



BCC 7176 Emergency Medicine Clerkship 2025-2026

Education Director

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Overview

Course Description

The Emergency Medicine (EM) clerkship is a dynamic experience that will rely on students existing skills and introduce the management of acute diseases. The Emergency Department (ED) provides an opportunity for significant clinical exposure, appropriately focused patient history and physical exams, differential diagnoses, medical decision-making, and the acquisition of procedural skills. In the ED there will be exposure to a broad base of undifferentiated patients with a variety of personal, social, and cultural issues that influence patient care. The EM clerkship emphasizes the ability to recognize life-threatening situations and initiate resuscitation in a wide range of diseases with varying degrees of urgency, in addition to physical exam skills and diagnostic reasoning. In this clerkship, students will learn the dynamic state of EM knowledge along with a need for maintaining clinical competency. Students will work in the ED of hospitals affiliated with COM regional campuses alongside one or more Clerkship Faculty during their clerkship.

Orientation and Syllabus Review

Students are required to read the syllabus located on the [Office of Medical Education](#) site to become familiar with expectations before beginning the clerkship. Students will also use the [Canvas M.D. Clerkships AY2025-2026](#) site Emergency Medicine page to access the EM Welcome Letter and the Emergency Medicine Resident's Association (EMRA) orientation video [Patient Presentations in Emergency Medicine](#) to facilitate better presentation of patients in the ED. A site-specific orientation will occur at the assigned clinical site before the initiation of clinical activities. Students are responsible for communicating with their clerkship faculty before the start date of the clerkship to coordinate meetings.

Scheduled Hours/On-Call

Students will work in the Emergency Department for a total of 128 hours during the four-week clerkship, which is the equivalent of four (4) eight-hour shifts per week. Shifts will be 8 to 12 hours in length and will include at least three (3) night shifts and four (4) weekend shifts, with the remainder comprising day and evening shifts. The specific schedule will be determined by the assigned clerkship faculty and will be communicated to the student with sufficient time to arrange personal affairs. One day per week is specifically designated as an independent study day, for the student to complete the assignments and other academic work and is an integral part of the curriculum. **Work hours must be documented in the [Encounter Tracking System \(ETS\)](#) daily.**

Required Assignments

Students are required to complete 11 specific EM Basic podcasts at www.EMbasic.org and review the PDF show notes. Students are advised to complete at least six (6) podcasts by mid-clerkship.

Required Assignment 1: EM Basic Podcast - [Abdominal pain](#)

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] EM Basic podcast-Abdominal pain" in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 2: EM Basic Podcast - [Female abdominal pain](#)

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] EM Basic podcast-Female abdominal pain" in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 3: EM Basic Podcast - [Chest pain](#)

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] EM Basic podcast-Chest pain" in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 4: EM Basic Podcast - [Altered mental status](#)

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] EM Basic podcast-Altered mental status" in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 5: EM Basic Podcast - [Shortness of breath](#)

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] EM Basic podcast-Shortness of breath" in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 6: EM Basic Podcast - [Acetaminophen overdose](#)

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] EM Basic podcast-Acetaminophen overdose" in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 7: EM Basic Podcast - [Salicylate overdose](#)

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] EM Basic podcast-Salicylate overdose" in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 8: EM Basic Podcast - [Trauma resuscitation part 1: Evaluation](#)

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] EM Basic podcast-Trauma resuscitation part 1: Evaluation" in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 9: EM Basic Podcast - [Trauma resuscitation part 2: Interventions](#)

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] EM Basic podcast-Trauma resuscitation part 2: Interventions" in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 10: EM Basic Podcast - [Airway](#)

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] EM Basic podcast-Airway" in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 11: EM Basic Podcast - [Febrile Infants](#)

Submission

- Document completion as an **Educational Activity** in ETS by selecting "[EM] EM Basic podcast-Febrile infants" in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 12: Human Trafficking Module

Students will view a video module on human trafficking located on the [Canvas M.D. Clerkships AY2025-2026](#) site EM homepage. By completing this module, students will review the types of human trafficking and the scope of the project, learn how to identify potential victims of human trafficking by recognizing red flags and common indicators, and will learn how to approach a patient who may be impacted. Students will be introduced to community resources and review reporting.

Submission

- Document completion as an **Educational Activity** in ETS by selecting “[EM] Human trafficking module” in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Required Assignment 13: Ultrasound eFAST 101 Module

Students will view a video module on the ultrasound eFAST 101 located on the [Canvas M.D. Clerkships AY2025-2026](#) site EM homepage. By completing this module, students will review basic emergent bedside ultrasound utilized in the Emergency Department.

Submission

- Document completion as an **Educational Activity** in ETS by selecting “[EM] Ultrasound eFAST 101 module” in the drop-down list.

Evaluation

- The Clerkship Director will review this assignment.

Patient Care

Overview

All patients will be seen in the **Emergency Department** and will record encounters using the Emergency Department (i.e., ED) as their location of service in ETS. There may be occasional opportunities to see patients in the field with EMS, but this is an additional experience. Students will complete a history and physical, develop a differential diagnosis, and develop a solid assessment and plan for each patient encounter. Students are required to present their patients to their preceptors.

Patient Log Requirements using the Encounter Tracking System (ETS)

Students should enter patient encounter data into the [Encounter Tracking System \(ETS\)](#) daily. A **minimum of 75 Emergency Department** (location of service) patient encounters is required, although students are encouraged to see and document 100 patients in the ED if possible. Students are expected to record every encounter in the ETS. The following types of problems seen in the ED setting are common, and students **must record at least ONE patient within each of the following categories listed in the table below**. In addition, students will **perform one intravenous (IV) line placement** and **observe at least one ultrasound** (e.g. vascular, eye, lung, etc.) and document each as a **procedure** in the ETS. Students are strongly encouraged to actively participate in the development of other procedural skills during the clerkship.

- Students who have difficulty seeing a patient within a problem or procedure category should notify their Clerkship Director with sufficient time to **enable remedial action**.
- The problems and/or procedures 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 | Min. Req. | Problems/Conditions | Location of Service | Min. Level of Participation |
|-----------------------------------|-----------------|------------------------|---------------------|-----------------------------|
| Abdominal Pain: Gastrointestinal* | 1 from category | Abdominal pain* | Emergency Dept. | Perform |
| | | Appendicitis* | Emergency Dept. | Perform |
| | | Biliary tract disease* | Emergency Dept. | Perform |
| | | Diverticulitis* | Emergency Dept. | Perform |
| | | GI bleed, lower* | Emergency Dept. | Perform |
| | | GI bleed, upper* | Emergency Dept. | Perform |

| | | | | |
|----------------------------------|--------------------|---|-----------------|---------|
| | | Ischemic bowel* | Emergency Dept. | Perform |
| | | Perforated viscus* | Emergency Dept. | Perform |
| | | Small bowel obstruction* | Emergency Dept. | Perform |
| Abdominal Pain: Genitourinary | 1 from category | Ovarian torsion | Emergency Dept. | Perform |
| | | Pelvic inflammatory disease (PID) | Emergency Dept. | Perform |
| | | Pregnancy, ectopic | Emergency Dept. | Perform |
| | | Testicular torsion | Emergency Dept. | Perform |
| | | Ureterolithiasis | Emergency Dept. | Perform |
| Chest Pain* | 1 from category | Aortic aneurism* | Emergency Dept. | Perform |
| | | Arrhythmia or dysrhythmia* | Emergency Dept. | Perform |
| | | Heart failure* | Emergency Dept. | Perform |
| | | Myocardial infarction (MI) or heart attack* | Emergency Dept. | Perform |
| | | Pneumothorax* | Emergency Dept. | Perform |
| | | Pulmonary embolus* | Emergency Dept. | Perform |
| Critical Care | 1 from category | Altered mental state | Emergency Dept. | Perform |
| | | Cardiac arrest | Emergency Dept. | Assist |
| | | Shock | Emergency Dept. | Assist |
| Endocrine and Electrolytes | 1 from category | Hyperglycemia | Emergency Dept. | Perform |
| | | Hyperkalemia | Emergency Dept. | Perform |
| | | Hyperthyroidism | Emergency Dept. | Perform |
| | | Hypoglycemia | Emergency Dept. | Perform |
| | | Hypokalemia | Emergency Dept. | Perform |
| | | Hyponatremia | Emergency Dept. | Perform |
| | | Hypothyroidism | Emergency Dept. | Perform |
| Environmental | 1 from category | Animal bite | Emergency Dept. | Perform |
| | | Burn | Emergency Dept. | Perform |
| | | Drowning | Emergency Dept. | Assist |
| | | Hyperthermia | Emergency Dept. | Perform |
| | | Hypothermia | Emergency Dept. | Perform |
| Neurological* | 1 from category | Encephalitis* | Emergency Dept. | Perform |
| | | Febrile seizure* | Emergency Dept. | Perform |
| | | Headache, migraine* | Emergency Dept. | Perform |
| | | Headache, other* | Emergency Dept. | Perform |
| | | Headache, tension* | Emergency Dept. | Perform |
| | | Intracranial hemorrhage* | Emergency Dept. | Perform |
| | | Meningitis* | Emergency Dept. | Perform |
| | | Seizure disorder* | Emergency Dept. | Perform |
| | | Stroke* | Emergency Dept. | Assist |
| Psychiatric | 1 from category | Confusion | Emergency Dept. | Perform |
| | | Generalized anxiety disorder (GAD) | Emergency Dept. | Perform |
| | | Major depressive disorder | Emergency Dept. | Perform |
| | | Psychosis | Emergency Dept. | Perform |
| | | Suicide attempt | Emergency Dept. | Perform |
| Respiratory* | 1 from category | Acute respiratory distress* | Emergency Dept. | Perform |
| | | Asthma* | Emergency Dept. | Perform |
| | | Chronic obstructive pulmonary disease (COPD)* | Emergency Dept. | Perform |
| | | Pneumonia, community-acquired* | Emergency Dept. | Perform |
| | | Pneumonia, other* | Emergency Dept. | Perform |
| | | Pneumonia, pneumococcal* | Emergency Dept. | Perform |
| | | Pneumonia, viral* | Emergency Dept. | Perform |
| Toxicological* | 1 from category | Acute intoxication* | Emergency Dept. | Perform |
| | | Drug overdose or toxicity* | Emergency Dept. | Perform |
| | | Food poisoning* | Emergency Dept. | Perform |
| | | Intravenous (IV) drug use* | Emergency Dept. | Perform |
| | | Poisoning * | Emergency Dept. | Perform |
| Trauma* | 1 from category | Closed head injury* | Emergency Dept. | Perform |
| | | Fracture* | Emergency Dept. | Perform |
| | | Laceration* | Emergency Dept. | Perform |

| | | | | |
|--|--|----------------------|-----------------|---------|
| | | Shortness of breath* | Emergency Dept. | Perform |
| | | Trauma, blunt* | Emergency Dept. | Perform |
| | | Trauma, penetrating* | Emergency Dept. | Assist |

| Category | Min. Req. | Procedures/Screenings | Location of Service | Min. Level of Participation |
|--|-----------|---|---------------------|-----------------------------|
| IV placement | 1 | Intravenous line placement | Emergency Dept. | Perform |
| Point of care ultrasound (eye, vascular, lung, etc.) | 1 | Ultrasound | Emergency Dept. | Observe |
| | | Ultrasound evaluation of trauma (FAST Exam) | Emergency Dept. | Observe |
| | | Ultrasound guided IV placement | Emergency Dept. | Observe |

Alternate Educational Experiences

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 clerkship faculty for review. Evaluation of students' charting of admissions and daily progress notes will be done by the clerkship faculty member during patient care activities. Students are expected to participate in and be evaluated on their interprofessional communication, including requesting consultations.

Online Curriculum

The Clerkship Directors in Emergency Medicine (CDEM) is a national organization representing undergraduate medical education in EM. Students are encouraged to review the [CDEM M4 Curriculum](#) as it was meant to capture the most common conditions a fourth-year student would encounter while rotating in the emergency department. The content is designed to help medical students understand the basic core content that is pertinent to emergency medicine.

Clerkship Director Meeting

Students will participate in morning rounds, noon conferences, and other educational meetings when available. Students may be asked to present to residents at one of the educational meetings, and specific topics may be assigned. Students are required to **meet weekly** with the Clerkship Director throughout the clerkship; this may be via in-person meetings, zoom, telephone, or email. This meeting will include a discussion on clinical experiences, progress on documentation of patient encounters in ETS, and any challenges or concerns. A mid-clerkship evaluation will be completed by the Clerkship Director and will include feedback from the Clerkship Faculty and a review of the student work hours log.

Examinations

Summative Examination

At the end of the clerkship students will take the 110-question NBME Advanced Clinical Subject Examination in Emergency Medicine, exam length is 2 hours and 45 minutes.

Optional Formative Self-Assessment

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.

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**.

Recommended Reading

Links to the following recommended texts are located on the "book" tab of the [Emergency Medicine Subject Guide](#).

1. Emergency Medicine Pre-Test Self-Assessment and Review, 5th ed 2021 (this is an excellent resource to provide board-style in Emergency Medicine)
2. Emergency Medicine Secrets, 7th ed 2022 (this is a foundation text, not all-inclusive)
3. Roberts and Hedges' Clinical Procedures in Emergency Medicine and Acute Care, 7th ed 2018
4. Rosen's Emergency Medicine: Concepts and Clinical Practice, 10th ed 2022

Evaluation

Formative Evaluation

A mid-clerkship evaluation is completed by the Clerkship Director to provide feedback on student progress toward the achievement of clerkship objectives, competencies, assignments, and required encounters. A student workflow 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 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.

Grading

Year 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 Education Director and is based on all aspects of the clerkship, including clinical performance, attitude, performance during weekly Clerkship Director meetings, and the results of the NBME Clinical Subject Exam. There are no grade quotas, and any student can earn a grade of honors.

Clerkship-Specific Grading Criteria

1. Any breach in professionalism renders a student ineligible for honors
 2. Any assignment submitted late (without permission) or which requires remediation renders the student ineligible for honors and 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 ineligible for honors
 4. Clinical performance and content knowledge must be exemplary to be considered for honors or high pass
 5. End of clerkship NBME examination must be at the
 - a. 75th percentile or higher to be eligible for Honors consideration
 - b. 60th percentile or higher to be eligible for High Pass consideration
 - c. 10th percentile or higher to Pass
 6. Active participation in weekly Clerkship Director meetings (pass/fail)
 7. Satisfactory Clerkship Faculty and Clerkship Director evaluations documenting competency in all required domains
-
8. Satisfactory documentation of **at least 75 Emergency Department** (location of service) patient encounters in ETS (pass/fail)
 9. Satisfactory documentation of all required **problems** at the indicated level of participation and location of service in ETS (pass/fail)
 10. Satisfactory documentation of both required **procedures** at the indicated level of participation and location of service in ETS (pass/fail)
 11. Satisfactory completion and documentation of required assignments #1 to #11 **EM Basic Podcasts** and record each as an Educational Activity in ETS (pass/fail)
 12. Satisfactory completion and documentation of required assignment #12 **human trafficking module** and record as an Educational Activity in ETS (pass/fail)
 13. Satisfactory completion and documentation of required assignment #12 **ultrasound eFAST 101 module** and record as an Educational Activity in ETS (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 \(EPAs\)](#).

| EMERGENCY MEDICINE COURSE OBJECTIVES | | EPO |
|--------------------------------------|--|-----|
| EM-1 | Demonstrate the ability to gather essential and accurate information from patients through history-taking, physical examination, and the use of laboratory data, imaging, and other tests. | 1 |

| | | |
|-------|---|------|
| EM-2 | Recognize acutely ill patients that need immediate intervention in the ED and monitor patient response to therapeutic interventions. | 1, 2 |
| EM-3 | Recognize the importance and develop appropriate disposition and follow-up plans for patients being discharged from the ED. | 1, 2 |
| EM-4 | Develop a differential diagnosis when evaluating an undifferentiated patient and create a diagnostic and management plan based on differential diagnoses. | 1, 2 |
| EM-5 | Effectively communicate with other members of the interdisciplinary team, consultants, and admitting services to provide the best care for acute trauma or emergent patients. | 4 |
| EM-6 | Prioritize the likelihood of diagnoses based on patient presentation and acuity, including worst-case diagnoses. | 1 |
| EM-7 | Demonstrate sensitivity and awareness to cultural issues (age, sex, culture, disability, etc.) | 5, 7 |
| EM-8 | Recognize the role of EM in the community, including access to care and its impact on patient care. | 6, 7 |
| EM-9 | Understand the indications, costs, risks, and evidence behind commonly performed ED diagnostic studies. | 6 |
| EM-10 | Understand one's limits when working in a demanding area like the Emergency Department and develop healthy coping mechanisms to respond to stress. | 5 |
| EM-11 | Manage the balance between personal and professional responsibilities. | 5 |

| Component | Learning Objective | Assessment |
|--|--|--|
| Outpatient Medicine MAPS TO: EM-1, EM-2, EM-3, EM-4, EM-6, EM-7, EM-8, EM-9 | <ol style="list-style-type: none"> 1. Recognize patients in the Emergency Department with the need for rapid assessment and stabilization 2. Perform complete history and exams in the Emergency Department 3. Develop comprehensive and prioritized differential diagnoses on patients in the Emergency Department 4. Interpret diagnostic tests performed on patients in the Emergency Department 5. Understand the indications, cost, risks, and evidence behind commonly performed ED diagnostic studies 6. Communicate effectively through oral and written documentation 7. Demonstrate effective communication with patients and family members 8. Exhibit honesty, integrity, and ethical decision-making in the care of Emergency Department patients | <ul style="list-style-type: none"> • Faculty assessment of oral and written communication skills • Faculty assessment of documentation and presentation skills • Clerkship Director review of patient logs in ETS |
| Required Patient Encounters MAPS TO: EM-1, EM-2, EM-4, EM-9 | <ol style="list-style-type: none"> 1. Document at least 75 patients in the Emergency Department 2. Document the following problems in the Emergency Department at the specified minimum number and level of participation: Abdominal Pain: Gastrointestinal, Abdominal Pain: Genitourinary, Chest Pain, Critical Care, Endocrine and Electrolytes, Environmental, Neurological, Psychiatric, Respiratory, Toxicological, and Trauma 3. Document the following problems in the Emergency Department at the specified minimum number and level of participation: intravenous line placement, and point of care ultrasound (e.g. vascular, eye, lung, etc.) | <ul style="list-style-type: none"> • Weekly review of patient logs in ETS |
| Patient Presentations MAPS TO: EM-5, EM-7 | <ol style="list-style-type: none"> 1. Present cases in a complete, concise, and organized fashion to effectively communicate with patients and family members. | <ul style="list-style-type: none"> • Faculty assessment of presentation skills |
| EM Basic Podcasts MAPS TO: EM-2, EM-3, EM-4, EM-6, EM-9 | <ol style="list-style-type: none"> 1. Document case modules that include chief complaint, history, physical exam, workup, and treatment plans; 11 specific cases include Abdominal Pain, Female Abdominal Pain, Chest Pain, Altered Mental Status, Shortness of Breath, Acetaminophen Overdose, Salicylate Overdose, Trauma Part 1 and 2, Airway, and Febrile Infants | <ul style="list-style-type: none"> • Clerkship Director review |
| eFAST 101 module MAPS TO: EM-1, EM-5, EM-9 | <ol style="list-style-type: none"> 1. Recognize patients in the ED with the need for rapid assessment and stabilization by utilizing bedside ultrasound. 2. Develop skills to identify free fluid in the pericardium and abdomen. 3. Review basic emergent bedside ultrasound utilized in the ED. | <ul style="list-style-type: none"> • Clerkship Director review |
| Human Trafficking module MAPS TO: EM-1, EM-7, EM-8, EM-11 | <ol style="list-style-type: none"> 4. Understand the scope of human trafficking by recognizing red flags and common indicators to identify potential victims and review reporting. 5. Learn how to approach a patient in the ED who may be impacted and share community resources. | <ul style="list-style-type: none"> • Clerkship Director review |
| Weekly Clerkship Director Meetings MAPS TO: EM-1, EM-2, EM-3, EM-4, EM-5, EM-6, EM-10 | <ol style="list-style-type: none"> 1. Demonstrate patient presentation skills in a complete, concise, and organized fashion 2. Demonstrate professionalism in the Emergency Department by being accountable for assigned duties, maintaining a professional appearance, conscientious to both patients and colleagues. 3. Demonstrated clinical reasoning skills 4. Demonstrate time management skills through accurate work hours | <ul style="list-style-type: none"> • Clerkship Director evaluation and review of work hours • Mid-rotation feedback summary • Clerkship Faculty or resident feedback |

| | | |
|--|---|------------------------------------|
| NBME Emergency Med Exam MAPS TO: EM-4, EM-6, EM-9 | 1. Demonstrate knowledge and clinical reasoning to analyze clinical scenarios and answer basic, clinical, behavioral, and social science questions about patients in the ED | • Minimum score of 10th percentile |
|--|---|------------------------------------|

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)

AY2025-2026

Emergency Medicine Clerkship

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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.