



BCC 7176 Emergency Medicine Clerkship 2021-2022

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Overview

Course Description

The Emergency Medicine (EM) Clerkship is a dynamic rotation 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 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 ED 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 rotation.

Orientation and Syllabus Review

Students are required to view the [Emergency Medicine 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. To facilitate better presentation of patients in the ED students are required to review the brief [EMRA Patient Presentations in EM](#) video and read the welcome letter on the [AY2021-22 MD Clerkship Org Site](#) Emergency Medicine page.

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 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 are to be documented in ETS on a daily basis.

Required Assignments

Students are required to complete 11 EM Basic podcasts www.embasic.org and review PDF show notes. Students are encouraged to complete **at least six podcasts by mid-clerkship**.

Required Assignment 1: EM Basic Podcast - [Abdominal Pain](#)

Submission

Students will document 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

Students will document 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

Students will document 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

Students will document 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

Students will document 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

Students will document 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

Students will document 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](#)

Submission

Students will document as an **Educational Activity in ETS** by selecting [EM] Completion of required EM Basic podcast "Trauma Part 1" and show note review" in the drop-down menu.

Required Assignment 9: EM Basic Podcast - [Trauma Part 2](#)

Submission

Students will document as an **Educational Activity in ETS** by selecting [EM] Completion of required EM Basic podcast "Trauma Part 2" and show note review" in the drop-down menu.

Required Assignment 10: EM Basic Podcast - [Airway](#)

Submission

Students will document 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

Students will document 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. The module is located on the **Emergency Medicine canvas page** in the [AY2021-22 MD Clerkship Org Site](#). 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

After completion of the video module, students will document as an **Educational Activity in ETS** by "[EM] Completion of Human Trafficking module" in the drop-down menu.

Patient Care

Overview and Participation

All patients will be seen in the **Emergency Department**. 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 preceptor.

Patient Log Requirements using the Encounter Tracking System (ETS)

Students should enter patient encounter data into the Encounters Tracking System (ETS) daily. A **minimum of 75** patient encounters is required, although students are encouraged to see and document 100 patients in the Emergency Department. Students are expected to record all encounters in the ETS. The following types of problems seen in the Emergency Department setting are common, and students **must record at least ONE patient within each of the**

following categories. Students who have difficulty seeing a patient within each category should notify their Clerkship Director with sufficient time to **enable remedial action**. Students will **perform one intravenous (IV) line placement** and **observe at least one ultrasound** (i.e. vascular, eye, lung, etc.) and document as a procedure in the ETS. Students are strongly encouraged to actively participate in the development of other procedural skills during the clerkship. The problems and procedures marked with an asterisk* must be completed in the clinical setting and require direct patient contact.

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

		Pneumonia (C-A, pneumococcal, viral, other)	Emergency Department			x
Toxicology*	1 from category	Acute Intoxication	Emergency Department			x
		Drug Overdose/Toxicity	Emergency Department			x
		Poisoning (food, other)	Emergency Department			x
		IV drug use	Emergency Department			x
		Poisoning	Emergency Department			x
Trauma*	1 from category	Closed Head Injury	Emergency Department			x
		Fracture	Emergency Department			x
		Laceration	Emergency Department			x
		Shortness of Breath	Emergency Department			x
		Trauma, blunt	Emergency Department			x
		Trauma, penetrating	Emergency Department		x	
Minimum Required	Procedures			Level of Participation		
				Observe	Assist	Perform
1	Intravenous line placement					x
1	Point of care ultrasound			x		

Patient Log (ETS) Monitoring Policy

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

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

Alternate Educational Experiences

Should the student be unable to complete and record a required clinical encounter or another clerkship requirement due to circumstances beyond their control, the Education Director will determine an appropriate alternative educational experience. The student will record as instructed in ETS. The utilization of alternative educational activities is monitored by the curriculum committee regularly.

Meetings

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 their Clerkship Director throughout the clerkship; this may be via in-person meetings, zoom, or telephone. This meeting will include discussion on clinical experiences, progress on documentation of patient encounters, and any challenges or concerns. Mid-clerkship Evaluation will be completed by the Clerkship Director and will include feedback from the Clerkship Faculty. Review of student work hours will be part of the weekly meetings with the Clerkship Director and the mid-clerkship evaluation.

Clerkship Exams

Formative

Resources and exam preparation materials are available on the [AY2021-22 MD Clerkship Org Site](#) Emergency Medicine page. The [NBME's Self-Assessment Services \(NSAS\)](#) Clinical Science Mastery Series offers a \$20 clerkship-specific exam preparation that includes in-depth answer explanations. Students may purchase an NSAS examination for any clerkship. Students in academic need should contact their Student Support Coordinator for more information on the institutional

paid voucher availability policy.

Summative

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

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 [Emergency Medicine Subject Guide > Books](#)

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 6th ed 2016 (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

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 ED.

Evaluation

Clerkship 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 honors** 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 honors**, including failure to document work hours accurately
3. Clinical performance must be exemplary to be considered for honors
4. Accurate and timely recording of work hours in ETS (pass/fail)
5. Document at least **75** Emergency Department encounters in ETS (pass/fail)
6. Document all required problems and procedures in ETS (pass/fail)
7. Satisfactory completion and documentation of 11 EM Basic Podcasts and record as an Educational Activity in ETS (pass/fail)
8. Satisfactory completion and documentation of human trafficking module and record as an Educational Activity in ETS (pass/fail)
9. Active participation in Clerkship Director meetings (pass/fail)
10. NBME must be at the 75th percentile or higher to be eligible for honors consideration and must be at the 10th percentile to pass the clerkship

Formative Evaluation

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

Grade Assignment

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

Course Objectives

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

Emergency Medicine Clerkship Objectives	Educational Program Objectives (EPOs)	Entrustable Professional Activities (EPAs)	Assessment
Demonstrate a compassionate and non-judgmental approach when caring for patients.	1.1, 4.1, 4.6, 4.7, 5.1, 5.5, 7.3	1,9	<ul style="list-style-type: none"> • Faculty Observation
Exhibit honesty and integrity in the care of patients and practice ethical decision-making.	1.1, 5.1, 5.6, 7.1, 8.3-8.7	1, 12	<ul style="list-style-type: none"> • Faculty Observation
Successfully perform a peripheral IV insertion.	1.2	12	<ul style="list-style-type: none"> • Faculty Observation • Patient Documentation
Recognize patients with opioid use disorder.	1.2, 1.3, 1.5, 1.6, 1.8, 4.1, 5.1, 5.5, 6.3, 6.4, 7.1	2	<ul style="list-style-type: none"> • Faculty Observation • Oral Presentation
Understand the indications, cost, risks, and evidence behind commonly performed ED diagnostic studies.	1.2, 1.6, 6.3	3	<ul style="list-style-type: none"> • Faculty Observation • End of Clerkship Exam • Oral Presentation
Provide accurate and organized documentation in the medical record when appropriate.	1.2, 1.4, 1.5, 1.6	5	<ul style="list-style-type: none"> • Faculty Observation • Patient Documentation
Obtain an accurate problem-focused history and physical examination.	1.3	1	<ul style="list-style-type: none"> • Faculty Observation • Oral Presentation
Effectively use available information technology, including medical record retrieval systems and other educational resources, to optimize patient care and improve their knowledge base.	1.3, 2.2, 3.9	3	<ul style="list-style-type: none"> • Faculty Observation • Oral Presentation
Develop a differential diagnosis when evaluating an undifferentiated patient and create a diagnostic plan based on differential diagnoses.	1.3, 1.4, 1.6	2	<ul style="list-style-type: none"> • Faculty Observation • End of Clerkship Exam • Online Modules • Oral Presentation
Prioritize likelihood of diagnoses based on patient presentation and acuity, including worst-case diagnoses.	1.3, 1.4	2	<ul style="list-style-type: none"> • Faculty Observation • Online Modules • Oral Presentation
Monitor the response to therapeutic interventions.	1.3, 1.4, 2.3	3	<ul style="list-style-type: none"> • Faculty Observation • Oral Presentation
Recognize immediate life-threatening conditions.	1.4, 1.6	10	<ul style="list-style-type: none"> • Faculty Observation • End of Clerkship Exam • Online Modules • Oral Presentation
Educate patients on safety and provide anticipatory guidance as necessary related to the patient's chief complaint.	1.5, 1.9, 3.8, 4.1, 7.3	1, 7, 13	<ul style="list-style-type: none"> • Faculty Observation • Oral Presentation
Educate patients to ensure comprehension of a discharge plan.	1.5, 1.9, 3.8, 4.1, 5.5, 7.3	1	<ul style="list-style-type: none"> • Faculty Observation • Oral Presentation
Develop a management plan for the patient with both an undifferentiated complaint and a specific disease process.	1.6, 1.7, 2.1, 2.3, 3.1, 6.2, 6.3	2, 3, 4	<ul style="list-style-type: none"> • Faculty Observation • End of Clerkship Exam • Online Modules • Oral Presentation
Recognize the importance and develop appropriate disposition and follow-up plans for patients being discharged from the ED.	1.8, 4.1, 6.2, 6.3, 7.3	8	<ul style="list-style-type: none"> • Faculty Observation • End of Clerkship Exam • Online Modules • Oral Presentation

Effectively communicate with consultants and admitting services.	1.8, 4.2, 4.3, 4.4, 7.3	6, 9	<ul style="list-style-type: none"> • Faculty Observation
Recognize when patients should be appropriately referred to the emergency department.	1.8, 6.2	10	<ul style="list-style-type: none"> • Faculty Observation • End of Clerkship Exam • Oral Presentation
Engage and work in a collegial manner with other members of the health care team to provide the best care for patients.	1.8, 4.2, 4.3, 6.2, 6.5, 7.1, 7.3	9	<ul style="list-style-type: none"> • Faculty Observation
Recognize the role of EM in the community, including access to care and its impact on patient care.	2.6, 6.1, 6.3, 9.1	9	<ul style="list-style-type: none"> • Faculty Observation • Oral Presentation
Effectively communicate with patients, family members, and other members of the health care team.	3.8, 4.1, 4.2, 4.3, 4.6, 7.3, 8.7	5, 11	<ul style="list-style-type: none"> • Faculty Observation
Present cases in a complete, concise, and organized fashion.	4.2, 4.3	6	<ul style="list-style-type: none"> • Faculty Observation • Oral Presentation
Appreciate the interdisciplinary approach to the acute trauma or emergent patient.	4.2, 4.3, 6.2, 6.5, 7.1	9	<ul style="list-style-type: none"> • Faculty Observation • Oral Presentation
Be conscientious, on time, responsible, and exercise accountability.	4.3, 5.4, 6.5, 7.1, 7.3		<ul style="list-style-type: none"> • Faculty Observation • Clerkship Director Observation
Maintain a professional appearance and demonstrate appropriate self-confidence that portrays professionalism and competency.	5.4, 8.7		<ul style="list-style-type: none"> • Faculty Observation • Clerkship Director Observation
Be sensitive to cultural issues (age, sex, culture, disability, etc.).	5.5, 7.1	9	<ul style="list-style-type: none"> • Faculty Observation • Oral Presentation
Understand one's limits when working in a demanding area like the Emergency Department and develop healthy coping mechanisms to respond to stress.	8.1	13	<ul style="list-style-type: none"> • Faculty Observation
Manage conflict between personal and professional responsibilities.	8.3		<ul style="list-style-type: none"> • Faculty Observation • Clerkship Director Observation
Learn and recognize out-of-hospital resources that underserved patients can access and understand the process of accessing such services.	9.2	9	<ul style="list-style-type: none"> • Faculty Observation

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, <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.