



BCC 7175 Family Medicine Clerkship 2021-2022

Education Director

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Overview

Course Description

Students will participate in this clerkship as either a 6-week block or through the Longitudinal Integrated Curriculum (LIC). The Family Medicine Clerkship is a competency-based clerkship in family medicine, with an emphasis on the care of ambulatory patients. During this clerkship, students provide clinical care to patients under the direct supervision of a practicing community-based family physician designated as Clerkship Faculty. Students will care for patients of all ages with a broad range of conditions commonly seen in the outpatient setting, with an emphasis on prevention and care of the patient in the context of family and community.

Orientation and Syllabus Review

Students are required to view the [Family 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.

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

Scheduled Hours/On-Call

The Family Medicine Clerkship consists primarily of ambulatory care. Students enrolled in the clerkship will work at least 4 full days per week with assigned Clerkship Faculty, as one day per week is allotted for participation in Doctoring 3 and Longitudinal Clerkship. **During off-cycle rotations during which Doctoring 3 is not scheduled, students will work five days per week with Clerkship Faculty.** Students enrolled in the LIC will participate on the schedule provided by the Clerkship Administrator at the Marianna rural training site.

There is no requirement for inpatient care, on-call shifts or long-term care, although students are encouraged to participate in those clinical activities when available. Work hours are to be documented in ETS on a daily basis.

Required Assignments

Required Assignment 1: Personal Educational Goals

The purpose of this assignment is to enhance the student's ability to recognize their own learning needs and develop strategies to meet those needs. Students will develop 1-3 educational goals specific to their current learning needs as a third-year medical student, are appropriate for the specific learning environment and able to be achieved in the allotted time. Students will create a strategy for self-improvement that includes appropriate evidence-based resources, with pre-selected benchmarks by which they will assess their own progress. Using these benchmarks, the student will track advancement of clinical skill, knowledge or behavior throughout the rotation. Students are encouraged to seek and incorporate feedback from their Clerkship Director prior to submitting a final report at the end of the Clerkship. Examples of exemplary student performance are available on the [AY2021-22 MD Clerkship Org Site](#).

Submission

Students must discuss a preliminary plan regarding their personal goal with assigned Clinical Faculty and Clerkship Director no later than **Saturday at the end of the first week** of the clerkship, or by the end of the 4th week for LIC students.

Students will upload their final report to the "Project Documents" tab for the course in Student Academics by **5:00 PM on the LAST day of the clerkship**. *Students are encouraged to send a copy of this report to the Education Director via email in the event that the electronic submission system (Student Academics) is down or otherwise unavailable.*

Evaluation

This assignment will be evaluated by the Education Director. Completion of this assignment in a satisfactory and timely manner is a clerkship requirement.

Evaluation Rubric for Personal Educational Goal

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

Required Assignment 2: Interprofessional Experience

Students will write a paragraph (<500 words) describing an interaction that with another health professional (e.g. PA, ARNP, pharmacist, social worker, therapist, etc.) had a positive impact on a patient’s health care.

Submission

Students will upload their assignment to the “Project Documents” tab for the course in Student Academics by **5:00 PM on the LAST day of the clerkship**. *Students are encouraged to send a copy of this report to the Education Director via email in the event that the electronic submission system (Student Academics) is down or otherwise unavailable.*

Evaluation

This assignment will be evaluated by the Education Director. Completion of this assignment in a satisfactory fashion and timely submission is a clerkship requirement.

Required Assignment 3: Systems Project

The purpose of this assignment is to highlight the systems involved in the care of a patient, and how they impact access to care, financial burden, adherence and coordination of care. Students are encouraged to seek and incorporate feedback from both Clerkship Faculty and Clerkship Director prior to submitting the final assignment. There are **two options for this assignment**, and the student may choose the Referral Project or the Cost of Chronic Care Project. All identifying information in the SOAP note should be redacted to maintain HIPAA compliance.

Systems Project Option 1: Referral Project

The Referral Project is designed to explore the teamwork and collaboration between physicians and other healthcare professionals in the care of the patient, to examine other factors that influence successful referral and consultation and to emphasize the potential for system errors when care is not delivered continuously. Through this assignment, the student will learn more about the process of referring a patient to another healthcare provider for consultation. The system for referral and consultation allows for additional expertise, and also requires special attention to communication if the outcome of services is to benefit the patient.

Project Details: With the guidance of Clerkship Faculty, the student will

1. Identify a patient who might benefit from referral to another physician for consultation regarding a specific medical or surgical condition.
2. Participate in the initial evaluation and write a SOAP note detailing the patient encounter that includes specific expectations for what the consultant will address (confirm suspected diagnosis, suggest alternative diagnosis, suggest plan of evaluation or treatment, perform specific procedure, temporarily manage a particular problem, assume care of a particular problem).
3. Accompany the patient to the consultation and observe the encounter from the perspective of the patient and/or family.
4. Write a 500 to 1000-word reflection essay about the experience, including the challenges associated with arranging the appointment, communication issues with the patient and between physicians. Include your own lessons learned in the process of caring for this patient and their family.

Systems Project Option 2: Cost of Chronic Care Project

The Cost of Chronic Care Project is designed to highlight the financial impact to patients of our management recommendations and to demonstrate the importance of evidence-based guidelines in the clinical care of patients as related to medical management of a chronic conditions. Through this option, the student will learn more about patient costs for a chronic health conditions – including, but not limited to, medications, disease monitoring and management, medical insurance and lost time from work/school. Physician attention to these details can improve adherence partnership with patients in developing care plans for chronic conditions. As

part of this assignment, the student will explore the financial impact of chronic disease on the patient, how evidence-based guidelines have been applied to management and whether system complexities (such as those with little to no medical insurance or access to care) influence the choices a patient makes when prioritizing needs.

Project Details: With the guidance of Clerkship Faculty, the student will

1. Identify a patient who agrees to a longer appointment for the purpose of discussing costs associated with their chronic conditions.
2. Participate in the initial evaluation and write a SOAP detailing that encounter, including a comprehensive problem list and management strategy.
3. Discuss the financial impact with the patient to create a worksheet outlining one-time and recurrent costs associated with medical care of all chronic conditions.
4. Write a 500 to 1000-word essay comparing the patient's management with evidence-based guidelines, and include a reflective component stating the patient's challenges associated with living with their chronic conditions.

Submission

Students will upload their systems project to the "Project Documents" tab for the course in Student Academics by **5:00 PM on the LAST day of the clerkship**. *Students are encouraged to send a copy of this report to the Education Director via email in the event that the electronic submission system (Student Academics) is down or otherwise unavailable.*

Evaluation

This assignment will be evaluated by the Clerkship Director according to the evaluation rubric at the conclusion of the clerkship. Completion of this assignment in a satisfactory fashion and timely submission is a clerkship requirement. If remediation is required or the assignment is submitted after the deadline, the student is no longer eligible to be considered for an "honors" grade. If remediation is required, an initial grade of "IR" will be assigned until remediation has been completed.

Systems Project: Evaluation Rubric for Referral option		Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Feedback
SOAP Note	Organization				
	Pertinent details				
	Differential diagnosis				
	Treatment plan				
	Question for consultant				
Reflection	HIPAA compliant				
	Patient challenges				
	Communication issues				
	Systems errors				
Overall Evaluation					

Systems Project: Evaluation Rubric for Cost of Chronic Care option		Does Not Meet Expectations	Meets Expectations	Exceeds Expectations	Feedback
SOAP Note	Organization				
	Pertinent details				
	Problem list				
	Treatment plan				
	HIPAA compliant				
Cost Worksheet	All conditions listed				
	All cost items delineated				
	Annualized cost				
Reflection	Patient challenges				
	Variations from EBM				
	Lessons learned				
Overall Evaluation					

Required assignment 4: Pharmacy Field-Trip

Students are required to participate in a field trip to a local pharmacy during the Family Medicine Clerkship. During this experience, the student will review over-the-counter medications, supplements and other products a patient may choose to take. Students will compare numerous formulations and options available. With the Clerkship Director, students will apply this knowledge to specific patient conditions during a real or virtual pharmacy field trip.

Submission

Students will document as an **Educational Activity in ETS** by selecting “[FM] Completion of Pharmacy Field Trip” in the drop-down menu.

Patient Care

Ambulatory Care

Students will participate in ambulatory care during this clerkship, with an emphasis on prevention of illness and caring for the patient in the context of family and community. Students are encouraged to participate in the care of hospitalized patients, those residing in skilled nursing facilities, home visits and office-based procedures whenever possible. Management expectations include:

- Gathering appropriate histories and performing the appropriate physical examinations
- Formulating preliminary diagnostic impressions including differential diagnosis
- Creating diagnostic and therapeutic care plans
- Performing appropriate health screenings
- Documenting patient care through an electronic health record and/or written SOAP note

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 100 patient encounters** during the Family Medicine Clerkship. Students will record all clinical problems and procedures that were part of patient encounters. The table below lists the required problems and procedures, including location of service and expected level of participation. All required problems must have a **perform level of participation**. All required procedures must be at the **assist level of participation**. Those problems and procedures marked with an asterisk* must be completed in the clinical setting and require direct patient contact.

Minimum Required	Problem/Condition	Location of Service	Level of Participation		
			Observe	Assist	Perform
1	Abdominal pain or pelvic pain	Inpatient or Outpatient			x
1	Abnormal vaginal bleeding	Inpatient or Outpatient			x
1	Allergic condition (not drug allergy)	Inpatient or Outpatient			x
1	Anxiety disorder (generalized or panic disorder)	Inpatient or Outpatient			x
1	Arthritis	Inpatient or Outpatient			x
1	Asthma	Inpatient or Outpatient			x
1	Atherosclerotic disease	Inpatient or Outpatient			x
1	Cancer	Inpatient or Outpatient			x
1	Chronic back pain	Inpatient or Outpatient			x
1	Chronic kidney disease	Inpatient or Outpatient			x
1	Chronic obstructive pulmonary disease or emphysema	Inpatient or Outpatient			x
1	Dementia	Inpatient or Outpatient			x
1	Depression	Inpatient or Outpatient			x
1	Diabetes mellitus*	Inpatient or Outpatient			x
1	Dizziness or vertigo	Inpatient or Outpatient			x
1	Dyslipidemia or hyperlipidemia	Inpatient or Outpatient			x
1	Gastroesophageal reflux disease	Inpatient or Outpatient			x
1	Headache	Inpatient or Outpatient			x
1	Heart failure	Inpatient or Outpatient			x
1	Hypertension*	Inpatient or Outpatient			x
1	Joint pain or Injury (other than back pain)	Inpatient or Outpatient			x
1	Obesity*	Inpatient or Outpatient			x
1	Skin lesion	Inpatient or Outpatient			x
1	Skin rash or infection	Inpatient or Outpatient			x

1	Substance use disorder	Inpatient or Outpatient			x
1	Thyroid disorder	Inpatient or Outpatient			x
1	Tobacco use disorder*	Inpatient or Outpatient			x
1	Upper respiratory infection	Inpatient or Outpatient			x
1	Urinary tract infection	Inpatient or Outpatient			x
1	Vaginal discharge	Inpatient or Outpatient			x
Minimum Required	Procedures	Level of Participation			
		Observe	Assist	Perform	
	USPSTF A Recommendations – screen for the following conditions				
1	Cervical cancer (2018)		x		
1	Colorectal cancer (2021) *		x		
1	Folic acid supplementation (2017)		x		
1	High blood pressure (2021)		x		
1	HIV (2019)		x		
1	Tobacco use (2021)		x		
	USPSTF B Recommendations – screen for the following conditions				
1	Abdominal aortic aneurysm (2019)		x		
1	Alcohol misuse (2018) *		x		
1	Aspirin use (2016)		x		
1	Blood glucose (2015)		x		
1	Breast cancer (2016) *		x		
1	Chlamydia/gonorrhea (2014)		x		
1	Depression (2016) *		x		
1	Fall prevention (2018)		x		
1	Healthy lifestyle (2020)		x		
1	Hepatitis B/C (2019, 2020)		x		
1	Intimate partner violence (2018)		x		
1	Lung cancer (2020)		x		
1	Obesity (2018)		x		
1	Osteoporosis (2018)		x		
1	Skin cancer counseling (2018)		x		
1	Statin use (2016)		x		
	Immunizations – screen for the immunization status				
1	Adults (CDC 2020)		x		
1	Children (CDC 2020)		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 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. Failure to record required patient care by 5:00 p.m. on the last day of the Clerkship will result in a grade of “IR” (incomplete, requires remediation); the student will therefore be ineligible for honors and additional time on the Clerkship may be required. If a student fails to meet this deadline, they risk failure for the clerkship. 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 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.

Online Curriculum

Aquifer Online Cases

The required didactic content for the clerkship is available through [Aquifer Family Medicine](#), a case-based computer simulation system. This is primarily a self-directed program that will help build clinical problem-solving skills through independent study, although material and questions will often provide a basis for a clinical discussion during weekly clerkship rounds. Aquifer Family Medicine's 40 interactive family medicine virtual patient cases deliver on the learning objectives of the Society of Teachers of Family Medicine's (STFM) clerkship curriculum. Each case takes approximately 60-90 minutes to complete. Optimal learning occurs when a student completes a case shortly after seeing a similar patient in the clinical settings.

Students are required to complete **a total of 6 cases**, 4 of which are specifically required. The required cases include the female wellness exam (case 1), male wellness exam (case 2), type 2 diabetes mellitus (case 6) and hypertension (case 8). In addition, the students must complete an additional **2 cases of their choosing**. Students are encouraged to complete all 6 cases in the first 4 weeks to allow for dedicated study time and test prep during the latter part of the clerkship. Students in the LIC are encouraged to complete the required cases during the first half of the academic year to allow for dedicated study time and test prep after the winter break. Student progress will be monitored by the Clerkship Director.

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.

Each student will be observed at least once during clinical care of patients. This will be done by the Clerkship Director (or designee for away rotations). This purpose of this direct observation is to evaluate data-gathering skills, clinical reasoning, management decisions and oral presentations. Following observation of clinical care, the student will be provided with feedback.

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

A formative exam is required through Aquifer Family Medicine and will be administered during week 3 of the Family Medicine Clerkship. Resources and test preparation materials are also available on the FM Subject Guide. In addition, 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 100-question NBME Clinical Subject Examination in Family 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**.

Required Reading

Students are expected 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 Clerkship, although additional readings may be assigned by Clerkship Faculty and Clerkship Director to augment student learning.

AAFP and STFM Resources

Students are encouraged to join the [American Academy of Family Physicians \(AAFP\)](#) as a Student Member for additional resources, including pertinent journal articles and examination preparation materials. Student membership is FREE for all medical students. The [Society of Teachers of Family Medicine \(STFM\)](#) also has resources for medical students through their “Online Learning” pages.

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 (pass/fail)
5. Minimum 100 patient encounters (pass/fail)
6. Satisfactory and timely submission of personal educational goal (pass/fail)
7. Satisfactory and timely submission of interprofessional experience (pass/fail)
8. Satisfactory and timely submission of systems project (pass/fail)
9. Timely completion and documentation of pharmacy field trip (pass/fail)
10. Satisfactory and timely completion of required Aquifer Family Medicine cases (pass/fail)
11. Completion of Aquifer Family Medicine formative exam (pass/fail)
12. 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 Clerkship Objectives	Educational Program Objectives (EPOs)	Entrustable Professional Activities (EPAs)	Assessment
Demonstrate the ability to elicit an accurate and thorough medical history appropriate for the patient's reason for visit.	1.3	1, 5, 6	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation • Online Modules • Patient Documentation
Conduct accurate and thorough physical and mental status examinations appropriate for the patient's reason for visit.	1.3	1, 5, 6	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation • Online Modules • Patient Documentation
Recognize physical exam findings that are common variants of normal and those physical exam abnormalities that are frequently found in patients with common diseases/conditions.	1.3	1, 2, 5, 6	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation • Online Modules • Patient Documentation
Demonstrate the ability to assess a patient's functional capacity.	1.3	1, 5	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation
Demonstrate culturally and linguistically appropriate interviewing skills with patients from diverse backgrounds.	1.3, 1.5	5, 6	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation • Online Modules
Understand the purpose and limitations of screening and diagnostic tests and utilize appropriately in clinical situations.	1.4, 1.6	2, 3, 5, 6	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation • Online Modules
Evaluate health literacy by assessing patient's comprehension of verbal and written health information, and assist patients in obtaining and understanding health information.	1.5, 4.1	5	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation
Demonstrate the ability to assess the "patient's unique context" and incorporate that information into care.	1.5, 2.5, 5.5	2, 3, 5, 6, 13	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation • Online Modules
Negotiate a plan of care with the patient utilizing shared decision-making techniques.	1.5, 1.7, 7.3	2, 3, 5, 13	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation • Online Modules
Formulate accurate clinical hypotheses (differential diagnosis) based on an analysis of the patient's clinical presentation, the "patient's unique context" and knowledge of clinical epidemiology.	1.6	1, 2, 3, 5, 6	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation • Online Modules • Patient Documentation
Demonstrate the effective use of pharmacotherapeutic agents and other therapeutic modalities.	1.6, 2.3	2, 7	<ul style="list-style-type: none"> • Clerkship Director Observation • End of Clerkship Exam • Faculty Observation • Online Modules • Patient Documentation
Apply the principles and methods of Evidence-Based Medicine to acquire, appraise, and assimilate new clinical information to improve patient care.	1.6, 2.3, 3.1	7, 13	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation • Online Modules
Formulate and use strategies to support life-long learning to remain current with advances in medical knowledge and practice.	2.1, 3.1, 3.2, 3.3	7, 9	<ul style="list-style-type: none"> • Clerkship Director Observation • 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, 2.3	2, 3, 7	<ul style="list-style-type: none"> • Clerkship Director Observation • End of Clerkship Exam • Faculty Observation • Online Modules
Recognize the scientific basis of health, disease, and medicine in the management of common, chronic and high impact medical conditions.	2.2, 2.3, 2.4	2, 3, 7	<ul style="list-style-type: none"> • Clerkship Director Observation • End of Clerkship Exam • Faculty Observation

			<ul style="list-style-type: none"> • Online Modules
Demonstrate the ability to apply knowledge gained to specific patient conditions.	2.3	3, 7, 10, 12	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments
Describe normal human psychosocial development across the lifespan and recognize deviations requiring further evaluation and intervention.	2.5	2, 3, 7	<ul style="list-style-type: none"> • Clerkship Director Observation • End of Clerkship Exam • Faculty Observation
Discuss the application of psychodynamic theories of human thought and behavior in describing and analyzing patient behavior.	2.5	2, 3, 7	<ul style="list-style-type: none"> • Clerkship Director Observation • End of Clerkship Exam • Faculty Observation
Recognize one's personal abilities and limitations, knowing when to request assistance.	3.1, 8.1	7, 9	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation
Demonstrate knowledge of learning styles, preferences or strategies to facilitate lifelong learning.	3.2, 3.3	7, 13	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation
Recognize the frequent use of over-the-counter medications, supplements and other products by patients.	3.3	7	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments
Demonstrate ability to compare the numerous formulations and options patients are confronted with in choosing an OTC product.	3.3	7	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments
Communicate diagnostic information and reasoning, intervention options, and a suggested plan of care with truthfulness, sensitivity and empathy.	4.1	5, 6	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation • Oral Presentation • Online Modules
Demonstrate respect, empathy, compassion, responsiveness and concern regardless of the patient's problems or personal characteristics.	4.1, 5.1, 5.5	5, 6	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation
Demonstrate the ability to educate patients about their health, assist patients who want to change health behaviors and assess/encourage patient adherence.	4.1, 7.3	2, 3, 5, 6, 13	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation • Online Modules
Demonstrate the ability to clearly and accurately summarize patient findings in verbal presentations and common written formats.	4.2	2, 3, 5, 6, 13	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation • Oral Presentation • Patient Documentation
Demonstrate effective oral and written communication skills with colleagues and other health professionals.	4.2	1, 5, 6	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation • Oral Presentation
Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies.	4.2, 7.4	4, 7, 9, 13	<ul style="list-style-type: none"> • Education Director evaluation of assignments
Recognize and respond professionally to various common forms of behavioral and emotional presentations.	4.7	1, 5, 6	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation • Online Modules
Practice self-evaluation and reflection concerning cultural, moral and ethical issues encountered in the care of patients and the practice of medicine, identifying biases, perceived differences between practitioners and patients, and employing a nonjudgmental approach to patient care.	5.1, 5.2, 5.5	7, 9	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation
Display professionalism, high ethical standards, and integrity in relationships in all aspects of medical practice, especially with respect to confidentiality, informed consent, and justice.	5.2, 6.4, 8.5	7, 9, 11	<ul style="list-style-type: none"> • Clerkship Director Observation • Faculty Observation

Advocate for and assist patients in coordinating care and in dealing with system complexities.	6.2, 6.4	9, 13	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation
Recognize that errors occur in providing health care and how providers and system flaws contribute to hazards in care; seek to improve systems and prevent future errors.	6.3, 6.6	9, 13	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation
Demonstrate knowledge of how healthcare costs associated with management of chronic conditions can influence decisions regarding utilization of resources. Advocate for the patient in coordinating cost-effective evidence-based care plans and improved functional ability.	6.3	4	<ul style="list-style-type: none"> • Education Director evaluation of assignments
Demonstrate knowledge of the occurrence of medical errors/adverse events throughout the continuum of care or demonstrate appreciation for the culture of patient safety.	6.6	7, 13	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • 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, 9	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation
Demonstrate the ability to work effectively as a member of a health care team.	7.1, 7.4	9, 13	<ul style="list-style-type: none"> • Clerkship Director Observation • Education Director evaluation of assignments • Faculty Observation • Online Modules
Recognize and demonstrate the ability to address the unique needs of patients from underserved environments.	9.1, 9.2	7, 13	<ul style="list-style-type: none"> • Clerkship Director Observation • 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.