



BCC 7113

Internal Medicine Sub-Internship

2025-2026

Education Director

Benjamin M. Kaplan, MD, MPH, FACP

Florida State University College of Medicine

Regional Medical School Campus – Orlando

250 East Colonial Drive, Suite 200

Orlando, FL 32801

Orlando Campus: (407) 835-4103

Email: Benjamin.Kaplan@med.fsu.edu

Campus	Clerkship Director
Daytona	Sheila Gupta, MD
Fort Pierce	Oteni Hamilton, MD
Orlando	Kelley Shackelford, MD
Pensacola	Robert Anderson, MD
Sarasota	Kathleen Kennedy, MD
Tallahassee	Michael Forsthoefel, MD

Contents

Overview	3
Course Description	3
Orientation and Syllabus Review	3
Scheduled Hours/On-Call	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
Required Assignment 7: Patient Safety and Ethics Case Presentation	5
Required Assignment 8: OnlineMedEd Intern Boot Camp	5
Patient Care	5
Inpatient Care	5
Patient Log Requirements using the Encounter Tracking System (ETS)	5
Written Documentation of Patient Encounters	6
Alternate Educational Experiences	6
Online Curriculum	6
Clerkship Director Meeting	7
Clerkship Examinations	7
Learning Resources	7
Institutional Resources	7
Required Reading	7
Canvas Resources	7
Evaluation	7
Formative Evaluation	7
Summative Evaluation	7
Grading	7
Years 3 and 4 Grading Policy	7
Clerkship-Specific Grading Criteria	7
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	11
University Attendance Policy	11
Academic Honor Policy	12
Americans With Disabilities Act	12
Academic Success	12
Syllabus Change Policy	13

Overview

Course Description

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

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

Orientation and Syllabus Review

Students are required to 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 Internal Medicine Sub-Internship home and resource pages 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 shifts, in-house calls, lectures, conferences, and reading assignments. It is expected that the student will work **at least 10 hours per day for 6 days per week**. Students must have experience **providing extended coverage and patient care after hours through night calls, "late" calls, or night float**. For this sub-internship, "short call" is defined as remaining with your team or attending on-call until about 5:00 PM, "long call" is defined as remaining with your team or attending until 10:00 PM, and "night float" is defined as remaining in the hospital overnight. The student is expected to remain on-call with their team including weekend days. The call schedule will be determined by the faculty member, while the mix of call types will be determined by the Clerkship Director. **Work hours must be documented in the [Encounter Tracking System \(ETS\)](#) daily. Failure to report work hours is considered a breach of professionalism.**

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 clerkship students will identify **at least three specific learning goals within internal medicine** that they hope to learn during this sub-internship, along with a **specific plan** to achieve these objectives, such as extra readings or following extra patients. The **goals must be SMART** (Specific, Measurable, Achievable, Relevant, and Timely). Students **must list the EBM sources** they will use to achieve these goals and can also work with their Clerkship Director and faculty to gain knowledge about these topics. These learning goals should be above and beyond the clerkship-specific goals outlined in this syllabus.

Submission

- Upload **educational goal plan** to the "Project Documents" tab for the course in Student Academics by **5:00 PM EST on Friday of week 1** of the clerkship.
AND
- Document as an **Educational Activity in ETS** by selecting "[IMSI] Educational goal plan" in the drop-down menu.

Evaluation

- The Education 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 teams that include health professionals from other disciplines as they provide coordinated services to patients. When acting or requesting a consultation, students will 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. Students will find that working with other health professionals enhances patient safety and improves the quality and value of care.

Submission

- Document **at least four (4) interdisciplinary or case management conferences** as an **Educational Activity in ETS** by selecting “[IMSI] 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 PGY1 responsibilities, students are expected to learn and be evaluated on giving and receiving patient handoffs by residents and/or clerkship faculty. **Students will use the iPASS template** located on the [Canvas M.D. Clerkships AY2025-2026](#) site Internal Medicine Sub-Internship Resources page.

Submission

- Document **at least four (4) handoffs** as an **Educational Activity in ETS** by selecting “[IMSI] Transition of patient care handoff” in the drop-down menu.

Evaluation

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

Required Assignment 4: Faculty Observed History and Physical Examination

Clerkship Faculty will observe at least one partial history and physical examination by the student. It is the student’s responsibility to make sure this observation occurs.

Submission

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

Evaluation

- This will be evaluated by the Clerkship Faculty and/or the supervising resident.

Required Assignment 5: Discharge Summary

The discharge summary shows the importance of proper management of a patient's transition at the time of 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 guideline.

Submission

- Document **at least one (1) discharge summary** as an **Educational Activity in ETS** by selecting “[IMSI] Discharge summary” in the drop-down menu.

Evaluation

- The Clerkship Faculty and/or resident will review using the provided guidelines and give feedback.

Discharge Summary grading rubric	Above expectations	Meets expectations	Below expectations	Feedback
Dates of admission and discharge				
Admission diagnoses				
Discharge diagnoses				
Pertinent history and exam on admission				
Pertinent diagnostic data (lab, imaging, etc.)				
Pertinent summary of hospital course				
Brief physical exam at discharge				
Pertinent discharge labs including those pending				

Consultants				
Medication reconciliation				
Follow-up plan including appointments				
Patient education				
Overall assessment				

Required Assignment 6: Educational Goal Reflection

At the end of the sub-internship students will briefly report on the extent to which their SMART goals created in week 1 were achieved and by what means. Completion of this assignment in a satisfactory fashion and timely submission is a clerkship requirement.

Submission

- Upload **educational goal reflection** to the “Project Documents” tab for the course in Student Academics by **5:00 PM EST on Friday of last week** of the clerkship.
- AND**
- Document as an **Educational Activity in ETS** by selecting “[IMSI] Educational goal reflection” in the drop-down menu.

Evaluation

- The Education Director will review and provide feedback.

Required Assignment 7: Patient Safety and Ethics Case Presentation

Students will give a case presentation of a selected case at the weekly Clerkship Director meeting. Students will discuss issues of biomedical ethics and futility that arise during their care of patients using the information posted on the **Internal Medicine Sub-Internship Resources** page on [Canvas M.D. Clerkships AY2025-2026](#). These readings are expected to be incorporated into student presentations.

Submission

- During the final week of the clerkship, students will present a case where the principles of patient safety and ethics are outlined and addressed in a patient-centered manner.
- Document as an **Educational Activity in ETS** by selecting “[IMSI] Patient safety and ethics case presentation” in the drop-down menu.

Evaluation

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

Required Assignment 8: OnlineMedEd Intern Boot Camp

Students will complete the online self-directed curriculum as outlined in the OME study plan posted on the **Internal Medicine Sub-Internship Resources** page on [Canvas M.D. Clerkships AY2025-2026](#). In addition to working through a personal choice of lessons and challenge questions, students are required to complete **ALL 9 lessons** of the Intern Boot Camp.

Submission

- Document as an **Educational Activity in ETS** by selecting “[IMSI] OnlineMedEd Intern Boot Camp” in the drop-down menu.

Evaluation

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

Patient Care

Inpatient Care

The Internal Medicine Sub-Internship is primarily an **apprenticeship-style experience** with an Internal Medicine Clerkship Faculty member. The Clerkship Faculty will have primary responsibility for assessing the achievement of the clerkship competencies; residents that the student may work with will also have input into the final student assessment. Students will be preferentially placed within a residency program. Students will also learn about many of the ancillary services that occur inside and outside the hospital setting through interactions with other professionals. Students will learn and evaluate the basics of patient safety and the hazards of hospitalization as well as review ethical issues that arise with their patients.

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 60** patients AY2025-2026

is required, with **at least 90%** of the patient encounters at the **perform** level of participation. Students will see 6-10 follow-up/established patients each week and work up a **minimum of three (3) new or undifferentiated patients each week in the inpatient setting**. By the end of their 4-week experience, students will see and document all of the required **problems/conditions** listed below, and use Chapter 3 of the [AAIM Internal Medicine Sub-Internship Curriculum 2.0](#) as an outline for the learning objectives for these conditions.

- 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 in coordination with the site Clerkship Director**.

Category	Min. Req.	Problems/Conditions	Location of Service	Min. Level of Participation
Acute pain	1	Acute Pain	Inpatient Hospital	Perform
Altered mental state	1	Altered mental state	Inpatient Hospital	Perform
Blood pressure derangement	1	Hypertension	Inpatient Hospital	Perform
		Hypertensive emergency	Inpatient Hospital	Perform
		Hypertensive urgency	Inpatient Hospital	Perform
	1	Hypotension	Inpatient Hospital	Perform
Cardiovascular	1	Arrhythmia or dysrhythmia	Inpatient Hospital	Perform
	1	Chest Pain	Inpatient Hospital	Perform
Electrolyte derangement*	1	Hyperkalemia*	Inpatient Hospital	Perform
	1	Hypokalemia*	Inpatient Hospital	Perform
	1	Hyponatremia*	Inpatient Hospital	Perform
Fever	1	Fever	Inpatient Hospital	Perform
Hyperglycemia	1	Hyperglycemia	Inpatient Hospital	Perform
Renal*	1	Acute kidney injury*	Inpatient Hospital	Perform
Respiratory disorder*	1	Acute respiratory distress*	Inpatient Hospital	Perform
		Dyspnea*	Inpatient Hospital	Perform
		Shortness of breath*	Inpatient Hospital	Perform
	1	Hypoxemia*	Inpatient Hospital	Perform

Written Documentation of Patient Encounters

Students will document patient encounters in the appropriate format (e.g., admission note, SOAP note, discharge summary) either in the electronic health record or in a Word document submitted to their 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.

- Please review Chapter 4 of the [AAIM Internal Medicine Sub-Internship Curriculum 2.0](#) for more details.

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, in coordination with the site Clerkship 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 OnlineMedEd cases, or discussions with the Clerkship Director, and will record as instructed in the ETS once approved by the Education Director. The utilization of alternative educational activities is monitored by the curriculum committee regularly.

Online Curriculum

The Alliance for Academic Internal Medicine (AAIM) sub-internship curriculum is a practical evidence-based curricular toolkit to improve intern readiness. Developed by the Alliance in 2018, the curriculum integrates internal medicine program director perspectives to prioritize core skills and EPAs most relevant to internal medicine residency. Each chapter provides literature reviews, learning objectives, and tools for sub-internship directors. Students will use the [AAIM Internal Medicine Sub-Internship Curriculum 2.0](#) as a resource for the sub-internship.

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

Required textbooks for this clerkship are located in the [Internal Medicine Subject Guide](#).

1. Cecil Essentials of Medicine, 10th edition 2021 (Andreoli, Benjamin, et al) Saunders Elsevier, Inc.
2. The Washington Manual of Medical Therapeutics, 36th edition 2020 (Crees, Fritz, Heudebert, Noe, Rengarajan, Wand, editors) (Also available as a mobile resource through the UCentral app)
3. Harrison's Principles of Internal Medicine 21st edition 2023 (Jameson, Fauci, Braunwald, Kasper, Hauser, Longo, Loscalzo) McGraw-Hill, Inc.

Canvas Resources

The following resources are available on the [Canvas M.D. Clerkships AY2025-2026 Internal Medicine Sub-Internship Resources](#) page:

1. Ethics curriculum regarding futility
2. Additional readings on patient safety and the hazards of acute hospitalization
3. Internal Medicine journal articles of interest

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

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 with **90% at the perform** level of participation 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 completion and timely submission/**upload** of required assignment #1 **educational goal plan** into Student Academics "Project Documents" in week 1 **AND** by also recording as an Educational Activity in ETS (pass/fail)
 11. Satisfactory completion and documentation of required assignment #2 **at least four (4) interdisciplinary or case management conferences** by recording as an Educational Activity in ETS (pass/fail)
 12. Satisfactory completion and documentation of required assignment #3 **at least four (4) transitions of care handoffs using the iPASS template** by recording as an Educational Activity in ETS (pass/fail)
 13. Satisfactory completion and documentation of required assignment #4 **at least one (1) faculty observed history and physical exam** by recording as an Educational Activity in ETS (pass/fail)
 14. Satisfactory completion and documentation of required assignment #5 **discharge summary** by recording as an Educational Activity in ETS (pass/fail)
 15. Satisfactory completion and timely submission/**upload** of required assignment #6 **educational goal reflection** in Student Academics "Project Documents" in week 4 **AND** by also recording as an Educational Activity in ETS (pass/fail)
 16. Satisfactory completion of required assignment #7 **patient safety and ethics case presentation** by recording as an Educational Activity in ETS (pass/fail)
 17. Satisfactory completion and documentation of required assignment #8 **OnlineMedEd Intern Boot Camp 9 lessons** in week 4 by recording as an Educational Activity in ETS (pass/fail)

Course Objectives

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

INTERNAL MEDICINE SUB-INTERNSHIP COURSE OBJECTIVES		EPO
IMSI-1	Demonstrate the ability to gather essential and accurate information from hospitalized adult patients through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.	1
IMSI-2	Demonstrate the ability to develop focused and accurate differential diagnoses on hospitalized adults based on patient information and preferences, current scientific evidence, and clinical judgment.	1,2
IMSI-3	Recognize acutely ill adult patients who need immediate intervention	1,2
IMSI-4	Demonstrate increasing responsibility under direct supervision to manage the care of hospitalized adults	1, 3, 4
IMSI-5	Develop patient management plans for hospitalized adults with appropriate supervision with commonly occurring inpatient internal medicine presentations, including acute pain, altered mental state, blood pressure derangement, cardiovascular issues, electrolyte derangement, fever, hyperglycemia, renal issues, and respiratory disorders.	1, 2, 4
IMSI-6	Communicate effectively with hospitalized adult patients and their families across a broad range of socioeconomic and cultural backgrounds	4, 5, 7
IMSI-7	Demonstrate interprofessional collaborative skills in working as a team member with other members of the internal medicine team, care coordinators, nurses, and consultants.	1, 4, 6
IMSI-8	Identify system errors and formulate potential systems solutions affecting hospitalized adult patients	6

Component	Learning objective	Assessment
-----------	--------------------	------------

Inpatient Medicine Maps TO: IMSI-1, IMSI-2, IMSI-3, IMSI-7	<ul style="list-style-type: none"> • Recognize ill adults in the hospital setting and the need for rapid assessment and stabilization • Perform complete history and exams on adults newly admitted to the inpatient service • Develop comprehensive and prioritized differential diagnoses on hospitalized adults • Interpret diagnostic tests performed on hospitalized adults • Communicate effectively through oral and written documentation • Complete at least one discharge summary 	<ul style="list-style-type: none"> • Performance rating/checklist • Faculty assessment of communication skills • Faculty assessment of discharge summary and feedback provided to the student using the rubric
Required Patient Encounters Maps TO: IMSI-1, IMSI-2, IMSI-4	Document at least 60 adult inpatient encounters at the perform level of participation in each of the following conditions: acute pain, altered mental state, hypotension, hypertensive emergency or urgency, arrhythmia, chest pain, hypokalemia, hyperkalemia, hyponatremia, fever, hyperglycemia, acute kidney injury, acute respiratory distress, hypoxemia	Documentation of at least 60 encounters with at least 90% at Perform level of participation
Required Documentation Maps TO: IMSI-1, IMSI-6, IMSI-7	<ul style="list-style-type: none"> • Document at least 4 transitions of patient care handoffs • Document at least 4 interdisciplinary or case management conferences • Document at least one partial inpatient history and physical examination witnessed by a faculty member 	<ul style="list-style-type: none"> • Weekly review of patient logs in ETS • Participation in transitions of care • Participation in case management meetings • Participation in witnessed history and exam
Educational Goals Maps TO: IMSI-4	<ul style="list-style-type: none"> • At the beginning of the clerkship define 3 SMART educational goals including EBM resources to be used • After the clerkship, self-assess progress made in achieving the SMART educational goals 	Review feedback provided by the Education Director
Ethics and Patient Safety Maps TO: IMSI-6	<ul style="list-style-type: none"> • Understand and apply the concept of futility as it pertains to hospitalized adults • Identify systems errors and propose and evaluate potential solutions 	Clerkship director assessment of the appropriate topic, adequate research, organized, clear, and properly cited presentation
Weekly Clerkship Director meetings Maps TO: IMSI-1, IMSI-2, IMSI-3, IMSI-4, IMSI-5	<ul style="list-style-type: none"> • Demonstrate oral presentation skills • Demonstrated clinical reasoning skills • Demonstrate time management skills through duty hours 	<ul style="list-style-type: none"> • Mid-rotation feedback summary • Clerkship director evaluation • Review of student work hour logs
OnlineMedEd Boot Camp Maps TO: IMSI-4, IMSI-6, IMSI-7, IMSI-8	<ul style="list-style-type: none"> • Demonstrate understanding of non-clinical skills impact on clinical skills • Develop life-long learning habits • Create strategies for personal well-being 	<ul style="list-style-type: none"> • Completion of 9 boot camp lessons • Documentation in ETS • Clerkship director evaluation

Professionalism and Professional Identity Formation

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

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

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

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

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

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

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

- **Accountability**

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

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

- **Honesty and Integrity**

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

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

- **Compassion and Respect for Others**

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

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

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

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

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

Why Professionalism Matters

Professionalism fosters trust, ensures accountability, and enhances the quality of care delivered to patients. It also strengthens the medical profession's role in society.

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

College of Medicine Policies

Absence and Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See the [FSU COM Student Handbook](#) for details of the attendance policy, a notice of absences, and remediation. Students must use the [student absence request form located on Student Academics](#).

Extended absences from the clerkships are not permitted. Any absence from the clerkships must be **pre-approved by the Regional Campus Dean** before the beginning of the clerkship, using the student absence request form. The clerkship faculty, Clerkship Director, and Education Director must be notified of any absence in advance by the student, once approved by the campus dean. Under no circumstances should a student arrange with the clerkship faculty or elective faculty to be away from the rotation without first getting the campus dean's approval. Any approved absence from a required clerkship may result in the student receiving a grade of "incomplete" and the student is expected to make up missed time and/or complete alternative/additional assignments before a final grade will be assigned. **Unapproved absences during the clerkship are considered unprofessional behavior, will result in a grade of "incomplete" until remediated, and may result in a grade of "fail" for the clerkship.** In the case of illness or other unavoidable absence, follow the same procedure outlined above, and notify everyone as soon as possible.

Clinical Experience and Education Policy

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

- Clinical experience and scheduled educational activities must be limited to no more than 80 hours per week

when averaged over the number of weeks of the clerkship.

- Students must have at least one day out of every 7 completely free from clinical duties and required educational activities when averaged over the number of weeks of the clerkship.
- Clinical experience must not exceed 24 hours of continuously scheduled assignments, except up to 4 hours of additional time for effective transitions of care or student education. No additional patient care responsibilities may be undertaken during these 4 hours. After 24 hours continuously on call, students must have at least 14 hours free of clinical work and scheduled educational activities.
- Students should have 8 hours off between scheduled clinical experience and education periods.

Documentation of time spent on clinical experience and education:

Students will use ETS to document by self-report their daily work hours on required clerkships and courses. Students must enter daily hours to include both clinical experience and required educational activities. Failure to report work hours is considered a breach of professionalism.

Students will report the following:

- Clinical experience, including documentation in the medical record
- Required educational meetings (i.e., Doctoring 3, clerkship meetings, meetings with clerkship faculty, educational meetings at residency programs)
- **Hours that should not be included** in self-reported "work" hours include reading about patient conditions and procedures, self-directed study for clerkships/courses, work completed for assignments, learning modules, and assigned reading.

Office of Student Counseling Services

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's Director of the Office of Student Counseling Services and the FSU Office of Accessibility Services (OAS) to determine whether they might be eligible to receive the accommodations needed to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to a medical degree.

Patient Log (ETS) Monitoring Policy

Encounter data are monitored by the Clerkship Directors to ensure that students are meeting clerkship requirements. If it becomes apparent that students are not encountering the required patient conditions, efforts will be made to specifically select the patients with the required conditions. The level of participation in the care of patients is determined by the student's involvement during the history, physical exam, assessment, and treatment plan. The complexity of these components will vary, but to choose a level of participation, three categories have been created, all of which include supervision of the medical student. The student will select the level of participation that most closely describes their involvement in the patient encounter and will receive credit for documented participation at the required level or higher.

- **Observe** should be selected when the student observes a clinician conducting a patient encounter.
- **Assist** should be selected when the student assists a clinician in conducting the patient encounter.
- **Perform** should be selected when the student leads or conducts the patient encounter.

Student Mistreatment Policy

"Mistreatment" arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment, sexual harassment, psychological cruelty, and discrimination based on race, religion, ethnicity, sex, age, or sexual orientation. If a student feels they are being mistreated, the student should report this concern to the Division of Student Affairs (Student Support Coordinator, Assistant or Associate Dean for Student Affairs, or the Regional Campus Dean). We treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind. Please refer to the Student mistreatment policy section in the [FSU COM Student Handbook](#) and [report incidents of mistreatment](#) as soon as possible.

University Policies

University Attendance Policy

Excused absences include documented illness, deaths in the family, and other documented crises, call to active military

duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid written excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of student's academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>)

Americans With Disabilities Act

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodation for all persons with disabilities in a manner that is consistent with the academic standards of the course while empowering the student to meet the integral requirements of the course. Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Office of Accessibility Services; and (2) request a letter from the Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and (3) meet (in person, via phone, email, skype, zoom, etc...) with each instructor to whom a letter of accommodation was sent to review approved accommodations. Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in an alternative format upon request. For the latest version of this statement and more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

oas@fsu.edu

<https://dsst.fsu.edu/oas>

Academic Success

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

Confidential campus resources:

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

Victim Advocate Program

University Center A, Rm. 4100

(850) 644-7161

Available 24/7/365

Office Hours: M-F 8-5

<https://dsst.fsu.edu/vap>

Counseling and Psychological Services (CAPS)

Florida State University's Counseling and Psychological Services (CAPS) primary mission is to address psychological needs and personal concerns, which may interfere with students' academic progress, social development, and emotional well-

being. The following in-person and virtual (tele-mental health) services are available to all enrolled students residing in the state of Florida:

1. Individual therapy
2. Group therapy
3. Crisis Intervention
4. Psychoeducational and outreach programming
5. After hours crisis-hotline
6. Access to community providers for specialized treatment

Call 850-644-TALK (8255) for more information on how to initiate services.

Counseling and Psychological Services

250 Askew Student Life Center

942 Learning Way

(850) 644-TALK (8255)

Walk-in and Appointment Hours:

M-F 8 am – 4 pm

<https://counseling.fsu.edu/>

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

The mission of University Health Services (UHS) is to promote and improve the overall health and well-being of FSU students. UHS provides a coordinated continuum of care through prevention, intervention, and treatment. Services include general medical care, priority care, gynecological services, physicals, allergy injection clinic, immunizations, diagnostic imaging, physical therapy, and a medical response unit. The Center for Health Advocacy and Wellness (CHAW) assists students in their academic success through individual, group, and population-based health and wellness initiatives. Topics include wellness, alcohol and other drugs, hazing prevention, nutrition and body image, sexual health, and power based personal violence prevention. For more information, go to uhs.fsu.edu.

University Health Services

Health and Wellness Center

960 Learning Way

Tallahassee, FL 32306

Hours: M-F, 8 am – 4 pm

(850) 644-6230

<https://uhs.fsu.edu/>

Syllabus Change Policy

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