



BCC 7170 Community Medicine Course 2025-2026

Course Director

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Contents

Overview	3
Course Description	3
Course Goals	3
Orientation and Syllabus Review	3
Longitudinal Integrated Curriculum (LIC)	3
Scheduled Hours/On-Call	3
Required Assignments	4
Required Assignment 1: Community Agency Research Project	4
Required Assignment 2: Community Agency Presentation	5
Learning Resources	5
Institutional Resources	5
Required Reading	5
Examinations	5
Grading	6
Years 3 and 4 Grading Policy	6
Course-Specific Grading Criteria	6
Course Objectives	6
Professionalism and Professional Identity Formation	7
College of Medicine Policies	8
Absence and Attendance Policy	8
Clinical Experience and Education Policy	8
Office of Student Counseling Services	8
Patient Log (ETS) Monitoring Policy	9
Student Mistreatment Policy	9
University Policies	9
University Attendance Policy	9
Academic Honor Policy	9
Americans With Disabilities Act	9
Academic Success	10
Syllabus Change Policy	11

Overview

Course Description

The Community Medicine course is required for all students at the College of Medicine regional campuses and rural training sites. This is a two-week course designed to broaden the student's understanding of the role played by community agencies in health promotion and disease prevention. It allows the student to work as a member of a community agency team to help the agency fulfill its goals of maintaining the community's health. This course provides the student an opportunity to share and discuss observations with agency members, faculty, and other students. Each student is assigned to a community agency with a defined contact person within the agency; this contact person is assigned the role of Course Coordinator. The identified Course Coordinator at the community agency supervises the student according to the course goals, objectives, and evaluation method defined in this syllabus. Requirements are shared with Course Coordinators before the start of the course. While a two-week course is insufficient to formally measure a community's health needs and identified issues, a primary goal is for students to learn to discuss the process and components of Community Health Assessment (CHA). Community engagement and collaborative participation are essential components of conducting a CHA, and through this course, students should be able to address how the agency they work with addresses specific health needs and issues of a given population and inform decision-making to improve that population's health status. Many types of agencies are partners for our students through this course, and an agency list is available at each regional campus.

Examples of Community Agencies	
County Health Departments	Mobile Healthcare Units
Social Service Agencies	Domestic Violence Shelters
Homeless Programs	Human Trafficking Advocacy Centers
Indigent Care Clinics	Food Banks
Home Healthcare Agencies and Visiting Nurse Organizations	Elder Care Related Agencies
Hospice Organizations	HIV-focused Care Agencies

Course Goals

This is a two-week course designed to broaden the student's understanding of the role played by community agencies in health promotion and disease prevention and allows each student to observe and assist in that agency's role in maintaining the health of the community. This course involves experiential, service, and reflective learning. The community agency course coordinator is central to the process. During the two-week Community Medicine experiential course, the student gains the desired objectives of service-learning, geriatrics (whenever applicable), and care for underserved populations. Students also learn to discuss the process and components of Community Health Assessment (CHA). This will allow students to evaluate how the agency operates within the context of the "Overarching Goals" of [Healthy People 2030 Framework](#), both by addressing the specific health needs and issues of a given population and informing decision-making to improve that population's health status.

Each agency typically works with one to three assigned students, who work very closely with the Course Coordinator. Caseloads, learning experiences, and assignments within the agency will be directly managed by the on-site course coordinator. The course coordinator ensures the student's exposure to clients and the administrative and functional structure of the agency.

Orientation and Syllabus Review

Students must review the syllabus before the first day of the course. General orientation is provided during M3 orientation, and again during Dean's Rounds when assignments to community agencies are made. An agency-specific orientation is provided at the student's respective community agency by agency representatives on the first day of the course.

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.

Scheduled Hours/On-Call

No call is required during this course. Students are expected to participate in all activities available at the agency to which they are assigned, and to work 8-9 hours per day, 4 days per week. The last day or next-to-last-day of Community Medicine is set aside for student presentations to community agency leaders, faculty, campus staff, and guests. Students should show initiative and feel free to volunteer to help the Community Agency with client visits as allowed, ongoing

quality improvement projects if help is needed, or other needs where the creativity, energy, and medical knowledge of a medical student can help. **Work hours must be documented in the [Encounter Tracking System \(ETS\)](#) daily.**

- During off-cycle rotations or if completed when Doctoring 3 is not scheduled, students will work 5 or more days per week.

Required Assignments

Required Assignment 1: Community Agency Research Project

Students will research and write a short paper - no longer than 2000 words - outlining how the agency they work with addresses specific health needs and issues of a given population and informs decision-making to improve that population's health status. It is highly recommended that the concepts of [Healthy People 2030 Framework](#) and the purpose of the agency be reviewed well before the end of the course, and those concepts get included in the written assignment along with if/how the agency's mission incorporates the needs of a local Community Health Assessment. Students should include topic areas related to the overarching goals of the [Healthy People 2030 Framework](#), the specific relationships and value of their assigned agency to the community, the required readings, personal reflections, and critiques of their experiences.

1. Attain healthy, thriving lives and well-being free of preventable disease, disability, injury, and premature death.
2. Eliminate health disparities, achieve health equity, and attain health literacy to improve the health and well-being of all.
3. Create social, physical, and economic environments that promote attaining the full potential for health and well-being for all.
4. Promote healthy development, healthy behaviors, and well-being across all life stages.
5. Engage leadership, key constituents, and the public across multiple sectors to act and design policies that improve the health and well-being of all.

Students must demonstrate evidence that they incorporated principles from the reading assignments into their writing and understand how the agency they work with addresses specific health needs and issues of a given population and informs decision-making to improve that population's health status. Students should also include information on how healthcare providers interact with the agency in advocating for their patients and teamwork between the agency and other healthcare professionals, agencies, and/or client families. Specifically outline the contributions of different stakeholders both within and outside of the agency to advance the health of the individual and/or community and teamwork between the agency and other stakeholders in the community (healthcare professionals, agency personnel, families, patients, and clinical partners).

Students are encouraged to use the content of the writing assignment to assist in the development of the required PowerPoint presentation at the end of the course. Students may elect to share written assignments with the agency, but they will not be released without explicit permission from the student author.

Submission

- Upload the Community Medicine agency research project into the "Project Documents" tab for the course in Student Academics.

AND

- Students will email their project to their regional campus dean or rural site administrator **by 5:00 PM on Wednesday** two days before the end of the course.

Evaluation

- Evaluation of the writing assignment will be completed by the student's regional campus dean or site administrator for the Immokalee or Marianna rural training site. The course director may also review submissions when determining the final grade.

Agency Research Project evaluation rubric	Above Expectations	Meets Expectations	Below Expectations	Feedback
Incorporates Healthy People 2030 Framework				
Incorporation of assigned literature				
Appropriate topic, evidence is organized and clear				
Overall evaluation				

Required Assignment 2: Community Agency Presentation

Students must prepare and deliver a presentation on the final day of the course. While not the focus of the presentation, students must include an analysis of the agency's relatedness to [Healthy People 2030 Framework](#) and any associated areas covered by the course-required readings. The students are required to discuss how the agency meets or does not meet major [Healthy People 2030 Framework](#) Overarching Goals. This presentation will be delivered to the entire class, regional campus dean, campus staff, and agency course coordinators. Students completing the Community Medicine course in the Immokalee or Marianna rural sites will present at an assigned campus site that may or may not be the student's home campus (details to be arranged in collaboration with site administrators). The suggested outline of the 20-minute agency presentation is to include **overview, mission, structure, funding sources, access, and challenges.**

Submission

- Students will upload their Community Medicine PowerPoint presentation to the "Project Documents" tab for the course in Student Academics.

AND

- Students will also email their presentation to their regional campus Education Technology Specialist (i.e., IT Specialist) or campus staff who assist with presentations **by 1:00 PM on Thursday OR one day before the presentation if they are presenting on Thursday.** *Students who present on Thursday should go to their community medicine site on Friday the last day of the Community Medicine course.*

Evaluation

- Evaluation of the presentation will be completed by the student's regional campus dean or site administrator for the Immokalee or Marianna rural training site.

Community Agency Presentation evaluation rubric	Above Expectations	Meets Expectations	Below Expectations	Feedback
Professionalism during presentation				
Role-model teamwork with agency and other professionals				
Research and analysis				
Communication skills				
Overall evaluation				

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

The required reading is available on the subject guide <https://med-fsu.libguides.com/healthandsociety/>.

- [Community Planning for Health Assessment: Index](#)
From the Centers for Disease Control and Prevention, Public Health Professionals Gateway
- [Community Planning for Health Assessment: CHA & CHIP](#)
From the Centers for Disease Control and Prevention, Public Health Professionals Gateway
- [Community Health Assessment and Planning in Leon County, FL](#)
From Florida Department of Health
- [Community Health Assessment Toolkit](#)
From the AHA Community Health Improvement network, part of the American Hospital Association
- [Health disparities and health equities: concepts and measurement](#)
From the Annual Review of Public Health
- [Healthy People 2030 Framework](#)
From the U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion
- [A vision for health in our new century](#)
From the American Journal of Health Promotion

Examinations

There are no examinations in the Community Medicine course.

Grading

Years 3 and 4 Grading Policy

The standardized Years 3 and 4 Grading Policy for clerkships and courses is located on the [Office of Medical Education](#) site. The final grade is assigned by the Course Director and is based on all aspects of the course.

Course-Specific Grading Criteria

Final grades will be determined solely by the course director. Students who have difficulties meeting course requirements will be assigned an initial grade of IR until remediation has been completed. Students must meet the criteria described in course-specific grading and receive a recommendation from their regional campus dean or site administrator for the Immokalee or Marianna rural training site.

1. Any breach in professionalism renders a student at risk for failure
2. Any assignment submitted late, or which requires remediation will result in the assignment of an initial grade of IR (Incomplete Remediation) until remediation has been completed
3. Failure to document timely and accurate work hours renders a student at risk of failure
4. Satisfactory evaluation by the agency course coordinator
5. Satisfactory evaluation by the site director
6. Active participation and consistent attendance for all activities/assignments at an assigned agency (pass/fail)
7. Satisfactory and timely submission/upload/email of required assignment #1 **Community Agency Research Project** (pass/fail)
8. Satisfactory and timely submission/upload/email of required assignment #2 **Community Agency Presentation** (pass/fail)

Course Objectives

The following tables outline clerkship objectives and assessment methods for each and are intended to be used as a guide for student learning. Each clerkship objective is mapped to the [FSU COM Educational Program Objectives \(EPOs\)](#) and the [ACGME's Core Entrustable Professional Activities \(EPAs\) for Entering Residency](#).

COMMUNITY MEDICINE COURSE OBJECTIVES		EPO
CM-1	Practice self-evaluation and reflection concerning cultural, moral, and ethical issues encountered in the community-based care of individuals, and the practice.	3
CM-2	Recognize and demonstrate the ability to address the unique needs of individuals from underserved environments.	7
CM-3	Better understand complexities of care delivery, and assist, when possible, to improve care given to individuals served by the Agency.	4, 7
CM-4	Demonstrate an understanding of how community health assessment is used to identify the health needs and issues of a given population and inform decision-making to improve population health status.	7
CM-5	Obtain and utilize public health information (demographic, cultural, and socioeconomic information) to improve the health of the community.	2, 7
CM-6	Demonstrate respect for the roles of other healthcare providers and the need to collaborate with others in caring for individuals and communities.	4, 5, 7
CM-7	Demonstrate respect for the contributions of medical colleagues, other healthcare professionals, agencies, and families, to the health of the individual and/or the health of the community.	5, 7
CM-8	Demonstrate basic knowledge of the health care delivery system in the community and understand the components of community health assessment (CHA).	6, 7

COMPONENT	Learning Objectives	Assessment
Work as a member of a community agency team MAPS TO: CM-1, CM-4, CM-7, CM-8	1. Assist the agency in fulfilling its goals of maintaining the health of the community	<ul style="list-style-type: none"> • Course Coordinator observation
Community Agency Presentation MAPS TO: CM-3, CM-5, CM-8	1. Demonstrate professionalism during the presentation 2. Role-model teamwork with agency and other professionals 3. Demonstrate effective communication skills 4. Demonstrate knowledge by answering related questions from peers & faculty in the audience 5. Demonstrate appropriate data analysis	<ul style="list-style-type: none"> • Evaluation of presentation by Regional Campus Dean or Site Administrator for the Immokalee or Marianna rural training sites • Oral presentation review
Agency Research Project MAPS TO: CM-2, CM-3, CM-4, CM-5, CM-6,	1. Integrate principles of Healthy People 2030 Framework 2. Demonstrate evidence of incorporation of principles from the assigned literature 3. Present evidence in an organized and clear fashion 4. Display adequate paper length: 2000-word paper	<ul style="list-style-type: none"> • Evaluation of assignment by Regional Campus Dean or Site Administrator for the Immokalee or Marianna rural training sites

CM-8		
Interprofessional collaborative skills MAPS TO: CM-6, CM-7	<ol style="list-style-type: none"> 1. Elicit and constructively provide performance feedback to individuals and interdisciplinary teams of healthcare professionals. 2. Demonstrate effective oral communication skills with colleagues and other health professionals and the ability to work effectively as a member of a healthcare team 	<ul style="list-style-type: none"> • Course Coordinator observation
Clerkship Learning Goal MAPS TO: CM-1, CM2	<ol style="list-style-type: none"> 1. Demonstrate culturally and linguistically appropriate skills with individuals from diverse backgrounds 	<ul style="list-style-type: none"> • Course Coordinator observation

Professionalism and Professional Identity Formation

Medical professionalism is a cornerstone of the practice of medicine, embodying the values, behaviors, and responsibilities that are essential to building and maintaining trust between physicians, patients, and society. As a medical student and future physician, understanding and demonstrating professionalism is vital to your personal development.

The expectation is for all students to demonstrate a commitment to personal and professional growth and to carry out professional responsibilities with integrity, adhere to ethical principles and codes of conduct, and respect differences in values, beliefs, and experiences in all interactions.

Professional identity formation involves integrating one's personal identity with the professional standards and expectations of the medical field. This ongoing process enables medical professionals to remain true to themselves while providing exceptional care to patients and becoming well-rounded physicians.

Across the 4-year curriculum you will be continuously evaluated according to these core attributes of Medical Professionalism:

- **Commitment to Professional Behavior and Ethical Practice**

Adherence to ethical principles, such as beneficence, nonmaleficence, justice, and respect for autonomy.

Examples: Maintaining confidentiality by avoiding discussing patient cases in public areas, even in CLC. Taking responsibility for personal lapses in Professionalism, and taking steps to address them, incorporating feedback.

- **Accountability**

Medical professionals are accountable to their patients, peers, society, and the profession itself.

Examples: Engaging responsibly with the FSUCOM curriculum, including demonstrating effort when preparing for required learning sessions or completing assignments. Arriving on time to required sessions, completing assignments by deadlines, and seeking feedback to improve your performance.

- **Honesty and Integrity**

Acting with honesty, transparency, and moral courage, even in challenging situations.

Examples: Acknowledging when you do not understand instead of pretending you do, seeking help when needed, crediting the contributions of others, and reporting lapses when appropriate.

- **Compassion and Respect for Others**

Treating patients, colleagues, and team members with dignity, empathy, and cultural sensitivity.

Examples: Actively listening during team discussions, valuing diverse perspectives, values and beliefs, being aware of bias in self and others, and avoiding disruptive behaviors like silencing your phone during classes and meetings.

- **Excellence, Self-discovery, and Personal Well-Being**

A commitment to lifelong learning and the pursuit of the highest standards in medical knowledge, clinical skills, and patient care.

Examples: Taking the initiative to go beyond required readings by exploring additional resources to deepen your understanding of challenging topics, applying metacognitive approaches to self-evaluate learning.

Why Professionalism Matters

Professionalism fosters trust, ensures accountability, and enhances the quality of care delivered to patients. It also

strengthens the medical profession's role in society.

Violations of professionalism may result in a report of concern for unprofessional behavior and could lead to referral to the Student Evaluation and Promotion Committee (SEPC). Serious breaches of professionalism may result in suspension, a failing grade for the clerkship/course, and/or referral to SEPC.

College of Medicine 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 the [FSU COM Student Handbook](#) for details of the attendance policy, a notice of absences, and remediation. Students must use the [student absence request form 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 getting the campus dean's approval. 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.

Clinical Experience and Education Policy

The FSU COM uses the ACGME requirements regarding clinical experience and education as a guideline for our policy. Our goal is to provide a structure that supports patient safety and student education and facilitates personal-professional balance and well-being.

- Clinical experience and scheduled educational activities must be limited to no more than 80 hours per week when averaged over the number of weeks of the clerkship.
- Students must have at least one day out of every 7 completely free from clinical duties and required educational activities when averaged over the number of weeks of the clerkship.
- Clinical experience must not exceed 24 hours of continuously scheduled assignments, except up to 4 hours of additional time for effective transitions of care or student education. No additional patient care responsibilities may be undertaken during these 4 hours. After 24 hours 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.

Documentation of time spent on clinical experience and education:

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

Office of Student Counseling Services

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 the Office of Student Counseling Services and the FSU Office of Accessibility Services (OAS) to determine whether they might be eligible to receive the 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 a medical degree.

Patient Log (ETS) Monitoring Policy

Encounter data are monitored by the Clerkship Directors to ensure that students are meeting clerkship requirements. If it becomes apparent that students are not encountering the required patient conditions, efforts will be made to specifically select the patients with the required conditions. 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 to choose 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 a 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.

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 they are 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 section in the [FSU COM Student Handbook](#) and [report incidents of mistreatment](#) as soon as possible.

University Policies

University Attendance Policy

Excused absences include documented illness, deaths in the family, and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid written excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of student's 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 accommodation for all persons with disabilities in a manner that is consistent with the academic standards of the course while empowering the student to meet the integral requirements of the course. Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Accessibility Services; and (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations. 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 an alternative format upon request. For the latest version of this statement and 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>

Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

Confidential campus resources:

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program

University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services (CAPS)

Florida State University's Counseling and Psychological Services (CAPS) primary mission is to address psychological needs and personal concerns, which may interfere with students' academic progress, social development, and emotional well-being. The following in-person and virtual (tele-mental health) services are available to all enrolled students residing in the state of Florida:

1. Individual therapy
 2. Group therapy
 3. Crisis Intervention
 4. Psychoeducational and outreach programming
 5. After hours crisis-hotline
 6. Access to community providers for specialized treatment
- Call 850-644-TALK (8255) for more information on how to initiate services.

Counseling and Psychological Services

250 Askew Student Life Center
942 Learning Way
(850) 644-TALK (8255)
Walk-in and Appointment Hours:
M-F 8 am – 4 pm
<https://counseling.fsu.edu/>

Services at UHS are available to all enrolled students residing in Florida:

The mission of University Health Services (UHS) is to promote and improve the overall health and well-being of FSU students. UHS provides a coordinated continuum of care through prevention, intervention, and treatment. Services include general medical care, priority care, gynecological services, physicals, allergy injection clinic, immunizations, diagnostic imaging, physical therapy, and a medical response unit. The Center for Health Advocacy and Wellness (CHAW) assists students in their academic success through individual, group, and population-based health and wellness

initiatives. Topics include wellness, alcohol and other drugs, hazing prevention, nutrition and body image, sexual health, and power based personal violence prevention. For more information, go to uhs.fsu.edu.

University Health Services
Health and Wellness Center
960 Learning Way
Tallahassee, FL 32306
Hours: M-F, 8 am – 4 pm
(850) 644-6230
<https://uhs.fsu.edu/>

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.