



BCC 7170 Community Medicine Course 2022-2023

Course Director

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Overview

Course Description

The 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 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 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, objectives, and evaluation method defined in this syllabus. Requirements are shared with Course Coordinators before the start of the course. While a two-week course is insufficient to formally measure a community's health needs and identified issues, a primary goal is for students to learn to discuss the process and components of Community Health Assessment (CHA). Community engagement and collaborative participation are essential components of conducting a CHA, and through this course, students should be able to address how the agency they work with addresses specific health needs and issues of a given population and inform decision making to improve that population's health status. Many types of agencies are partners for our students through this course, and an agency list is available at each regional campus.

Examples of Community Agencies	
County Health Departments	Mobile Healthcare Units
Social Service Agencies	Domestic Violence Shelters
Homeless Programs	Human Trafficking Advocacy Centers
Indigent Care Clinics	Food Banks
Home Healthcare Agencies and Visiting Nurse Organizations	Elder Care Related Agencies
Hospice Organizations	HIV-focused Care Agencies

Orientation and Syllabus Review

Students are required to review the syllabus before the first day of the course. General orientation is provided during M3 orientation, and again during Dean's Rounds when assignments to community agencies are made. An agency-specific orientation is provided at the student's respective community agency by agency representatives on the first day of the course.

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 8-9 hours per day, 4 days per week. During off-cycle rotations during which Doctoring 3 is not scheduled, students will work 5 or more days per week. 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 guests. Students should show initiative and feel free to volunteer to help the Community Agency with client visits as allowed, ongoing quality improvement projects if help is needed, or other needs where the creativity, energy, and medical knowledge of a medical student can help. Work hours are to be documented in ETS daily.

Course Format

This is 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 allows each student to observe and assist in that agency's role in maintaining the health of the community. This course involves experiential, service, and reflective learning. The community agency course coordinator is central to the process. During the two-week Community Medicine experiential course, the student gains the desired objectives of service-learning, geriatrics (whenever applicable), and care for underserved populations. Students also learn to discuss the process and components of Community Health Assessment (CHA). This will allow students to evaluate how the agency operates within the context of the "Overarching Goals" of [Healthy People 2030](#), both by addressing the specific health needs and issues of a given population and informing decision making to improve that population's health status.

Each agency typically works with one to three assigned students, who work very closely with the Course Coordinator.

Caseloads, learning experiences, and assignments within the agency will be directly managed by the on-site course coordinator. The course coordinator ensures the student exposure to both clients as well as the administrative and functional structure of the agency.

Required Assignments

Required Assignment 1: Agency Research Project

Students will research and write a short paper - no longer than 2000 words - outlining how the agency they work with addresses specific health needs and issues of a given population and informs decision making to improve that population's health status. It is highly recommended that the concepts of [Healthy People 2030](#) and the purpose of the agency be reviewed well before the end of the course, and those concepts get included in the written assignment along with if/how the agency's mission incorporates the needs of a local Community Health Assessment.

Students should include topic areas related to the [Overarching Goals of Healthy People 2030](#), the specific relationships and value of their assigned agency to the community, the required readings, personal reflections, and critiques of their experiences.

1. Attain healthy, thriving lives and well-being free of preventable disease, disability, injury, and premature death.
2. Eliminate health disparities, achieve health equity, and attain health literacy to improve the health and well-being of all.
3. Create social, physical, and economic environments that promote attaining the full potential for health and well-being for all.
4. Promote healthy development, healthy behaviors, and well-being across all life stages.
5. Engage leadership, key constituents, and the public across multiple sectors to take action and design policies that improve the health and well-being of all.

Students must demonstrate evidence that they incorporated principles from the reading assignments into their writing and understand how the agency they work with addresses specific health needs and issues of a given population and informs decision-making to improve that population's health status. Students should also include information on how healthcare providers interact with the agency in advocating for their patients and teamwork between the agency and other healthcare professionals, agencies, and/or client families. Specifically outline the contributions of different stakeholders both within and outside of the agency to advance the health of the individual and/or community and teamwork between the agency and other stakeholders in the community (healthcare professionals, agency personnel, families, patients, clinical partners).

Students are encouraged to use the content of the writing assignment to assist in the development of the required PowerPoint presentation at the end of the course. Students may elect to share written assignments with the agency, but they will not be released without explicit permission from the student author.

Submission

- Students will upload their Community Medicine agency research project to the "Project Documents" tab for the course in Student Academics.
- Students will email their project to their regional campus dean or rural site administrator **by 5:00 PM on Wednesday** two days before the end of the course.

Evaluation

Evaluation of the writing assignment will be completed by the student's regional campus dean or site administrator for the Immokalee or Marianna rural training site. The course director may also review submissions when determining the final grade.

Required Assignment 2: Community Agency Presentation

Students must prepare and deliver a presentation on the final day of the course. Presentations must include an analysis of the agency's relatedness to Healthy People 2030 and any associated areas covered by the course-required readings. The students are required to discuss how the agency meets or does not meet major Healthy People 2030 Overarching Goals. This presentation will be delivered to the entire class, regional campus dean, campus staff, and agency course coordinators. Students completing the Community Medicine course in the Immokalee or Marianna rural sites will present at an assigned campus site that may or may not be the student's home campus (details to be arranged in collaboration with site administrators). The suggested outline of the 20-minute agency presentation is an **overview, mission, structure, funding sources, access, and challenges**.

Submission

- Students will upload their Community Medicine PowerPoint presentation to the “Project Documents” tab for the course in Student Academics.
- Students will their presentation to their regional campus Education Technology Specialist (i.e. IT specialist) or campus staff who assist with presentations **by 1:00 PM on Thursday** one day before the end of the course.

Evaluation

Evaluation of the presentation will be completed by the student’s regional campus dean or site administrator for the Immokalee or Marianna rural training site.

Evaluation rubric for Community Agency Presentation	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Professionalism during presentation			
Role-model teamwork with agency and other professionals			
Research and analysis			
Communication skills			
Overall evaluation			

Learning Resources

Institutional Resources

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

Required Reading

The required reading is available on the subject guide <https://med-fsu.libguides.com/healthandsociety/>.

1. U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion [Healthy People 2030: Vision, Mission, and Overarching Goals](#)
2. Annual Review of Public Health [Health disparities and health equities: concepts and measurement](#)
3. American Journal of Health Promotion [A vision for health in our new century](#)
4. CDC Public Health Professionals Gateway [Community Health Assessment and Health Improvement Planning](#)
5. CDC Public Health Professionals Gateway [Community Health Assessments and Health Improvement Plans](#)
6. Association for Community Health Improvement [Community Health Assessment Toolkit](#)
7. Florida Department of Health [Community Health Assessment and Planning in Leon County, FL](#)

Evaluation

Course Specific Grading

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

1. **Any assignments that are submitted late or require remediation renders the student ineligible for honors** and will result in the assignment of an initial grade of IR (Incomplete Remediation) until remediation has been completed
2. **Any breach in professionalism renders a student at risk of failure**
3. **Failure to document work hours timely and accurately renders a student at risk of failure**
4. Satisfactory completion of the required Community Agency Presentation (pass/fail)
5. Satisfactory and timely submission of the required Agency Research Project (pass/fail)
6. Consistent attendance for all activities/assignments at an assigned agency (pass/fail)
7. Satisfactory evaluation by the agency course coordinator
8. Satisfactory evaluation by the site director

Grade Assignment

Final grades will be determined solely by the course director. Students who have difficulties meeting course requirements will be assigned an initial grade of IR until remediation has been completed. Students must meet the criteria described in course-specific grading and receive a recommendation from their regional campus dean or site administrator for the Immokalee or Marianna rural training site.

Course Objectives

The following table outlines the clerkship objectives and assessment method for each, intended to be used as a guide for student learning. Each clerkship objective is mapped to the [FSU COM Educational Program Objectives \(EPOs\)](#) and [ACGME Core Entrustable Professional Activities \(EPAs\)](#). To view the complete table and for an overview of the curricular map for the clerkship years at the Florida State University College of Medicine, please visit the syllabi page of the [Office of Medical Education](#) website.

Community Medicine Course Objectives	Educational Program Objectives (EPOs)	Entrustable Professional Activities (EPAs)	Assessment
Recognize and demonstrate the ability to address the unique needs of individuals from underserved environments.	2.4, 9.1	9	<ul style="list-style-type: none"> Course Coordinator observation Evaluation of assignment by Regional Campus Dean or Designee Oral presentation Regional Campus Dean or Site Administrator observation
Elicit and constructively provide performance feedback to individuals and interdisciplinary teams of healthcare professionals.	3.3, 3.4, 6.6	9	<ul style="list-style-type: none"> Course Coordinator observation
Obtain and utilize public health information (demographic, cultural, and socioeconomic information) to improve the health of the community.	3.4, 3.9, 9.1, 9.2, 9.3, 9.4		<ul style="list-style-type: none"> Course Coordinator observation Regional Campus Dean or Site Administrator observation
Demonstrate effective oral communication skills with colleagues and other health professionals and the ability to work effectively as a member of a health care team.	4.1, 4.2, 7.1	9	<ul style="list-style-type: none"> Course Coordinator observation Regional Campus Dean or Site Administrator observation
Demonstrate culturally and linguistically appropriate skills with individuals from diverse backgrounds.	5.1, 5.5		<ul style="list-style-type: none"> Course Coordinator observation
Demonstrate basic knowledge of the health care delivery system in the community and understand the components of community health assessment (CHA).	6.1, 9.1, 9.2	9	<ul style="list-style-type: none"> Course Coordinator observation Evaluation of assignment by Regional Campus Dean or Designee Oral presentation Regional Campus Dean or Site Administrator observation
Demonstrate an understanding of how community health assessment is used to identify the health needs and issues of a given population and inform decision making to improve population health status.	6.2, 9.1, 9.2, 9.3, 9.4	9	<ul style="list-style-type: none"> Course Coordinator observation Evaluation of assignment by Regional Campus Dean or Designee Oral presentation Regional Campus Dean or Site Administrator observation
Better understand complexities of care delivery, and assist when possible to improve care given to individuals served by Agency.	6.4	9, 12	<ul style="list-style-type: none"> Course Coordinator observation Evaluation of assignment by Regional Campus Dean or Designee Oral presentation Regional Campus Dean or Site Administrator observation
Demonstrate respect for the roles of other healthcare providers and of the need to collaborate with others in caring for individuals and communities.	7.1	9	<ul style="list-style-type: none"> Course Coordinator observation Evaluation of assignment by Regional Campus Dean or Designee Oral presentation Regional Campus Dean or Site Administrator observation
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.	7.1	9	<ul style="list-style-type: none"> Course Coordinator observation
Practice self-evaluation and reflection concerning cultural, moral, and ethical issues encountered in the community-based care of individuals, and the practice	7.1, 7.3, 8.6, 8.7	9	<ul style="list-style-type: none"> Evaluation of assignment by Regional Campus Dean or Designee

of medicine, identifying biases, perceived differences between practitioners and individuals, and employing a nonjudgmental approach to care.			<ul style="list-style-type: none"> • Oral presentation
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Policies

Absence and Attendance Policy

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

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of 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

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

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

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

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

students must have at least 14 hours free of clinical work and scheduled educational activities.

- Students should have 8 hours off between scheduled clinical experience and education periods.

Documentation of time spent on clinical experience and education:

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

Students will report the following:

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

Office of Student Counseling Services

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

Student Mistreatment Policy

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

Syllabus Change Policy

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