



BCC 7176
Family Medicine Sub-Internship
2023-2024

Education Director

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Overview

Course Description

The Family Medicine Sub-Internship is a four-week competency-based clerkship in family medicine, through which the students are expected to actively participate in the care of hospitalized patients. Students will be exposed to the full spectrum of care provided by family physicians with an opportunity to provide inpatient care to patients of all ages and a broad range of conditions. Students are expected to assume an expanded level of clinical responsibility for evaluation and management, consistent with an acting intern. Students will participate as a member of interprofessional teams and will work effectively in that capacity to facilitate the optimal care of patients in the hospital setting. Students will be exposed to, and have the opportunity to participate in, a variety of procedures commonly performed by family physicians. Students will be assigned to the inpatient family medicine service of a residency program and will participate in the care of hospitalized patients with complex medical needs. Where appropriate, students may also participate in ambulatory encounters that provide additional exposure to the full scope of family medicine and augment their learning, although ambulatory encounters are not required. Students are expected to participate in morning reports, noon conferences, and other available educational offerings.

Orientation and Syllabus Review

Students are required read the syllabus located on the [Office of Medical Education](#) site to become familiar with expectations before beginning the clerkship. Students will also use the [Canvas M.D. Clerkships AY2023-2024](#) site Family Medicine Sub-Internship page to access course material. A site-specific orientation will occur at the assigned clinical site before the initiation of clinical activities. Students are responsible for communicating with Clerkship Faculty before the start date of the clerkship to coordinate meetings.

Scheduled Hours/On-Call

The sub-internship is four weeks in duration and will consist of inpatient care and on-call shifts. Students will **work 6 full days per week** and take assigned night and weekend calls at least once weekly. For this sub-internship, night and weekend call refers to overnight call. **Each student will spend a minimum of 21 days** participating in patient care activities during the 4-week sub-internship. On-call responsibilities are based on the clerkship faculty or resident call schedule but will not be more frequent than once every four days. Specific schedules are determined at each site and will be communicated to the student during on-site orientation or on the first day of the clerkship. **Work hours must be documented in the [Encounter Tracking System \(ETS\)](#) daily.**

Required Assignments

Required Assignment 1: Clerkship Educational Goal and Reflection

At the beginning of the sub-internship students will choose one educational goal specific to their current learning needs, appropriate for the specific learning environment, and that can be achieved in a 4-week sub-internship. The purpose of this assignment is to enhance the student's ability to recognize their own learning needs and develop a strategy to meet those needs. **Students must discuss a preliminary plan** regarding their personal goals with their assigned clerkship faculty and Clerkship Director by the end of the first week of the clerkship.

Submission

- **Email** your educational goal to the Clerkship Director for feedback **by the end of the first week** of the sub-internship.

At the end of the sub-internship students will create a strategy for self-improvement that includes appropriate evidence-based resources, with pre-selected specific targets by which they will assess their progress. Using these targets, the student will track the advancement of their skills, knowledge, or behaviors throughout the sub-internship. Students are encouraged to seek and incorporate feedback from both clerkship faculty and their Clerkship Director before submitting their final report.

Submission

- Upload clerkship educational goal reflection to the "Project Documents" tab for the course in Student Academics **by 5:00 PM on Friday of the last week of the clerkship.** *If Student Academics is unavailable students will email their document to the Education Director.*

Evaluation

This assignment will be evaluated by the Education Director according to the evaluation rubric below. Completion of this assignment in a satisfactory fashion and timely submission is a clerkship requirement.

Personal educational goal and reflection	Above expectations	Meets expectations	Below expectations	Feedback
Specific and achievable				
Targets measurable				
Resources identified				
Lessons learned				
Next steps				
Insight				
Overall evaluation				

Required Assignment 2: Interprofessional Activities

Interprofessional relationships and working as an integral member of a team are important physician activities. Students should function collaboratively on healthcare teams that include health professionals from other disciplines as they provide coordinated services to patients. Students may do this as part of the healthcare team when acting as or requesting a consultation. Students can utilize and enhance their expertise by understanding and engaging the unique and diverse knowledge, skills, and abilities of other professionals to enhance team performance and maximize the quality of patient care. Working with other professionals will enhance patient safety and improve the quality and value of care.

Submission

- Document completion of **at least two (2) interdisciplinary or case management conferences** as an **Educational Activity in ETS** by selecting “[FMSI] Participation in Interdisciplinary or Case Management Conference” in the drop-down box.

Evaluation

Verification of this requirement will be completed by the Clerkship Director. Completion of this assignment in a satisfactory fashion and timely submission is a clerkship requirement.

Required Assignment 3: Transition of Care Handoff

To prepare the student for PGY1 responsibilities, the student is expected to learn and be evaluated on both giving and receiving patient handoffs by residents and/or their clerkship faculty.

Submission

- Document completion of **at least two (2) handoffs as an Educational Activity in ETS** by selecting “[FMSI] Participation in Patient Care Handoff” in the drop-down menu.

Evaluation

This will be evaluated by the clerkship faculty and the Clerkship Director and may require brief documentation of the activity. *Completion of this assignment in a satisfactory fashion and timely submission is a clerkship requirement.*

Required Assignment 4: Faculty Observed History and Physical Examination

Clerkship faculty will observe at least one history and physical examination clinical encounter by the student. **It is the student’s responsibility to make sure this observation occurs.**

Submission

- Document completion of **at least one (1) faculty observation of a history and physical examination** clinical encounter as an **Educational Activity in ETS** by selecting “[FMSI] Completion of Faculty Observation of Clinical Encounter” in the drop-down menu.

Evaluation

This will be evaluated by the clerkship faculty and the Clerkship Director and may require brief documentation of the activity. Completion of this assignment in a satisfactory fashion and timely submission is a clerkship requirement.

Required Assignment 5: Discharge Summary

The discharge summary shows the importance of proper management of a patient's transition at the time of their hospital discharge or transfer to another healthcare facility, including an interprofessional collaboration that must occur for a successful discharge. PGY1 residents are required to complete discharge summaries for every patient they discharge or transfer from the hospital, therefore sub-interns must have experience in completing these summaries. Students are required to complete **at least one (1) discharge summary** using the following guidelines and have it reviewed for feedback from either their resident or clerkship faculty. Complete project instructions are located on the

[Canvas M.D. Clerkships AY2023-2024](#) FMSI homepage. *Students are strongly encouraged to seek feedback from clerkship faculty before submitting the assignment.*

Submission

- Upload the discharge summary assignment to the “Project Documents” tab for the course in Student Academics by **5:00 PM on the last day of the sub-internship**. *Students are encouraged to send a copy of this report to the Education Director via email if the Student Academics site is unavailable.*

Evaluation

The **Education Director** or their designee will evaluate this assignment and provide feedback. If the assignment is returned for revision, submitted late, or incorrectly, the student will be assigned an incomplete until remediation has been completed.

Discharge Summary guideline		Above expectations	Meets expectations	Below expectations	Feedback
Discharge Summary	Organization				
	Pertinent details				
	Follow-up plan				
	Evidence of hand-off				
	HIPAA compliant				
Reflection	Challenges				
	Lessons learned				
	Medication reconciliation findings with attention to patient safety, potential for medical error, and adherence challenges				
	Thoughts on patient education and health literacy				
	Importance of care team at discharge				
	Systems insight				
Overall evaluation					

Patient Care

Inpatient Care

Students are expected to assume an expanded level of clinical responsibility consistent with a fourth-year medical student on a sub-internship and carry a **minimum load of at least 3 patients at all times**. If that is not possible, students will assist residents and attending physicians with their workload potentially assuming care of patients they did not admit. Students will participate in all aspects of inpatient care, including hospital admission, daily care, discharge, patient education, preventive care, and commonly performed inpatient procedures. Management expectations include:

1. Perform admission, history, and physical examinations;
2. Formulate initial problem lists, treatment plans, and write admission orders;
3. Make daily rounds, monitor the patient’s progress, write progress notes and order additional tests and/or treatments; and
4. Complete the discharge assessment and paperwork.

Patient Log Requirements using the Encounter Tracking System (ETS)

Students should enter patient encounter data into the [Encounter Tracking System \(ETS\)](#) daily. A **minimum of 60 inpatient hospital** encounters is required. Students **will record at least one (1) hospital admission and one (1) hospital discharge as a visit type in the inpatient setting**.

- Students who have difficulty seeing a patient within a problem or procedure category should notify their Clerkship Director with sufficient time to **enable remedial action**. The problems and/or procedures marked with an asterisk* must be completed in the clinical setting and require direct patient contact. The remaining conditions should be seen in the clinical setting but may be fulfilled by alternate educational activities as determined by the Education Director.

Min. Req.	Visit Type
1	Hospital Admission
1	Hospital Discharge

Min. Req.	Problem/Condition	Location of Service	Min. Level of Participation		
			Observe	Assist	Perform
1	Abdominal Pain*	Inpatient Hospital			x
1	Cellulitis	Inpatient Hospital			x
1	Chest Pain (non-cardiac)	Inpatient Hospital			x
1	Chronic heart failure exacerbation*	Inpatient Hospital			x
1	COPD exacerbation*	Inpatient Hospital			x
1	Dehydration	Inpatient Hospital			x
1	DKA/Hyperglycemia	Inpatient Hospital			x
1	GI Bleeding (upper or lower)	Inpatient Hospital			x
1	Mental Status Changes*	Inpatient Hospital			x
1	Pneumonia (any type)	Inpatient Hospital			x
1	Sepsis	Inpatient Hospital			x
1	Syncope	Inpatient Hospital			x
1	TIA/CVA*	Inpatient Hospital			x
1	Unstable Angina*	Inpatient Hospital			x

Several conditions provide an excellent learning experience but are not always possible during a 4-week sub-internship. Whenever possible, students should participate in the care of patients with the following conditions (*not required*) in the care of pregnant women or children:

- Routine Labor and Delivery
- Hypertensive disorders of pregnancy
- Gestational Diabetes Mellitus
- R/O Sepsis, pediatric patient
- Gastroenteritis in a child
- Newborn care

Written Documentation of Patient Encounters

Students will document patient encounters in the appropriate format (e.g. admission note, SOAP note, discharge summary) either in the electronic health record or in a Word document submitted to their clerkship faculty for review. Evaluation of students' charting of admissions and daily progress notes will be done by the clerkship faculty member during patient care activities. Students are expected to participate in and be evaluated on their interprofessional communication, including requesting consultations.

Alternate Educational Experiences

For students 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. Additional clinical encounters are the preferred method to complete the requirements of this clerkship. Students may be exposed to the conditions or diseases secondarily through reading assignments, completion of Aquifer cases, or discussions with the Clerkship Director, and will record as instructed in the ETS, and only under the direction of the Education Director. The utilization of alternative educational activities is monitored by the curriculum committee regularly.

Online Curriculum

[Aquifer Family Medicine](#) is available as a resource for students in the sub-internship and has excellent links to other pertinent case resources.

Clerkship Director Meeting

Students will participate in morning rounds, noon conferences, and other educational meetings when available. Students may be asked to present to residents at one of the educational meetings, and specific topics may be assigned. Students are required to **meet weekly** with the Clerkship Director throughout the clerkship; this may be via in-person meetings, zoom, telephone, or email. This meeting will include a discussion on clinical experiences, progress on documentation of patient encounters in ETS, and any challenges or concerns. A mid-clerkship evaluation will be completed by the Clerkship Director and will include feedback from the Clerkship Faculty and a review of the student work hours log.

Clerkship Examinations

Summative Examination

At the end of the clerkship, students will take the 110-question NBME Clinical Subject Examination for Family Medicine with 2 additional modules on chronic care and musculoskeletal conditions.

Optional Formative Self-Assessment

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.

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

Students will need to locate and read pertinent journal articles and guidelines that assist in the evaluation and management of patients. There is no required textbook for this sub-internship, although additional readings may be assigned by clerkship faculty, the Clerkship Director, or residents to augment student learning. Students may use the [Family Medicine Subject Guide](#) and the [Family Medicine Case Review Guide](#).

Canvas Resources

For each required problem in the clinical setting, an article on the treatment of these conditions is available on the [Canvas M.D. Clerkships AY2023-2024](#) FMSI homepage.

1. Acute Coronary Syndrome: Diagnostic Evaluation
2. Acute Coronary Syndrome: Current Treatment
3. Recent Onset Altered Mental Status
4. Acute Stroke Diagnosis
5. Dyspnea Due to Acute Heart Failure Syndrome
6. Pharmacologic Management of COPD Exacerbations
7. Acute Abdominal Pain in Adults

Evaluation

Formative Evaluation

A mid-clerkship evaluation is completed by the Clerkship Director to provide feedback on student progress toward the achievement of clerkship objectives, competencies, assignments, and required encounters. A student workflow guide is available on the [Canvas M.D. Clerkships AY2023-2024](#) homepage.

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. 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.

Grading

Years 3 and 4 Grading Policy

The standardized Years 3 and 4 Grading Policy for clerkships and courses is located on the [Office of Medical Education](#) site. The final grade is assigned by the Education Director and is based on all aspects of the clerkship, including clinical performance, attitude, performance during weekly Clerkship Director meetings, and the results of the NBME Clinical Subject Exam. There are no grade quotas, and any student can earn a grade of honors.

Clerkship-Specific Grading Criteria

1. Any breach in professionalism renders a student ineligible for honors

2. Any assignment submitted late or which requires 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
 3. Failure to document timely and accurate work hours renders a student ineligible for honors
 5. Clinical performance and content knowledge must be exemplary to be considered for honors or high pass
 6. End of clerkship NBME examination must be at the
 - a. 75th percentile or higher to be eligible for Honors consideration
 - b. 60th percentile or higher to be eligible for High Pass consideration
 - c. 10th percentile or higher to Pass
 6. Active participation in weekly Clerkship Director meetings (pass/fail)
 7. Satisfactory Clerkship Faculty and Clerkship Director evaluations documenting competency in all required domains
-
8. Satisfactory documentation of at least 60 inpatient hospital (location of service) encounters in ETS (pass/fail)
 9. Satisfactory documentation of all required problems and visit types at the indicated perform level of participation and location of service in ETS (pass/fail)
 10. Satisfactory completion and timely submission of clerkship educational goal and goal reflection in Student Academics (pass/fail)
 11. Satisfactory completion and documentation of at least two (2) interprofessional activities and record as an Educational Activity in ETS (pass/fail)
 12. Satisfactory completion and documentation of at least two (2) transitions of care handoffs and record as an Educational Activity in ETS (pass/fail)
 13. Satisfactory completion and documentation of at least one (1) faculty observed history and physical examination clinical encounter and record as an Educational Activity in ETS (pass/fail)
 14. Satisfactory completion and timely submission of the discharge summary (pass/fail)

Course Objectives

The following tables outline clerkship objectives and assessment methods for each, and are intended to be used as a guide for student learning. Each clerkship objective is mapped to the [FSU COM Educational Program Objectives \(EPOs\)](#) and the [ACGME Core Entrustable Professional Activities \(EPAs\)](#).

FAMILY MEDICINE SUB-INTERNSHIP COURSE OBJECTIVES		EPO
FMSI-1	Demonstrate proficiency in accurate and thorough information gathering and documentation from hospitalized patients through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.	1.2
FMSI-2	Demonstrate proficiency in developing focused and accurate differential diagnoses on hospitalized patients based on patient information and preferences, current scientific evidence, and clinical judgment.	1.5, 2.6
FMSI-3	Recognize acutely ill patients that require immediate stabilization and intervention	1.4
FMSI-4	Demonstrate increasing responsibility under direct supervision to manage the care of hospitalized patients.	1.3
FMSI-5	Develop diagnostic, treatment and management plans appropriate to patient's conditions utilizing shared decision-making techniques.	1.6
FMSI-6	Communicate effectively with patients and their families across a broad range of socioeconomic and cultural backgrounds.	4.1
FMSI-7	Demonstrate interprofessional collaborative skills in working as a team member with other members of the health care team, care coordinators, nurses, and consultants.	1.6, 4.2
FMSI-8	Demonstrate knowledge of the occurrence of medical errors/adverse events throughout the continuum of care	6.4

Component	Learning objectives	Assessment
Inpatient Medicine	<ol style="list-style-type: none"> 1. Recognize ill patients in the hospital setting and the need for rapid assessment and stabilization 2. Perform complete history and exams on patients newly admitted to the inpatient service 3. Develop comprehensive and prioritized differential diagnoses on hospitalized patients 	<ul style="list-style-type: none"> • Performance rating/checklist • Faculty assessment of communication skills • Faculty assessment of discharge summary

	<ol style="list-style-type: none"> Interpret diagnostic tests performed on hospitalized patients Communicate effectively through oral and written documentation Complete at least one discharge summary 	and feedback provided to the student using a rubric
Required Patient Encounters	<ol style="list-style-type: none"> Document at least 60 inpatient encounters at the perform level of participation Document at least 1 Hospital Admission and at least 1 Hospital Discharge as the visit type Document the following problem categories at the specified minimum number and level of participation: abdominal pain, cellulitis, chest pain, congestive heart failure exacerbation, COPD exacerbation, dehydration, DKA/hyperglycemia, GI bleeding, mental status changes, pneumonia, sepsis, syncope, TIA/CVA, unstable angina. 	<ul style="list-style-type: none"> Weekly review of patient logs in ETS
Required Documentation	<ol style="list-style-type: none"> Document at least 2 transitions of care handoffs Document at least 2 interprofessional activities Document at least one inpatient history and physical examination witnessed by a faculty member 	<ul style="list-style-type: none"> Weekly review of patient logs in ETS
Educational Goals	<ol style="list-style-type: none"> At the beginning of the clerkship define one educational goal including EBM resources to be used After the clerkship, self-assess progress on achievement of educational goal Identify systems errors and propose and evaluate potential solutions 	<ul style="list-style-type: none"> Review and feedback provided by Education Director
Discharge Summary Project	<ol style="list-style-type: none"> Document a discharge summary with a 600-word reflection essay about the challenges associated with the patient's care and their transition to home or another facility following their discharge. 	<ul style="list-style-type: none"> Review and feedback provided by Education Director
Weekly Clerkship Director Meetings	<ol style="list-style-type: none"> Demonstrate oral presentation skills Demonstrated clinical reasoning skills Demonstrate time management skills through work hours 	<ul style="list-style-type: none"> Mid-rotation feedback summary Clerkship Director evaluation Review of duty hours
NBME Clinical Subject Examination for Family Medicine	<ol style="list-style-type: none"> Demonstrate knowledge and clinical reasoning to analyze clinical scenarios and answer basic, clinical, behavioral, and social science questions related to Family Medicine. 	<ul style="list-style-type: none"> Minimum score of 10th percentile

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 the [FSU COM Student Handbook](#) for details of the attendance policy, a notice of absences, and remediation. Students must use the [student absence request form 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 student's 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 the academic standards of the course while empowering the student to meet the 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 an 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 Policy (formerly Duty Hours or Work Hours)

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 the 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.

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 to choose 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 a 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.

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 [FSU COM 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.