



BCC 7113
Internal Medicine Sub-Internship
2021-2022

Education Director

Jonathan Appelbaum, MD

Florida State University College of Medicine

Department of Clinical Sciences

1115 West Call Street, Suite 3140-F

Tallahassee, FL 32306-4300

Phone: 850-645-1227

Email: jonathan.appelbaum@med.fsu.edu

Campus	Clerkship Director
Daytona	Vinayak Purandare, MD
Fort Pierce	William Hood, MD
Orlando	Ben Kaplan, MD
Pensacola	Robert Anderson, MD
Sarasota	Kathleen Kennedy, MD
Tallahassee	Gregory Todd, MD

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Overview

Course Description

The Internal Medicine Sub-Internship is an experiential, competency-based internal medicine acting internship, designed to allow students the opportunity to *actively* participate in the management of patients with common clinical presentations encountered in the practice of hospital-based internal medicine. Each student will have the experience of a broad range of illness severity ranging from acute care upon presentation to the emergency department to life-threatening processes in the intensive care unit. Many of these patients will not be previously worked up. Students will be able to improve their basic clinical skills, learn new inpatient procedures and examination techniques, and assess the effectiveness of their clinical interventions and work with an interdisciplinary team. The student will have increasing responsibility for the care of patients during this clerkship. Based on the Alliance for Academic Internal Medicine's [AAIM Internal Medicine Sub-Internship Curriculum 2.0](#) and aligning with COM Educational Program Objectives the sub-internship will focus on 5 broad areas:

1. Time management
2. Communication
3. Patient evaluation
4. Knowing when to ask for assistance
5. Wellness

Orientation and Syllabus Review

Students are required to view the [Internal 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 clerkship is four weeks in duration and will consist of inpatient shifts, in-house calls, lectures, conferences, and reading assignments. It is expected that the student will work **at least 10 hours per day for 6 days per week**. Students must have experience **providing extended coverage and patient care after hours through night calls, "late" calls, or night float**. For this sub-internship, "short call" is defined as remaining with your team or attending on call until about 5:00 PM, "long call" is defined as remaining with your team or attending until 10:00 PM, and "night float" is defined as remaining in the hospital overnight. The student is expected to remain on-call with their team, which may include weekend days. The call schedule will be determined by the faculty member, while the mix of call types will be determined by the Clerkship Director. Work hours are to be documented in ETS on a daily basis.

Required Assignments

Required Assignment 1: Clerkship Educational Goals

At the start of the clerkship, students will identify at least **three specific educational goals within internal medicine** that they hope to learn during this rotation, along with a *specific plan* to achieve these objectives, such as extra readings or following extra patients. Students **must list the EBM sources** they will use to achieve these goals and can also work with the Clerkship Director and faculty to gain knowledge about these topics.

Submission

Students will upload their educational goals plan to the "Project Documents" tab for the course in Student Academics by 5:00 PM on Friday of the first week of the clerkship. The Education Director will review and return with feedback. *If Student Academics is unavailable students will email their document to the Education Director.*

At the end of the clerkship, students will briefly report on the extent to which these educational goals were achieved and by what means.

Submission

Students will upload their educational goals self-assessment to the "Project Documents" tab for the course in Student Academics by 5:00 PM on Friday of the last week of the clerkship. The Education Director will review and return with feedback. *If Student Academics is unavailable students will email their document to the Education Director.*

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 four (4)** interdisciplinary or case management conferences as an **Educational Activity in ETS** by selecting “[IMSI] 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: Transition of Care 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 four (4) handoffs** as an **Educational Activity in ETS** by selecting “[IMSI] 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: Patient Safety/Ethics Case

Students will give a case presentation of a selected case at this weekly meeting that will be assessed by the Clerkship Director. Students will discuss issues of biomedical ethics and futility that arise during their care of patients, using the curriculum and resources posted on the [IMSI Canvas Resources page](#).

Submission

During the final week of the clerkship, students will present a case where the principles of patient safety are outlined and addressed in a patient-centered manner. Students will be expected to have completed the readings located on the [AY2021-22 MD Clerkship Org Site](#) Internal Medicine Sub-Internship for this presentation.

Required Assignment 5: Faculty Observed Partial H & P

Clerkship Faculty will observe at least one partial 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 partial history and physical as an **Educational Activity in ETS** by selecting “[IMSI] Completion of Faculty Observation of Partial H & P” in the drop-down menu.

Required Assignment 6: Transitions Across the Continuum Project

The Transitions Across the Continuum (TAC) 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 TAC 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

Overview

The Internal Medicine Sub-Internship is primarily an **apprenticeship-style experience** with an Internal Medicine Clerkship Faculty member. The clinical faculty will have primary responsibility for assessing the achievement of the clerkship competencies; residents that the student may work with will also have input into the final student assessment.

Inpatient Care

Students will be preferentially placed within a residency program. Students will also learn about many of the ancillary services that occur inside and outside the hospital setting through interactions with other professionals. Students will learn and evaluate the basics of patient safety and the hazards of hospitalization as well as review ethical issues that arise with their patients. Students will be required to work up a **minimum of 3 new/undifferentiated patients each week** in the inpatient setting, and students will see 6-10 follow-up/established patients each week. Students are required to document **at least 60** patient encounters over the 4-week clerkship.

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 **all** of the conditions listed and record them in the ETS patient log. Students should use chapter 3 of the [AAIM Internal Medicine Sub-Internship Curriculum 2.0](#) as an outline for the learning objectives for these conditions. Problems marked with an asterisk* must be completed in the clinical setting and require direct patient contact. The remaining conditions should be seen in the clinical setting but may be fulfilled by alternate educational activities as determined by the Education Director.

Category	Minimum Required	Condition/Problem	Location of Care	Level of Participation		
				Observe	Assist	Perform
Acute Pain	1	Acute Pain	Inpatient Hospital			x
Altered Mental State	1	Altered Mental State	Inpatient Hospital			x
Blood Pressure Derangement	1	Hypotension	Inpatient Hospital			x
	1	Hypertension, Hypertensive Emergency or Hypertensive Urgency	Inpatient Hospital			x
Cardiovascular	1	Arrhythmia	Inpatient Hospital			x
	1	Chest Pain	Inpatient Hospital			x

Electrolyte Derangement	1	Hyperkalemia*	Inpatient Hospital		x
	1	Hypokalemia*	Inpatient Hospital		x
	1	Hyponatremia*	Inpatient Hospital		x
Fever	1	Fever	Inpatient Hospital		x
Hyperglycemia	1	Hyperglycemia	Inpatient Hospital		x
Renal	1	Acute Kidney Injury*	Inpatient Hospital		x
Respiratory Disorder	1	Acute Respiratory Distress, Shortness of Breath* or Dyspnea*	Inpatient Hospital		x
	1	Hypoxemia*	Inpatient Hospital		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. 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). Please review chapter 4 of the [AAIM Internal Medicine Sub-Internship Curriculum 2.0](#) for more details.

Meetings

Clerkship Director Meeting

Students are required to attend lectures and conferences where available. Students will meet with the Clerkship Director once per week during the clerkship for case presentations and discussions. The Clerkship Director will oversee student's ETS patient log entries assuring breadth of experience and avoiding duplication. Review of student work hours will be part of the weekly meetings with the Clerkship Director and the mid-clerkship evaluation. The final meeting of the clerkship may include a debriefing about the student's overall clerkship experience.

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 100-question NBME Clinical Subject Examination for Advanced Internal 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

Specific resources that are required for this clerkship include:

- [Cecil Essentials of Medicine, 10th edition](#) 2021 (Andreoli, Benjamin, et al) Saunders Elsevier, Inc.
- [The Washington Manual of Medical Therapeutics, 36th edition](#) 2020 (Crees, Fritz, Heudebert, Noe, Rengarajan, Wand, editors) (Also available as a mobile resource through the UCentral app)
- [Harrison's Principles of Internal Medicine 20th edition](#) 2018 (Jameson, Fauci, Braunwald, Kasper, Hauser, Longo, Loscalzo) McGraw-Hill, Inc.

The following resources are available on the Canvas IMSI Resources page:

- [AAIM Internal Medicine Sub-Internship Curriculum 2.0](#)
- Additional readings on patient safety and the hazards of acute hospitalization
- Ethics curriculum regarding futility
- Internal medicine journal articles of interest

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 a minimum **60** patient encounters in ETS (pass/fail)
6. Document all required problems in ETS (pass/fail)
7. Documentation of competence and completion of at least **four (4)** patient care handoffs and record as an Educational Activity in ETS (pass/fail)
8. Satisfactory and timely performance on clerkship educational goal and self-assessment (pass/fail)
9. Satisfactory completion and documentation of at least **four (4)** interprofessional activities and record as an Educational Activity in ETS (pass/fail)
10. Satisfactory competence/completion of at least **one (1)** faculty observed partial H & P 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. Presentation of a patient safety/ethics case to Clerkship Director
14. 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.

Domain	Clerkship Objective	EPO	EPA	Assessment
Patient Care	Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.	1.2	1	<ul style="list-style-type: none"> Observed history and exam by faculty Review of patient log/notes by faculty Oral presentation
	Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.	1.5	3	<ul style="list-style-type: none"> Patient documentation Oral presentation Clerkship Director observation Education Director evaluation of assignments
	Develop and carry out patient management plans with appropriate supervision with commonly occurring inpatient internal medicine presentations, such as: <ul style="list-style-type: none"> Acute Pain Altered Mental State Blood Pressure Derangement Cardiovascular Electrolyte Derangement Fever Hyperglycemia Renal Respiratory Disorder 	1.6	2, 10	<ul style="list-style-type: none"> Faculty observation Review of patient log/notes by faculty Clerkship Director observation Education Director evaluation of assignments
Knowledge for Practice	Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care.	2.3	3, 7	<ul style="list-style-type: none"> Faculty observation Clerkship Director observation Education Director evaluation of assignments
Practice-Based Learning	Identify strengths, deficiencies, and limits in one’s knowledge and expertise.	3.1	7	<ul style="list-style-type: none"> Faculty observation Clerkship Director observation Education Director evaluation of assignments
	Set learning and improvement goals; identify and perform learning activities that address one’s gaps in knowledge, skills, or attitudes.	3.2, 3.3	7	<ul style="list-style-type: none"> Faculty observation Clerkship Director observation Education Director evaluation of assignments

	Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.	3.6	7	<ul style="list-style-type: none"> • Faculty observation • Clerkship Director observation • Education Director evaluation of assignments
Interpersonal Communication	Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.	4.1	5, 6, 8	<ul style="list-style-type: none"> • Faculty observation
	Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies.	4.2, 4.3	5, 6, 8	<ul style="list-style-type: none"> • Faculty observation • Evaluation of handoffs • Clerkship Director evaluation
	Work effectively with others as a member or leader of a health care team or other professional groups.	4.2, 4.3	5, 6, 8	<ul style="list-style-type: none"> • Faculty observation • Evaluation of handoffs • Clerkship Director evaluation
	Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.	4.6	5, 6, 8	<ul style="list-style-type: none"> • Faculty observation • Clerkship Director observation • Oral case presentation
Professionalism	Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.	5		<ul style="list-style-type: none"> • Faculty observation • Clerkship Director observation • Education Director observation
Systems-based practice	Participate in identifying system errors and implementing potential systems solutions.	6.5	13	<ul style="list-style-type: none"> • Oral presentation • Faculty and Clerkship Director evaluation
	Work in interprofessional teams to enhance patient safety and improve patient care quality.	6.6	9	<ul style="list-style-type: none"> • Attendance at interdisciplinary meetings • Oral presentation • Clerkship Director evaluation
Interprofessional Collaboration	Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.	7	8	<ul style="list-style-type: none"> • Faculty observation • Clerkship Director evaluation • Attendance and participation at interdisciplinary team meetings
Personal/Professional Development	Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.	8.1	13	<ul style="list-style-type: none"> • Faculty observation • Clerkship Director evaluation • Duty hours log

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.