



BCC 7170 Community Medicine 2019-2020

Course Director

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Overview

Description

The Third-Year Community Medicine course is required for all students at the College of Medicine regional campuses and rural training sites. This is a two-week course is given once in the third year and is designed to broaden the student's understanding of the role played by community agencies in health promotion and disease prevention. It allows the student to work as a member of a community agency team to assist the agency in fulfilling its goals of maintaining the health of the community. This course also provides the student an opportunity to share and discuss observations with agency members, faculty, and other students. Each student is assigned to a community agency with a defined contact person within the agency; this contact person is assigned the role of **Course Coordinator**.

The identified Course Coordinator at the community agency supervises the student according to the course goals and objectives and evaluation method defined in this syllabus. Coordinators are instructed on these requirements by the Regional Campus Dean, Immokalee, or Rural Program Director prior to the start of the course.

For most students, Community Medicine is scheduled from January 6 – 17, 2020, although variations in schedule occur with off-cycle students. Students participating in the Longitudinal Integrated Curriculum (LIC) will participate from June 10 – 21, 2019. All course requirements remain the same, and must be successfully completed before the student will be allowed advance to the M4 year.

Types of agencies utilized in this course include, but are not limited to:

- Local health departments
- Social service agencies (e.g. adults and children with disabilities)
- Area agencies (e.g., Elder care, HIV/AIDS, Homeless programs)
- Indigent care clinics
- Visiting nurse organizations
- Home healthcare agencies
- Hospice organizations
- Mobile healthcare units
- Domestic violence organizations
- Food bank

Orientation and Syllabus Review

Students are assigned to a community agency during Dean's Rounds at the Regional Campus in the Fall, and a general orientation is provided at each campus at the time of agency selection. An agency specific orientation is provided at the student's respective community agency by agency representatives typically on the first day of the course. Students are required to review the syllabus prior to the first day of the course.

Course Format

This a two-week course designed to broaden the student's understanding of the role played by community agencies in health promotion and disease prevention and allow each student to observe and assist in that agency's role in maintaining the health of the community. This course involves experiential, service, and reflection learning. The community agency course coordinator is central to the process. During the two-week Community Medicine experiential rotation, the student gains the desired objectives of service learning, geriatrics (whenever applicable), and care to underserved populations, and the state and federal government goals for the

health of our population.

Each agency has one to two (occasionally more) students assigned to it, and students work very closely with the assigned Course Coordinator. The course coordinator orients the student to his/her agency the first morning of the student's assignment. Caseloads, learning experiences, and assignments within the agency to meet the course objectives will be directly managed by the on-site course coordinator. The course coordinator must ensure an appropriate variety of exposure to common community medicine conditions and situations and to the administrative and functional structure of the agency.

Student assignments related to the specific agency are the responsibility of the course coordinator and are to be structured to address the course objectives. In addition, the Regional Campus Dean, Immokalee, or Rural Program Director communicates with the agency course coordinator as needed to monitor the student experience or address any problems.

Defined readings, a written self-reflection exercise, and an end-of-course presentation given at the Regional Campus on the final day of the course are additional course requirements (see below).

Longitudinal Integrated Curriculum (LIC)

General information and policy regarding the Longitudinal Integrated Curriculum (LIC) in Marianna can be found on the syllabi page of the [Office of Medical Education](#) website.

Scheduled Hours/On-Call

Students are expected to participate in all activities available at the agency to which they are assigned, and to work 8 to 9-hour days 5 days per week. During off-cycle rotations during which Doctoring 3 is not scheduled, students will work 5 or more days per week with Course Faculty. No call is required during this course.

The last day of Community Medicine is set aside for student presentations to community agency leaders, faculty, campus staff and invited guests. Student Workhour Policy and Documentation

The FSU College of Medicine adheres to the ACGME requirements regarding clinical work and education. This includes working no more than 80 hours per week and no more than 24 hours continuously, except an additional 4 hours may be added to the 24 to perform activities related to patient safety, such as transitions of care or education. Additional patient care responsibilities must not be assigned during this time. Students will have at least one out of every 7 days off, completely free from clinical and educational duties, when averaged over 4 weeks.

Students will use the [Encounter Tracking System \(ETS\)](#) to document by self-reporting their daily work hours. Students must enter daily work hours that includes both clinical experience (includes clinical care and documentation in medical record) and assigned educational activities (Doctoring 3 didactics, agency meetings). Failure to report work hours is considered a breach of professionalism.

Hours that **should not be included in self-reported work hours** include reading about patient conditions and procedures, self-directed study for courses/courses, work completed for assignments, learning modules and assigned reading.

Absences

Extended absences from the course are not permitted. Any absence from the course must be **pre-approved by the regional Campus Dean** prior to the beginning of the course, using the [student absence request form](#). Even with an excused absence, the student will complete the scheduled work as outlined.

The Course Faculty, Course Director and Education Director must be notified of any absence in advance by the student. In the case of illness or other unavoidable absence, follow the same procedure outlined above, and notify everyone as soon as possible. **Unapproved absences during the course will result in a grade of "incomplete" until remediated, and may result in a grade of "fail" for the course.**

Components

Assignments

Students are required to complete two assignments:

Each student must turn in one writing assignment and also give a summary PowerPoint presentation on the last day of the Community Medicine rotation. The writing assignment must include how the agency meets goals of Healthy People 2020 and a critique of the agency's effectiveness. The final PowerPoint presentation is given to the entire class, campus staff and agency staff on the last day of the rotation.

Writing Assignment

The topics areas for the writing assignment are fully detailed in the instructions posted to Canvas. It is highly recommended that the concepts of [Healthy People 2020](#) and the purpose of the agency be reviewed well before the end of the rotation when the assignment is due.

It must be stressed that assignment topic areas are related to "Overarching Goals" of *Healthy People 2020*, the specific relationships and value of their assigned agency to the community, the assigned readings, and personal reflections and critiques of their experiences. It is important that the student demonstrate evidence that they incorporated principles from the reading assignments into their writing.

Students are encouraged to use the content of their reading and writing assignment to assist them in the development of the required PowerPoint presentation at the end of the rotation (described below).

Submitted student assignment content will not be available for agency review and will be reviewed only by the respective student, the respective Regional Campus Dean, and the Course Director (if requested by Course Director when assigning final grade). The student may elect to share their writings and presentation to the agency, but these will not be released to the agencies without expressed permission from the student author(s).

Submission: The writing assignment is due by midnight Thursday before the last day of the rotation. Students with late submissions may be subject to additional make-up writing assignments as determined by the Education/Course Director and will not be eligible for a Letter of Distinction for performance on the course.

Required Student Presentation

As a final assignment, the students must prepare and deliver a presentation of their course experiences to the entire class, the Regional Campus Dean, the campus staff, and invited agency staff at the end of the course (PowerPoint format is highly recommended). The Immokalee and Rural Program students will present at an assigned campus site that may or may not be the student's home campus. The details will be worked out on an individual student basis by the Immokalee or Rural Program Director and the student. Presentations must include an analysis of the agency relatedness to *Healthy People 2020* and any associated areas covered by the course required readings (see required readings above). The students are required to discuss how the agencies meet or do not meet major *Healthy People 2020* Overarching Objectives.

A presentation template covering minimum presentation requirements and assignment details are provided to the students on Canvas. Members of the agencies including agency **course coordinators** and any interested Regional Campus faculty and staff are cordially invited to attend the student presentation session.

Learning Resources

Readings

Assignments and links to articles are posted to the Canvas site for Core Courses, Community Medicine page.

1. Summary of Overarching Goals, Healthy People 2020
<http://www.healthypeople.gov/2020/about/default.aspx>
2. Braveman P: Health disparities and health equity: concepts and measurement. Ann Rev Public Health

2006. 27:167–94.

3. McGinnis JM: A vision for health in our new century. Am J Health Promot. 2003. 18:146-50.

Institutional Resources

The [COM Charlotte Edwards Maguire Medical Library](#) is primarily a digital library that is available 24/7 through secure Internet access. Library resources that support this course are available under “Subject Guides” under the *Resources by subject* from the main menu on the library website. In addition, many of the point-of-care resources are available for full download to mobile data devices. Upon student request, items not found in the library collection may be borrowed through interlibrary loan.

Evaluation and Grading

College of Medicine Standard Clerkship Grading Policy

The standardized clerkship policy can be found on the [Office of Medical Education website](#).

Course Specific Grading

1. If any remediation is required, the student is no longer eligible for “honors”, and will be assigned an initial grade of “IR” until remediation has been completed.
2. Any breach in professionalism renders a student ineligible for the letter of distinction.
3. Oral presentation at course end
4. Writing assignment
5. Course coordinator written evaluation
6. Evaluation by supervising faculty

Pass Criteria

- Proper attendance at all assignments at the Community Medicine Course agency
- No ratings of “Strongly Disagree” on any assessment domain in the Community Medicine Course Performance Evaluation form
- Satisfactory writing and presentation assignments
- Assessment by Regional Campus Dean, Immokalee, or Rural Program Director indicating satisfactory performance in meeting competencies measured by the course assignments
- Meets all professionalism expectation domains listed in the Community Medicine Course Performance Evaluation form

Fail Criteria

- Inadequate or haphazard attendance of assignments
- A rating of “Strongly Disagree” on any assessment domain in the Community Medicine Course Performance Evaluation form
- Two or more ratings of “Disagree” on assessment domains in the Community Medicine Course Performance Evaluation form
- Failure to meet expectations on any of the professionalism performance domains

Letters of Distinction

Students who distinguish themselves by a truly outstanding performance on the course will be considered for a *Letter of Distinction* that is placed in the respective student file and noted in the student’s Medical Student Performance Evaluation (MSPE) document as the course grade of “PASS with LETTER OF DISTINCTION.”

Minimum criteria for a *Letter of Distinction* are as follows:

1. All professionalism standards for the course are met
2. Indication of outstanding performance in the evaluation form narratives from the **course coordinator**
3. A course evaluation by the **course coordinator** with 6 or 7 out of 7 evaluation categories rated as

“Strongly Agree;”

4. Complete and effective coverage of the *Healthy People 2020* objectives in the student’s required presentation to the class
5. An “Outstanding” rating (on a scale of unacceptable—satisfactory—above average—outstanding) as determined by the Regional Campus Dean for the required student presentation
6. An “Outstanding” rating (on a scale of unacceptable—satisfactory—above average—outstanding) as determined by the Regional Campus Dean for the required student writing assignment
7. No late submissions of the writing assignment
8. Recommendation from the Regional Campus Dean or Immokalee or Rural Program Director for a *Letter of Distinction*.

The final grade determination for each student is the sole responsibility of the Course Director. Students who have difficulties meeting course requirements will be assigned an initial grade of IR, until remediation has been completed. The determination of the Course Director regarding the award of a *Letter of Distinction* is final.

Policies

Student Mistreatment Policy

If you feel you are being mistreated, please refer to the Student Mistreatment Policy in the [FSUCOM Student Handbook](#) and report the incident as soon as possible.

College of Medicine Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation. Students must use the [absence request form](#) that is located on Student Academics.

Academic Honor Policy

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://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>).

Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University

Tallahassee, FL 32306-4167
 (850) 644-9566 (voice)
 (850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

College of Medicine Student Disability Resources

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.

Competencies

The following table outlines the **Community Medicine** course competencies and assessment method for each, intended to be used as a guide for student learning.

Each clerkship objective/competency is mapped to the [FSU COM Educational Program Objectives \(EPOs\)](#) and [ACGME Core Entrustable Professional Activities \(EPAs\)](#). To view the complete table and for an overview of the curricular map for the clinical years at the Florida State University College of Medicine, please visit the syllabi page of the [Office of Medical Education](#) website.

Clerkship Competency	Assessment			
	Observation by faculty	Observation by clerkship director	Oral presentation	Project
Community Medicine				
Recognize and demonstrate the ability to address the unique needs of individuals from underserved environments.	x	x	x	x
Elicit and constructively provide performance feedback to individuals and interdisciplinary teams of healthcare professionals (including situations of medical error and conflict resolution).	x			
Obtain and utilize public health information (demographic, cultural and socioeconomic information) to improve the health of the community.	x	x		
Demonstrate respect, empathy, compassion, responsiveness and concern regardless of the patient/individual's problems, personal characteristics.	x	x	x	x
Demonstrate effective oral communication skills with colleagues and other health professionals.	x	x		
Demonstrate culturally and linguistically appropriate skills with individuals from diverse backgrounds.	x			

Display professionalism, high ethical standards, and integrity in relationships in all aspects of medical practice, especially with respect to confidentiality, informed consent, and justice.	x			
Demonstrate basic knowledge of the health care delivery system in the community including healthcare providers, hospitals, facilities, home health and community agencies.	x	x	x	x
Demonstrate an understanding of the role of the physician in working with home health and community agencies to benefit patients.	x	x	x	x
Advocate for and assist patients in coordinating care and in dealing with system complexities.	x	x	x	x
Recognize that errors occur in providing health care and how providers and system flaws contribute to hazards in care; seek to improve systems and prevent future errors.	x	x	x	x
Demonstrate the ability to work effectively as a member of a health care team.	x	x	x	x
Demonstrate respect for the roles of other healthcare providers and of the need to collaborate with others in caring for individual patients and communities.	x	x	x	x
Demonstrate respect for the contributions of medical colleagues, other health care professionals, agencies, and families, to the health of the individual and/or the health of the community.	x			
Practice self-evaluation and reflection concerning cultural, moral and ethical issues encountered in the community-based care of patients/individuals, and the practice of medicine, identifying biases, perceived differences between practitioners and patients, and employing a nonjudgmental approach to care.	x		x	x