of respiratory infections. Students are taught about blood-borne and respiratory pathogens and protection guidelines during their first week of orientation using direct instruction based on CDC/NIOSH recommendations. A second presentation on bloodborne and respiratory pathogens and guidelines for prevention is given at the end of the 2nd year and refreshed during the orientation preceding the beginning of clinical rotations in the 3rd year. At this time further instruction on the importance of and the techniques of using personal protective equipment including appropriate fitting and testing of masks will be taught.

Students infected with bloodborne or other pathogens shall not, solely because of such infection, be excluded from participation in any phase of medical school life, including educational opportunities, employment, and extracurricular activities, except as otherwise required by applicable federal, state, or local law or unless their healthcare condition presents a direct threat to the health and safety of themselves or others. Students infected with airborne pathogens may be excluded from participation in such activities during the infectious stage of their disease.

In some cases, students may be unable to participate fully in medical school life or meet the Technical Standards of the College of Medicine because of their disease. In these cases, the individual should contact the FSU Student Disability Resource Center to discuss the existence and nature of the disability and whether reasonable accommodations are available.

Students who know or who have reasonable basis for believing that they are infected with bloodborne or airborne pathogens are expected to seek expert advice regarding their health circumstances to have a clear understanding of the medical issues presented by these infections. Supportive, confidential, and individualized counseling is available through the University Health and Wellness Center and through affiliated facilities at the regional campuses.

Students who are at high risk of infection from patients or other personnel because of their immune status or any other reason are encouraged to discuss their work responsibilities and educational activities with their personal healthcare provider. If the healthcare provider believes that there are certain assignments the individual should not accept for personal health reasons, this should be discussed with the appropriate administrator or the Associate Dean for Student Affairs. Accommodations may be available under the Technical Standards.

P. Environmental Hazards

Students working in circumstances where exposure to environmental hazards is possible will follow all regulations and protocols established by OSHA (Occupational Safety and Health Administration), affiliated healthcare partners, and the Florida State University Use Protocol, including the wearing of appropriate personal protective equipment.
Q. Occupational Exposure Incidents

Students must immediately report any occupational exposure incident to their clerkship faculty member or immediate supervisor who will assist them in contacting the appropriate entities to follow the established protocol of that facility regarding occupational exposure incidents. In some circumstances, the costs incurred in dealing with occupational exposure incidents (such as testing) will be covered by the healthcare facility at which the exposure occurred. In some circumstances, the healthcare facility may refuse to bear financial responsibility for the exposure. In these cases, affected students will be liable for costs incurred. Students, who in the course of their education spend time at affiliated hospitals, should check their health insurance policies to determine if incidents of this type are covered. If it is not covered, it is highly recommended that students purchase a supplemental Blood and Body Fluid Exposure/Needlestick insurance policy on their own.

Students should also be aware that if, in the course of the testing required by occupational exposure incident protocols, they test positive for potentially infectious agents such as AIDS, HIV, or TB, the Occupational Safety and Health Officer is required by law to report this information to the County Health Department.

R. Confidentiality and Testing

The College of Medicine shall respect the confidentiality of individuals with bloodborne or airborne pathogens to the extent permitted by state and federal law. Students and personnel will not be tested for HIV without their knowledge or consent, except that in certain circumstances testing may be a condition of employment or may be required by occupational exposure incident protocols. In cases of non-occupational exposure, confidential testing is available through University Health and Wellness Center or the local County Health Department.

S. Student Exposure Control Plan

At the time of matriculation, during orientation, in the Clinical Learning Center, at regional campus, and clinical affiliate orientation workshops, students are presented with the protocols and procedures for care and treatment should exposure to infectious agents occur. In the workshops, the exposure protocol and procedure is presented and reviewed. Students are provided a laminated card which outlines these procedures after the matriculation orientation. The following is a summary of the protocol students are instructed to follow should exposure occur:

- The student must report any exposure to potentially infectious material (such as blood, open wounds, etc.) to their clinical instructor, immediate supervisor or appropriate agency personnel immediately.
- The student’s clinical instructor or immediate supervisor and the student will notify the College of Medicine (the Division of Student Affairs or the Office of Academic Affairs) of the exposure using the biohazard exposure incident report form (Appendix G) and have the student report to their primary healthcare provider, student health services, or triage at the nearest hospital emergency department for evaluation and/or treatment as deemed necessary. The Division of Student Affairs should be notified of the exposure occurrence by the COM office that receives the initial report.
- The incident, including the names of all contact points, is monitored by the Division for Student Affairs and maintained in the Enrollment Services Coordinator’s Office.
- Upon exposure to blood and body fluid, the student assumes the responsibility for all charges associated with diagnosis and treatment.

T. Bloodborne Pathogen Exposure Control Plan

If a student’s exposure results in the contraction of a disease or disability, the student will be allowed to continue in the education program with as little disruption as safely possible. Accommodations approved by the FSU Student Disability Resource Center will be made as appropriate. Each student’s circumstances will be evaluated on a case-by-case basis and recommendations regarding the student’s progress through medical school will be submitted to the Student Evaluation and Promotion Committee for consideration.
As with any bloodborne exposure, appropriate documentation is necessary. The clinical site facility/office and the College of Medicine require that a formal report of the exposure incident or unusual occurrence be filed with the COM Division of Student Affairs.

Protocols relating to screening and follow-up, for Hepatitis-B vaccination, and HIV testing, should it be determined that exposure to Hep-B or HIV has occurred, are as follows:

- **IMMEDIATELY** following a needlestick, laceration, or skin exposure to blood/body fluid, wash the site with soap and water. DO NOT squeeze the affected area. For mucous membrane exposures, rinse the affected area with copious amounts of water (if exposure to eyes, remove contact lenses).
- Report the incident to the instructor/preceptor or appropriate agency QUICKLY!!!*
- The clerkship faculty or immediate supervisor will direct the student to triage at the nearest hospital and will notify the Division of Student Affairs or the Office of Academic Affairs at the College of Medicine.
- The clerkship faculty or immediate supervisor must report, in writing, the incident to the Division of Student Affairs or the Office of Academic Affairs at the College of Medicine as soon as the assessment procedures are completed. The Division of Student Affairs will receive a copy of the report.
- At the FSU COM main campus in Tallahassee, the Division of Student Affairs will coordinate with the University Health and Wellness Center to collect and assess, with the assistance of a physician who is mutually acceptable to the student and the College of Medicine, all of the information obtained about the incident to determine the risk of transmission, prophylaxis recommendations, and indicated follow-up. Should the incident occur at the one of the Regional Campus Sites, the Campus Dean will identify a physician mutually acceptable to the student and the College of Medicine, to collect and assess the information obtained and to determine the risk of transmission, prophylaxis recommendations, and indicated follow-up.
- If post-exposure prophylaxis (PEP) is warranted, the most current regimen of prescription antiretroviral medications, recommended by the CDC, will be started as soon as possible after the exposure. (Note: Counseling and consent are required prior to testing and treatment and is provided by certified counselors at the University Health and Wellness Center for those incidents that occur within the Tallahassee region. At the other Regional Campuses, consent and counseling through the contracted partners is available if needed prior to testing.). This will minimize the risk of HIV transmission from a KNOWN POSITIVE source.**
- If the student decides to take the medications, he/she will be followed closely by the University Health and Wellness Center and/or the student’s physician to monitor physical and emotional health status up until time of graduation.
- Follow-up HIV tests are recommended at 6 weeks, 12 weeks, 6 months, and sometimes 12 months to monitor HIV status after exposure. It takes most newly infected people 2 to 12 weeks (the “window period”) after exposure to make enough antibodies to test positive. A negative HIV antibody test result means one of two things: (1) the individual is not infected with HIV or (2) the individual is in the “window period” and can infect other people.
- Prophylaxis for Hepatitis B may be indicated following a significant exposure, depending on the status of the exposed student, and the source patient. (College of Medicine students are required to have on file their immune status to Hepatitis B.) If an exposed student is known to be immune to Hepatitis B, neither prophylaxis nor testing of the source patient is necessary. If an exposed student is unsure of his/her immune status, laboratory tests can be performed to determine his/her immune status as well as the Hepatitis B status of the source patient. If the exposed student is not immune and the source patient is positive for Hepatitis B, immune globulin as well as initiation of the Hepatitis B vaccine series would be indicated. Follow-up laboratory tests will be performed in 6 months to confirm that the student did not acquire Hepatitis B as a result of the exposure.
- There is no post-exposure prophylaxis available for Hepatitis C. Therefore, follow-up for this virus involves testing the source patient when available. The exposed student is also tested at the time of exposure and at intervals thereafter according to CDC guidelines.

**REMEMBER THE BEST WAY TO DEAL WITH A BLOOD EXPOSURE ACCIDENT IS TO PREVENT ONE FROM OCCURRING!!!**

**OBSERVE ALL PRECAUTIONS AT ALL TIMES!!!**

**HOWEVER, ACCIDENTS DO HAPPEN AND YOU ARE NOT ALONE!!! REPORT THE OCCURANCE IMMEDIATELY!!!**
Immediate notification will help to insure the timely implementation of post-exposure prophylaxis when indicated. PEP should be optimally be started within several hours of the exposure.

**If the source patient’s HIV testing is unknown, PEP may or may not be recommended depending on the degree of exposure.

**U. Tobacco-Free FSU

Effective January 1, 2014, all tobacco use, including simulated tobacco use (via e-cigarettes, e-hookah, vaporizers, etc.), is prohibited on property, interior and exterior, owned or managed by FSU. This policy applies to all FSU students, faculty, staff, consultants, contractors, visitors, and external individuals.

Compliance is everybody’s responsibility. Therefore, the success of this policy depends upon the goodwill of the College of Medicine community and the community at-large. Both tobacco users and non-users have a collective responsibility to ensure compliance. Any person found out of compliance with the policy should be informed about, and encouraged to enroll in, the campus Tobacco Cessation Program at University Health Services, the College of Medicine Tobacco Free Florida’s (TFF) Area Health Education Center (AHEC) Tobacco Cessation Program, or other smoking cessation programs.

Repeat offenders of this policy may be subject to receive further appropriate enforcement action. Visitors will be asked to comply or leave the premises. For more information about Tobacco-Free FSU, visit [www.tobaccofree.fsu.edu](http://www.tobaccofree.fsu.edu).
X. COMMUNITY CLINICAL VOLUNTEER ACTIVITIES

Community Clinical Volunteer Activity
Students at Florida State University College of Medicine who participate in outside activities are acting as representatives of FSU COM and in doing so, MUST behave in a professional manner. It is expected that the student will dress appropriately and professionally. FSU COM identification must be worn by both students and faculty.

Definition
Students in the FSU COM are exposed to clinical experiences as part of the formal COM curriculum from the beginning of their training. However, the COM encourages students to volunteer in appropriate activities in the community outside the formal curriculum. These events include, but are not limited to community health fairs, free clinics, rural health screenings, high school athletic events, school physicals, etc. Students may not participate in clinical volunteer activities without the direct supervision of a physician faculty member, and these activities must receive prior approval from the Senior Associate Dean for Medical Education and Academic Affairs in Years 1/2 or the regional campus dean in Years 3/4. These community clinical volunteer activities are generally, but not necessarily, sponsored by one of the COM’s Student Interest Groups.

Procedure for Student Participation
To participate in these types of clinical volunteer activities, students must be in good academic standing and must be certified as such by the Associate Dean for Student Affairs or regional campus dean. The Associate Dean for Student Affairs or regional campus dean will sign the “Extracurricular Educational/Research/Community Clinical Volunteer Activity Approval” form (Appendix C) for each student wishing to participate in the activity. For students in years 1 and 2, the Appendix C section is available through an electronic process that each student fills out at https://intranet.med.fsu.edu/sites/studentaffairs/saa/SAForms/SitePages/Appendix%20C.aspx.

If the activity is being done as a function of a student interest group, the leader of the Student Interest Group must complete a “Community Clinical Volunteer Activity Pre-Event Request” form (Appendix A for years 1 and 2, and Appendix B for years 3 and 4) for the group, including a list of names of all students wishing to participate, and obtain the signature of the faculty advisor and the physician supervisor/sponsor, if different. This form, along with a completed copy of the “Extracurricular Educational/Research/Community Clinical Volunteer Activity Approval” form from each student wishing to participate (signed by the Associate Dean for Student Affairs) and any supporting documents (proposed contracts, etc.) should be provided to the Senior Associate Dean for Medical Education and Academic Affairs to continue the process for obtaining final approval. For students in Years 3 and 4, these forms will be signed by the regional campus dean.

This process should be completed at least three weeks prior to the date of the event. In the case of semester or year-long activities (sports team events, Neighborhood Health, etc.), one request form can be completed for the full period.

Faculty Participation
A physician faculty member must be present at any community healthcare event where COM students are participants. Should the official physician faculty advisor for the organization not be available, he/she is responsible for obtaining a substitute. If a physician supervisor/sponsor is not a faculty member, there must be enough lead time for the application and appointment process, subject to approval of the applicant. A community clinical volunteer activity with a non-faculty physician supervisor/sponsor will not be approved. The FSU COM does not compensate for volunteer faculty participating in community clinical volunteer activities.

Liability Coverage
Students enrolled in the COM are covered by the State of Florida’s sovereign immunity and the FSU COM’s Self–Insurance Program when engaged in approved activities of the COM. Failure to obtain written approval in compliance with this policy will result in the student having no liability coverage for the community clinical volunteer activity.

**Final Approval**

Once the Senior Associate Dean for Medical Education and Academic Affairs and the Associate Dean for Student Affairs or the regional campus dean have completed and signed the “Extracurricular Educational/Research/Community Clinical Volunteer Activity Request and Approval” forms, they will be given to the Student Support Coordinator, who will notify each student of his/her approval status.

A copy of the form will be returned to the student and a copy will be kept in the student’s file.

**Use of CLC supplies for Community Events**

Certain equipment may be available on loan from the Clinical Learning Center (CLC) at the COM to students participating in an approved community clinical volunteer activity. A copy of the signed “Community Clinical Volunteer Activity Pre-Event Request” form and the student leader’s “Extracurricular Educational/Research/Community Clinical Volunteer Activity Request” form must be presented to CLC staff along with a list of requested equipment. There will be a sign-out sheet for all equipment that includes date of return. The student is responsible for all equipment that is loaned from the CLC. Available equipment includes: blood pressure cuffs, glucometers with accompanying supplies, sharps containers, portable otoscope and ophthalmoscope, breast and prostate models.

The final decision regarding loan of any equipment from the CLC is at the discretion of the Director of the Clinical Learning Center. This decision may be based on a number of factors including equipment availability and the student’s demonstrated skill in using the equipment.
XI. EXTRACURRICULAR EDUCATIONAL/RESEARCH ACTIVITIES

Extracurricular Educational/Research Policy

Definition:

An extracurricular Educational/Research activity is an educational experience in a clinical setting that is not a part of the formal curriculum of the FSU COM, but may, at the discretion of the Senior Associate Dean for Medical Education and Academic Affairs or regional campus dean, be determined to provide some educational benefit to the student. Academic credit will not generally be given for these experiences and they will not be a part of a student’s official transcript. In some cases, research experiences may receive credit.

Student participation

To participate in these types of educational experiences, students must be in good academic standing and must be certified as such by the Associate Dean for Student Affairs or the regional campus dean.

The student must complete “Extracurricular Educational/Research/Community Clinical Volunteer Request” form (see appendix A and C) – available online for year 1 and year 2 students. Students must be approved to participate in these activities through this process. If the student is in Year 3 or 4, the forms should be turned in to the Regional Campus Dean.

If students are participating in the educational experience as part of an official COM student interest group, an officer of the organization may complete the “Extracurricular Educational/Research Request” form for the group, attach the names of all students wishing to participate, and obtain the signature of the physician/supervisor. This group form, along with a completed copy of the “Extracurricular Educational/Research/Community Clinical Volunteer Activity Approval” form from each student wishing to participate should be provided to the Senior Associate Dean for Medical Education and Academic Affairs (Year 1 or 2) or campus dean (Year 3 or 4) to continue the process for obtaining final approval.

Faculty Participation

The physician/supervisor for these educational experiences must be a member of the FSU COM faculty. If a physician/supervisor is not a faculty member, there must be enough lead time for the application and appointment process, subject to approval of the applicant. An extracurricular educational/research activity with a non-faculty physician/supervisor will not be approved. The FSU COM does not compensate for volunteer faculty participating in extracurricular educational/research activities.

Liability Coverage

Students enrolled in the COM are covered by the State of Florida’s sovereign immunity and the FSU COM’s Self-Insurance Program when engaged in approved educational/research activities of the COM. Failure to obtain written approval in compliance with this policy will result in the student having no liability coverage for the extracurricular educational/research experience.

Final Approval:

Once the Senior Associate Dean for Medical Education and Academic Affairs and the Associate Dean for Student Affairs (or campus dean for Year 3 or 4) have completed and signed the “Extracurricular Educational/Research/Community Clinical Volunteer Activity Approval” form, it will be given to the Student Support Coordinator, who will notify each student of his/her approval status.

A copy of the form will be returned to the student and a copy will be kept in the student’s file.
XII. GUIDELINES FOR EXTRACURRICULAR ACTIVITIES DURING BREAKS AND HOLIDAYS

When participating in their role as FSU COM students and to be covered by the COM’s liability insurance, students must complete the Community Clinical Volunteer Activity Pre-Event Request Form or the Extracurricular Educational/Research Request and Approval Forms as described in X and XI above. The supervising physician must be a COM faculty member for the activity to be approved. Students must be in good academic standing at the time of the activity. Students will be responsible for all costs associated with participation requirements (drug screens, background checks, etc.). Students may not participate in extracurricular activities during scheduled required activities of the curriculum. If the above criteria are not met, the activity will not be approved and the student:

1. Must inform the physician that he/she is not enrolled as an active medical student and is doing this on his/her own.
2. Must not wear anything that identifies him/her as an FSUCOM student.
3. Must understand and inform the faculty member that he/she is not covered by FSUCOM liability insurance.
XIII. STUDENT ORGANIZATIONS

The student-run Medical Student Council coordinates College of Medicine student activities, working closely with student support coordinators, and serves as a funding board working with the FSU Student Government Association (SGA) and the Congress of Graduate Students (COGS). Each College of Medicine student organization must be registered with the FSU Student Government Association. Medical students serve as senators to the SGA and as representatives on the COGS.

Medical students may participate in any of the following FSU COM student organizations:

a. Allopathic Integrative Medicine (AIM)
b. American Medical Association/Florida Medical Association (AMA/FMA)
c. American Medical Student Association (AMSA)
d. American Medical Women’s Association (AMWA)
e. Association of Latino Medical Students (ALMS)
f. Biomedical Science Graduate Student Association (BSGSA)
g. Business and Medicine (BAM)
h. Christian Medical Association (CMA)
i. Emergency Medical Interest Group (EMIG)
j. Family Medicine Interest Group (FMIG)
k. FSUCares
l. Gays, Lesbians and Allies Advancing Medicine (GLAAM)
m. Geriatric Interest Group (GIG)

n. Health and Law Organization (HaLO)
o. Internal Medicine Interest Group/Oncology Interest Group (IMIG/OIG)
p. Maimonides Society /Jewish Medical Student’s Association (JMSA)
q. Military Medicine Interest Group
r. Medical Student Chapter of the Florida Rural Health Association (FRHA)
s. Medical Student Council (MSC)
t. Ob/Gyn Interest Group (OB/GYN)
u. Pediatrics Interest Group (PIG)
v. Psychiatry Interest Group (PSIG)
w. Sports Medicine Interest Group (SMIG)
x. Students Interested in Global Health (SIGH)
y. Student Interest Group in Neurology (SIGN)
z. Student National Medical Association (SNMA)
aa. Surgery and Anesthesiology Interest Group (SAIG)
bb. Wilderness Medical Society (WMS)
XIV. RECREATIONAL OPPORTUNITIES

While in medical school, it is very important to maintain balance in your life. FSU Campus Recreation offers several opportunities to keep your body as sharp as your mind and to help provide relief from the study demands of medical education. The following is a list of some of the best offerings for doing just that.

A. FSU Campus Activities and Events

The Tallahassee Chamber of Commerce has an excellent array of activities on its website at http://www.visittallahassee.com/things-to-do/. In addition, the following may be of interest:

Arts

The Department of Dance has events in the Nancy Smith Fichter Dance Theater in Montgomery Gym. http://dance.fsu.edu/Events

Music Department has numerous concerts, recitals, and performance opportunities including choral ensembles, jazz bands, concert bands, chamber music, music theater, opera, and special ensembles. http://music.fsu.edu/Concerts-and-Events

Seven Days of Opening Nights festival. http://www.fsu.edu/~artsfest/

Sports and Recreation
Campus Recreation Office is responsible for the Leach Center, Intramural Sports, Aquatics, FSU Reservation, Outdoor Pursuits, and Sports Clubs visit their website for detailed information. http://fsu.campusrec.com/

B. Exploring the World Beyond the FSU Campus

When students feel the need to put the books aside and experience some “down time”, Tallahassee and the surrounding area have a great deal to offer.

- Beaches and Day Trips
  The little town of Sopchoppy, south of Tallahassee on Highway 319, offers kayaking and canoeing in the rivers that course the Apalachicola National Forest which are some of the most pristine rivers found anywhere. Go to the Backwoods Pizza in downtown Sopchoppy where river craft, guides, and pizza are available.

  St. George Island – St. George Island State Park is the closest “real beach” to Tallahassee. The St. George Island State Park is a quiet park consisting of untouched, pristine beaches and lapping surf. After a day in the sun, one can venture over the bridge to the towns of Apalachicola (pronounced Ap-a-lach-I-co-la) or Eastpoint and visit the quaint little shops and taste some of the best and freshest seafood in one of the local restaurants.

  Further west of Apalachicola on Highway 98, follow the signs to Cape San Blas, rated the number one beach in the United States. There are horseback rides on the beach, oyster bars, and a tour of St. Vincent Island where no motor vehicles are allowed.

  Panama City Beach, Seaside, Grayton Beach, Destin – These are the names of the beach towns located off Highway 98 heading west from Cape San Blas. Each has a unique feel and offers something for everyone – Panama City Beach’s nightlife (especially during Spring Break), Seaside’s architecture and quaint shops within an open air market, Grayton Beach’s funky little shops, and Destin’s outlet mall – make them all worth visiting.
Wakulla Springs – Less than 30 minutes away is Wakulla Springs State Park, a beautiful place to cool off, picnic, and view several types of birds and reptiles in their natural North Florida habitat. The park surrounds a historic and rustic hotel that houses a dining room, sitting area, and old-fashioned snack bar. Visitors can swim out to the raft in the crystal clear spring water, jump off the high dive, or take a “Jungle Tour” and witness an incredibly peaceful setting as well as real alligators, moor hens, and many other striking birds! Just a little bit of advice . . . swim before the boat ride, because alligator sightings up close, may make venturing into the cool spring waters a little questionable!

Historic Havana – This little town is located approximately 30 minutes away north of Tallahassee off Route 27. Havana features antique stores, gift shops, restaurants, art galleries, and bed and breakfasts.

- **Shopping**
  There are two large malls in Tallahassee as well as some very unique independent shops and businesses. Some of the best include the Quarter Moon Import Shop on Lake Ella, The Museum Shop at Betton, Nomads on Gaines Street, Blue Abaco Trading Company off Capital Circle, Jane’s Consignments and other small businesses in Market Square.

- **More Tallahassee Activities and Attractions**
  Tallahassee is home to some wonderful outdoor, recreational as well as indoor, mind-expanding spots. Some of the nicest places to walk and explore include: Maclay State Gardens, the Tallahassee Museum of History and Natural Science (also called the “Jr. Museum”), Tom Brown Park and Lake Ella. On a rainy or very hot day, venture downtown and enjoy the air-conditioned Mary Brogan Museum of Art & Science or the panoramic view from the 22nd floor observatory.

**C. Regional Campus Activities**

A variety of recreational opportunities are available at each of the FSU COM Regional Campuses and Rural Programs. Information for each of the regional campuses and Rural Medical Education Program can be obtained from the FSU COM Regional Medical Campus Student Support Coordinator or the Rural Health Program Coordinator.
XVI. APPENDIX: FORMS AND POLICIES

This appendix contains important forms and checklists used by FSU COM however it does not contain all forms used by FSU COM.

Students are responsible for obtaining appropriate forms for all activities.

Questions about forms should be made to the Division of Student Affairs.
APPENDIX A:
EXTRACURRICULAR EDUCATIONAL ACTIVITY REQUEST PROCESS (YEAR 1/2)

1. Student must identify a faculty member(s) to ensure they are available to supervise their extracurricular activity.
2. Student must complete the online Extracurricular Education Activity Request Form at https://intranet.med.fsu.edu/sites/studentaffairs/saa/SAForms/SitePages/Appendix%20A.aspx
3. Student will receive a confirmation email once the form is submitted.
4. Supervising Physician(s) will receive an email requesting them to follow a link to approve the request: https://intranet.med.fsu.edu/sites/studentaffairs/saa/SAForms/SitePages/ApproveAppendixa.aspx
5. The organizing student completes an Appendix C form online at https://intranet.med.fsu.edu/sites/studentaffairs/saa/SAForms/SitePages/Appendix%20C.aspx if participating. The activity name can be found in the drop down box.
6. The organizing student then will send out email to all participants. All participants must then complete an Appendix C form online at https://intranet.med.fsu.edu/sites/studentaffairs/saa/SAForms/SitePages/Appendix%20C.aspx
7. When it is 5 days prior to the ending date of the activity, students can no longer fill out an Appendix C for the activity
8. Each participant must be approved by the Senior Associate Dean for Medical Education and Academic Affairs. The event participants will receive email notifications of approval/denial.
APPENDIX B:
EXTRACURRICULAR EDUCATIONAL/RESEARCH/COMMUNITY ACTIVITY REQUEST FORM
(YEAR 3/4)

(Rev. 1 - 3/24/2009)

Name of Student: _____________________________  Date of Request:____________

Date(s) of Activity: _________________________________________

Educational or Research Activity:

Title/Brief Description of the purpose and expected outcome(s) of this activity:
__________________________________________________________________________________________
__________________________________________________________________________________________

For Research Activity, please complete the following:

Type of Research:
Bench (laboratory) □  Chart (records) review □
Clinical Trial □  Case report(s) □
Survey □  Other: ___________ □

Will your project include direct patient contact? Yes □  No □

Does your project require Institutional Review Board (IRB) approval? Yes □  No □

If yes, has final IRB approval occurred? Yes □  No □

Name of IRB: ________________________________________________________________

Physician/Supervisor: ____________________________________________________________

Office Address: ________________________________________________________________

Phone: _____________________________ Email: _____________________________

Is the physician/supervisor on the College of Medicine Faculty? Yes □  No □

Student Signature  Date

Physician/Supervisor Signature  Date

This student is in good standing in the Florida State University College of Medicine. I have reviewed the request above and this student has my permission to participate in this extracurricular activity.

Regional Campus Dean Signature  Date
Appendix C

EXTRACURRICULAR EDUCATIONAL/RESEARCH/COMMUNITY CLINICAL VOLUNTEER ACTIVITY APPROVAL FORM

(Complete this form if participating in activity as part of a Student Interest Group)

Name/Title of Extracurricular Educational/Research/Community Clinical Volunteer Activity:
________________________________________________________________________
________________________________________________________________________

Student’s Name: ___________________________________________________________

Date of request: ____________________________________________________________

For COM Administration:

This student is in good standing in the FSU COM, and has my permission to participate in this extracurricular educational/research/activity. _____Yes _____No

__________________________________________ ______________________________
Associate Dean for Student Affairs / Regiona Campus Dean

I have reviewed the attached request and this student has my permission to participate in this extracurricular educational/research/activity. _____Yes _____No

__________________________________________ ______________________________
Senior Associate Dean for Medical Education and Academic Affairs

Appendix D

Revised 2/17/15
Tuberculosis Symptom Questionnaire for PPD Positive Students

STUDENT NAME: __________________________ DOB: _________________ DATE: ___________

DOCUMENTED PPD HISTORY: DATE OF TEST: ___________ RESULTS: ________ mm

IF RECENT PPD, CHEST X-RAY DATE: ___________ RESULTS:

HISTORY OF TREATMENT FOR ACTIVE TB DISEASE OR TREATMENT FOR LATENT TUBERCULOSIS TREATMENT (LTBI)?

LI YES 0 NO, IF YES, WHEN?: _____________________ WHERE? _______________________

NUMBER OF MONTHS TAKEN:_____________________________________________________

DOT 0 SELF-ADMINISTERED (SA) 0

MEDICATION(S) TAKEN: _______________________________________________________

SYMPTOM ASSESSMENT

DATE OF ASSESSMENT: _______________________________________________________

DO YOU CURRENTLY HAVE A PRODUCTIVE COUGH? _____________

YES_________________________________________________________________ NO

IF YES, HOW LONG HAVE YOU HAD IT? _______________________________________

DAYS _____ WEEKS _____ MONTHS _____

IF YES, WHAT COLOR IS THE MUCUS? ______________________

IF YES, ARE YOU COUGHING UP BLOOD? ______________________________________

DO YOU HAVE "NIGHTSWEATS"? _____________________________________________

YES_________________________________________________________________ NO

DO YOU HAVE A LOW-GRADE FEVER? _________________________________

YES_________________________________________________________________ NO

HAVE YOU HAD WEIGHT LOSS WITHOUT DIETING? ______________________

YES_________________________________________________________________ NO

IF YES, HOW MANY POUNDS HAVE YOU LOST?

HAVE YOU HAD UNUSUAL TIREDNESS OR FATIGUE? _________________

YES_________________________________________________________________ NO

IF YES, HOW LONG? __ DAYS _____ WEEKS _____ MONTHS

DO YOU HAVE CHEST PAIN? _________________________________________________

YES_________________________________________________________________ NO

IF YES, HOW LONG? __ DAYS _____ WEEKS _____ MONTHS

DO YOU HAVE SHORTNESS OF BREATH? _________________________________

YES_________________________________________________________________ NO

IF YES, HOW LONG? __ DAYS _____ WEEKS _____ MONTHS

DO YOU KNOW SOMEONE WHO HAS OR HAS HAD THESE SYMPTOMS? ____YES ____NO

COMMENTS/REFERRALS:

DATE: __________________________________________

PHYSICIAN’S SIGNATURE/TITLE: ________________________________ DATE: __________

DH 2114, Revised 12/01 Stock #5744-000-2114-
YEAR 3 & 4 Request OF ABSENCE FROM EDUCATIONAL ACTIVITIES

Name: ____________________________________________ Date of Request: _______________

Course/Clerkship Rotation: _____________________________________________________________

Clerkship Faculty Name(s): ____________________________________________________________

Clerkship Director: _________________________________________________________________

Education Director: _________________________________________________________________

Date(s) of Requested Absence: From: _________ To: ___________

Classes/Activities that will be missed:

- D3 Classroom Lecture
  Date(s) / # Hrs Missed
- Clerkship Rotation
  Date(s) / # Hrs Missed
- Meeting w/Clerkship Faculty
  Date(s) / # Hrs Missed
- Clerkship Rotation On-Call
  Date(s) / # Hrs Missed
- Chronic Care Clerkship
  Date(s) / # Hrs Missed

Reason for Absence (Be specific):
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

The above request has been reviewed and the implications of the absence have been discussed with
the student by the clerkship director/education director/campus dean. My signature below indicates proper
notice of this action based on the Florida State University College of Medicine Attendance Policy.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

__________________________________________________ _________________________________
Student’s Signature Date

Required Actions/Make-up Plans
☐ Yes ☐ No

_________________________________________________________________________________

Clerkship Faculty, Clerkship Director & Education Director Advised
☐ Yes ☐ No

☐ Approved ☐ Not Approved

_________________________________________________________________________________

__________________________________________________ _________________________________
Regional Campus Dean’s Signature Date

Form filed in student’s records by: _________________________ ____________________________
Printed Name Date

Appendix E

Revised 2/17/15
Appendix F: FSU International Medicine Elective Legal Document

- CONSENT, RELEASE, HOLD HARMLESS, ASSUMPTION OF RISK AND WAIVER OF LIABILITY

- MEDICAL AUTHORIZATION AND CONSENT

- AGREEMENT TO COMPLY WITH FSU RULES & HOST COUNTRY LAWS

Statement of voluntary medical authorization and consent; general release; hold harmless; assumption of risk; waiver of liability; agreement to comply with all rules, regulations, instructions and standards of student conduct; for participation in an International Medicine Elective offered by The Florida State University College of Medicine. (PLEASE FILL IN THE BLANKS, INITIAL EACH SECTION AND SIGN. THANK YOU.)

SECTION 1.
CONSENT, RELEASE, HOLD HARMLESS, ASSUMPTION OF RISK AND WAIVER OF LIABILITY

IN CONSIDERATION of my voluntary participation and enrollment in an International Medicine Elective offered by the Florida State University College of Medicine, with the program location being in ______________________________ (city/country of program) and for other good and valuable consideration received by me, receipt of which is hereby acknowledged, I, ______________________________________________, having actual knowledge and conscious appreciation of the possibility of accident or injury to my person; loss or damage to my property (belongings); and delay and/or incurrence of additional expenses resulting from strikes, vehicle break downs, political unrest, violence, weather conditions, quarantine, sickness, government restrictions or regulations; acts or omissions of any airlines, railroad, buses, taxis, hotels, restaurants, or travel agencies and agents, employees, and representatives (due to my voluntary participation in an educational program located outside the United States), do hereby voluntarily consent to my enrollment and participation in the aforementioned educational International Medicine Elective and specifically assume the risks arising there from, as well as hereby specifically hold harmless and release and forever discharge The Florida State University, the Board of Trustees, the State Board of Education, the Board of Governors, and their agents, officers, assistants, faculty, and employees, in both their individual capacities and by reason of their relationship to The Florida State University, the Board of Trustees, the State Board of Education, the Board of Governors, and their successors and assigns, from any and all claims and demands whatsoever by reason of any accident, illness, or injury, or any other consequences arising or resulting directly or indirectly from my participation in the International Medicine Elective offered by the Florida State University College of Medicine, and occurring during my enrollment and participation in the Elective or at any time subsequent thereto. I FURTHER declare and represent that I am on notice, my signature below being evidence and acknowledgment thereof, that The Florida State University is not responsible or liable for any injury, accident, loss, or damage whatsoever suffered or incurred by me during periods of independent travel when I am on my own and which are unsupervised by University officials, agents, or employees, or during any absences from University- or College-sponsored activities.

I do hereby hold harmless and release and forever discharge The Florida State University, the Board of Trustees, the State Board of Education, the Board of Governors, and their agents, officers, assistants, faculty, and employees, in both their individual capacities and by reason of their relationship to The Florida State University, the Board of Trustees, the State Board of Education, the Board of Governors, and their successors and assigns, from any and all claims and demands whatsoever, including action or inaction, which I have or any person acting in my behalf as an heir, representative, executor, or administrator has or may have against The Florida State University, the Board of Trustees, the State Board of Education, the Board of Governors, and their successors and assigns, by reason of any injury, accident, loss, or damage whatsoever suffered or incurred by me during periods of independent travel on my own or during any absences from University- or College-sponsored and supervised activities.

SECTION 2.
MEDICAL AUTHORIZATION AND CONSENT

I, _____________________________________________________________, having actual knowledge and conscious appreciation of the possibility of accident, illness, or injury to my person due to my participation in an International Medicine Elective located outside the United States and the possible remoteness of the latest medical technology and equipment, do hereby consent and authorize the Florida State University, acting by and through the Board of Trustees, the State Board of Education, the Board of Governors, its agents, faculty, and employees involved in and working with The Florida State University College of Medicine, full authority in the event of an accident, illness, or injury to my person, to take whatever measures and action they consider necessary and warranted under the circumstances to protect, safeguard, and minimize further injury to my health and safety. I understand such actions may involve or require placing me in a hospital within or outside the United States for medical services and treatment, or, if no hospital is readily available, to place me in the care of a local physician for treatment. If deemed necessary or desirable, I authorize said University officials, faculty, and employees to transport me back to the United States by commercial airline or otherwise for medical treatment. I further agree any and all expenses incurred in rendering these services, whether placing me in a hospital, in the care of a physician, or transporting me back to the United States by commercial airline or otherwise, will be a debt and liability I am responsible for, and I agree to make immediate repayment, time being of the essence.

SECTION 3.
AGREEMENT TO COMPLY WITH FSU RULES

In addition, I, _____________________________________________________________, do hereby voluntarily consent and agree to the following:

1. To comply with all Florida State University rules, regulations, instructions, and standards of student conduct and behavior.

Revised 2/17/15
2. That the Florida State University has the authority to enforce appropriate University rules, regulations, instructions, and standards of conduct and behavior.

3. That the Florida State University may at any time terminate my participation in the International Medicine Elective for failure to maintain said University rules, regulations, instructions, and standards of conduct and behavior, or for any actions on my part considered to be incompatible with the interest, harmony, comfort, and welfare of other students, faculty, University employees, or nationals of the host country.

4. That in the event my participation in the International Medicine Elective is terminated before the end of the regularly scheduled Elective session because of a violation on my part of one or more of said University rules, regulations, instructions, and/or standards of conduct and behavior, I consent to being sent home at my own expense with no refund of Elective fees.

6. That due to the nature of the Elective being organized and located in a foreign country, I expressly agree to accept in good faith the instructions and suggestions of The College of Medicine and its faculty and staff in all matters relating to the Elective, standards of conduct, and personal behavior.

7. That I understand and agree the Florida State University College of Medicine reserves the right to make cancellations, changes, or substitutions in cases of emergency or changed conditions.

8. That I understand and agree that I am fully liable for all fees associated with the Elective. Further, I understand that no consideration for a refund will be made once the Elective has begun. I further understand that fees and charges associated with the International Medicine Elective may be established by other entities and may be based on airfares, lodging rates, and travel costs currently in effect and are subject to change.

9. That if I leave the Elective voluntarily for any reason, or due to my violation of rules, regulations, instructions, and/or standards of conduct and behavior, there will be no refund of fees already paid, and any increases in airfare incurred for early or late departure from the Elective must be paid by me.

FINALLY, I HEREBY declare and represent in making, executing, and rendering this Statement of Voluntary Medical Authorization, Consent and General Release and Waiver of Liability and Agreement to Comply with FSU Rules and host country laws, I fully understand and acknowledge by my signature I am relying wholly upon my own judgment, belief, and knowledge of the circumstances involved in my participation and enrollment in the International Medicine Elective located in __________________________ (city/country of program). I have read this statement, understood its contents, and execute it of my own free will and choice.

IN WITNESS WHEREOF, I have executed this instrument on this________ day of _________, 20________.

________________________________________
Signature of participant/student/occupant

________________________________________
Social Security Number
**Application For International Medicine Elective**

Florida State University  
College of Medicine  
Enrollment Services Coordinator  
1115 West Call Street  
Tallahassee, FL 32306-4300

Phone: (850) 644-5323  
Fax: (850) 645-2846  
E-mail: Melinda.mcdaniel@med.fsu.edu

**PART I: TO BE COMPLETED BY THE FSU COM STUDENT**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Social Security #</th>
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<th>Cell Phone</th>
<th>E-mail</th>
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<tr>
<th>Overseas Contact Information</th>
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<tr>
<th>Subject of Elective</th>
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Block ______ Elective Dates ____________ to ____________

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<tr>
<th>Hours per week</th>
<th>Number of weeks</th>
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<tr>
<th>Primary Language Spoken &amp; Required Level of Competency</th>
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Elective Supervisor’s Name in host country: 

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<th>Address</th>
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<tr>
<th>Phone#</th>
<th>Fax#</th>
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Responsibilities during elective (check all that apply):

- [ ] Clinical observer
- [ ] Research in laboratory
- [ ] Administrative-hospital based
- [ ] Clinical with patient contact
- [ ] Research-clinical
- [ ] Administrative-clinic based
- [ ] Other: ____________________________

Goals / Objectives for this elective:

**General Course Objectives:** Student will be able to: (1) Compare different international healthcare systems to that of the United States. (2) Demonstrate increased knowledge of the problems that are unique to the selected country. (3) Discuss the benefits and challenges of international medicine.

**Specific Goals / Objectives or Learning Contract for student:**

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<tr>
<th>Travel Insurance Coverage (It is the student’s responsibility to obtain coverage.)</th>
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<tbody>
<tr>
<td>[ ] Yes</td>
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</table>

Student address while attending course ____________________________

<table>
<thead>
<tr>
<th>Student read and sign:</th>
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</table>
I am planning to complete the above outlined International Elective. In order to receive one week’s credit, I agree to spend at least 40 hours during the week on this educational experience. **I will not be under the direct supervision of any family members or individuals with whom I have a personal relationship.**

- [ ] I have met or discussed with the Course Director at least 6 months before start date of course.
- [ ] I have submitted the International Student Identification Card Application.
- [ ] I have completed and signed the FSU International Medicine Elective Legal Document.
- [ ] I have read and understand the International Elective policies and checklist.
- [ ] I understand that all expenses related to this course are the responsibility of the student.
- [ ] I understand that I will not receive credit if any of the above is not fulfilled.

Printed Name: ____________________________________________________________

Signature: ____________________________ Date ________________

---

**PART II: TO BE COMPLETED BY FSU-COM APPROVING OFFICIALS**

The medical student named above is in **GOOD STANDING** at this institution, has taken and passed all core clerkships (Internal Medicine, Surgery, Psychiatry, Pediatrics, OB/GYN, Family Medicine), has passed the USMLE Step 1, and has permission to take the above listed course FOR ELECTIVE CREDIT.

________________________________________  ______________________
Academic Advisor Signature                  Date

________________________________________  ______________________
FSU Regional Campus Dean Signature          Date

________________________________________  ______________________
FSU Student Support Coordinator Signature   Date
PART III: TO BE COMPLETED BY SPONSORING FACULTY FROM HOST COUNTRY

Instructions for student: Please send this page and a copy of pages 1-2 to the sponsoring faculty from host country.

To: Florida State University College of Medicine, Registrar

From: ____________________________________________________________

I confirm that Mr./Ms. ____________________________________________ has been accepted for a __________ week elective under my supervision. I have reviewed the goals listed on the previous page and I understand that I am responsible for insuring that the student has a well-defined curriculum and that the student will be precepted throughout the elective. I understand that the student must spend at least 40 hours per week under supervision in order to receive one week’s credit. I agree to submit an evaluation of the student’s work at the completion of the elective experience to the Office of Student Affairs, FSU College of Medicine, 1115 Call Street, Tallahassee, FL 32306-4300, USA. Fax (850) 645 - 2846

Printed Name: __________________________________________________

Position / Title: __________________________________________________

Signature: __________________________________ Date: ________________

E-mail: __________________________________________________________

Telephone: __________________ Facsimile: ____________________________

Please return this form to the FSU College of Medicine at:
Office of Student Affairs, FSU College of Medicine, 1115 Call Street, Tallahassee, FL 32306-4300 or Melinda.mcdaniel@med.fsu.edu
Fax 850-645-2846

99

Revised 2/17/15
I have met with the student and reviewed the International Medicine Elective policies and checklist. The student has been informed of required and recommended vaccines and health precautions for his/her destination.

Approved by the Course Director: ☐ Yes ☐ No

Signature_____________________________________________Date_____________

________________________________

Approved by the Regional Campus Dean: ☐ Yes ☐ No

Signature_____________________________________________Date_____________

________________________________

Final Approval

Senior Associate Dean for Medical Education and Academic Affairs

Signature_____________________________________________Date_____________

________________________________

MEL 7123: International Medicine Elective in _________________________________

This form should be completed and returned to the FSU COM Registrar.

Appendix G: Bio-Hazard Exposure Incident Report

Florida State University College of Medicine

This report is to be completed by the clerkship faculty or supervising healthcare professional.
Name of Student_________________________________________

Name of Healthcare Facility________________________________________

Location of Healthcare Facility_______________________________________

Date of Incident__________ Name of Clerkship/Preceptorship ____________

Describe the incident:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Describe the protocol followed:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Describe the recommended follow-up:
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Name of Clerkship Faculty/Preceptor (Please Print)
__________________________________________________________

________________________  ________________________________
Faculty Signature          Student Signature
Appendix H: Wellness Center Usage Policies

The wellness center is open 24/7 and its use is contingent upon following these established and posted policies.

Use of this facility is a privilege, is non-transferable, and may be revoked at any time by the Florida State University College of Medicine (FSU COM).

Only FSU COM students, faculty, and staff may utilize the Wellness Center. Visitors and guests are not permitted.

Users of the Wellness Center are doing so at their own risk. FSU COM is not responsible for any injury that may occur or for lost or stolen items.

Food or gum is not permitted in the Wellness Center. Water or sports drinks are permitted provided they are in a sealable, plastic container.

Audio devices are not permitted unless they are personal units, equipped and used with headphones. Cell phone use is not permitted.

Proper athletic attire must be worn at all times. No sandals, open toed or open-backed shoes are permitted.

Users are required to pick up after themselves and discard trash and remove personal items.

Users are required to wipe down equipment after each use. Gym Wipes are made available for use.

During busy times, or whenever someone is waiting for your machine, observe a 30-minute time limit on all cardiovascular equipment.

Report damaged equipment immediately to dl-medfacilities@ad.fsu.edu.

Providing access to others or loaning of access card to others will result in loss of privileges.

The FSU COM reserves the right to refuse access to any user who violates any rule or regulation, or engages in any verbal and/or physical abuse towards other users.

Access will be granted only to those who have read and signed the Wellness Center waiver and release.
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