



BCC 7112 Internal Medicine Clerkship 2024-2025

Education Director

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Contents

Overview	3
Course Description.....	3
Orientation and Syllabus Review.....	3
Longitudinal Integrated Curriculum (LIC)	3
Scheduled Hours/On-Call.....	3
Assignments.....	3
Required Assignment 1: Aquifer Internal Medicine Calibrate - EARLY	3
Required Assignment 2: Oral Case Presentation to CD.....	4
Required Assignment 3: Faculty Observed Partial History and Physical Exam	4
Required Assignment 4: Aquifer Internal Medicine Online Cases	4
Required Assignment 5: Aquifer Internal Medicine Calibrate Assessment - Late.....	4
Required Assignment 6: On Being a Patient Essay	5
Patient Care	5
Overview	5
Patient Log Requirements using the Encounter Tracking System (ETS).....	5
Alternate Educational Experiences	7
Online Curriculum.....	7
Clerkship Director Meeting	7
Clerkship Examinations	7
Summative Examination.....	7
Optional Formative Self-Assessment	8
Learning Resources	8
Institutional Resources	8
Recommended Reading.....	8
Evaluation.....	8
Formative Evaluation.....	8
Summative Evaluation.....	8
Grading.....	8
Years 3 and 4 Grading Policy.....	8
Clerkship-Specific Grading Criteria	8
Course Objectives	9
Policies	10
Absence and Attendance Policy.....	10
Academic Honor Policy	10
Americans with Disabilities Act.....	11
Clinical Experience and Education Policy (formerly Duty Hours or Work Hours)	11
Office of Student Counseling Services	11
Patient Log (ETS) Monitoring Policy.....	12
Student Mistreatment Policy.....	12
Syllabus Change Policy.....	12

Overview

Course Description

Students will participate in the Internal Medicine Clerkship as either a 6-week block or through the Longitudinal Integrated Curriculum (LIC). This clerkship will introduce the student to the varied aspects of medical care for adults. Emphasis is placed on enhancing the skills of taking a history, performing a physical examination, presenting these findings, developing a differential diagnosis for common clinical presentations and problems, and finally, developing evidence-based high-value management care plans. The skills of data analysis and critical thinking about diseases in patients are stressed. Students will participate in the evaluation and care of outpatients and inpatients primarily under the supervision of the College of Medicine internal medicine faculty physicians. This is an apprenticeship-style experience with an internal medicine Clerkship faculty member allowing for experiential learning. Students will also have the opportunity to learn about many of the ancillary services and medical specialties that occur inside and outside of the hospital setting and are encouraged to follow their patients for consultations and procedures.

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 Internal Medicine Clerkship homepage 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.

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

The Internal Medicine Clerkship is six weeks in duration and will consist of both ambulatory and inpatient care. Students will work at least four 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 when Doctoring 3 is not scheduled, students will work five days per week with Clerkship faculty.** Students enrolled in the LIC will participate according to the schedule provided by the Clerkship Administrator at the Marianna rural training site. Students may be on-call at the discretion of the Clerkship faculty. The call frequency will not exceed every fourth night and will **not** require overnight calls. Each student will work at least two weekend days during the six-week clerkship unless otherwise directed by their Clerkship faculty. **Work hours must be documented in the [Encounter Tracking System \(ETS\)](#) daily.**

Assignments

Completion of all assignments with a satisfactory and timely submission is a clerkship requirement. If Student Academics is unavailable students will email their documents to their Clerkship and Education Director.

Required Assignment 1: Aquifer Internal Medicine Calibrate - EARLY

Students will take two formative Aquifer Internal Medicine Calibrate assessments, one early in the clerkship and the other at the end of the clerkship. The **EARLY** assessment contains 35-40 questions and students have one (1) week to complete it. The assessment opens at 8:00 AM on the first (1st) Friday and closes at 5:00 PM on the second (2nd) Friday of the clerkship. Aquifer will create a detailed performance and summary report for a customized study plan highlighting areas of strength and weakness. After review of the customized feedback, students will then complete a templated Student Debrief Worksheet. Both the worksheet and study plan will be used for the remainder of the clerkship. During the third week of the clerkship students will meet with their Clerkship Director for a coaching session (this session may coincide with the mid-clerkship evaluation).

Submission

- Email completed debrief worksheet and study plan **BEFORE** the beginning of the third week of the clerkship.
AND
- Document completion of **Calibrate early assessment** as an **Educational Activity** in ETS by selecting “[IM] Aquifer IM Calibrate EARLY” in the drop-down box.

Evaluation

Clerkship Director will review the study plan during the coaching session.

Required Assignment 2: Oral Case Presentation to CD

A final concise oral case presentation to the Clerkship Director toward the end of the clerkship. This will assess students Internal Medicine case presentation skills.

Submission

- Students will give an oral presentation on a patient they've seen to including history, exam, diagnostic data, assessment, and plan within 5 minutes. Some Clerkship Directors may require a written note as well.

AND

- Document completion of **oral case presentation** as an **Educational Activity** in ETS by selecting "[IM] Oral Case Presentation to CD" in the drop-down menu.

Evaluation

The Clerkship Faculty will review using the provided guideline and give feedback.

Oral Case Presentation Guideline	Above expectations	Meets expectations	Below expectations	Feedback
Pertinent history and physical exam				
Pertinent diagnostic data				
Adequate in length, not to exceed 5 minutes				
Follow-up plan				
Pertinent overall assessment				

Required Assignment 3: Faculty Observed Partial History and Physical Exam

Clerkship faculty will observe at least one partial history and physical examination by the student. It is the student's responsibility to ensure that the Clerkship faculty has observed and signed off on at least one clinical observation of a partial history and exam.

Submission

- Document a **faculty observed partial h&p** as an **Educational Activity in ETS** by selecting "[IM] Faculty Observation of Partial H&P" in the drop-down menu.

Evaluation

The Clerkship Director will evaluate this assignment and provide feedback.

Required Assignment 4: Aquifer Internal Medicine Online Cases

The self-directed learning program Aquifer Internal Medicine is a required activity for this clerkship. A total of 9 Aquifer Internal Medicine modules must be completed as follows: Modules 11 (abnormal liver chemistries), 19 (anemia), High-Value Care Module 1, plus at least SIX (6) additional modules during the 6-week rotation. Students are encouraged to begin these early in the clerkship as the modules require a minimum of 45 minutes to complete. Students are encouraged to complete additional Aquifer Cases, particularly as part of their focused study plan. Students should choose topics related to clinical cases they have seen or cases that will fill in gaps in their knowledge. A list of all [Aquifer Internal Medicine](#) and High-Value Care modules is available on the [Canvas M.D. Clerkships AY2024-2025](#) Internal Medicine page. The assessment questions for each module must be completed for full credit.

Submission

- Document the nine (9) **Aquifer IM required cases completed** as an **Educational Activity in ETS** by selecting the specific cases listed in the drop-down menu.

Evaluation

Clerkship Directors will review the Aquifer log at the mid-clerkship evaluation to monitor progress.

Required Assignment 5: Aquifer Internal Medicine Calibrate Assessment - Late

Students will take their second formative Aquifer Internal Medicine Calibrate assessment at the end of the clerkship. The LATE assessment contains about 35-40 questions and students have one (1) week to complete it. Using the coaching advice from their Clerkship Director and study plan, students will take the late assessment which opens at 8:00 AM on the fourth (4th) Friday and closes at 5:00 PM on the fifth (5th) Friday of the clerkship. Students have the option of meeting again with their Clerkship Firector for a coaching session before the end of the clerkship.

Submission

- Complete the LATE assessment by 5 PM on the 5th Friday of the rotation.
AND
- Document completion of **Calibrate late assessment** as an **Educational Activity** in ETS by selecting “[IM] Aquifer IM Calibrate LATE” in the drop-down box.

Evaluation

Clerkship Director will review the late assessment.

Required Assignment 6: On Being a Patient Essay

Students will submit a brief essay (less than 500 words) on the following topic: “Reflect on the psychosocial aspects of being a patient in the hospital setting, focusing less on the HPI and more on the patient’s comfort, fears, and thoughts on being in the hospital. How would YOU feel if you were in your patient’s place?”

Submission

- Upload essay to the “Project Documents” tab for the course in Student Academics by **5 p.m. on Friday of the LAST week of the clerkship.**
AND
- Document completion of **essay** as an **Educational Activity** in ETS by selecting “[IM] On Being a Patient essay” in the drop-down box.

Evaluation

The Education Director will evaluate this assignment and provide feedback.

Patient Care

Overview

Students will participate in both ambulatory and inpatient care of patients during this clerkship. Students are assigned to work with one or more Clerkship faculty members during the six-week rotation. The clerkship is structured so that the student will spend approximately 4 weeks in the inpatient setting and 2 weeks in the ambulatory setting. Direct clinical observation by internal medicine faculty is the *primary* method of student evaluation. Each student will record and present appropriate clinical data daily to their Clerkship faculty member. The Clerkship Director or Clerkship faculty will observe and verify that each student has met competency standards in these performance areas:

- History and Physical Examination
- Concise Oral Case Presentation
- Chart Documentation
- Clinical Diagnostic Decision Making (Critical Thinking)

Patient Log Requirements using the Encounter Tracking System (ETS)

Students should enter patient encounter data into the [Encounter Tracking System \(ETS\)](#) daily. This data will be reviewed weekly with the Clerkship Director to ensure that appropriate numbers of patients are being seen and that the patient mix reflects common internal medical problems without undue duplication. Students are required to record a minimum of **80** patient encounters during the Internal Medicine Clerkship, and **at least 50** of these must be **inpatient** encounters, and **at least 30 ambulatory** encounters. **Students are required to document at least 2/3 of all patient encounters at the level of assist or perform.** Failure to record required patient care by 5:00 pm on the last day of the Clerkship will result in a grade of “IR” (incomplete, requires remediation); the student will therefore be ineligible for honors and additional time on the Clerkship may be required. If a student fails to meet this deadline, they risk failure for the clerkship. Students are required to evaluate the following categories of problems/diagnoses in new or established patients in the following settings and with the appropriate level of participation.

- 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.	Problems/Conditions	Location of Service	Min. Level of Participation		
				Observe	Assist	Perform
Behavioral	1	Major depressive disorder*	Inpatient or Outpatient			X
		Bipolar disease	Inpatient or Outpatient	X		

	At least 3 from category	Generalized anxiety disorder	Inpatient or Outpatient			X
		Insomnia	Inpatient or Outpatient		X	
		Opioid misuse	Inpatient or Outpatient		X	
		Pain management	Inpatient or Outpatient		X	
		Substance abuse	Inpatient or Outpatient		X	
Cardiovascular disease	1	Coronary artery disease*	Inpatient or Outpatient			X
	1	Heart failure*	Inpatient or Outpatient			X
	1	Hypertension*	Inpatient or Outpatient			X
	At least 1 from category	Arrhythmia/dysrhythmia	Inpatient or Outpatient		X	
		Thromboembolic disease	Inpatient or Outpatient		X	
Valvular heart disease		Inpatient or Outpatient		X		
Elder care	1	Delirium	Inpatient or Outpatient		X	
	1	Dementia	Inpatient or Outpatient		X	
	1	Urinary incontinence	Inpatient or Outpatient		X	
Endocrine	1	Diabetes mellitus*	Inpatient or Outpatient		X	
	1	Dyslipidemia*	Inpatient or Outpatient			X
	1	Obesity*	Inpatient or Outpatient		X	
	1	Thyroid disease*	Inpatient or Outpatient		X	
Gastrointestinal disease	1	Abdominal pain*	Inpatient or Outpatient		X	
	1	GERD*	Inpatient or Outpatient			X
	At least 5 from category	Cholecystitis	Inpatient or Outpatient	X		
		Diverticulitis	Inpatient or Outpatient	X		
		Diverticulosis	Inpatient or Outpatient	X		
		Gastritis	Inpatient or Outpatient		X	
		GI bleed lower	Inpatient or Outpatient	X		
		GI bleed upper	Inpatient or Outpatient	X		
		Inflammatory bowel disease	Inpatient or Outpatient		X	
		Irritable bowel syndrome	Inpatient or Outpatient		X	
		Pancreatitis	Inpatient or Outpatient	X		
Peptic/gastric ulcer	Inpatient or Outpatient		X			
Hematology/oncology	1	Anemia*	Inpatient or Outpatient		X	
	At least 1 from category	Common solid cancers (Breast, colon, lung, pancreatic, prostate, or skin)	Inpatient or Outpatient	X		
		Lymphoma	Inpatient or Outpatient	X		
		Leukemia	Inpatient or Outpatient	X		
Infectious disease	1	Pneumonia, other*	Inpatient or Outpatient		X	
	1	Viral upper respiratory infection*	Inpatient or Outpatient			X
	At least 3 from category	Cellulitis	Inpatient or Outpatient		X	
		Conjunctivitis	Inpatient or Outpatient		X	
		HIV infection	Inpatient or Outpatient		X	
		Hospital-acquired infections	Inpatient or Outpatient		X	
		Sepsis	Inpatient or Outpatient	X		
		Strep pharyngitis	Inpatient or Outpatient			X
Urinary tract infection	Inpatient or Outpatient		X			
Viral pharyngitis	Inpatient or Outpatient			X		
Neurologic disease	At least 3 from category	Dizziness/vertigo	Inpatient or Outpatient		X	
		Headache	Inpatient or Outpatient			X
		Seizure	Inpatient or Outpatient		X	
		Stroke	Inpatient or Outpatient		X	
		Transient ischemic attack	Inpatient or Outpatient		X	
Pulmonary disease	At least 2 from category	Asthma	Inpatient or Outpatient		X	
		COPD	Inpatient or Outpatient		X	
		Interstitial lung disease (DPLD)	Inpatient or Outpatient	X		
		Sleep apnea	Inpatient or Outpatient		X	

Renal disease	1	Acute kidney injury*	Inpatient or Outpatient	X		
	1	Chronic kidney disease*	Inpatient or Outpatient	X		
Rheumatologic disease	1	Osteoarthritis*	Inpatient or Outpatient			X
	At least 2 from category	Autoimmune disease (Lupus or rheumatoid arthritis)	Inpatient or Outpatient	X		
		Chronic back pain	Inpatient or Outpatient			X
		Fibromyalgia	Inpatient or Outpatient		X	
	Osteoporosis	Inpatient or Outpatient			X	
Social determinates of health	At least 2 from category	Food insecurity	Inpatient or Outpatient	X		
		Homelessness	Inpatient or Outpatient	X		
		Lack of insurance	Inpatient or Outpatient	X		

Min. Req.	Procedure	Min. Level of Participation		
		Observe	Assist	Perform
1	Adult immunization screening			X
1	EKG interpreted			X
1	EKG performed			X
1	Preventative health screening: Health diet screening			X
1	X-ray interpreted			X

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

The required didactic content for the clerkship is available through [Aquifer Internal Medicine](#), a case-based computer simulation system. Requirements are referenced in the assignments section of this syllabus.

Clerkship Director Meeting

Clerkship Directors at the regional campuses will meet with students once per week for teaching, evaluation, review of the patient log, Aquifer data, work hours, and feedback. General medicine topics are discussed at this weekly meeting. The discussion may include the following: discussion of interesting cases seen during the week, review of materials read before the meeting, discussion of ethics topics (see Canvas) based on cases presented by the students, review of EKGs, practice oral case and disease presentation skills, and review of NBME-style questions. The Clerkship Director will assign relevant journal articles on selected internal medicine topics for discussion and evaluation during the weekly meetings, which may include topics such as heart failure, atrial fibrillation, and acute kidney injury. The articles will be available on [Canvas M.D. Clerkships AY2024-2025](#) Internal Medicine page. The Clerkship Director may assign Aquifer cases and/or complete reading assignments for any uncovered topics/diagnoses. Formal and informal daily teaching sessions and rounds with the Clerkship faculty physician (and residents at some sites) are a major part of the six-week experience. **Didactic sessions** may be available through grand rounds, morning reports, noon lectures, and/or sessions with the Clerkship faculty member or Clerkship Director, depending on location and the Clerkship faculty's schedule. A post-clerkship debriefing may be held as a group with the Clerkship Director at the end of the clerkship.

Clerkship Examinations

Summative Examination

At the end of the clerkship, students will take the 110-question NBME Clinical Subject Examination in Internal Medicine.

- Students in the LIC should plan to take the NBME Internal Medicine Clinical Subject Examination during the spring semester after other clerkship requirements have been met.

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

Students are encouraged to practice lifelong learning skills by reading about the patients they are seeing. In addition to the journal articles of interest cited on the [Canvas M.D. Clerkships AY2024-2025](#) Internal Medicine page, students are encouraged to review the following clerkship-related texts located on the [Internal Medicine Subject Guide](#):

- Step-Up to Medicine, 5th edition
- Harrison's Principles of Internal Medicine, 21st edition
- Cecil Essentials of Medicine, 10th edition

Electronic Resources

Students should review these electronic resources internists find useful, located on the IM subject guide:

- Epocrates Essentials
- DynaMed Plus
- ePSS Tool (USPSTF)
- MDCalc
- UpToDate
- Hopkins Antibiotic Guide (through UCentral)
- Washington Manual of Medical Therapeutics-through UCentral

Other Recommended Resources

- Rapid Interpretation of EKGs (Dubin) 2000
- OnlineMedEd Internal Medicine videos

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

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

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
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8. Satisfactory documentation of at least 80 patient encounters with at least 50 in the inpatient setting, and at least 30 in the ambulatory setting (location of service) in ETS (pass/fail)
 9. Satisfactory documentation of all required problems and procedures in ETS (pass/fail)
 10. Satisfactory completion and timely completion of **Aquifer Internal Medicine Calibrate – EARLY** assessment **AND** record as Educational Activity (pass/fail)
 11. Satisfactory completion of a **concise oral presentation** to CD **AND** record as Educational Activity (pass/fail)
 12. Satisfactory completion of at least one (1) **faculty observed** partial H&P examination **AND** record as Educational Activity (pass/fail)
 13. Satisfactory completion and documentation of **nine (9) required Aquifer Internal Medicine** cases **AND** record as Educational Activity (pass/fail)
 14. Satisfactory completion and timely completion of **Aquifer Internal Medicine Calibrate – LATE** assessment **AND** record as Educational Activity (pass/fail)
 15. Satisfactory completion and timely submission of **On Being a Patient** essay in Student Academics **AND** record as Educational Activity (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 \(EPAs\)](#).

INTERNAL MEDICINE COURSE OBJECTIVES		EPO
IM-1	Demonstrate the ability to gather essential and accurate information from adult patients in both an ambulatory and inpatient setting through history taking, physical exam and diagnostic data	1
IM-2	Perform appropriate health maintenance on adult patients	1, 2
IM-3	Develop appropriate differential diagnoses for adult patients using gathered data	1, 2
IM-4	Develop basic patient management plans for adult patients in both the ambulatory and inpatient setting	1, 2
IM-5	Demonstrate the ability to document adult patient encounters in both the ambulatory and inpatient settings.	1, 4
IM-6	Demonstrate the ability to convey appropriate information in a concise oral presentation to other health care personnel caring for adult patients	4
IM-7	Analyze how the social determinates of health impact the health of adult patients	7
IM-8	Compare and contrast how the impact of cost and value in healthcare affects adult patients	6
IM-9	Demonstrate the ability to identify, address, and manage learning needs and then formulate plans to improve performance and optimize professional accountability and quality of both ambulatory and inpatient care.	3,5

Component	Learning Objectives	Assessment
Ambulatory Medicine Maps to: IM01, IM02, IM03, IM04	1. Perform complete history and exams on adults in the ambulatory setting 2. Develop differential diagnoses on adults in the ambulatory setting 3. Interpret diagnostic data on adults in the ambulatory setting 4. Develop management plans on adults in the ambulatory setting 5. Provide guideline-based preventive care to adults	<ul style="list-style-type: none"> • Faculty assessment of communication skills • Clerkship Director assessment • Faculty observation of student performing history and exam • Document at least 30 encounters in ETS with at least 2/3 at Assist or Perform level of participation

Inpatient Medicine Maps to: IM01, IM05, IM06	<ol style="list-style-type: none"> 1. Perform complete history and exams on adults admitted to the hospital 2. Demonstrate the ability to document history and physical exam, progress notes and orders 3. Communicate appropriate information orally to other health care personnel concisely 	<ul style="list-style-type: none"> • Document at least 50 inpatient encounters with at least 2/3 at Assist or Perform level of participation • Faculty observation of student performing history and exam • Faculty and clerkship director observation of student oral presentation
Required Procedures Maps to: IM01, IM05	<ol style="list-style-type: none"> 1. Document the ability to perform and interpret an EKG 2. Document the ability to interpret a chest x-ray 3. Document at least one inpatient history and physical examination witnessed by a faculty member 	<ul style="list-style-type: none"> • Review of ETS documentation
Reflection Maps to: IM07, IM08	<p>Consider the impact of hospitalization on a patient</p>	<ul style="list-style-type: none"> • Required reflection due at the end of the clerkship reviewed by the Education Director
Weekly clerkship director meetings Maps to: IM01, IM02, IM03, IM06, IM07	<ol style="list-style-type: none"> 1. Demonstrate oral presentation skills 2. Demonstrate clinical reasoning skills 3. Demonstrate time management skills through duty hours 4. Understand the impact of cost and value in healthcare 5. Demonstrate the ability to use medical informatics at the point of care and the medical literature to make diagnostic and management decisions in internal medicine 	<ul style="list-style-type: none"> • Clerkship director assessment of organized, concise, and clear presentations • Mid-rotation feedback summary • Review of work hour logs • Faculty evaluation of student • Complete and pass 1 Aquifer High Value Care module
Aquifer modules Maps to: IM03, IM04	<p>Learn to diagnose and manage common internal medicine conditions</p>	<ul style="list-style-type: none"> • Complete and pass 8 internal medicine Aquifer modules
Self-directed learning Maps to: IM09	<p>Evaluate one's own education gaps and formulate a plan to mitigate these gaps</p>	<ul style="list-style-type: none"> • Complete early and late Aquifer Calibrate and incorporate coaching
NBME Internal Medicine Subject Examination Maps to: IM01, IM02, IM03, IM04, IM07	<p>Demonstrate knowledge and clinical reasoning to analyze clinical scenarios and answer basic, clinical, behavioral and social science questions pertaining to adult patients</p>	<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.