



BCC 7182

Doctoring 3 Course

2025-2026

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Overview

Course Description

Doctoring 3 (D3) is a 6-credit, year-long course where students learn and demonstrate skills of critical thinking. This course parallels the core clerkships and synthesizes the basic clinical knowledge and skills acquired during the pre-clerkship phase of the curriculum with clinical learning found in patient management. There are two major components of the course--the didactic series and the longitudinal clinical experience. During the didactic sessions, students will explore complex patient presentations into which behavioral, ethical, and geriatric learning opportunities are integrated. Population health, patient safety, life-long learning skills, and professional identity development will be emphasized. The ongoing development of student communication skills will be a focus of the course. The Longitudinal Clinical Care component focuses on the continuing care of patients seen in the ambulatory setting with assigned clerkship faculty.

Course Goals

The goal of the Doctoring 3 course is to develop well-rounded physicians who demonstrate “clinical nimbleness.” This course strives to help students think like physicians, with the development or enhancement of the following skills:

1. **Critical thinking and problem-solving:** Students present clinical cases, developing the progressive ability to formulate a differential diagnosis, treatment plan, and medically appropriate orders. Using both small and large group dynamics, clinical reasoning skills are practiced weekly. Medical informatics and usage of library resources are emphasized as well as the interpretation of laboratory values and radiographic images.
2. **Communication skills:** Information-gathering and collaboration with clinical medical staff are essential skills for physicians as they prepare to work in populous states like Florida. Students should be able to converse within rural settings, within the geriatric populations, and with the variety of citizens utilizing primary care clinics and hospitals. Students will integrate technology, oral clinical presentations, and team-based collaboration to enhance the effective exchange of information.
3. **Life-long learning skills:** Self-directed learning will be reinforced by a review of current guidelines for care during case presentation preparation, Journal Club, and utilization of the electronic library. Completion of the Quality Improvement Project and identification of an evidence-based, measurable, problem that will benefit from the quality improvement process will enhance independent analysis and synthesis of relevant information.
4. **Humanism in medicine:** The students’ ethical and professional growth will be developed by personal reflection on their work and the perspective gained from the lives of patients via the PACE sessions. These cases will directly explore medical ethics and emphasize the biopsychosocial aspect of medical care via written and verbal assignments.

Orientation and Syllabus Review

Students must read the syllabus to be familiar with clerkship expectations before starting the course. A site-specific orientation will occur at the assigned longitudinal clinical site before the initiation of clinical activities. Students are responsible for communicating with their Longitudinal 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.

Scheduled Hours/On-Call

The longitudinal clinical experience alternates between a half-day of clinical care, one week, and a half-day of a quality improvement project on the alternate week. There are no on-call responsibilities for this course. **Work hours must be documented in the [Encounter Tracking System \(ETS\)](#) daily.**

Meetings

The didactic portion of the curriculum consists of case-based learning activities, skills workshops, Grand Rounds, case presentations, and other activities that promote student learning. Additional sessions will include professional development and residency preparation sessions. Weekly meetings occur on Wednesday afternoons at each regional campus or rural training site. These sessions, co-led by expert clinical faculty and students, will focus on clinical case presentations consistent with our core clerkships. Many of the sessions will contain audience response NBME-type questions that are answered electronically. The question-and-answer sessions may be led by the faculty or students.

D3 Didactics

Students will participate in all case-based sessions on Wednesday afternoons throughout the academic year.

- The series of **skills workshops** engage students in direct problem-solving exercises to develop the skill of interpreting common diagnostic and screening tests. (EPA 3). These sessions will present clinical scenarios that give students the ability to review, apply and ideally master a skill and practice self-directed learning. Case Based Learning is a learning and teaching approach that aims to prepare students for clinical practice, using authentic clinical cases. These cases link theory to practice, through the application of knowledge to the cases, and encourage the use of inquiry-based learning methods. The goal of these sessions for the third-year medical student is to provide an opportunity to build upon basic science knowledge with case-based examples of common medical conditions. The emphasis of these sessions is to promote clinical reasoning as well as the development of the basic skill of how to interpret the results of diagnostic studies. These sessions have been characterized by students in the past as “high yield for STEP 2 studying.”
- Occasional student **case presentations** assist in empowering the student to become the subject matter expert and allow them to understand the significance of the individual laboratory and radiographic results that help confirm a diagnosis. The active preparation and discussion of the case with classroom peers encourage active learning for the student.
- **Grand Rounds** have historically been a staple of academic institutions as a method of education, often bringing together different specialties and the medical community at multiple levels of training. Grand Rounds topics are broad topics of interest that will stimulate discussion and participation from the audience. The target audience for our Grand Rounds series within the Doctoring 3 sessions are third-year medical students and physician assistant students from the parallel PA program. Grand Rounds topics may be enhanced by invitation of other specialties or medical practitioner’s integral to patient treatment.

Patient-Centered Ethics (PACE) Sessions

There are three PACE sessions dedicated to topics in medical ethics and humanities. This includes student assignments and active participation in all sessions. A detailed guide is located on the [Canvas M.D. Clerkships AY2025-2026](#) Doctoring 3 homepage.

Deans Rounds

The regional campus dean may host additional sessions regularly that further develop the students as medical professionals. This will include career advising, leadership development, problem-solving challenging situations in healthcare, and enhancing a sense of professional identity or newly evolving contemporary medical conditions.

Student Survey

Each week students are asked to individually evaluate the Doctoring 3 didactic session. Feedback is useful to improve the medical student's experience during these required sessions. Completion is expected and appreciated. Informal feedback is also welcome.

Required Assignments

Completion of all assignments with a satisfactory and timely submission is a clerkship requirement. If Student Academics is unavailable students will email their documents to their Course Co-Directors and their regional campus dean.

- A schedule with specific content areas is posted to the [Canvas M.D. Clerkships AY2025-2026](#) Doctoring 3 homepage including due dates for all assignments.
- Students are expected to review the content weekly before class to prepare for active participation.

Required Assignment 1: Institute for Healthcare Improvement (IHI) Quality Improvement Modules

To obtain foundational knowledge and skills required for the successful completion of the Quality Improvement (QI) project, students will complete five modules from the Institute for Healthcare Improvement (IHI). The required training modules include:

1. QI 101: Introduction to Healthcare Improvement
2. QI 102: How to Improve with the Model for Improvement
3. QI 103: Testing and Measuring Changes with PDSA Cycles
4. QI 104: Interpreting Data
5. QI 105: Leading Quality Improvement

Instructions

- Login and other instructions will be posted to the [Canvas M.D. Clerkships AY2025-2026](#) Doctoring 3 homepage.

Submission

- Students will upload certificates of completion to the “Project Documents” tab for the course in Student Academics by **8:00 AM on the assigned due date**.

Required Assignment 2: Continuing Medical Education (CME)

Students must complete two (2) hours of live continuing medical education during the academic year. Students are **encouraged to attend live, in-person local and state events** through which networking is possible. **Live** conference events, Grand Rounds, Tumor Board, FSUCOM faculty development, and medical society meetings are also acceptable. These **live** CME events, whether in-person or via videoconference, **must qualify for AMA Category 1 credit**. Students are advised that on-demand lectures and modules (including CITI training and IHI modules) **do NOT fulfill this requirement**.

Instructions

- Detailed instructions with screenshots are posted to the [Canvas M.D. Clerkships AY2025-2026](#) Doctoring 3 pages.

Submission

- Upload proof of attendance (using CME documentation form on the Canvas D3 homepage) to the “Project Documents” tab for the course in Student Academics **by 5:00 PM on the final day of Rotation E**.

Required Assignment 3: Dear Doctor Letter

This assignment is part of the PACE curriculum. Students will demonstrate the development of professional identity by writing a letter to their future professional self to include a description of the kind of medical professional they hope to become, as well as the type and setting of their medical practice. 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.

Instructions

1. This handwritten letter to your future professional self should include a description of the kind of medical professional you hope to develop into.
2. The setting of practice can be longitudinal clinic, office hours, or hospital patient care, etc.
3. This letter, in a sealed envelope addressed to yourself, should be given to your student support coordinator. It will be returned to you at the end of your third year. This is a private letter to yourself and should not be shared unless you, the writer, desires to do so.
4. This letter should be turned in on campus on the day of your first NBME exam.

Submission

- Students will deliver their handwritten letter in a sealed, self-addressed envelope to the student support coordinator **no later than 5:00 PM Friday on the last day of the student's first clerkship OR 7/16/2025**.

Evaluation

- Self-evaluation will be completed at the end of the third year when the letter is returned to the student. Students are welcome to share verbally with peers or write a brief, confidential note. There is no requirement to share with others.

Required Assignment 4: Quality Improvement (QI) Project

Students will work in small groups (3-5) to research the quality improvement process and select an evidence-based, measurable, problem to be addressed in collaboration with a clinical partner. Group research published data on the identified problem and determined a definable goal. Using the *Plan-Do-Study-Act* model of Quality Improvement, groups will develop an educational or procedural intervention and then measure the effectiveness of the change in the process. Students will dedicate a full half-day every other week to this endeavor to allow adequate time for project completion. Students will read instructions and review additional resources before they begin, including the timeline for various components of the QI project. Please note that many clinical partners have strict rules regarding data sharing and have specific required modules for students to complete before gaining access to their patient data. Completion of requirements may be mandatory before beginning the QI project at some sites.

Instructions

- All resources are available on [Canvas M.D. Clerkships AY2025-2026](#) Doctoring 3 pages including details for evaluation.

QI Project Submission

- The group will prepare a paper in the format of a medical journal article describing the process, and the data collected, and develop conclusions based on the Quality Improvement Project.
- Students will upload their QI Project to the “Project Documents” tab for the course in Student Academics no later than **8:00 AM on the assigned due date.**

Presentation Submission

- The group will conclude this project by presenting their findings to peers, faculty, and community partners.
- Students will upload their QI Project PowerPoint presentation to the “Project Documents” tab for the course in Student Academics **no later than 8:00 AM Tuesday on the day before the project presentation is scheduled.**

Evaluation

- This project will be evaluated in collaboration between the regional campus dean and the informatics curriculum director.

Required Assignment 5: Ethical Dilemmas

This assignment is part of the PACE curriculum. Students will discuss and contemplate how to make ethical decisions in patient care with insight and clarity. Students will review contemporary ethical situations and create a checklist of concepts learned from the assigned readings. Students are advised to begin their reading during the month of June. Students must submit their checklist in a timely manner to facilitate the classroom discussion on Wednesday, 7/23/2025, which will explore common ethical situations that occur during clinical practice.

Submission

- Students will upload their checklist to the “Project Documents” tab for the course in Student Academics **and** email their checklist to their regional campus dean no later than **8:00 AM Monday 07/21/2025.**

Required Assignment 6: Identify and Discuss Categories of Narrative Medicine

Students will explore the following four (4) topics and write reflective notes in preparation for the corresponding D3 session.

1. PATIENT-PHYSICIAN: EMPATHIC ENGAGEMENT
2. PHYSICIAN-SELF: REFLECTION IN PRACTICE
3. PHYSICIAN-COLLEAGUES: PROFESSION
4. PHYSICIAN-SOCIETY: THE PUBLIC TRUST

Submission

- Students will bring their notes to D3 sessions for reference during the classroom discussion based upon the assigned readings, **due 9/17/2025.**

Required Assignment 7: Pathography Essay

This assignment is part of the PACE curriculum. Students will select a patient to partner with for this assignment, utilizing an extended patient interview or a memorable event that influenced personal growth in empathy. The goal of this assignment is for the student to demonstrate the development of humanism and their professional identity through patient care. Students must be prepared to read their essays during the session. The objective of this assignment is to showcase your newly developed professional identity and ability to care for a patient in a humanistic manner.

Instructions

- You will write a 1000-word essay that reflects a patient experience that profoundly affected you. Your essay will demonstrate to your colleagues what you have learned from the experience of caring for this patient. Ideally, this patient should be someone you have had multiple encounters with. The patient themselves may assist your writing if you are afforded the opportunity to interview them for this exercise OR your subject matter may be from a one-time patient event that you found memorable and assisted you in your own personal growth in empathy and understanding the patient’s perspective. *Hint*, begin your search for the perfect patient subject early in the year to optimally develop your narrative competence. *Optional*: Students may wish to submit a **revised** version of the pathography assignment to a venue that publishes medical narratives, such as the FSU COM *HEAL*, or JAMA’s “A Piece of My Mind” column. Other suitable journals include *In-Training* or *Pulse*.
- Complete pathography essay details for this narrative medicine assignment, as well as examples of prior submissions, are located on [Canvas M.D. Clerkships AY2025-2026](#) Doctoring 3 homepage.

Submission

- Students will upload their pathography essay to the “Project Documents” tab for the course in Student Academics **by 8:00 AM on Monday 4/20/2026**.

Evaluation

- The regional campus dean or site director will provide direct written feedback on all Pace assignments within the Doctoring 3 course evaluation. Active student participation and mature and well thought out narrative writings will assist the evaluator in producing an eloquent overview of your work during this year long course.

Patient Care

Overview

Students will participate in a longitudinal experience in clinical care for one half-day every other week as part of the Doctoring 3 course. Students are assigned to a Clerkship faculty member who will provide clinical instruction through encounters with chronic care patients in their practice. Clerkship faculty members are usually primary care physicians, but occasionally sub-specialists are used if their patient population is appropriate for this course's objectives. Students will familiarize themselves with a panel of patients and their medical problems/conditions, record clinical encounters with these patients, and assume significant responsibility for managing these assigned patients throughout the year-long experience. Patient continuity is encouraged and coordinated through office staff who assist in the process of ensuring that follow-up appointments are scheduled when students are expected in the clinic; **students are responsible for creating this opportunity**. Students may be introduced to telemedicine visits through this experience and learn how to navigate the additional skills required for virtual visits. Students will learn to write concise, clear, and useful progress notes on patients with chronic illnesses.

Written Documentation of Patient Encounters

Students will document patient encounters appropriately in the electronic health record or a deidentified Word document (if student electronic access is unavailable) submitted to their faculty for review. Students will learn how to competently document a comprehensive chronic care visit that includes a thorough history of chronic disease and health maintenance, an examination specific to end-organ damage and prevention, and an assessment and plan that includes risk reduction and prevention strategies.

Patient Log Requirements using the Encounter Tracking System (ETS)

Students should enter patient encounter data into the Encounters Tracking System (ETS) daily. Students must record at least 20 patient encounters in the outpatient setting, all at the perform level of participation in patient care. **At least one (1)** patient must be seen in continuity (not a first-time patient) during the clinical portion of Doctoring 3. There are no required problems or procedures in this course.

Alternate Educational Experiences

For students unable to complete and record a required clinical encounter or other clerkship requirements due to circumstances beyond their control, the Education Director will determine an appropriate alternative educational experience. Additional clinical encounters are the preferred method to complete the requirements of this clerkship. Students may be exposed to the conditions or diseases secondarily through reading assignments, completion of Aquifer cases, or discussions with the Clerkship Director, and will record as instructed in the ETS, and only under the direction of the Education Director. The utilization of alternative educational activities is monitored by the curriculum committee regularly.

Examinations

There are no examinations in Doctoring 3. Case presentations, classroom discussions and the audience response questions at the end of most lectures are intended to help students measure their mastery of the material presented.

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 preparing for the Doctor of Medicine degree are *strongly encouraged* to review weekly assignments posted to

the [Canvas M.D. Clerkships AY2025-2026](#) Doctoring 3 homepage. These will include advanced preparation materials such as readings, PowerPoint presentations, and other course materials. Students are *strongly encouraged* to review previously presented material from the pre-clerkship curriculum to prepare for Wednesday afternoon didactic sessions.

Evaluation

Formative Evaluation

A mid-year evaluation is completed by the Regional Campus Dean. This will include progress toward achievement of course objectives, CME credit, assignments, required encounters, review of Clinical Faculty evaluation, and participation in afternoon didactic sessions. The mid-rotation feedback guide is available on the [Canvas M.D. Clerkships AY2025-2026](#) homepage.

Summative Evaluation

An evaluation of student clinical performance will be completed by the assigned Longitudinal Clerkship faculty at the end of the course. The Informatics Curriculum Director, with the Regional Campus Dean, will evaluate the quality improvement project and presentation. An evaluation of student performance in the D3 didactic portion, is completed by the Regional Campus Dean, including quality of written assignments, level of participation, and professionalism.

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 Co-Course Directors and is based on all aspects of the course, including clinical performance, professionalism, and performance during the weekly didactic sessions and satisfactory completion of all assignments.

Course-Specific Grading Criteria

1. Students will complete and submit all required clerkship projects and activities by the stated deadline. 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. Failure to remediate leads **to failure of the course**.
2. Satisfactory **clinical performance** and **active participation in weekly didactic sessions** (pass/fail)
3. Satisfactory and accurate documentation in ETS of **at least 20 patient encounters** in the **outpatient setting** at the perform level of participation, including **at least one (1) patient seen in continuity e.g. not a first-time patient** (pass/fail)
4. Satisfactory and timely submission/upload of required assignment #1 **IHI QI Module Certificates** in Student Academics "Project Documents" (pass/fail)
5. Satisfactory and timely submission/upload of required assignment #2 **Continuing Medical Education (CME)** live sessions in Student Academics "Project Documents" (pass/fail)
6. Satisfactory and timely submission/upload of required assignment #3 **Dear Doctor Letter** to the Student Support Coordinator
7. Satisfactory and timely submission/upload of required assignment #4 **Quality Improvement (QI) Project** components in Student Academics "Project Documents" (pass/fail)
8. Satisfactory and timely submission/upload of required assignment #5 **Ethical Dilemmas** checklist in Student Academics "Project Documents" **AND** email to regional campus dean (pass/fail)
9. Satisfactory and timely submission of required assignment #6 **Identify and Discuss Categories of Narrative Medicine** (pass/fail)
10. Satisfactory and timely submission of required assignment #6 **Identify and Discuss Categories of Narrative Medicine** (pass/fail)
11. Satisfactory and timely submission/upload of required assignment #7 **Pathography Essay** in Student Academics "Project Documents" (pass/fail) **AND** email to the regional campus dean (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 Core Entrustable Professional Activities \(EPAs\)](#).

DOCTORING 3 COURSE OBJECTIVES		EPO
D3-1	Demonstrate the ability to describe and/or perform physical examinations appropriate to the case presentation.	1
D3-2	Demonstrate the critical thinking skills needed to diagnose and develop a treatment plan for commonly occurring diagnoses and presentations.	2
D3-3	Enhance ability to recognize personal learning needs by selecting and participating in continuing medical education that addresses a perceived need for increased knowledge or improved skills.	3
D3-4	Demonstrate the ability to do concise, organized oral case presentations.	4
D3-5	Enhance professional identity and leadership development.	5
D3-6	Enhance funds of knowledge of quality improvement measures in the clinical management of chronic disease and patient safety.	6
D3-7	Demonstrate knowledge of the natural history of a variety of common chronic diseases through continuity of care.	7
D3-8	Demonstrate an understanding of how people of diverse cultures and belief systems perceive health and health care to respond to various symptoms, diseases, and treatments.	7

Component	Learning Objectives	Assessment
Continuing Medical Education MAPS TO: D3-3, D3-5	1. Demonstrate the ability to identify Continuing Medical Education events that provide opportunities for interaction with speakers. 2. Develop skills for life-long learning. 3. Develop a professional identity as a physician.	<ul style="list-style-type: none"> Completion of 2 hours of qualifying CME Documentation of attendance
Ethical Dilemmas assignment/PACE assignments MAPS TO: D3-3, D3-5, D3-8	1. Demonstrate the ability to recognize elements that lead to health disparities. 2. Learn to recognize and define your own unconscious biases. 3. Reaffirm commitment to fulfilling professional responsibilities and adherence to ethical principles.	<ul style="list-style-type: none"> Verbal and written contributions to justify, identify, and manage challenging patient situations Written checklist discussing common ethical principles
Dear Doctor Letter assignment MAPS TO: D3-5	1. Demonstrate the development of professional identity. 2. Forecast the kind of medical professional you hope to become. 3. Assist in the development of the writer's professional identity and professionalism. 4. Describe the type and setting of practice you hope to have after cumulative medical experiences.	<ul style="list-style-type: none"> Written letter to self Self-evaluation at the end of the clerkship
Pathography Essay assignment MAPS TO: D3-2, D3-5, D3-8	1. Utilize an extended patient interview or a memorable event that influenced personal growth in empathy. 2. Demonstrate the development of humanism and professional identity through patient care.	<ul style="list-style-type: none"> Written essay Oral presentation and contributions to the open discussion
QI Project & IHI Module assignments MAPS TO: D3-4, D3-5, D3-6	1. Define Quality Improvement principles in the management of chronic diseases. 2. Analyze processes in the clinical management of chronic diseases. 3. Develop measurable process improvements in the clinical management of chronic diseases. 4. Assess the effectiveness of a quality improvement process. 5. Demonstrate the ability to express findings/concepts to other professionals by oral and written communication. 6. Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors 7. Demonstrate healthy coping mechanisms to respond to stress 8. Manage conflict between personal and professional responsibilities	<ul style="list-style-type: none"> Faculty review of paper, presentation, QI group performance over the academic year. Peer Evaluation of Group Dynamic (anonymous feedback survey) Successful completion of IHI QI modules 101-105

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

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.