



BCC 7176
Family Medicine Sub-Internship
2021-2022

Education Director

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Overview

Course Description

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

Orientation and Syllabus Review

Students are required to view the [Family Medicine Sub-Internship 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.

Scheduled Hours/On-Call

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

Required Assignments

Required Assignment 1: Personal Educational Goal and Reflection

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

Submission

Students will email their **Personal Educational Goal** to their Clerkship Director for feedback by the end of the first week of the clerkship.

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

Submission

Students will upload their **Personal Education Goal Reflection as a Word document** to the "Project Documents" tab for the course in Student Academics **by 5:00 PM on Friday of the last week of the clerkship**. Evaluation of this assignment will be completed by the Education Director. Completion of this assignment in a satisfactory fashion and timely submission is a clerkship requirement. *If Student Academics is unavailable students will email their document directly to the Education Director.*

Evaluation Rubric for Personal Educational Goal:

| Component | Expectations | | | Feedback |
|---------------------------|---------------|-------|---------|----------|
| | Does Not Meet | Meets | Exceeds | |
| Specific and achievable | | | | |
| Targets measurable | | | | |
| Resources identified | | | | |
| Lessons learned | | | | |
| Next steps | | | | |
| Insight | | | | |
| Overall Evaluation | | | | |

Required Assignment 2: Interprofessional Activities

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

Submission

Students will document **at least two (2)** interdisciplinary or case management conferences as an **Educational Activity in ETS** by selecting “[FMSI] Participation in Interdisciplinary or Case Management Conference” in the drop-down box. The assessment of this requirement will be completed by the Clerkship Director.

Required Assignment 3: Handoffs

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

Submission

Students will document their completion of **at least 2 handoffs** as an **Educational Activity in ETS** by selecting “[FMSI] Participation in Patient Care Handoff” in the drop-down menu. *Simulated handoffs with the Clerkship Director can be an alternate activity and the iPASS template should be used, see PDF template on Canvas. This will be evaluated by the Clerkship Faculty and the Clerkship Director and may require brief documentation of the activity.*

Required Assignment 4: Faculty Observed Clinical Encounter

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

Submission

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

Required Assignment 5: Transitions Across the Continuum Project

The Transitions Across the Continuum project highlights the importance of proper management of a patient transition at the time of discharge from the hospital or transfers to another healthcare facility, including an interprofessional collaboration that must occur for a successful discharge. This assignment is based on a patient the student cares for during the required Sub-Internship but is evaluated as a component of the Residency Preparation Boot Camp. **Eligible patients are those admitted, followed throughout hospitalization, and discharged/transferred by the student.** Complete project instructions are located on the [AY2021-22 MD Clerkship Org Site](#). Several examples of excellent projects have been posted to Canvas for reference.

Submission

Students will upload their project to the “Project Documents” tab for the **Residency Preparation Boot Camp** course in Student Academics by Monday following the completion of the sub-internship. It is the responsibility of the student to upload the assignment **on time and in the correct location**. The Residency Preparation Boot Camp course directors or

their designee will evaluate this assignment and provide written feedback. If the assignment is returned for revision, submitted late or incorrectly, the student will be assigned an incomplete until remediation has been completed. Passing performance is required for successful completion of the Residency Preparation Boot Camp course.

| Transitions Across the Continuum Project Evaluation Rubric | | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations | Feedback |
|---|--------------------------------------|-------------------------------|-----------------------|-------------------------|----------|
| Admission note | Organization | | | | |
| | Pertinent details | | | | |
| | Differential diagnosis | | | | |
| | Treatment plan | | | | |
| Discharge summary or Transfer Summary | Organization | | | | |
| | Pertinent details | | | | |
| | Follow up plan | | | | |
| | Evidence of hand-off | | | | |
| HIPAA | HIPAA compliant | | | | |
| Medication reconciliation at discharge | Medication interactions | | | | |
| | Potential errors | | | | |
| | Safety concerns | | | | |
| | Adherence challenges | | | | |
| Discharge documents | Hospital summary | | | | |
| | Patient education | | | | |
| | Health literacy | | | | |
| Reflection | Challenges | | | | |
| | Lessons learned | | | | |
| | Importance of care team at discharge | | | | |
| | Systems insight | | | | |
| Overall Evaluation | | | | | |

Patient Care

Inpatient Care

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

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

Patient Log Requirements using the Encounter Tracking System (ETS)

Students should enter patient encounter data into the Encounters Tracking System (ETS) daily. Students are required to see a **minimum of 60 patient encounters in the inpatient setting**. Students will record a hospital admission and hospital discharge as a visit type in the inpatient setting. The table below lists the required visit types and problems for the clerkship. Those problems marked with an asterisk* must be completed in the clinical setting and require direct patient contact.

| Minimum Required | Visit Type | Level of Participation | | | |
|---------------------|--------------------|------------------------|---------|--------|---------|
| 1 | Hospital Admission | | | | |
| 1 | Hospital Discharge | | | | |
| Minimum Required | Problem/Condition | Location of Service | Observe | Assist | Perform |
| 1 | Abdominal Pain* | Inpatient Hospital | | | x |

| | | | | | |
|---|-------------------------------------|--------------------|--|--|---|
| 1 | Cellulitis | Inpatient Hospital | | | x |
| 1 | Chest Pain (non-cardiac) | Inpatient Hospital | | | x |
| 1 | Chronic heart failure exacerbation* | Inpatient Hospital | | | x |
| 1 | COPD exacerbation* | Inpatient Hospital | | | x |
| 1 | Dehydration | Inpatient Hospital | | | x |
| 1 | DKA/Hyperglycemia | Inpatient Hospital | | | x |
| 1 | GI Bleeding (upper or lower) | Inpatient Hospital | | | x |
| 1 | Mental Status Changes* | Inpatient Hospital | | | x |
| 1 | Pneumonia (any type) | Inpatient Hospital | | | x |
| 1 | Sepsis | Inpatient Hospital | | | x |
| 1 | Syncope | Inpatient Hospital | | | x |
| 1 | TIA/CVA* | Inpatient Hospital | | | x |
| 1 | Unstable Angina* | Inpatient Hospital | | | x |

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

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

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 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 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.

Written Documentation of Patient Encounters

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

Online Curriculum

Aquifer Online Cases

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

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 the Clerkship Director throughout the clerkship; this may be via in-person meetings, zoom, telephone, or email. This meeting will include discussion on clinical experiences, progress on documentation of patient encounters, personal educational goals, and any challenges or concerns. Mid-clerkship feedback 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

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 Clinical Subject Examination for Family Medicine, with 2 additional modules on chronic care and musculoskeletal conditions.

Learning Resources

Institutional Resources

The [Maguire Medical Library](#) offers 24/7 remote access to online resources such as [Mobile Resources](#), [Point of Care](#), and [Subject Guides](#) to support the **core clerkships**.

Required Reading

Students will need to locate and read pertinent journal articles and guidelines that assist in the evaluation and management of patients. There is no required text for this sub-internship, although additional readings may be assigned by faculty, the Clerkship Director, or residents to augment student learning. For each required problem in the clinical setting, an article on the treatment of these conditions is available on the [AY2021-22 MD Clerkship Org Site](#) Family Medicine Sub-I page.

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

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 **60** inpatient hospital encounters in ETS (pass/fail)
6. Document all required problems in ETS (pass/fail)
7. Document at least one hospital admission and one hospital discharge visit type in ETS (pass/fail)
8. Satisfactory and timely performance on personal educational goal and reflection (pass/fail)
9. Satisfactory completion and documentation of at least two (2) interprofessional activities and record as an Educational Activity in ETS (pass/fail)
10. Satisfactory competence/completion of at least **1** faculty observed clinical encounter and record as an Educational Activity in ETS (pass/fail)
11. Active participation in Clerkship Director meetings (pass/fail)
12. Satisfactory faculty and Clerkship Director evaluations documenting competency in all required domains
13. 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.

| Family Medicine Sub-Internship Clerkship Objectives | Educational Program Objectives (EPOs) | Entrustable Professional Activities (EPAs) | Assessment |
|--|---------------------------------------|--|--|
| Demonstrate respect, empathy, compassion, responsiveness, and concern regardless of the patient's problems, personal characteristics. | 1.1, 5.5, 8.4 | 1 | <ul style="list-style-type: none"> • Faculty observation • Patient documentation |
| Conduct accurate and thorough physical examination. | 1.2, 1.3 | 1, 2, 3 | <ul style="list-style-type: none"> • Faculty observation |
| Develop appropriate plans for diagnostic evaluation. | 1.2, 1.3, 1.4 | 1, 2, 3 | <ul style="list-style-type: none"> • Faculty observation • Patient documentation |
| Demonstrate the ability to assess the patient's unique circumstances and experience of illness and incorporate them into the patient's care. | 1.3, 9.1, 9.4 | 1, 2, 3 | <ul style="list-style-type: none"> • Faculty observation • Oral presentation |
| Demonstrate the ability to elicit an accurate and thorough medical history. | 1.3 | 1, 2, 3 | <ul style="list-style-type: none"> • Faculty observation • Patient documentation |
| Recognize normal and abnormal findings on physical exam. | 1.3, 9.1, 9.4 | 1, 2, 3 | <ul style="list-style-type: none"> • End of clerkship exam |

| | | | |
|--|--------------------------|-------------|---|
| | | | <ul style="list-style-type: none"> • Faculty observation |
| Evaluate health literacy by assessing patient's comprehension of verbal & written health information and assist patients in obtaining and understanding health information. | 1.5 | 1 | <ul style="list-style-type: none"> • Faculty observation • Patient documentation |
| Perform accurate clinical assessments that include appropriate differential diagnoses in the inpatient setting. | 1.6 | 1, 2, 3, 10 | <ul style="list-style-type: none"> • Faculty observation • Oral presentation • Patient documentation |
| Perform detailed medication review that includes indication, treatment targets, interactions, contraindications, and potential adverse events. | 2.2 | 7, 13 | <ul style="list-style-type: none"> • End of clerkship exam • Faculty observation |
| Describe basic bio-behavioral and clinical science principles used to analyze and solve problems related to the diagnosis, treatment, and prevention of disease. | 2.2, 2.5 | 7, 13 | <ul style="list-style-type: none"> • End of clerkship exam • Education Director evaluation of assignments • Faculty observation |
| Develop clinical questions and identify the evidence-based resources needed to provide excellent patient care. | 2.3 | 7, 13 | <ul style="list-style-type: none"> • End of clerkship exam • Faculty observation • Patient documentation |
| Demonstrate the effective use of pharmacotherapeutic agents and other therapeutic modalities. | 2.3 | 4, 7, 13 | <ul style="list-style-type: none"> • Education Director evaluation of assignments • End of clerkship exam • Faculty observation |
| Apply the principles and methods of Evidence-Based Medicine to acquire, appraise, and assimilate new clinical information to improve patient care. | 2.3 | 7 | <ul style="list-style-type: none"> • Education Director evaluation of assignments • Faculty observation |
| Formulate and use strategies to support life-long learning to remain current with advances in medical knowledge and practice. | 3.1, 3.2, 3.3, 3.4, 3.10 | 7 | <ul style="list-style-type: none"> • Clerkship Director observation • Education Director evaluation of assignments • Faculty observation |
| Communicate diagnostic information and reasoning, intervention options, and a suggested plan of care with truthfulness, sensitivity, and empathy. | 4.1 | 1 | <ul style="list-style-type: none"> • Faculty observation • Oral presentation |
| Demonstrate culturally and linguistically appropriate interviewing skills with patients from diverse backgrounds. | 4.1, 5.5, 9.1, 9.4 | 1 | <ul style="list-style-type: none"> • Faculty observation • Oral presentation |
| Demonstrate effective oral communication skills with colleagues and other health professionals. | 4.2 | 6, 8 | <ul style="list-style-type: none"> • Faculty observation • Oral presentation • Patient documentation |
| Demonstrate effective written communication with colleagues and other health professionals, including comprehensive admission evaluation, progress notes in a hospitalized patient, and discharge summary. | 4.5 | 5 | <ul style="list-style-type: none"> • Faculty observation • Patient documentation |
| Display professionalism, high ethical standards, and integrity in relationships in all aspects of medical practice, especially concerning confidentiality, informed consent, and justice. | 5.6 | 11, 13 | <ul style="list-style-type: none"> • Faculty observation |
| Demonstrate respect for the contributions of medical colleagues, other health care professionals, agencies, and families, to the health of the individual and the health of the community. | 7.1, 7.4 | 9 | <ul style="list-style-type: none"> • Faculty observation • Patient documentation |
| Demonstrate the ability to utilize shared decision-making in negotiating a plan of care. | 7.2 | 1, 2, 3 | <ul style="list-style-type: none"> • Faculty observation |
| Recognize one's abilities and limitations, knowing when to request assistance. | 8.1 | 9 | <ul style="list-style-type: none"> • Faculty observation |
| Recognize and demonstrate the ability to address the unique needs of patients from underserved environments. | 9.1 | 1 | <ul style="list-style-type: none"> • Faculty observation |
| Demonstrate the ability to work effectively as a member of the health care team and interdisciplinary teams. | 7.4 | 9 | <ul style="list-style-type: none"> • Education Director evaluation of assignments • 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.