



**BCC 7182**  
**Doctoring 3 Course**  
**2021-2022**

**Course Co-Director for Didactic Session**

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# Overview

## **Course Description**

Doctoring 3 (D3) is a 6 credit, year-long course where students learn and demonstrate skills of critical thinking. This course parallels the core clerkships and synthesizes the basic clinical knowledge and skills acquired during the pre-clerkship phase of the curriculum with clinical learning found in patient management. There are two major components of the course--the didactic series and the longitudinal clinical experience. During the didactic sessions, students will explore complex patient presentations into which behavioral, ethical and geriatric learning opportunities are integrated. Population health, patient safety, life-long learning skills as well as professional identity development will be emphasized. The ongoing development of student communication skills will be a focus of the course. The Longitudinal Clinical Care component focuses on the continuing care of patients seen in the ambulatory setting with assigned Clerkship Faculty.

## **Course Goals**

The goal of the Doctoring 3 course is to develop well-rounded physicians who demonstrate “clinical nimbleness.” This course strives to help students think like physicians, with the development or enhancement of the following skills:

1. **Critical thinking and problem solving:** Students present clinical cases, developing the progressive ability to formulate a differential diagnosis, treatment plan, and medically appropriate orders. Using both small and large group dynamics, clinical reasoning skills are practiced on a weekly basis. Medical informatics and usage of library resources are emphasized as well as interpretation of laboratory values and radiographic images.
2. **Communication skills:** Information-gathering and collaboration with clinical medical staff are essential skills for physicians as they work with rural, geriatric, and ethnically diverse patient populations in primary care clinics and hospitals. Students will integrate technology, oral clinical presentations, and team-based collaboration to enhance the effective exchange of information.
3. **Life-long learning skills:** Self-directed learning will be reinforced by review of current guidelines for care during case presentation preparation, Journal Club, and utilization of the electronic library. Completion of the Quality Improvement Project and identification of an evidence-based, measurable, problem that will benefit from the quality improvement process will enhance independent analysis and synthesis of relevant information.
4. **Humanism in medicine:** The students’ ethical and professional growth will be developed by personal reflection on their own work and perspective gained from the lives of patients via the PACE sessions. These cases will directly explore medical ethics and emphasize the biopsychosocial aspect of medical care via written and verbal assignments.

## **Orientation and Syllabus Review**

Students are required to view the [Doctoring 3 Orientation video](#) and read the syllabus to be familiar with clerkship expectations before beginning the clerkship. A site-specific orientation will occur at the assigned clinical site before the initiation of clinical activities. Students are responsible for communicating with 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 and on the [AY2021-22 MD Clerkship Org Site](#).

## **Scheduled Hours/On-Call**

The longitudinal clinical experience alternates between a half-day of clinical care one week and a half-day of a quality improvement project on the alternate week. There are no on-call responsibilities for this course. Work hours are to be documented in ETS on a daily basis.

# Meetings

The didactic portion of the curriculum consists of case-based learning activities, skills workshops, Grand Rounds, Journal Clubs and other activities that promote student learning. Additional sessions will include professional development and residency preparation sessions. Weekly meetings occur on Wednesday afternoons at each regional campus or rural training site. These sessions, co-lead by expert Clinical Faculty and students will focus on clinical case presentations consistent with our core clerkships. Many of the sessions will contain NBME-type questions that are answered

electronically. The question and answer sessions may be led by the faculty or students.

### **D3 Didactics**

Students will participate in all sessions and case-based learning on Wednesday afternoons throughout the academic year.

- **Patient Centered Ethics (PACE) Sessions**

There are three PACE sessions dedicated to topics in medical ethics and humanities. This includes student assignments and active participation in all sessions. A detailed guide is posted to the [AY2021-22 MD Clerkship Org Site](#) on the Doctoring 3 Canvas page.

- **Deans Rounds**

The regional campus dean may host additional sessions on a regular basis that further develop the students as medical professionals. This will include but is not limited to career advising, leadership development, problem-solving challenging situations in healthcare and enhancing a sense of professional identity or newly evolving contemporary medical conditions.

- **Student Survey**

Each week students will individually evaluate the Doctoring 3 didactic session. Feedback is useful and is used to improve the medical student experience during these required sessions. Completion is expected, and informal feedback is also welcome.

## **Required Assignments**

A schedule with specific content areas is posted to the [AY2021-22 MD Clerkship Org Site](#), including due dates for all assignments. Students are expected to review the content before class to prepare for active participation.

### **Required Assignment 1: Continuing Medical Education (CME)**

Students are required to complete 4 hours of live continuing medical education during the academic year. Students are encouraged to attend in-person local and state events through which networking is possible. Live videoconference events, Grand Rounds, Tumor Board and medical society meetings are also acceptable. The live CME events, whether in-person or via videoconference, must qualify for AMA category 1 credit.

#### **Submission**

Students will submit proof of attendance (CME documentation form available on Canvas) as an upload to Student Academics by 5:00 PM on the **final** day of Rotation E. Students will document as an **Educational Activity in ETS** by selecting “[D3] Completion of Continuing Medical Education” in the drop-down menu.

### **Required Assignment 2: Dear Doctor Letter**

This assignment is part of the PACE curriculum. Each student will demonstrate development of professional identity by writing a letter to their future professional self. This will include a description of the kind of medical professional they hope to become as well as the type and setting of practice.

#### **Submission**

The letter will be handwritten and submitted in a sealed, self-addressed envelope to the student support coordinator by 5:00 PM on the last day of your **first** clerkship.

#### **Evaluation**

Self-evaluation will be completed at the end of the third year when the letter is returned to student. Students are welcome to share verbally with peers, or write a brief, confidential note. There is no requirement to share with others.

### **Required Assignment 3: Quality Improvement (QI) Project**

Students will work in small groups (3-5) to research the quality improvement process, and then select an evidence-based, measurable, problem to be addressed in collaboration with a clinical partner. Groups research published data on the identified problem and determine a definable goal. Using the Plan-Do-Study-Act model of Quality Improvement, groups will develop an educational or procedural intervention, and then measure the effectiveness of the change in process. Students will dedicate a full half-day every other week to this endeavor to allow adequate time for project completion. Students will read instructions and review additional resources before they begin, including the timeline for various components of the QI project. All resources are available on **Canvas**, including details for evaluation.

#### **Submission**

The group will prepare a paper in the format of a medical journal article describing the process, the data collected and

develop conclusions based on the Quality Improvement Project. **The paper must be submitted via upload to Student Academics on the assigned date at 8:00 AM.** The group will conclude this project by presenting their findings to peers, faculty, and community partners. The final PowerPoint presentation must be submitted via upload to Student Academics **no later than Tuesday morning at 8:00 AM the day before the project presentation is scheduled.**

#### **Evaluation**

This project will be evaluated in collaboration between the regional campus dean and the informatics Clerkship Director.

#### **Required Assignment 4: Pathography**

Students will select a patient to partner with for this assignment, utilizing an extended patient interview or a memorable event that influenced personal growth in empathy. The goal of this assignment is to allow students to demonstrate development of humanism and professional identity through patient care. Students must be prepared to read their essay during the session. More details on this narrative medicine assignment, as well as examples of prior submissions, are located on **Canvas**.

#### **Submission**

Students will upload the essay to the "Project Documents" tab for the course in Student Academics by 8:00 AM on the date as noted on **Canvas**.

#### **Evaluation**

Evaluation is completed by the regional campus dean or site administrator and feedback provided directly to the student.

## **Patient Care**

Students will participate in a longitudinal experience in clinical care for one half-day every other week as part of the Doctoring 3 course. Each student is assigned to a Clerkship Faculty member who will provide clinical instruction through encounters with chronic care patients in their practice. Clerkship Faculty members are usually primary care physicians, but occasionally sub-specialists are used if their patient population is appropriate for the objectives of this course. Students will familiarize themselves with a panel of patients and their medical problems/conditions, record clinical encounters with these patients, and assume significant responsibility for managing these assigned patients throughout the year-long experience. Patient continuity is encouraged and coordinated through office staff who assist in the process of ensuring that follow-up appointments are scheduled when students are expected in clinic; ultimately students are responsible for creating this opportunity. Students may be introduced to telemedicine visits through this experience and learn how to navigate the additional skills required for virtual visits. Students will learn to write concise, clear and useful progress notes on patients with chronic illnesses.

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

Students should enter patient encounter data into the Encounters Tracking System (ETS) daily. Students must record a **minimum of 20** patient encounters in the outpatient setting, all at the **perform** level of participation in patient care. **At least one** patient must be seen in continuity (not a first time) during the clinical portion of Doctoring 3. There are no required problems or procedures.

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

Encounter data are monitored by the campus dean 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 needed patients for you to see. If these opportunities for specific patient encounters do not occur, the student will be exposed to the conditions/diseases secondarily through reading assignments, completion of Aquifer Cases, or discussions with the campus dean. Level of participation in patient care is determined by the student involvement during the history, physical exam, assessment and treatment plan. The complexity of these components will vary, but for the purposes of choosing a level of participation, three categories have been created, *all of which include supervision of the medical student*. The student will select the level of participation that most closely describes their involvement in the patient encounter, and will receive credit for documented participation at the required level or higher.

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

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

Should the student be unable to complete and record a required clinical encounter or other course requirement due to circumstances beyond their control, the Course Director will determine an appropriate alternative educational experience. The student will record as instructed in ETS. Utilization of alternative educational activities is monitored by the curriculum committee on a regular basis.

### ***Written Documentation of Patient Encounters***

Students will document patient encounters in the appropriate format either in the electronic health record or in a Word document submitted to their faculty for review. Students will learn how to competently document a comprehensive chronic care visit that includes a thorough history of chronic disease and health maintenance, examination specific to end organ damage and prevention, and an assessment and plan that includes risk reduction and prevention strategies.

## **Clerkship Exams**

There are no examinations in Doctoring 3. Students will self-assess mastery of content via case presentations and questions posed through embedding questions in the weekly didactic sessions.

## **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 preparing for the Doctor of Medicine degree are expected to review weekly assignments posted to **Canvas**. These will include but are not limited to advance preparation materials such as readings and PowerPoint presentations as well as other course materials. Students are expected to review previously presented material from the pre-clerkship curriculum to prepare for Wednesday afternoon didactic sessions.

## **Evaluation**

### ***Course Specific Grading***

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

1. **If any assignments are submitted late or remediation is required, the student is no longer eligible for a Letter of Distinction**, and will be assigned an initial grade of IR (incomplete remediation) until remediation has been completed
2. **Any breach in professionalism renders a student ineligible for a Letter of Distinction**, including failure to document work hours accurately
3. At least 20 patient encounters in the outpatient setting, including one continuity encounter (pass/fail)
4. Documentation of required CME in ETS (pass/fail)
5. Satisfactory and timely completion of all PACE assignments (pass/fail)
6. Satisfactory and timely completion of Dear Doctor Letter assignment (pass/fail)
7. Satisfactory and timely completion of Pathography assignment (pass/fail)
8. Satisfactory and timely completion of the QI Project for pass; QI project must be exemplary to be considered for a Letter of Distinction
9. Active participation in didactic sessions is a strong component of eligibility for a Letter of Distinction
10. Clinical performance must be exemplary to be considered for a Letter of Distinction

### ***Formative Evaluation***

A mid-year evaluation is completed by the Regional Campus Dean. This will include progress toward achievement of course objectives, assignments, required encounters, review of Clinical Faculty evaluation and participation in afternoon didactic sessions. A student workflow guide is available on the [AY2021-22 MD Clerkship Org Site](#).

### ***Summative Evaluation***

An evaluation of student clinical performance will be completed by the assigned Clerkship Faculty at the end of the course. An evaluation of the quality improvement project and presentation will be completed by the Informatics

Curriculum Director in collaboration with the Regional Campus Dean. An evaluation of student performance in the D3 didactic portion is completed by the Regional Campus Dean, including quality of assignments, level of participation and professionalism.

### **Grade Assignment**

The final grade is assigned by the Co-Course Directors and is based on all aspects of the course, including clinical performance, attitude and performance during the weekly didactic sessions and satisfactory completion of all assignments. There are no grade quotas, and it is possible for any student to earn a Letter of Distinction. Students who distinguish themselves by a truly outstanding performance in all aspects of the Doctoring 3 course will be considered for a Letter of Distinction. This designation is noted in the student’s Medical Student Performance Evaluation (MSPE) document as the course grade of “PASS with LETTER OF DISTINCTION.” Students must meet criteria described in course specific grading AND receive a recommendation from Regional Campus Dean or Informatics Curriculum Director to be considered for a Letter of Distinction.

## **Course Objectives**

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

| <b>Doctoring 3 Course Objectives</b>   | <b>Educational Program Objectives (EPOs)</b> | <b>Entrustable Professional Activities (EPAs)</b> | <b>Assessment</b>  |
|--|--|---|--|
| Demonstrate the critical thinking skills needed to diagnose and develop a treatment plan for commonly occurring diagnoses and presentations.   | 1.4, 1.6, 1.9, 2.3, 2.4                      | 1, 2, 3, 6, 9, 10                                 | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Faculty observation</li> <li>• Patient documentation</li> </ul>                              |
| Demonstrate patient-centered communication that encompasses the unique context of persons with diverse backgrounds.  | 1.5, 1.7, 2.5, 4.1, 5.5, 9.1                 | 6, 9, 11  | <ul style="list-style-type: none"> <li>• Faculty observation</li> <li>• Patient documentation</li> </ul>   |
| Demonstrate an understanding of common and contemporary ethical and legal issues related to patient care.  | 1.6, 1.9, 4.6, 5.5, 5.6                      | 12  | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Faculty observation</li> </ul>   |
| Describe and apply the principles of geriatrics in patient care, including the biopsychosocial model and patient-centered clinical method to the understanding of patient presentations              | 1.7, 2.2, 2.3, 2.5                           | 1, 2, 3, 4  | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Faculty observation</li> </ul>   |
| Demonstrate advanced communication skills with patients and families by appropriately managing challenging patient encounters.   | 1.7, 4.1, 4.6, 4.7, 5.1, 5.2, 5.3, 5.6       | 9   | <ul style="list-style-type: none"> <li>• Faculty observation</li> <li>• Oral presentation</li> </ul>   |
| Apply the principals of prevention, chronic disease management and health promotion when caring for patients and their families.   | 1.7  | 7   | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Faculty observation</li> <li>• Oral presentation</li> <li>• Patient documentation</li> </ul> |
| Demonstrate the ability to monitor and document disease progression.   | 1.8  | 1, 3, 5   | <ul style="list-style-type: none"> <li>• Evaluation of assignments</li> <li>• Faculty observation</li> <li>• Patient documentation</li> </ul>                            |
| Demonstrate the ability to monitor and manage disease progression in patients with chronic disease.  | 1.8  | 1, 3, 5   | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Faculty observation</li> <li>• Patient documentation</li> </ul>                              |
| Demonstrate the ability to address and document health maintenance and prevention strategies in patients with chronic disease.   | 1.8  | 1, 3, 5   | <ul style="list-style-type: none"> <li>• Evaluation of assignments</li> <li>• Faculty observation</li> <li>• Patient documentation</li> </ul>                            |
| Demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and health care in order to respond to various symptoms, diseases, and treatments. | 1.9, 2.4, 2.5, 4.1, 5.5, 7.3, 9.4            | 9   | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Faculty observation</li> </ul>   |

|  |                              |      |   |
|--|------------------------------|------|---|
| Demonstrate the ability to describe and/or perform physical examinations appropriate to the case presentation.   | 2.1                          | 1    | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Faculty observation</li> <li>• Oral presentation</li> </ul>   |
| Demonstrate knowledge of the natural history of a variety of common chronic diseases through continuity of care.   | 2.2                          |      | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Faculty observation</li> <li>• Patient documentation</li> </ul>   |
| Demonstrate facility in the application of medical informatics technology, decision support resources and principals of evidence-based medicine in making diagnostic and management decisions. | 2.3, 3.7, 3.9                | 2, 7 | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Evaluation of assignments</li> <li>• Faculty observation</li> <li>• Patient documentation</li> </ul>                              |
| Demonstrate knowledge of the factors that contribute to compliance with chronic disease care including psychological, social, and behavioral, cultural and economic factors.                   | 2.5                          | 4    | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Faculty observation</li> <li>• Oral presentation</li> <li>• Patient documentation</li> </ul>                                      |
| Enhance fund of knowledge of quality improvement measures in the clinical management of chronic disease and patient safety.  | 3.4, 6.5                     | 13   | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Evaluation of assignments</li> <li>• Faculty observation</li> </ul>   |
| Demonstrate the ability to appropriately communicate with other professionals about challenging patient situations through written communication.  | 4.1, 4.2, 4.6, 7.1, 7.3, 7.4 | 8, 9 | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Evaluation of assignments</li> <li>• Faculty observation</li> <li>• Oral presentation</li> <li>• Patient documentation</li> </ul> |
| Demonstrate the ability to do concise, organized oral case presentations.  | 4.2                          | 5    | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Evaluation of assignments</li> <li>• Faculty observation</li> <li>• Oral presentation</li> </ul>                                  |
| Demonstrate enhanced patient-centered and humanistic skills through narrative writing.   | 5.1, 5.4, 5.6                |      | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Evaluation of assignments</li> </ul>  |
| Enhance ability to recognize personal learning needs by selecting and participating in continuing medical education that addresses a perceived need for increased knowledge or improved skill. | 5.4                          |      | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Evaluation of assignments</li> </ul>  |
| Demonstrate the ability to make ethical clinical decisions with insight and clarity; verbally justify viewpoint with evidence-based medicine.  | 5.6                          | 6, 7 | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Evaluation of assignments</li> <li>• Faculty observation</li> </ul>   |
| Enhance professional identity and leadership development.  | 6.4, 6.5, 6.6, 8.3, 8.6      | 13   | <ul style="list-style-type: none"> <li>• Campus Dean observation</li> <li>• Evaluation of assignments</li> </ul>  |

## Policies

### ***Absence and Attendance Policy***

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See [FSUCOM Student Handbook](#) for details of the attendance policy, a notice of absences, and remediation. Students must use the [absence request form](#) that is located on Student Academics. Extended absences from the clerkships are not permitted. Any absence from the clerkships must be **pre-approved by the Regional Campus Dean** before the beginning of the clerkship, using the [student absence request form](#). The Clerkship Faculty, Clerkship Director, and Education Director must be notified of any absence in advance by the student, once approved by the campus dean. Under no circumstances should a student arrange with the Clerkship Faculty or elective faculty to be away from the rotation without first obtaining the approval of the campus dean.

Any approved absence from a required clerkship may result in the student receiving a grade of “incomplete” and the student is expected to make up missed time and/or complete alternative/additional assignments before a final grade will be assigned. **Unapproved absences during the clerkship are considered unprofessional behavior, will result in a grade of “incomplete” until remediated and may result in a grade of “fail” for the clerkship.**

In the case of illness or other unavoidable absence, follow the same procedure outlined above, and notify everyone as soon as possible.



### ***Academic Honor Policy***

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>).

### ***Americans with Disabilities Act***

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

### ***College of Medicine Student Disability Resources***

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 Student Counseling Services and the FSU Office of Accessibility Services to determine whether they might be eligible to receive accommodations needed to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

### ***Clinical and Educational Work Hours Policy***

The FSU College of Medicine uses the Accreditation Council for Graduate Medical Education requirements regarding clinical experience and education as a guideline for our policy. Our goal is to provide a structure that promotes a culture of patient safety and student education, and also facilitates personal-professional balance and well-being for the student.

- Clinical experience and scheduled educational activities must be limited to no more than 80 hours per week, when averaged over a 4-week period.
- 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 this 4-hour period. After a 24-hour period 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.
- 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.

### ***Documentation of time spent on clinical experience and education***

Students must use ETS to document by self-report their daily 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 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 hours include reading about patient conditions and procedures, self-directed study for clerkships/courses, work completed for assignments, learning modules and assigned reading.

***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 he/she is being mistreated, the student should report this concern to the Division of Student Affairs (Student Support Coordinator, Assistant or Associate Dean for Student Affairs or the Regional Campus Dean). We treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind. Please refer to the Student Mistreatment Policy in the [FSUCOM Student Handbook](#) and [report incidents of mistreatment](#) as soon as possible.