



## BCC 7150 Psychiatry Clerkship 2022-2023

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# Overview

## **Description**

Students will participate in this clerkship as either a 6-week block or through the Longitudinal Integrated Curriculum (LIC). The Psychiatry Clerkship is a required clinical experience that provides third-year students with a solid foundation in the fundamentals of the evaluation, diagnosis, treatment, and appropriate referral of patients with mental health disorders. The student will be assigned to one or more Clerkship Faculty. A variety of learning opportunities are offered in community-based settings and include inpatient and outpatient psychiatry treatment programs, emergency departments, consultations/liason services, residential treatment programs, correctional facilities, and others. The goal of the required six-week Psychiatry Clerkship is to provide the student with an experience that emphasizes patient evaluation and treatment in multiple settings. Diverse opportunities provide an extensive array of complementary and enriching experiences. For example, students may be exposed to the treatment of coexisting psychiatric and medical illnesses through consultations done in a general hospital. They may likewise gain skills necessary to intervene and treat the most acutely ill patients in urgent care settings, such as the emergency room. The use of electroconvulsive therapy (ECT) may be an additional treatment modality offered on some campuses. All major psychiatric diagnostic categories will be addressed. Though the focus is primarily on adults, there will be exposure to the care of adolescents and children when possible. When appropriate, basic science correlations are also addressed.

## **Orientation and Syllabus Review**

Students are required to view the [Psychiatry orientation video](#) and read the syllabus to be familiar with clerkship expectations before beginning the clerkship. A site-specific orientation will occur at the assigned clinical site before the initiation of clinical activities. Students are responsible for communicating with their Clerkship Faculty before the start date of the clerkship to coordinate meetings.

## **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 in the Psychiatry Clerkship will be assigned to one or more psychiatry faculty and will follow the same work schedule as their faculty physicians. Students enrolled in the clerkship will work at least 4 full days per week with assigned Clerkship Faculty, as one day per week is allotted for participation in Doctoring 3 and Longitudinal Clerkship. During off-cycle rotations during which Doctoring 3 is not scheduled, students will work 5 days per week with the Clerkship Faculty. Students enrolled in the LIC will participate on the schedule provided by the Clerkship Administrator at the Marianna rural training site. Students are not required to be on-call overnight during the Psychiatry Clerkship, although many may have the opportunity to work in the urgent care or emergency setting. Possibilities include general hospital emergency rooms, direct admission centers for inpatient behavioral medicine centers, and triage in outpatient facilities. Work hours are to be documented in ETS daily.

# Required Assignments

## **Required Assignment 1: Ethics Module**

The Ethics Module is a required self-study that addresses some of the more common professionalism, ethical and boundary issues encountered in psychiatry. Students must read the entire module PDF and self-study guide located on the [AY2022-23 MD Clerkship Org Site](#) Psychiatry page and be prepared to discuss it with their Clerkship Director and peers at one of the weekly educational meetings.

### **Submission**

Students will document their completion of this assignment as an **Educational Activity in ETS** by selecting “[PSY] Completion of Ethics Module Self-Study” in the drop-down menu.

## **Required Assignment 2: Psychiatry Project**

Students are required to complete a project during the Psychiatry Clerkship and may choose from one of the following four options. Project selections must be **approved** by the Clerkship Director **in advance** and be appropriately edited to reflect that the student is a candidate for a doctoral-level degree (e.g. correct spelling, logical syntax, and correct grammar).

1. Create a 15-slide PowerPoint on any psychiatric topic to be presented to peers at Clerkship Rounds; the presentation should be approximately 20 minutes.
2. Present and lead a thorough and detailed discussion of a relevant journal article to peers at Clerkship Rounds; the presentation should be approximately 20 minutes.
3. Write an essay on a unique experience during the clerkship such as attendance at a legislative session or court hearing; the paper should be 1000-1500 words.
4. Assist preceptor in a special project such as presentation of grand rounds or D3 session, participate in writing healthcare policy, creating patient education or other resource or involvement in research. Confirmation of participation must be provided by the supervising faculty to the Clerkship Director and the Education Director. The student is responsible for a brief write-up or other documentation of the content of this project option.

### **Submission**

Students will upload their Psychiatry Project to the “Project Documents” tab for the course in Student Academics by **5:00 PM on the LAST day of the clerkship**. *If Student Academics is unavailable students will email their project to the Education Director.*

### **Required Assignment 3: Comprehensive Psychiatric Examination Write-up**

Students must demonstrate proficiency in performing, writing, and presenting at least one Comprehensive Psychiatric Examination Write-up to include a thorough risk assessment for suicidal and violent potential as well as assessing for cognitive impairment and substance abuse. **Students will use the write-up template available on [AY2022-23 MD Clerkship Org Site](#)** Psychiatry page.

### **Submission**

- Students will upload their Comprehensive Psychiatric Write-up as a Word document to the “Project Documents” tab for the course in Student Academics by **5:00 PM on the LAST day of the clerkship**. *If Student Academics is unavailable students will email their project to the Education Director.*
- Students will also document the completion of this assignment as an **Educational Activity in ETS by selecting “[PSY] Completion of Comprehensive Psychiatric Examination Write-up”** in the drop-down menu.

## **Patient Care**

Students will participate in the care of patients with psychiatric illnesses. Though primarily there are two settings for patients to be examined and treated, inpatient and outpatient, students will usually have the chance to examine patients on general medical wards doing consults, in emergency/urgent care centers, substance abuse treatment facilities, and residential facilities, correctional facilities, etc. Students are expected to perform psychiatric evaluations and to complete procedure requirements no matter the location. Students will be provided opportunities to both observe and participate directly in supervised patient care by their Clerkship Faculty. Ethical issues will be discussed on a case-by-case basis as they present themselves during the course of patient care.

Following a hospitalized psychiatric patient helps gain an appreciation for the full range of psychiatric illnesses and the variety of treatment options that are available to those patients with severe illnesses. Learning the skills needed for interventions and treatments done in the most acutely ill patients will be achieved from time spent in emergency rooms and other urgent care areas. In outpatient clinics, students are more likely to develop an appreciation for the ongoing maintenance of a stable patient. Delivery of care to all populations is discussed (children, adolescents, adults, elderly, culturally diverse groups, developmentally disabled, etc.). Students will be exposed to the diagnosis and treatment of substance use disorders and alcohol abuse and addiction.

Students will demonstrate an understanding of how patients from diverse cultures, practicing a variety of religions, and holding different belief systems perceive symptoms, diseases, and health care, particularly, mental health care. Due to our distributed model, students will see demographic influences on health care. Students must have self-awareness of any personal biases they may have regarding the delivery of health care regarding gender, culture, race, sexual preference, and beliefs or creeds that differ from their own.

### **Patient Log Requirements using the Encounters Tracking System (ETS)**

Students should enter patient encounter data into the Encounters Tracking System (ETS) daily. Students **are required to record a minimum of 25 patient encounters** during the Psychiatry Clerkship. Students will record all clinical problems and procedures that were part of patient encounters. The table below lists the required procedures and problems, including the location of service and expected level of participation. The problems and procedures marked with an

asterisk\* must be completed in the clinical setting and require direct patient contact.

Minimum Required	Problem/Condition	Location of Service	Minimum Level of Participation		
			Observe	Assist	Perform
1	Attention-deficit/hyperactivity disorder	Inpatient or Outpatient	X		
1	Personality disorder	Inpatient or Outpatient	X		
1	Posttraumatic stress disorder	Inpatient or Outpatient	X		
1	Bipolar disorder*	Inpatient or Outpatient		X	
1	Dementia	Inpatient or Outpatient		X	
1	Anxiety disorder*	Inpatient or Outpatient			X
1	Depressive disorder*	Inpatient or Outpatient			X
1	Schizophrenia/psychotic disorder*	Inpatient or Outpatient			X
1	Substance abuse disorder	Inpatient or Outpatient			X
Minimum Required	Procedure	Minimum Level of Participation			
		Observe	Assist	Perform	
1	Dementia assessment (choose from Cognitive assessment, Full mental status evaluation, Mini-COG, MoCA, or MMSE) *			X	
1	Depression assessment (choose from Beck, PHQ9, or Zung) *			X	
1	Generalized Anxiety Disorder Screening (GAD-7) *			X	
1	Substance abuse screening (choose from AUDIT, CAGE, DAST-10, or ORT) *			X	
1	Suicide assessment (C-SSRS)			X	

### ***Patient Log (ETS) Monitoring Policy***

Encounter data are monitored by the Clerkship Directors to assure that students are meeting clerkship requirements. If it becomes apparent that students are not encountering the required patient conditions, efforts will be made to specifically select the patients with the required conditions. The level of participation in the care of patients is determined by the student's involvement during the history, physical exam, assessment, and treatment plan. The complexity of these components will vary, but for the purposes of choosing a level of participation, three categories have been created, *all of which include supervision of the medical student*. The student will select the level of participation that most closely describes their involvement in the patient encounter, and will receive credit for documented participation at the required level or higher.

- **Observe** should be selected when the student observes a clinician conducting the patient encounter.
- **Assist** should be selected when the student assists a clinician in conducting the patient encounter.
- **Perform** should be selected when the student leads or conducts the patient encounter.

### ***Alternate Educational Experiences***

Should the student be unable to complete and record a required clinical encounter or other clerkship requirements due to circumstances beyond their control, the Education Director will determine an appropriate alternative educational experience. Students may be exposed to the conditions/diseases secondarily through reading assignments, completion of Aquifer or OnlineMedEd cases, or discussions with the Clerkship Director, and will record as instructed in the ETS. The utilization of alternative educational activities is monitored by the curriculum committee regularly.

## **Online Curriculum**

Students are encouraged to view the following list of video clips on psychiatric symptoms available in the [Psychiatry and Behavioral Sciences Subject Guide](#) under the "Podcasts and Videos" tab.

1. Catatonia
2. Clang associations
3. Command hallucinations
4. Derailment
5. Flat affect
6. Grandiose delusions 1
7. Grandiose delusions 2
8. Grandiose delusions 3
9. Mania
10. Pressured speech

## Meetings

### **Clerkship Director Meeting**

Students will participate in required weekly educational meetings conducted by the Clerkship Director or Clerkship Administrator. These weekly meetings will include case presentations, discussion of required readings, and provide feedback on student performance. These small groups also emphasize the course goals and objectives, demonstrate an understanding of the DSM-5, and emphasize psychopharmacology, mandatory procedures, and diagnosis. Review of student work hours, patient encounter entry, and progress on clerkship assignments will be part of the weekly meetings with the Clerkship Director and the mid-clerkship evaluation.

## Clerkship Exams

### **Formative**

Following completion of the required study assignments, students must take the 26-question required quiz; which must be completed **by the end of the clerkship week 6**. Quiz instructions are located on the [AY2022-23 MD Clerkship Org Site Psychiatry](#) page. Students will receive performance information (answer explanations) to help guide further study and fill knowledge gaps.

### **Submission**

- Students will document as an **Educational Activity in ETS** by selecting “[PSY] Completion of Canvas formative quiz by end of clerkship week 6” in the drop-down menu.

In addition, the [NBME’s Self-Assessment Services \(NSAS\)](#) Clinical Science Mastery Series offers a \$20 clerkship-specific exam preparation that includes in-depth answer explanations. Students may purchase an NSAS examination for any clerkship. Students in academic need should contact their Student Support Coordinator for more information on the institutional paid voucher availability policy.

### **Summative**

At the end of the clerkship, students will take the 110-question NBME Clinical Science Subject Examination in Psychiatry. LIC students will take the exam according to the LIC policies document and are encouraged to delay until near the end of the academic year.

## 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 textbook readings for this clerkship are located in the [Psychiatry and Behavioral Sciences Subject Guide](#).

- [Diagnostic and Statistical Manual of Mental Disorders 5th Edition \(DSM-5\) by the APA](#)
- [Introductory Textbook of Psychiatry 7th edition by Black and Andreasen](#)
- [Case Files: Psychiatry 6th edition by Toy and Klamen](#)

**Students are required to follow a 3-week, structured schedule of required readings, case studies, and videos** that address essential content designed to maximize understanding of the clerkship content. In addition to specifically assigned cases, students should review these screening instruments and videos which demonstrate important psychiatric symptoms designed to master clerkship content and understand the essentials of psychiatric practice. The complete reading list is located on the [AY2022-23 MD Clerkship Org Site Psychiatry](#) page, and summarized in the following table.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Intro. Textbook of Psychiatry	Chapter 1 Chapter 2	Chapter 3 Chapter 4	Chapter 11 Chapter 14	Chapter 5	Chapter 6
Case Files Psychiatry		<ul style="list-style-type: none"><li>• Tourette Disorder</li><li>• Enuresis, Nocturnal Type</li></ul>	<ul style="list-style-type: none"><li>• Attention-Deficit/ Hyperactivity Disorder</li></ul>	<ul style="list-style-type: none"><li>• Schizophrenia</li><li>• Schizoaffective Disorder</li></ul>	<ul style="list-style-type: none"><li>• Bipolar Disorder (Child)</li><li>• Major Depressive Disorder with Psychotic Features</li><li>• Cyclothymic Disorder</li><li>• Major Depressive</li></ul>

					Disorder
Videos on Psychiatry Subject Guide				<ul style="list-style-type: none"> <li>• Catatonia</li> <li>• Clang Associations</li> <li>• Command Hallucinations</li> <li>• Derailment</li> <li>• Flat Affect</li> <li>• Grandiose Delusions 1</li> <li>• Grandiose Delusions 2</li> <li>• Grandiose Delusions 3</li> </ul>	<ul style="list-style-type: none"> <li>• Derailment Mania</li> <li>• Pressured Speech</li> </ul>
Material to Review on Canvas	Comprehensive Psychiatry Exam Write-up template				Zung Self-Rating Depression Scale PHQ-
<b>Week 2</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Intro. Textbook of Psychiatry	Chapter 7 Chapter 8	Chapter 9 Chapter 10	Chapter 15	Chapter 17	Chapter 20 Chapter 21
Case Files Psychiatry	<ul style="list-style-type: none"> <li>• Generalized Anxiety Disorder</li> <li>• OCD in a Child</li> </ul>	<ul style="list-style-type: none"> <li>• Posttraumatic Stress Disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Alcohol Withdrawal</li> <li>• Opioid withdrawal</li> <li>• Cocaine Disorder with Intoxication</li> </ul>	<ul style="list-style-type: none"> <li>• Schizotypal Personality Disorder</li> <li>• Antisocial Personality Disorder</li> <li>• OCPD</li> </ul>	
Material to Review on Canvas			<ul style="list-style-type: none"> <li>• ORT</li> <li>• AUDIT</li> <li>• CAGE</li> <li>• DAST-10</li> </ul>	<ul style="list-style-type: none"> <li>• C-SSRS</li> </ul>	
<b>Week 3</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Intro. Textbook of Psychiatry	Chapter 12	Chapter 13	Chapter 16	Chapter 18	Chapter 19
Case Files Psychiatry		<ul style="list-style-type: none"> <li>• Fetish Disorder</li> <li>• Gender Dysphoria</li> </ul>	<ul style="list-style-type: none"> <li>• Vascular Dementia</li> <li>• Delirium</li> </ul>		<ul style="list-style-type: none"> <li>• Malingering</li> </ul>
Material to Review on Canvas			<ul style="list-style-type: none"> <li>• Mini Cog</li> <li>• MoCA</li> <li>• Mini-Mental Status Exam</li> </ul>		

### Recommended Reading

All additional readings are located on the [Psychiatry and Behavioral Sciences Subject Guide](#) and are provided for students to identify gaps in knowledge and supplement their learning. The **DSM-5 Made Easy** is highly recommended in addition to the multiple question and answer books on the topic of psychiatry. These are valuable for testing knowledge of psychiatry but are inadequate as the primary method of learning psychiatry.

## Evaluation

### Clerkship 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 ineligible for honors**
3. **Failure to document work hours timely and accurately renders a student ineligible for honors**
4. Document a minimum of **25** patient encounters in ETS (pass/fail)
5. Document all required problems and procedures in ETS (pass/fail)
6. Completion of the ethics module and document as an Educational Activity in ETS (pass/fail)
7. Satisfactory and timely submission of psychiatry project (pass/fail)
8. Satisfactory and timely submission of comprehensive psychiatric write-up (pass/fail)
9. Completion of formative exam by the end of **week 6** and document as an Educational Activity in ETS (pass/fail)
10. Active participation in weekly Clerkship Director meetings (pass/fail)
11. Clinical performance must be exemplary to be considered for honors
12. NBME must be at or above the 75<sup>th</sup> percentile or higher to be eligible for honors consideration and must be at

the 10<sup>th</sup> percentile to pass the clerkship

### **Formative Evaluation**

A mid-clerkship evaluation is completed by the Clerkship Director to provide feedback to students on their progress in the clerkship. This will include progress toward the achievement of clerkship objectives, competencies, assignments, and required encounters. A student workflow guide is available on the [AY2022-23 MD Clerkship Org Site](#).

### **Summative Evaluation**

An evaluation of student clinical performance will be completed by the assigned Clerkship Faculty at the end of the clerkship, as well as by the resident the student worked with during the clerkship (if applicable). A final summative report will be completed by the Clerkship Director at the end of the clerkship. The Education Director will review all components of the clerkship and include an assessment of each in the final grade summary.

### **Grade Assignment**

The final grade is assigned by the Education Director and is based on all aspects of the clerkship, including clinical performance, attitude and performance during the weekly meetings with the Clerkship Director, and the results of the NBME Clinical Subject Exam. There are no grade quotas, and it is possible for any student to earn the grade of honors.

## **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.

<b>Psychiatry Clerkship Objectives</b>	<b>Educational Program Objectives (EPOs)</b>	<b>Entrustable Professional Activities (EPAs)</b>	<b>Assessment</b>
Perform a cognitive/dementia assessment using one of these instruments: Mini-Mental Status Exam, Mini-Cog or MOCHA.	1.2	1, 12	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Faculty Observation</li> </ul>
Perform a full case oral presentation to include a differential diagnosis and treatment plan.	1.2	6	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Faculty Observation</li> <li>• Oral Presentation</li> </ul>
Perform a problem focused exam.	1.2	1	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Faculty Observation</li> </ul>
Perform and document a complete psychiatric examination.	1.2	1	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Faculty Observation</li> </ul>
Perform a suicide/safety risk assessment and discuss an intervention plan and be able to recognize signs, symptoms, and risk factors for suicide, violence and harm to others.	1.3 2.3 2.4 2.5	1, 3, 10, 12	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Faculty Observation</li> <li>• Oral Presentation</li> <li>• Patient Documentation</li> </ul>
Perform a depression screen using one of these instruments: Beck, PHQ9 or Zung.	1.3	12	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Faculty Observation</li> <li>• Oral Presentation</li> </ul>
Perform a substance abuse screen using one of these instruments: AUDIT, CAGE, DAST-10 or Opiate Risk Tool and recognize signs, symptoms, and risk factors for substance intoxication and withdrawal.	1.3	12	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Faculty Observation</li> </ul>
Demonstrate ability to discuss the appropriate use and interpretation of laboratory studies and radiographic and electro-physiologic studies.	1.4 2.3	3	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Faculty Observation</li> <li>• Oral Presentation</li> </ul>
Demonstrate ability to utilize electronic resources to identify and incorporate evidence-based data.	1.6	7	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> </ul>



			<ul style="list-style-type: none"> <li>• Faculty Observation</li> <li>• Patient Documentation</li> </ul>
Identify the need for inpatient hospitalization versus outpatient or other lower levels of care, relevant referrals, duty to warn others about safety concerns and appropriate ways to transfer a patient to the care of another provider.	1.6 4.5 5.1-5.6	7, 8, 9, 10	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Faculty Observation</li> <li>• Oral Presentation</li> </ul>
Be able to support a diagnosis using DSM 5 and, when writing a comprehensive treatment for that diagnosis, demonstrate knowledge of psychopharmacology, psychotherapeutic interventions, and other modalities of therapy (i.e. ECT, TMS, Vagus Nerve Stimulation, etc.) that are appropriate/evidence-based treatments for that specific illness.	1.7 2.2 2.3 2.4 2.5 3.1	2, 4, 7	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• End of Clerkship Exam</li> <li>• Faculty Observation</li> </ul>
Demonstrate understanding of co-morbid mental, neurological, and mental illness during case discussions.	2.2	2, 3	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Faculty Observation</li> <li>• Oral Presentation</li> </ul>
Recognize the impact of age and development on the presentation of mental illnesses. Recognize abuse in special populations and across the lifespan.	2.4 2.5	1, 2, 13	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• End of Clerkship Exam</li> <li>• Faculty Observation</li> <li>• Oral Presentation</li> </ul>
Self-evaluate learning needs and demonstrate life-long learning through the research and presentation of psychiatry topic.	3.1 3.2 3.3	6, 7	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Patient Documentation</li> </ul>
Demonstrate the ability to communicate (both verbally and written) effectively with patients, families, treatment teams and staff in a manner helpful and appropriate to the setting, always demonstrating professionalism and objectivity.	4.1 4.2 5.1 5.6	9	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Faculty Observation</li> <li>• Oral Presentation</li> </ul>
Dictate or write a case in a form satisfactory for the medical record.	4.5	5	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Faculty Observation</li> </ul>
Be able to discuss ethical issues in psychiatry and demonstrate an awareness of boundary violations, recognize transference and countertransference, biases against the mentally ill, barriers to care, and the need to maintain confidentiality of psychiatric information, regardless of setting.	5.6 8.1	5, 9, 13	<ul style="list-style-type: none"> <li>• Clerkship Director Observation</li> <li>• Education Director evaluation of assignments</li> <li>• Online Modules</li> </ul>

## 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](mailto: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.