



BCC 7176 Emergency Medicine Clerkship 2024-2025

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Overview

Course Description

The Emergency Medicine (EM) clerkship is a dynamic experience that will rely on students existing skills and introduce the management of acute diseases. The Emergency Department (ED) provides an opportunity for significant clinical exposure, appropriately focused patient history and physical exams, differential diagnoses, medical decision-making, and the acquisition of procedural skills. In the ED there will be exposure to a broad base of undifferentiated patients with a variety of personal, social, and cultural issues that influence patient care. The EM clerkship emphasizes the ability to recognize life-threatening situations and initiate resuscitation in a wide range of diseases with varying degrees of urgency, in addition to physical exam skills and diagnostic reasoning. In this clerkship, students will learn the dynamic state of EM knowledge along with a need for maintaining clinical competency. Students will work in the ED of hospitals affiliated with COM regional campuses alongside one or more Clerkship Faculty during their clerkship.

Orientation and Syllabus Review

Students are required to 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 AY2024-2025](#) site Emergency Medicine page to access the EM Welcome Letter and the Emergency Medicine Resident's Association (EMRA) orientation video [Patient Presentations in Emergency Medicine](#) to facilitate better presentation of patients in the ED. 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.

Scheduled Hours/On-Call

Students will work in the Emergency Department for a total of 128 hours during the four-week clerkship, which is the equivalent of four (4) eight-hour shifts per week. Shifts will be 8 to 12 hours in length and will include at least three (3) night shifts and four (4) weekend shifts, with the remainder comprising day and evening shifts. The specific schedule will be determined by the assigned clerkship faculty and will be communicated to the student with sufficient time to arrange personal affairs. One day per week is specifically designated as an independent study day, for the student to complete the assignments and other academic work and is an integral part of the curriculum. **Work hours must be documented in the [Encounter Tracking System \(ETS\)](#) daily.**

Required Assignments

Students are required to complete 11 specific EM Basic podcasts at www.EMbasic.org and review the PDF show notes. Students are advised to complete at least six (6) podcasts by mid-clerkship.

Required Assignment 1: EM Basic Podcast - Abdominal Pain

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] Completion of required EM Basic podcast "Abdominal Pain" and show note review" in the drop-down menu.

Required Assignment 2: EM Basic Podcast - Female Abdominal Pain

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] Completion of required EM Basic podcast "Female Abdominal Pain" and show note review" in the drop-down menu.

Required Assignment 3: EM Basic Podcast - Chest Pain

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] Completion of required EM Basic podcast "Chest Pain" and show note review" in the drop-down menu.

Required Assignment 4: EM Basic Podcast - Altered Mental Status

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] Completion of required EM Basic podcast "Altered Mental Status" and show note review" in the drop-down menu.

Required Assignment 5: EM Basic Podcast - Shortness of Breath

Submission

- Document completion as an **Educational Activity** in ETS by selecting “[EM] Completion of required EM Basic podcast "Shortness of Breath" and show note review" in the drop-down menu.

Required Assignment 6: EM Basic Podcast - Acetaminophen Overdose

Submission

- Document completion as an **Educational Activity** in ETS by selecting “[EM] Completion of required EM Basic podcast "Acetaminophen Overdose" and show note review" in the drop-down menu.

Required Assignment 7: EM Basic Podcast - Salicylate Overdose

Submission

- Document completion as an **Educational Activity** in ETS by selecting “[EM] Completion of required EM Basic podcast "Salicylate Overdose" and show note review" in the drop-down menu.

Required Assignment 8: EM Basic Podcast - Trauma Part 1: The Evaluation

Submission

- Document completion as an **Educational Activity** in ETS by selecting “[EM] Completion of required EM Basic podcast "Trauma Part 1: The Evaluation” and show note review" in the drop-down menu.

Required Assignment 9: EM Basic Podcast - Trauma Part 2: Interventions

Submission

- Document completion as an **Educational Activity** in ETS by selecting “[EM] Completion of required EM Basic podcast "Trauma Part 2: Interventions" and show note review" in the drop-down menu.

Required Assignment 10: EM Basic Podcast - Airway

Submission

- Document completion as an **Educational Activity** in ETS by selecting “[EM] Completion of required EM Basic podcast "Airways" and show note review" in the drop-down menu.

Required Assignment 11: EM Basic Podcast - Febrile Infants

Submission

- Document completion as an **Educational Activity** in ETS by selecting “[EM] Completion of required EM Basic podcast "Febrile Infants" and show note review" in the drop-down menu.

Required Assignment 12: Human Trafficking Module

Students will view a video module on human trafficking located on the [Canvas M.D. Clerkships AY2024-2025](#) site EM homepage. By completing this module, students will review the types of human trafficking and the scope of the project, learn how to identify potential victims of human trafficking by recognizing red flags and common indicators, and will learn how to approach a patient who may be impacted. Students will be introduced to community resources and review reporting.

Submission

- Document completion as an **Educational Activity** in ETS by selecting “[EM] Completion of Human Trafficking module” in the drop-down menu.

Patient Care

Overview

All patients will be seen in the **Emergency Department** and will record encounters using the Emergency Department (i.e., ED) as their location of service in ETS. There may be occasional opportunities to see patients in the field with EMS, but this is an additional experience. Students will complete a history and physical, develop a differential diagnosis, and develop a solid assessment and plan for each patient encounter. Students are required to present their patients to their preceptors.

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 75** patient encounters is required, although students are encouraged to see and document 100 patients in the ED if possible. Students are expected to record every encounter in the ETS. The following types of problems seen in the ED setting are common, and students **must record at least ONE patient within each of the following categories listed in the table below**. In addition, students will **perform one intravenous (IV) line placement** and **observe at least one ultrasound** (e.g.

vascular, eye, lung, etc.) and document each as a **procedure** in the ETS. Students are strongly encouraged to actively participate in the development of other procedural skills during the clerkship.

- 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.

Category	Min. Req.	Problem/Condition	Location of Service	Min. Level of Participation		
				Observe	Assist	Perform
Abdominal Pain: Gastrointestinal*	1 from category	Abdominal pain	Emergency Dept.			x
		Appendicitis	Emergency Dept.			x
		Biliary tract disease	Emergency Dept.			x
		Diverticulitis	Emergency Dept.			x
		GI bleed (lower, upper)	Emergency Dept.			x
		Ischemic bowel	Emergency Dept.			x
		Perforated viscus	Emergency Dept.			x
		Small bowel obstruction	Emergency Dept.			x
Abdominal Pain: Genitourinary	1 from category	Ovarian torsion	Emergency Dept.			x
		Pelvic inflammatory disease (PID)	Emergency Dept.			x
		Pregnancy, ectopic	Emergency Dept.			x
		Testicular torsion	Emergency Dept.			x
		Ureterolithiasis	Emergency Dept.			x
Chest Pain*	1 from category	Aortic aneurism	Emergency Dept.			x
		Arrhythmia or dysrhythmia	Emergency Dept.			x
		Heart failure	Emergency Dept.			x
		Myocardial infarction (MI) or heart attack	Emergency Dept.			x
		Pneumothorax	Emergency Dept.			x
		Pulmonary embolus	Emergency Dept.			x
Critical Care	1 from category	Altered mental state	Emergency Dept.			x
		Cardiac arrest	Emergency Dept.		x	
		Shock	Emergency Dept.		x	
Endocrine and Electrolytes	1 from category	Hyperglycemia	Emergency Dept.			x
		Hyperkalemia	Emergency Dept.			x
		Hyperthyroidism	Emergency Dept.			x
		Hypoglycemia	Emergency Dept.			x
		Hypokalemia	Emergency Dept.			x
		Hyponatremia	Emergency Dept.			x
		Hypothyroidism	Emergency Dept.			x
Environmental	1 from category	Animal bite	Emergency Dept.			x
		Burn	Emergency Dept.			x
		Drowning	Emergency Dept.		x	
		Hyperthermia	Emergency Dept.			x
		Hypothermia	Emergency Dept.			x
Neurological*	1 from category	Encephalitis	Emergency Dept.			x
		Febrile seizure	Emergency Dept.		x	
		Headache (migraine, tension, other)	Emergency Dept.			x
		Intracranial hemorrhage	Emergency Dept.			x
		Meningitis	Emergency Dept.			x
		Seizure disorder	Emergency Dept.			x
Psychiatric	1 from category	Stroke	Emergency Dept.		x	
		Confusion	Emergency Dept.			x
		Generalized anxiety disorder (GAD)	Emergency Dept.			x
		Major depressive disorder	Emergency Dept.			x
		Psychosis	Emergency Dept.			x
		Suicide attempt	Emergency Dept.			x

Respiratory*	1 from category	Acute respiratory distress	Emergency Dept.			x
		Asthma	Emergency Dept.			x
		Chronic obstructive pulmonary disease (COPD)	Emergency Dept.			x
		Pneumonia (C-A, pneumococcal, viral, other)	Emergency Dept.			x
Toxicological*	1 from category	Acute Intoxication	Emergency Dept.			x
		Drug Overdose/Toxicity	Emergency Dept.			x
		Poisoning (food, other)	Emergency Dept.			x
		IV drug use	Emergency Dept.			x
		Poisoning	Emergency Dept.			x
Trauma*	1 from category	Closed Head Injury	Emergency Dept.			x
		Fracture	Emergency Dept.			x
		Laceration	Emergency Dept.			x
		Shortness of Breath	Emergency Dept.			x
		Trauma, blunt	Emergency Dept.			x
		Trauma, penetrating	Emergency Dept.		x	
Minimum Required	Procedures			Min. Level of Participation		
				Observe	Assist	Perform
1	Intravenous line placement					x
1	Point of care ultrasound (e.g. vascular, eye, lung, etc.)			x		

Alternate Educational Experiences

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.

Online Curriculum

The Clerkship Directors in Emergency Medicine (CDEM) is a national organization representing undergraduate medical education in EM. Students are encouraged to review the [CDEM M4 Curriculum](#) as it was meant to capture the most common conditions a fourth-year student would encounter while rotating in the emergency department. The content is designed to help medical students understand the basic core content that is pertinent to emergency medicine.

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.

Examinations

Summative Examination

At the end of the clerkship students will take the 110-question NBME Advanced Clinical Subject Examination in Emergency Medicine, exam length is 2 hours and 45 minutes.

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**.

Recommended Reading

Links to the following recommended texts are located on the “book” tab of the [Emergency Medicine Subject Guide](#).

1. Emergency Medicine Pre-Test Self-Assessment and Review, 4th ed 2016 (this is an excellent resource to provide board-style in Emergency Medicine)
2. Emergency Medicine Secrets, 7th ed 2023 (this is a foundation text, not all-inclusive)
3. Roberts and Hedges' Clinical Procedures in Emergency Medicine and Acute Care, 7th ed 2019
4. Rosen's Emergency Medicine: Concepts and Clinical Practice, 9th ed 2018

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 AY2024-2025](#) 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

Year 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 (without permission) 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
 4. Clinical performance and content knowledge must be exemplary to be considered for honors or high pass
 5. 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. Document a minimum of 75 Emergency Department (location of service) patient encounters in ETS (pass/fail)
 9. Document all required problems and procedures at the indicated level of participation and location of service in ETS (pass/fail)
 10. Satisfactory completion and documentation of 11 EM Basic Podcasts and record each as an Educational Activity in ETS (pass/fail)
 11. Satisfactory completion and documentation of the human trafficking module and record as an Educational Activity in ETS (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 \(EPAs\)](#).

EMERGENCY MEDICINE COURSE OBJECTIVES		EPO
EM-1	Demonstrate the ability to gather essential and accurate information from patients through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.	1
EM-2	Recognize acutely ill patients that need immediate intervention in the ED, and monitor patient response to therapeutic interventions.	1, 2
EM-3	Recognize the importance and develop appropriate disposition and follow-up plans for patients being discharged from the ED.	1, 2
EM-4	Develop a differential diagnosis when evaluating an undifferentiated patient and create a diagnostic and management plan based on differential diagnoses.	1, 2
EM-5	Effectively communicate with other members of the interdisciplinary team, consultants, and admitting services to provide the best care for acute trauma or emergent patients.	4
EM-6	Prioritize the likelihood of diagnoses based on patient presentation and acuity, including worst-case diagnoses.	1
EM-7	Demonstrate sensitivity and awareness to cultural issues (age, sex, culture, disability, etc.)	5, 7
EM-8	Recognize the role of EM in the community, including access to care and its impact on patient care.	6, 7
EM-9	Understand the indications, costs, risks, and evidence behind commonly performed ED diagnostic studies.	6
EM-10	Understand one's limits when working in a demanding area like the Emergency Department and develop healthy coping mechanisms to respond to stress.	5
EM-11	Manage the balance between personal and professional responsibilities.	5

Component	Learning Objective	Assessment
Outpatient Medicine MAPS to EM-1, EM-2, EM-3, EM-4, EM-6, EM-7, EM-8, EM-9	<ol style="list-style-type: none"> 1. Recognize patients in the Emergency Department with the need for rapid assessment and stabilization 2. Perform complete history and exams in the Emergency Department 3. Develop comprehensive and prioritized differential diagnoses on patients in the Emergency Department 4. Interpret diagnostic tests performed on patients in the Emergency Department 5. Understand the indications, cost, risks, and evidence behind commonly performed ED diagnostic studies 6. Communicate effectively through oral and written documentation 7. Demonstrate effective communication with patients and family members 8. Exhibit honesty, integrity, and ethical decision-making in the care of Emergency Department patients 	<ul style="list-style-type: none"> • Faculty assessment of oral and written communication skills • Faculty assessment of documentation and presentation skills • Clerkship Director review of patient logs in ETS
Required Patient Encounters MAPS to EM-1, EM-2, EM-4, EM-9	<ol style="list-style-type: none"> 1. Document at least 75 patients in the Emergency Department 2. Document the following problems at the specified minimum number and level of participation: Abdominal Pain: Gastrointestinal, Abdominal Pain: Genitourinary, Chest Pain, Critical Care, Endocrine and Electrolytes, Environmental, Neurological, Psychiatric, Respiratory, Toxicological, and Trauma 3. Document the following procedures: perform at least one intravenous line placement in the ED, observe at least one point of care ultrasound (e.g. vascular, eye, lung, etc.) in the ED 	Weekly review of patient logs in ETS
Patient Presentations MAPS to EM-5, EM-7	<ol style="list-style-type: none"> 1. Present cases in a complete, concise, and organized fashion to effectively communicate with patients and family members. 	Faculty assessment of presentation skills
EM Basic Podcasts MAPS to EM-2, EM-3, EM-4,	<ol style="list-style-type: none"> 1. Document case modules that include chief complaint, history, physical exam, workup, and treatment plans; 11 specific cases include Abdominal Pain, Female Abdominal Pain, Chest Pain, Altered Mental Status, Shortness of Breath, Acetaminophen Overdose, Salicylate Overdose, Trauma Part 1 and 2, Airway, and Febrile Infants 	Clerkship Director review

EM-6, EM-9		
Human Trafficking MAPS to EM-1, EM-7, EM-8, EM-11	<ol style="list-style-type: none"> 1. Understand the scope of human trafficking by recognizing red flags and common indicators to identify potential victims and review reporting. 2. Learn how to approach a patient in the ED who may be impacted and share community resources. 	Clerkship Director review
Weekly Clerkship Director Meetings MAPS to EM-1, EM-2, EM-3, EM-4, EM-5, EM-6, EM-10	<ol style="list-style-type: none"> 1. Demonstrate patient presentation skills in a complete, concise, and organized fashion 2. Demonstrate professionalism in the Emergency Department by being accountable for assigned duties, maintaining a professional appearance, conscientious to both patients and colleagues. 3. Demonstrated clinical reasoning skills 4. Demonstrate time management skills through accurate work hours 	<ul style="list-style-type: none"> • Clerkship Director evaluation and review of work hours • Mid-rotation feedback summary • Clerkship Faculty or resident feedback
NBME Emergency Med Exam MAPS to EM-4, EM-6, EM-9	<ol style="list-style-type: none"> 1. Demonstrate knowledge and clinical reasoning to analyze clinical scenarios and answer basic, clinical, behavioral, and social science questions about patients in the ED 	Minimum score of 10 th 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.