



## **BCC 7176 Family Medicine Sub-Internship 2025-2026**

### **Education Director**

Joanne Saxour, MD  
Florida State University College of Medicine  
Regional Medical School Campus – Daytona Beach  
1200 W. International Speedway Blvd  
Building 600, Suite 101  
Daytona Beach, FL 32114  
Phone: (386) 252-0601  
Email: [joanne.saxour@med.fsu.edu](mailto:joanne.saxour@med.fsu.edu)

<b>Campus</b>	<b>Clerkship Director</b>
Daytona	Wesley Driggers, MD, PhD
Fort Pierce	Nancy Baker, MD
Orlando	Melodie Mope, MD
Pensacola	Hillary Hultstrand, MD
Sarasota	Carlos Rodriguez, MD
Tallahassee	Julia Weeks, MD

# Contents

Overview .....	3
Course Description .....	3
Orientation and Syllabus Review .....	3
Scheduled Hours/On-Call .....	3
M4 Campus Change for Required Clerkship Policy .....	3
Required Assignments .....	3
Required Assignment 1: Educational Goal Plan .....	3
Required Assignment 2: Interdisciplinary or Case Management Conference .....	4
Required Assignment 3: Transition of Patient Care Handoff .....	4
Required Assignment 4: Faculty Observed History and Physical Examination .....	4
Required Assignment 5: Discharge Summary .....	4
Required Assignment 6: Educational Goal Reflection .....	5
Patient Care.....	5
Inpatient Care .....	5
Patient Log Requirements using the Encounter Tracking System (ETS) .....	6
Written Documentation of Patient Encounters .....	6
Alternate Educational Experiences .....	7
Online Curriculum .....	7
Clerkship Director Meeting .....	7
Clerkship Examinations .....	7
Learning Resources .....	7
Institutional Resources .....	7
Required Reading.....	7
Canvas Resources .....	7
Formative Evaluation.....	7
Summative Evaluation .....	7
Mandatory Student Evaluations.....	8
Grading.....	8
Years 3 and 4 Grading Policy .....	8
Clerkship-Specific Grading Criteria .....	8
Course Objectives .....	8
Professionalism and Professional Identity Formation .....	9
College of Medicine Policies .....	10
Absence and Attendance Policy .....	10
Clinical Experience and Education Policy .....	10
Office of Student Counseling Services.....	11
Patient Log (ETS) Monitoring Policy .....	11
Student Mistreatment Policy.....	11
University Policies .....	12
University Attendance Policy.....	12
Academic Honor Policy.....	12
Americans With Disabilities Act.....	12
Academic Success .....	12
Syllabus Change Policy.....	13

# Overview

## Course Description

The Family Medicine Sub-Internship is a four-week competency-based clerkship in family medicine, through which the students are expected to actively participate in the care of hospitalized patients. Students will be exposed to the full spectrum of care provided by family physicians with an opportunity to provide inpatient care to patients of all ages and a broad range of conditions. Students are expected to assume an expanded level of clinical responsibility for evaluation and management, consistent with an acting intern. Students will participate as members of interprofessional teams and will work effectively in that capacity to facilitate the optimal care of patients in the hospital setting. Students will be exposed to, and have the opportunity to participate in, a variety of procedures commonly performed by family physicians. Students will be assigned to the inpatient family medicine service of a residency program and will participate in the care of hospitalized patients with complex medical needs. Where appropriate, students may also participate in ambulatory encounters that provide additional exposure to the full scope of family medicine and augment their learning, although ambulatory encounters are not required. Students are expected to participate in morning reports, noon conferences, and other available educational offerings.

## 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 Family Medicine Sub-Internship page to access course material. A site-specific orientation will occur at the assigned clinical site before the initiation of clinical activities. Students are responsible for communicating with Clerkship Faculty before the start date of the clerkship to coordinate meetings.

## Scheduled Hours/On-Call

The sub-internship is four weeks in duration and will consist of inpatient care and on-call shifts. Students will **work 6 full days per week** and take assigned night and weekend calls at least once weekly. For this sub-internship, night and weekend calls refer to overnight calls. **Each student will spend a minimum of 21 days** participating in patient care activities during the 4-week sub-internship. On-call responsibilities are based on the clerkship faculty or resident call schedule but will not be more frequent than once every four days. Specific schedules are determined at each site and will be communicated to the student during on-site orientation or on the first day of the clerkship. **Work hours must be documented in the [Encounter Tracking System \(ETS\)](#) daily.**

## M4 Campus Change for Required Clerkship Policy

Students may request to complete one or more of their M4 required clerkships at a regional campus different from their home campus or at the Immokalee training site. The approval process:

1. The request must first be approved by the home regional campus dean.
2. The host regional campus must have an open slot and available faculty.
3. The request must be approved by the host regional campus dean.
4. The student must arrange for housing and transportation.

## 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 Clerkship and Education Director.*

### Required Assignment 1: Educational Goal Plan

At the beginning of the sub-internship students will **choose one educational goal specific to their current learning needs**, appropriate for the specific learning environment, and that can be achieved in a 4-week sub-internship. The purpose of this assignment is to enhance the student's ability to recognize their own learning needs and develop a strategy to meet those needs. **Students must discuss a preliminary plan** regarding their personal goals with their assigned clerkship faculty and Clerkship Director by the end of the first week of the clerkship.

### Submission

- Email your **educational goal plan to your Clerkship Director** by 5:00 PM on Friday of **week 1** of the clerkship.  
**AND**
- Document as an **Educational Activity in ETS** by selecting "[FMSI] Educational goal plan" in the drop-down menu.

### Evaluation

The Clerkship Director will review and provide feedback.

### ***Required Assignment 2: Interdisciplinary or Case Management Conference***

Interprofessional relationships and working as an integral member of a team are important physician activities. Students should function collaboratively on healthcare teams that include health professionals from other disciplines as they provide coordinated services to patients. Students may do this as part of a healthcare team when acting as or requesting a consultation. Students can utilize and enhance their expertise by understanding and engaging the unique and diverse knowledge, skills, and abilities of other professionals to enhance team performance and maximize the quality of patient care. Working with other professionals will enhance patient safety and improve the quality and value of care. Students must complete at least two (2) conferences by the end of the rotation.

#### **Submission**

- Document **at least two (2) interdisciplinary or case management conferences** as an **Educational Activity in ETS** by selecting “[FMSI] Interdisciplinary or case management conference” in the drop-down menu.

#### **Evaluation**

The assessment of this requirement will be completed by the Clerkship Director.

### ***Required Assignment 3: Transition of Patient Care Handoff***

To prepare for their eventual PGY1 responsibilities, students are expected to learn and be evaluated on both giving and receiving patient handoffs by residents and/or their clerkship faculty.

#### **Submission**

- Document **at least two (2) handoffs** as an **Educational Activity in ETS** by selecting “[FMSI] Transition of patient care handoff” in the drop-down menu.

#### **Evaluation**

This will be evaluated by the clerkship faculty and/or Clerkship Director and may require brief documentation.

### ***Required Assignment 4: Faculty Observed History and Physical Examination***

Clerkship faculty will observe **at least one (1)** history and physical examination clinical encounter by the student. It is the student's responsibility to make sure this observation occurs.

#### **Submission**

- Document **at least one (1) faculty observed H&P exam** as an **Educational Activity in ETS** by selecting “[FMSI] Faculty observed H&P exam” in the drop-down menu.

#### **Evaluation**

This will be evaluated by the clerkship faculty and/or Clerkship Director and may require brief documentation.

### ***Required Assignment 5: Discharge Summary***

The discharge summary shows the importance of properly managing a patient's transition during their hospital discharge or transfer to another healthcare facility, including an interprofessional collaboration that must occur for a successful discharge. PGY1 residents are required to complete discharge summaries for every patient they discharge or transfer from the hospital, therefore sub-interns must have experience in completing these summaries.

Students are required to complete **at least one (1) discharge summary** using the following guidelines and have it reviewed for feedback from either their resident or clerkship faculty. The complete project instruction guide is located on the [Canvas M.D. Clerkships AY2025-2026 FMSI homepage](#). Students are strongly encouraged to seek feedback from clerkship faculty before submitting the assignment.

#### **Submission**

- Upload the discharge summary assignment to the “Project Documents” tab for the course in Student Academics by **5:00 PM on the last day of the sub-internship.**  
**AND**
- Document **at least one (1) discharge summary** as an **Educational Activity in ETS** by selecting “[FMSI] Discharge summary” in the drop-down menu.

#### **Evaluation**

The **Education Director** or their designee will evaluate this assignment and provide feedback.

- If the assignment is returned for revision, submitted late, or incorrectly, the student will be assigned an

incomplete until remediation has been completed.

Discharge Summary grading rubric		Above expectations	Meets expectations	Below expectations	Feedback
Discharge Summary	Organization				
	Pertinent details				
	Follow-up plan				
	Evidence of hand-off				
	HIPAA compliant				
Reflection	Challenges				
	Lessons learned				
	Medication reconciliation findings with attention to patient safety, potential for medical error, and adherence challenges				
	Thoughts on patient education and health literacy				
	Importance of care team at discharge				
	Systems insight				
Overall evaluation					

### ***Required Assignment 6: Educational Goal Reflection***

At the end of the sub-internship students will create a strategy for self-improvement that includes appropriate evidence-based resources, with pre-selected specific targets by which they will assess their progress. Using these targets, the student will track the advancement of their skills, knowledge, or behaviors throughout the sub-internship. Students are encouraged to seek and incorporate feedback from both clerkship faculty and their Clerkship Director before submitting their final report.

#### **Submission**

- Upload clerkship educational goal reflection to the “Project Documents” tab for the course in Student Academics **by 5:00 PM on Friday of the last week of the clerkship.**

#### **AND**

- Document as an **Educational Activity in ETS** by selecting “[FMSI] Educational goal reflection” in the drop-down menu.

#### **Evaluation**

- This assignment will be evaluated by the Education Director according to the evaluation rubric below.
- Completion of this assignment in a satisfactory fashion and timely submission is a clerkship requirement.

Personal educational goal and reflection rubric	Above expectations	Meets expectations	Below expectations	Feedback
Specific and achievable				
Targets measurable				
Resources identified				
Lessons learned				
Next steps				
Insight				
Overall evaluation				

## **Patient Care**

### ***Inpatient Care***

Students will assume an expanded level of clinical responsibility consistent with a fourth-year medical student on a sub-internship and **always carry a minimum load of at least three (3) patients**. If that is not possible, students will assist residents and attending physicians with their workload, potentially assuming care of patients they did not admit. Students will participate in all aspects of inpatient care, including hospital admission, daily care, discharge, patient education, preventive care, and commonly performed inpatient procedures.

Patient care management expectations include:

1. Performing admission, history, and physical examinations.
2. Formulating initial problem lists, treatment plans, and writing admission orders.
3. Making daily rounds, monitoring the patient’s progress, writing progress notes, and ordering additional tests and/or treatments.
4. Completing the discharge assessment and relevant paperwork.

### **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 sixty (60) inpatient hospital** encounters is required.
- Students will record **at least one (1) Hospital Admission and one (1) Hospital Discharge** as a **visit type** with **"Inpatient Hospital"** selected as the location of service.
- There are no required procedures in this sub-internship.

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 requires 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.

Min. Req.	Visit Type	Location of Service
1	Hospital Admission	Inpatient Hospital
1	Hospital Discharge	Inpatient Hospital

Category	Min. Req.	Problems/Conditions	Location of Service	Min. Level of Participation
Abdominal pain*	1	Abdominal pain*	Inpatient Hospital	Perform
Cellulitis	1	Cellulitis	Inpatient Hospital	Perform
Chest pain (non-cardiac)	1	Chest pain	Inpatient Hospital	Perform
Chronic heart failure exacerbation*	1	Heart failure*	Inpatient Hospital	Perform
COPD exacerbation*	1	Chronic obstructive pulmonary disease (COPD)*	Inpatient Hospital	Perform
Dehydration	1	Dehydration	Inpatient Hospital	Perform
DKA or hyperglycemia	1	Diabetic ketoacidosis (DKA)	Inpatient Hospital	Perform
		Hyperglycemia	Inpatient Hospital	Perform
GI bleeding (upper or lower)	1	GI bleed, lower	Inpatient Hospital	Perform
		GI bleed, upper	Inpatient Hospital	Perform
Mental status changes*	1	Altered mental state*	Inpatient Hospital	Perform
Pneumonia (any type)	1	Pneumonia, community-acquired	Inpatient Hospital	Perform
		Pneumonia, other	Inpatient Hospital	Perform
		Pneumonia, pneumococcal	Inpatient Hospital	Perform
		Pneumonia, viral	Inpatient Hospital	Perform
Sepsis	1	Sepsis	Inpatient Hospital	Perform
Syncope	1	Syncope	Inpatient Hospital	Perform
Transient ischemic attack (TIA) or CVA/stroke*	1	Stroke*	Inpatient Hospital	Perform
		Transient ischemic attack (TIA)*	Inpatient Hospital	Perform
Unstable angina*	1	Unstable angina*	Inpatient Hospital	Perform

Several conditions provide an excellent learning experience but are not always possible during a 4-week sub-internship. Whenever possible, students should participate in the care of patients with the following conditions (*not required*) in the care of pregnant women or children:

<b>Optional problems</b>
Routine Labor and Delivery
Hypertensive disorders of pregnancy
Gestational Diabetes Mellitus
R/O Sepsis, pediatric patient
Gastroenteritis in a child
Newborn care

### **Written Documentation of Patient Encounters**

Students will document patient encounters in the appropriate format (e.g., admission note, SOAP note, discharge summary, etc.) 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 completed 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.

### ***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.

## **Online Curriculum**

[Aquifer Family Medicine Cases](#) and [OnlineMedEd](#) are available as resources for students in the sub-internship and have excellent links to other pertinent case resources.

## **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.

## **Clerkship Examinations**

There is no end of clerkship examination for this sub-internship.

## **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 will need to locate and read pertinent journal articles and guidelines that assist in the evaluation and management of patients. There is no required textbook for this sub-internship, although additional readings may be assigned by clerkship faculty, the Clerkship Director, or residents to augment student learning. Students may use the [Family Medicine Subject Guide](#) and the [Family Medicine Case Review Guide](#).

### ***Canvas Resources***

For each required problem in the clinical setting, a PDF article on the treatment of these conditions is available on the [Canvas M.D. Clerkships AY2025-2026 FMSI homepage](#).

1. Acute Abdominal Pain in Adults: Evaluation and Diagnosis 2023
2. Acute Coronary Syndrome: Diagnosis and Initial Management 2024
3. Acute Stroke Diagnosis 2022
4. Management of Heart Failure Guidelines 2023
5. Pharmacologic Management of COPD Exacerbations 2021
6. Recent-Onset Altered Mental Status: Evaluation and Management 2021

### ***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.



### **Mandatory Student Evaluations**

Students are required to complete scheduled evaluations at the end of this course. The Student of Course, Student of Faculty and Student of Resident/Fellow will remain open for 1 week after the clerkship ends.

## **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 Education Director and is based on all aspects of the clerkship, including clinical performance, attitude, and performance during weekly Clerkship Director meetings. 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
  5. Clinical performance and content knowledge must be exemplary to be considered for honors
  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 60** inpatient hospital (location of service) encounters in ETS (pass/fail)
  9. Satisfactory documentation of **at least one (1) Hospital Admission AND at least one (1) Hospital Discharge** as the specified **Visit Type** in ETS (pass/fail)
  10. Satisfactory documentation of **all required problems** at the indicated level of participation and location of service in ETS (pass/fail)
  11. Satisfactory completion and timely submission of required assignment #1 **clerkship educational goal plan** as email in week 1 to Clerkship Director **AND** record as an Educational Activity in ETS (pass/fail)
  12. Satisfactory completion and documentation of required assignment #2 **at least two (2) interdisciplinary or case management conferences AND** record as an Educational Activity in ETS (pass/fail)
  13. Satisfactory completion and documentation of required assignment #3 **at least two (2) transitions of care handoffs AND** record as an Educational Activity in ETS (pass/fail)
  14. Satisfactory completion and documentation of required assignment #4 **at least one (1) faculty observed H&P AND** record as an Educational Activity in ETS (pass/fail)
  15. Satisfactory completion and timely submission/**upload** of required assignment #5 **discharge summary** into Student Academics Project Documents in week 4 **AND** record as an Educational Activity in ETS (pass/fail)
  16. Satisfactory completion and timely submission/**upload** of required assignment #6 **clerkship educational goal reflection** into Student Academics Project Documents in week 4 **AND** record as Educational Activity (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 \(EPAs\)](#).

FAMILY MEDICINE SUB-INTERNSHIP COURSE OBJECTIVES		EPO
FMSI-1	Demonstrate proficiency in accurate and thorough information gathering and documentation from hospitalized patients through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.	1
FMSI-2	Demonstrate proficiency in developing focused and accurate differential diagnoses on hospitalized patients based on patient information and preferences, current scientific evidence, and clinical judgment.	1, 2
FMSI-3	Recognize acutely ill patients that require immediate stabilization and intervention	1, 2
FMSI-4	Demonstrate increasing responsibility under direct supervision to manage the care of hospitalized patients.	1
FMSI-5	Develop diagnostic, treatment, and management plans appropriate to patient's conditions utilizing shared decision-making techniques.	1
FMSI-6	Communicate effectively with patients and their families across a broad range of socioeconomic and cultural backgrounds.	4



FMSI-7	Demonstrate interprofessional collaborative skills in working as a team member with other members of the health care team, care coordinators, nurses, and consultants.	1, 4
FMSI-8	Demonstrate knowledge of the occurrence of medical errors/adverse events throughout the continuum of care	6

Component	Learning objectives	Assessment
Inpatient Medicine  MAPS TO: FM-1, FM-2, FM-3, FM-4, FM-5, FM-6, FM-7, FM-8	<ol style="list-style-type: none"> <li>1. Recognize ill patients in the hospital setting and the need for rapid assessment and stabilization</li> <li>2. Perform complete history and exams on patients newly admitted to the inpatient service</li> <li>3. Develop comprehensive and prioritized differential diagnoses on hospitalized patients</li> <li>4. Interpret diagnostic tests performed on hospitalized patients</li> <li>5. Communicate effectively through oral and written documentation</li> <li>6. Complete at least one (1) discharge summary</li> </ol>	<ul style="list-style-type: none"> <li>• Performance rating/checklist</li> <li>• Faculty assessment of communication skills</li> <li>• Faculty assessment of discharge summary and feedback provided to the student using a rubric</li> </ul>
Required Patient Encounters  MAPS TO: FM-1, FM-2, FM-3	<ol style="list-style-type: none"> <li>1. Document at least sixty (60) inpatient encounters at the “perform” level of participation</li> <li>2. Document at least one (1) Hospital Admission and at least one (1) Hospital Discharge as a visit type</li> <li>3. Document at least one (1) from each of the following problem categories at the “perform” level of participation: abdominal pain, cellulitis, chest pain, chronic heart failure exacerbation, COPD exacerbation, dehydration, DKA/hyperglycemia, GI bleeding, mental status changes, pneumonia, sepsis, syncope, TIA/CVA/Stroke, unstable angina.</li> </ol>	<ul style="list-style-type: none"> <li>• Weekly review of patient logs in ETS</li> </ul>
Required Documentation MAPS TO: FM-1, FM-5, FM-7	<ol style="list-style-type: none"> <li>1. Document at least two (2) transitions of care handoffs</li> <li>2. Document at least two (2) 2 interprofessional activities</li> <li>3. Document at least one (1) inpatient history and physical examination witnessed by a faculty member</li> </ol>	<ul style="list-style-type: none"> <li>• Weekly review of patient logs in ETS</li> </ul>
Educational Goals MAPS TO: FM-1, FM-3, FM-5, FM-8	<ol style="list-style-type: none"> <li>1. At the beginning of the clerkship define one (1) educational goal including EBM resources to be used</li> <li>2. After the clerkship, self-assess progress on achievement of educational goal</li> <li>3. Identify systems errors and propose and evaluate potential solutions</li> </ol>	<ul style="list-style-type: none"> <li>• Review and feedback provided by Education Director</li> </ul>
Discharge Summary Project MAPS TO: FM-5, FM-7	<ol style="list-style-type: none"> <li>1. Document a discharge summary with a 600-word reflection essay about the challenges associated with the patient’s care and their transition to home or another facility following their discharge.</li> </ol>	<ul style="list-style-type: none"> <li>• Review and feedback provided by Education Director</li> </ul>
Weekly Clerkship Director Meetings MAPS TO: FM-1, FM-2, FM-3, FM-4, FM-5	<ol style="list-style-type: none"> <li>1. Demonstrate oral presentation skills</li> <li>2. Demonstrated clinical reasoning skills</li> <li>3. Demonstrate time management skills through work hours</li> </ol>	<ul style="list-style-type: none"> <li>• Mid-rotation feedback summary</li> <li>• Clerkship Director evaluation</li> <li>• Review of work hours</li> </ul>

## 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](mailto: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](https://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.