



## **BCC 7112**

### **Internal Medicine Clerkship**

### **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](mailto:Benjamin.Kaplan@med.fsu.edu)

<b>Campus</b>	<b>Clerkship Director</b>
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
<b>Rural Program Site</b>	<b>Clerkship Administrator</b>
Marianna	John D. Byrd, MD
Thomasville	Calvin Reams, MD

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# Overview

## **Course Description**

Students will participate in the Internal Medicine Clerkship as either a 6-week block or through the Longitudinal Integrated Curriculum (LIC). This clerkship will introduce the student to the varied aspects of medical care for adults. Emphasis is placed on enhancing the skills of taking a history, performing a physical examination, presenting these findings, developing a differential diagnosis for common clinical presentations and problems, and finally, developing evidence-based high-value management care plans. The skills of data analysis and critical thinking about diseases in patients are stressed. Students will participate in the evaluation and care of outpatients and inpatients primarily under the supervision of the College of Medicine internal medicine faculty physicians. This is an apprenticeship-style experience with an internal medicine Clerkship faculty member allowing for experiential learning. Students will also have the opportunity to learn about many of the ancillary services and medical specialties that occur inside and outside of the hospital setting and are encouraged to follow their patients for consultations and procedures.

## **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 Clerkship homepage 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.

## **Longitudinal Integrated Curriculum (LIC)**

General information and policy regarding the Longitudinal Integrated Curriculum (LIC) in Marianna can be found on the syllabi page of the [Office of Medical Education](#) website.

## **Scheduled Hours/On-Call**

The Internal Medicine Clerkship is six weeks in duration and will consist of both ambulatory and inpatient care. Students will work at least four full days per week with assigned Clerkship faculty, as one day per week is allotted for participation in Doctoring 3 and Longitudinal Clerkship. **During off-cycle rotations when Doctoring 3 is not scheduled, students will work five days per week with Clerkship faculty.** Students enrolled in the LIC will participate according to the schedule provided by the Clerkship Administrator at the Marianna rural training site. Students may be on-call at the discretion of the Clerkship faculty. The call frequency will not exceed every fourth night and will **not** require overnight calls. Each student will work at least two weekend days during the six-week clerkship unless otherwise directed by their Clerkship faculty. **Work hours must be documented in the [Encounter Tracking System \(ETS\)](#) daily.**

# 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: OnlineMedEd Mid-Rotation Formative Assessment**

Students will take one formative OnlineMedEd assessment at the clerkship mid-point. Students **MUST** generate their 50 question OnlineMedEd mid-rotation formative assessment using the guide located on the [Canvas M.D. Clerkships AY2025-2026](#) Internal Medicine Clerkship homepage.

## **Submission**

- Document completion of this requirement as an **Educational Activity** in ETS by selecting “[IM] OnlineMedEd Mid-Rot Formative Assessment” in the drop-down menu by **5:00 PM EST on Friday of week 3.**

## **Evaluation**

- The Clerkship Director will review the completion of this assignment during week 4 of the clerkship.

## **Required Assignment 2: Oral Case Presentation to CD**

Students will prepare and present final concise oral case presentation to the Clerkship Director toward the end of the clerkship. This will assess students Internal Medicine case presentation skills.

## **Submission**

- Students will give an oral presentation on a patient they’ve seen. This 5-minute presentation will include a

history, exam, diagnostic data, assessment, and plan. Some Clerkship Directors may additionally require a corresponding written note.

**AND**

- Document completion of **oral case presentation** as an **Educational Activity** in ETS by selecting “[IM] Oral case presentation to CD” in the drop-down menu.

**Evaluation**

- The Clerkship Faculty will review using the provided guideline and give feedback.

Oral Case Presentation grading rubric	Above expectations	Meets expectations	Below expectations	Feedback
Pertinent history and physical exam				
Pertinent diagnostic data				
Adequate in length, not to exceed 5 minutes				
Follow-up plan				
Overall assessment				

**Required Assignment 3: Faculty Observed Partial History and Physical Exam**

Clerkship faculty will observe at least one partial history and physical examination by the student. It is the student’s responsibility to ensure that the Clerkship faculty has observed at least one clinical observation of a partial history and exam.

**Submission**

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

**Evaluation**

- The Clerkship Director will evaluate this assignment and provide feedback.

**Required Assignment 4: On Being a Patient Essay**

Students will submit a brief essay (less than 500 words) on the following topic: “Reflect on the psychosocial aspects of being a patient in the hospital setting, focusing less on the HPI and more on the patient’s comfort, fears, and thoughts on being in the hospital. How would YOU feel if you were in your patient’s place?”

**Submission**

- Upload essay to the “Project Documents” tab for the course in Student Academics by **5:00 PM EST on Friday of the LAST week of the clerkship.**

**AND**

- Document completion of **essay** as an **Educational Activity** in ETS by selecting “[IM] On Being a Patient essay” in the drop-down box.

**Evaluation**

- The Education Director will evaluate this assignment and provide feedback.

## Patient Care

**Overview**

Students will participate in both ambulatory and inpatient care of patients during this clerkship. Students are assigned to work with one or more Clerkship faculty members during the six-week rotation. The clerkship is structured so that the student will spend approximately 4 weeks in the inpatient setting and 2 weeks in the ambulatory setting. Direct clinical observation by internal medicine faculty is the *primary* method of student evaluation. Each student will record and present appropriate clinical data daily to their Clerkship faculty member. The Clerkship Director or Clerkship faculty will observe and verify that each student has met competency standards in these performance areas:

- History and Physical Examination
- Concise Oral Case Presentation
- Chart Documentation
- Clinical Diagnostic Decision Making (Critical Thinking)

**Patient Log Requirements using the Encounter Tracking System (ETS)**

Students should enter patient encounter data into the [Encounter Tracking System \(ETS\)](#) daily. This data will be reviewed weekly with the Clerkship Director to ensure that appropriate numbers of patients are being seen and that the patient mix reflects common internal medical problems without undue duplication.

- Students are required to record a minimum of **80** patient encounters during the Internal Medicine Clerkship, with **at least 50** of these as **inpatient** encounters.
- **Students are required to document at least 2/3 of all patient encounters at the level of assist or perform.**

Failure to record required patient care by 5:00 pm EST on the last day of the Clerkship will result in a grade of “IR” (incomplete, requires remediation); the student will therefore be ineligible for honors and additional time on the Clerkship may be required. If a student fails to meet this deadline, they risk failure for the clerkship. Students are required to evaluate the following categories of problems/diagnoses in new or established patients in the following settings and with the appropriate level of participation.

- 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
Behavioral	1	Major depressive disorder*	Inpatient or Outpatient	Perform
	3	Bipolar disorder	Inpatient or Outpatient	Observe
		Generalized anxiety disorder (GAD)	Inpatient or Outpatient	Perform
		Insomnia	Inpatient or Outpatient	Assist
		Opioid misuse	Inpatient or Outpatient	Assist
		Pain management	Inpatient or Outpatient	Assist
		Substance abuse	Inpatient or Outpatient	Assist
Cardiovascular disease	1	Coronary artery disease (CAD)*	Inpatient or Outpatient	Perform
	1	Heart failure*	Inpatient or Outpatient	Perform
	1	Hypertension*	Inpatient or Outpatient	Perform
	1	Arrhythmia or dysrhythmia	Inpatient or Outpatient	Assist
		Thromboembolic disease	Inpatient or Outpatient	Assist
		Valvular heart disease	Inpatient or Outpatient	Assist
Elder care	1	Delirium	Inpatient or Outpatient	Assist
	1	Dementia, Alzheimer's	Inpatient or Outpatient	Assist
		Dementia, multi-infarct	Inpatient or Outpatient	Assist
		Dementia, other	Inpatient or Outpatient	Assist
Endocrine disease	1	Urinary incontinence	Inpatient or Outpatient	Assist
		Type 1 diabetes mellitus	Inpatient or Outpatient	Assist
	1	Type 2 diabetes mellitus	Inpatient or Outpatient	Assist
		Hyperthyroidism*	Inpatient or Outpatient	Assist
	1	Hypothyroidism*	Inpatient or Outpatient	Assist
		Dyslipidemia*	Inpatient or Outpatient	Perform
	1	Overweight or obesity*	Inpatient or Outpatient	Assist
Gastrointestinal disease	1	Abdominal pain*	Inpatient or Outpatient	Assist
	1	Gastroesophageal reflux disease (GERD)*	Inpatient or Outpatient	Perform
	5	Cholecystitis	Inpatient or Outpatient	Observe
		Diverticulitis	Inpatient or Outpatient	Observe
		Diverticulosis	Inpatient or Outpatient	Observe
		Gastritis	Inpatient or Outpatient	Assist
		GI bleed, lower	Inpatient or Outpatient	Observe
		GI bleed, upper	Inpatient or Outpatient	Observe
		Inflammatory bowel disease (IBD)	Inpatient or Outpatient	Assist
		Irritable bowel syndrome (IBS)	Inpatient or Outpatient	Assist
		Pancreatitis	Inpatient or Outpatient	Observe
		Peptic or gastric ulcer	Inpatient or Outpatient	Assist

Hematology/ oncology	1	Anemia*	Inpatient or Outpatient	Assist
		Cancer, breast	Inpatient or Outpatient	Observe
		Cancer, colon	Inpatient or Outpatient	Observe
		Cancer, lung	Inpatient or Outpatient	Observe
		Cancer, lymphatic system or lymphoma	Inpatient or Outpatient	Observe
		Cancer, pancreatic	Inpatient or Outpatient	Observe
		Cancer, prostate	Inpatient or Outpatient	Observe
		Cancer, skin	Inpatient or Outpatient	Observe
	1	Leukemia	Inpatient or Outpatient	Observe
Infectious disease	1	Pneumonia, other*	Inpatient or Outpatient	Assist
	1	Viral upper respiratory infection*	Inpatient or Outpatient	Perform
		Cellulitis	Inpatient or Outpatient	Assist
		Conjunctivitis	Inpatient or Outpatient	Assist
		HIV infection	Inpatient or Outpatient	Assist
		Hospital-acquired infections	Inpatient or Outpatient	Assist
		Sepsis	Inpatient or Outpatient	Observe
		Strep pharyngitis	Inpatient or Outpatient	Perform
		Urinary tract infection (UTI)	Inpatient or Outpatient	Assist
	3	Viral pharyngitis	Inpatient or Outpatient	Perform
Neurologic disease		Dizziness	Inpatient or Outpatient	Assist
		Headache, migraine	Inpatient or Outpatient	Perform
		Headache, other	Inpatient or Outpatient	Perform
		Headache, tension	Inpatient or Outpatient	Perform
		Seizure disorder	Inpatient or Outpatient	Assist
		Stroke	Inpatient or Outpatient	Assist
		Transient ischemic attack (TIA)	Inpatient or Outpatient	Assist
	3	Vertigo	Inpatient or Outpatient	Assist
Pulmonary disease		Asthma	Inpatient or Outpatient	Assist
		Chronic obstructive pulmonary disease (COPD)	Inpatient or Outpatient	Assist
		Interstitial lung disease (ILD)	Inpatient or Outpatient	Observe
		Obstructive sleep apnea (OSA)	Inpatient or Outpatient	Assist
Renal disease*	1	Acute kidney injury*	Inpatient or Outpatient	Observe
	1	Chronic kidney disease (CKD)*	Inpatient or Outpatient	Observe
Rheumatologic disease	1	Osteoarthritis*	Inpatient or Outpatient	Perform
		Chronic back pain	Inpatient or Outpatient	Perform
		Fibromyalgia	Inpatient or Outpatient	Assist
		Lupus	Inpatient or Outpatient	Observe
		Osteoporosis	Inpatient or Outpatient	Perform
		Rheumatoid arthritis	Inpatient or Outpatient	Observe
Social determinates of health		Food insecurity	Inpatient or Outpatient	Observe
		Homelessness	Inpatient or Outpatient	Observe
		Lack of insurance	Inpatient or Outpatient	Observe

Category	Min. Req.	Procedures/Screenings	Location of Service	Min. Level of Participation
Behavioral	1	Major depressive disorder*	Inpatient or Outpatient	Perform
EKG	1	EKG interpreted	Inpatient or Outpatient	Perform
	1	EKG performed	Inpatient or Outpatient	Perform
Preventative health maintenance	1	Healthy diet screening	Inpatient or Outpatient	Perform

### ***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 on-line

or learning modules, 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 encouraged didactic content for the clerkship is available through the [OnlineMedEd](#) educational resource and is outlined in the OnlineMedEd Study Plan located on the [Canvas M.D. Clerkships AY2025-2026](#) site Internal Medicine Clerkship homepage. It incorporates a question-bank and case-based computer simulations that students are encouraged to complete. Please refer to this study plan for expectations and guidance for the online curriculum.

## Clerkship Director Meeting

Clerkship Directors at the regional campuses will meet with students once per week for teaching, evaluation, review of the patient log, OnlineMedEd progress, work hours, and feedback. General medicine topics are discussed at this weekly meeting. The discussion may include the following: discussion of interesting cases seen during the week, review of materials read before the meeting, discussion of ethics topics (see Canvas) based on cases presented by the students, review of EKGs, practice oral case and disease presentation skills, and review of NBME-style questions. The Clerkship Director will assign relevant journal articles on selected internal medicine topics for discussion and evaluation during the weekly meetings, which may include topics such as heart failure, atrial fibrillation, and acute kidney injury. The articles will be available on [Canvas M.D. Clerkships AY2025-2026](#) Internal Medicine page. The Clerkship Director may assign OnlineMedEd questions or cases and/or assign reading for any uncovered topics/diagnoses. Formal and informal daily teaching sessions and rounds with the Clerkship faculty physician (and residents at some sites) are a major part of the six-week experience. **Didactic sessions** may be available through grand rounds, morning reports, noon lectures, and/or sessions with the Clerkship faculty member or Clerkship Director, depending on location and the Clerkship faculty's schedule. 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. In addition, a post-clerkship debriefing may be held as a group with the Clerkship Director at the end of the clerkship.

## Clerkship Examinations

### ***Formative Self-Assessment***

At the mid-point of the clerkship, students will take a 50-question formative OnlineMedEd self-assessment (see [Required Assignment 1: OnlineMedEd Mid-Rotation Formative Assessment](#) as stated earlier in this syllabus.)

### ***Summative Examination***

At the end of the clerkship, students will take the 110-question NBME Clinical Subject Examination in Internal Medicine.

- Students in the LIC should plan to take the NBME Internal Medicine Clinical Subject Examination during the spring semester after other clerkship requirements have been met.

### ***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***

**Students are encouraged to practice lifelong learning skills** by reading about the patients they are seeing. In addition to the journal articles of interest cited on the [Canvas M.D. Clerkships AY2025-2026](#) Internal Medicine page, students are encouraged to review the following clerkship-related texts located on the [Internal Medicine Subject Guide](#):

- Step-Up to Medicine, 5<sup>th</sup> edition
- Harrison's Principles of Internal Medicine, 21<sup>st</sup> edition
- Cecil Essentials of Medicine, 10<sup>th</sup> edition

### Electronic Resources

Students should review these electronic resources internists find useful, located on the IM subject guide:

- Epocrates Essentials
- DynaMed Plus
- ePSS Tool (USPSTF)
- MDCalc
- UpToDate
- Hopkins Antibiotic Guide (through UCentral)
- Washington Manual of Medical Therapeutics-through UCentral

#### Other Recommended Resources

- Rapid Interpretation of EKGs (Dubin) 2000
- OnlineMedEd Internal Medicine videos

## 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 and/or resident at the end of 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, 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. 75<sup>th</sup> percentile or higher to be eligible for Honors consideration
  - b. 60<sup>th</sup> percentile or higher to be eligible for High Pass consideration
  - c. 10<sup>th</sup> 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 80** patient encounters with **at least 50** in the **inpatient** setting, and **at least 30** in the **ambulatory** setting (location of service) 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 **all required procedures** at the indicated level of participation, and in the **inpatient or outpatient** setting (location of service) in ETS (pass/fail)
11. Satisfactory and timely completion of required assignment #1 **OnlineMedEd mid-rotation formative assessment** in week 3 by recording as an Educational Activity in ETS (pass/fail)
12. Satisfactory completion of required assignment #2 **oral case presentation to CD** by recording as an Educational



Activity in ETS (pass/fail)

13. Satisfactory completion of required assignment #3 **at least one (1) faculty observed partial H&P exam** by recording as an Educational Activity in ETS (pass/fail)
14. Satisfactory completion and timely submission/**upload** of required assignment #4 **On Being a Patient** essay into Student Academics "Project Documents" **AND** by recording 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 \(EPAs\)](#).

INTERNAL MEDICINE COURSE OBJECTIVES		EPO
IM-1	Demonstrate the ability to gather essential and accurate information from adult patients in both an ambulatory and inpatient setting through history taking, physical exam and diagnostic data	1
IM-2	Perform appropriate health maintenance on adult patients	1, 2
IM-3	Develop appropriate differential diagnoses for adult patients using gathered data	1, 2
IM-4	Develop basic patient management plans for adult patients in both the ambulatory and inpatient setting	1, 2
IM-5	Demonstrate the ability to document adult patient encounters in both the ambulatory and inpatient settings.	1, 4
IM-6	Demonstrate the ability to convey appropriate information in a concise oral presentation to other health care personnel caring for adult patients	4
IM-7	Analyze how the social determinates of health impact the health of adult patients	7
IM-8	Compare and contrast how the impact of cost and value in healthcare affects adult patients	6
IM-9	Demonstrate the ability to identify, address, and manage learning needs and then formulate plans to improve performance and optimize professional accountability and quality of both ambulatory and inpatient care.	3,5

Component	Learning Objectives	Assessment
Ambulatory Medicine  MAPS TO: IM-1, IM-2, IM-3, IM-4	<ol style="list-style-type: none"> <li>1. Perform complete history and exams on adults in the ambulatory setting</li> <li>2. Develop differential diagnoses on adults in the ambulatory setting</li> <li>3. Interpret diagnostic data on adults in the ambulatory setting</li> <li>4. Develop management plans on adults in the ambulatory setting</li> <li>5. Provide guideline-based preventive care to adults</li> </ol>	<ul style="list-style-type: none"> <li>• Faculty assessment of communication skills</li> <li>• Clerkship Director assessment</li> <li>• Faculty observation of student performing history and exam</li> <li>• Document at least 30 encounters in ETS with at least 2/3 at Assist or Perform level of participation</li> </ul>
Inpatient Medicine  MAPS TO: IM-1, IM-5, IM-6	<ol style="list-style-type: none"> <li>1. Perform complete history and exams on adults admitted to the hospital</li> <li>2. Demonstrate the ability to document history and physical exam, progress notes and orders</li> <li>3. Communicate appropriate information orally to other health care personnel concisely</li> </ol>	<ul style="list-style-type: none"> <li>• Document at least 50 inpatient encounters with at least 2/3 at Assist or Perform level of participation</li> <li>• Faculty observation of student performing history and exam</li> <li>• Faculty and clerkship director observation of student oral presentation</li> </ul>
Required Procedures  MAPS TO: IM-1, IM-5	<ol style="list-style-type: none"> <li>1. Document the ability to perform and interpret an EKG</li> <li>2. Document the ability to interpret a chest x-ray</li> <li>3. Document at least one inpatient history and physical examination witnessed by a faculty member</li> </ol>	<ul style="list-style-type: none"> <li>• Review of ETS documentation</li> </ul>
Reflection MAPS TO: IM-7, IM-8	<ol style="list-style-type: none"> <li>1. Consider the impact of hospitalization on a patient</li> </ol>	<ul style="list-style-type: none"> <li>• Required reflection due at the end of the clerkship reviewed by the Education Director</li> </ul>
Weekly clerkship director meetings MAPS TO: IM-1, IM-2, IM-3, IM-6, IM-7	<ol style="list-style-type: none"> <li>1. Demonstrate oral presentation skills</li> <li>2. Demonstrate clinical reasoning skills</li> <li>3. Demonstrate time management skills through duty hours</li> <li>4. Understand the impact of cost and value in healthcare</li> <li>5. Demonstrate the ability to use medical informatics at the point of care and the medical literature to make diagnostic and management decisions in internal medicine</li> </ol>	<ul style="list-style-type: none"> <li>• Clerkship director assessment of organized, concise, and clear presentations</li> <li>• Mid-rotation feedback summary</li> <li>• Review of work hour logs</li> <li>• Faculty evaluation of student</li> <li>• Review OnlineMedEd Study Plan and Mid-Rotation formative exam</li> </ul>
OnlineMedEd modules MAPS TO: IM-3, IM-4	<ol style="list-style-type: none"> <li>1. Learn to diagnose and manage common internal medicine conditions</li> </ol>	<ul style="list-style-type: none"> <li>• Clerkship director review</li> <li>• Complete OnlineMedEd Study Plan</li> </ul>
Self-directed learning	<ol style="list-style-type: none"> <li>1. Self evaluate education gaps and formulate a plan to mitigate gaps</li> </ol>	<ul style="list-style-type: none"> <li>• Clerkship director review</li> <li>• Complete OnlineMedEd study plan</li> </ul>

MAPS TO: IM-9		
NBME Internal Medicine Subject Exam MAPS TO: IM-1, IM-2, IM-3, IM-4, IM-7	1. Demonstrate knowledge and clinical reasoning to analyze clinical scenarios and answer basic, clinical, behavioral and social science questions pertaining to adult patients	<ul style="list-style-type: none"> <li>Minimum score of 10<sup>th</sup> percentile on NBME final Examination</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  
<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.