



**BCC 7170**  
**Community Medicine Clerkship**  
**2018-2019**

**Clerkship Director**

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# Overview

## **Description**

The Third-Year Community Medicine Clerkship is required for all students at the College of Medicine regional campuses and rural training sites. This is a two-week clerkship given once in the third year and is designed to broaden the student's understanding of the role played by community agencies in health promotion and disease prevention. It allows the student to work as a member of a community agency team to assist the agency in fulfilling its goals of maintaining the health of the community. This clerkship also provides the student an opportunity to share and discuss observations with agency members, faculty, and other students. Each student is assigned to a community agency with a defined contact person within the agency; this contact person is assigned the role of clerkship coordinator.

The Regional Campus Dean, Immokalee or Rural Program Director will have visited the site and determined its appropriateness for achieving course goals and objectives, and the Dean/Director is responsible for assessing the experiences provided for the student(s) at each site. The Campus Dean, Immokalee, or Rural Program Director makes yearly contact with or visits each agency during the year to assure the quality and appropriateness of the experience.

The identified **clerkship coordinator** at the community agency supervises the student according to the clerkship goals and objectives and evaluation method defined in this syllabus. Coordinators are instructed on these requirements by the Regional Campus Dean, Immokalee, or Rural Program Director prior to the start of the clerkship.

## **Orientation**

Students are assigned to a community agency (by a student's request when possible and/or the agencies requirements) in the fall and a general orientation is provided at each campus at that time. An agency specific orientation is provided at the student's respective community agency by agency representatives.

## **Format**

The Community Medicine Clerkship takes place in the spring of 2019, January 7<sup>th</sup> - January 18<sup>th</sup>. A slightly different schedule (dates and times) may apply to those students at the LIC location or for those students who must delay the normal time scheduled for Community Medicine, but the course requirements remain the same. All course material must be successfully completed before the student will be allowed to enter the M4 year.

This is a two-week course designed to broaden the student's understanding of the role played by community agencies in health promotion and disease prevention and allow each student to observe and assist in that agency's role in maintaining the health of the community. This course involves experiential, service, and reflection learning. The community agency **clerkship coordinator** is central to the process. During the two-week Community Medicine experiential rotation, the student gains the desired objectives of service learning, geriatrics (whenever applicable), and care to underserved populations, and the state and federal government goals for the health of our population.

Each agency has 1-2 (and occasionally more) students assigned to it, so that the student works very closely with the assigned **clerkship coordinator**. The **clerkship coordinator** orients the student to his/her agency the first morning of the student's assignment. Caseloads, learning experiences, and assignments within the agency to meet the course objectives will be directly managed by the on-site **clerkship coordinator**. The **clerkship coordinator** must ensure an appropriate variety of exposure to common community medicine conditions and situations and to the administrative and functional structure of the agency.

Student assignments related to the specific agency are the responsibility of the **clerkship coordinator** and are to be structured to address the clerkship objectives listed above. In addition, the Regional Campus Dean,

Immokalee, or Rural Program Director communicates with the agency *clerkship coordinator* as needed to monitor the student experience or address any problems.

Defined readings, written self-reflection exercise, and end-of-clerkship presentation are additional course requirements (see below). The on-site agency clerkship coordinator is not responsible for oversight of the writing and presentation assignments.

The Community Medicine Clerkship takes place over two weeks with a total of nine days of attendance at the assigned Community Agency required. Students from all campuses will give their final Community Medicine presentations on the final day of the Community Medicine Clerkship. Audience will include respective campus classmates, campus staff and invited guests including individuals from Community Medicine Clerkship agencies. The presentation will mark the end of the clerkship.

**Sample Community Medicine Clerkship Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Community Medicine <b>Begins</b> 8 a.m. – 5 p.m.	Community Medicine Rotation 8 a.m. – 5 p.m.			
Week 2	Community Medicine Rotation 8 a.m. – 5 p.m.	Community Medicine Rotation 8 a.m. – 5 p.m.	Community Medicine Rotation 8 a.m. – 5 p.m.	Community Medicine Rotation 8 a.m. – 5 p.m.	<b>Student Presentations</b> 8 a.m. – 5 p.m.

**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 and on the [Canvas Organizational site for Core Clerkships](#).

**Scheduled Hours/On-Call**

Students are expected to participate in all activities available at the agency to which they are assigned, and to work 8 to 9-hour days 5 days per week. The last day of the Community Medicine Clerkship is set aside for student presentations to community agency leaders, faculty, campus staff and invited guests. There may be additional weekend activities determined by the clerkship coordinator, but there is no on-call responsibility during this clerkship.

**Student Workhour Policy**

The FSU College of Medicine adheres to the ACGME requirements regarding clinical work and education. This includes working no more than 80 hours per week and no more than 24 hours continuously, except an additional 4 hours may be added to the 24 to perform activities related to patient safety, such as transitions of care or education. Additional patient care responsibilities must not be assigned during this time. Students will have at least one out of every 7 days off, completely free from clinical and educational duties, when averaged over 4 weeks.

**Documentation of Workhours**

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

- Clinical care, including documentation in medical record
- Required educational meetings (i.e. Doctoring 3, clerkship meetings, 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.

### **Absences**

Extended absences from the clerkship are not permitted. Any absence must be **pre-approved by the regional campus dean** prior to the beginning of the clerkship, using the student absence request [form](#). Even with an excused absence, the student will complete the scheduled work as outlined.

The student must notify the Clerkship Coordinator and Regional Campus Dean of any absence, in advance. In the case of illness or other unavoidable absence, follow the same procedure outlined above, and notify everyone as soon as possible. **Unapproved absences during the clerkship will result in a grade of “incomplete” until remediated and may result in a grade of “fail” for the clerkship.**

## **Components**

### **Assignments**

Students are required to complete assignments consisting of readings and a written personal reflection on specified topic areas. The written assignment is submitted to the student’s respective Regional Campus Dean. Lastly, the student(s) assigned to each agency are required to give a formal didactic presentation on the final day of the clerkship highlighting their understanding of the agency’s place and function in the community. Specific instructions are provided for each assignment.

Types of agencies utilized in this clerkship include, but are not limited to:

- Local health departments
- Social service agencies (e.g. adults and children with disabilities)
- Area agencies (e.g., Elder care, HIV/AIDS, Homeless programs)
- Indigent care clinics
- Visiting nurse organizations
- Home healthcare agencies
- Hospice organizations
- Mobile healthcare units
- Domestic violence organizations
- Food bank

Each student must turn in one writing assignment and also give a summary PowerPoint presentation on the last day of the Community Medicine rotation. The writing assignment must include how the agency meets goals of Healthy People 2020 and a critique of the agency’s effectiveness. The final PowerPoint presentation is given to the entire class, campus staff and agency staff on the last day of the rotation.

**Submission:** The writing assignment is due by midnight Thursday before the last day of the rotation. Students with late submissions may be subject to additional make-up writing assignments as determined by the Education/Clerkship Director and will not be eligible for a Letter of Distinction for performance on the clerkship.

The topics areas for the writing assignment are fully detailed in the instructions posted to Canvas. It is highly recommended that the concepts of [Healthy People 2020](#) and the purpose of the agency be reviewed well before the end of the rotation when the assignment is due.

It must be stressed that assignment topic areas are related to “Overarching Goals” of *Healthy People 2020*, the specific relationships and value of their assigned agency to the community, the assigned readings, and personal reflections and critiques of their experiences. It is important that the student demonstrate evidence that they incorporated principles from the reading assignments into their writing.

Students are encouraged to use the content of their reading and writing assignment to assist them in the development of the required PowerPoint presentation at the end of the rotation.

Submitted student assignment content will not be available for agency review and will be reviewed only by the respective student, the respective Regional Campus Dean, and the Education/Clerkship Director. The student may elect to share their writings and presentation to the agency, but these will not be released to the agencies without expressed permission from the student author(s).

### **Required Student Presentation**

As a final assignment, the students must prepare and deliver a presentation of their clerkship experiences to the entire class, the Regional Campus Dean, the campus staff, and invited agency staff at the end of the clerkship (PowerPoint format is highly recommended). The Immokalee and Rural Program students will present at an assigned campus site that may or may not be the student’s home campus. The details will be worked out on an individual student basis by the Immokalee or Rural Program Director and the student. Presentations must include an analysis of the agency relatedness to *Healthy People 2020* and any associated areas covered by the clerkship required readings (see required readings above). The students are required to discuss how the agencies meet or do not meet major *Healthy People 2020* Overarching Objectives.

A presentation template covering minimum presentation requirements and assignment details are provided to the students on Canvas. Members of the agencies including agency **clerkship coordinators** and any interested Regional Campus faculty and staff are cordially invited to attend the student presentation session.

### **Evaluation**

Thoughtful student feedback is vital to assuring a high-quality curriculum and educational experience. All students will be given an opportunity to provide constructive feedback to the **clerkship coordinators**, Campus Deans, Immokalee Director, Rural Program Director and Education/Clerkship Director for the community medicine clerkship. Numerical ratings by all students will be solicited at the end of the clerkship through the Office of Medical Education using the student feedback evaluation form specifically designed for the Community Medicine Clerkship.

### **Readings**

Assignments and links to articles are posted to the Canvas site for Core Clerkships, Community Medicine page.

1. Summary of Overarching Goals, Healthy People 2020  
<http://www.healthypeople.gov/2020/about/default.aspx>
2. Braveman P: Health disparities and health equity: concepts and measurement. *Ann Rev Public Health* 2006. 27:167–94.
3. McGinnis JM: A vision for health in our new century. *Am J Health Promot.* 2003. 18:146-50.

### **Institutional Resources**

The [COM Charlotte Edwards Maguire Medical Library](#) is primarily a digital library that is available 24/7 through secure Internet access. Library resources that support this course are available under “Subject Guides” under the *Resources by subject* from the main menu on the library website. In addition, many of the point-of-care resources are available for full download to mobile data devices. Upon student request, items not found in the library collection may be borrowed through interlibrary loan.

# Evaluation and Grading

## **College of Medicine Standard Clerkship Grading Policy**

The College of Medicine's standardized clerkship grading policy can be found on the [Office of Medical Education](#) website.

### **Clerkship-Specific Grading Criteria**

Grading will be based on the following components:

1. Attendance
2. **Clerkship coordinator** written evaluation using the Community Medicine Clerkship Evaluation Form
3. Evaluation of the end-of-clerkship required presentation as determined by the Regional Campus Dean, Immokalee, or Rural Program Director
4. Quality of the writing assignment as judged by the Regional Campus Dean, Immokalee, or Rural Program Director
5. Written evaluation and recommendation to the Education/Clerkship Director by Regional Campus Dean, Immokalee, or Rural Program Director

The final grade determination for each student is the sole responsibility of the Education/Clerkship Director for the Community Medicine Clerkship. Students who have difficulties meeting course requirements will be referred to the Student Evaluation and Promotion Committee.

THIS IS A **PASS/FAIL** GRADE ONLY COURSE. The student grade recommendation is proposed by the respective Regional Campus Dean, Immokalee, or Rural Program Director. There are no examinations. The final grade is assigned by the Education/Clerkship Director. Clerkship evaluations include end-of-clerkship reviews with the primary preceptor and an end-of-clerkship review with the Regional Campus Dean, Immokalee, or Rural Program Director.

### **Pass Criteria**

- Proper attendance at all assignments at the Community Medicine Clerkship agency;
- No ratings of “Strongly Disagree” on any assessment domain in the Community Medicine Clerkship Performance Evaluation form;
- Satisfactory writing and presentation assignments;
- Assessment by Regional Campus Dean, Immokalee, or Rural Program Director indicating satisfactory performance in meeting competencies measured by the clerkship assignments
- Meets all professionalism expectation domains listed in the Community Medicine Clerkship Performance Evaluation form.

### **Fail Criteria**

A FAIL grade will be considered if any of the following occur:

- Inadequate or haphazard attendance of assignments;
- A rating of “Strongly Disagree” on any assessment domain in the Community Medicine Clerkship Performance Evaluation form;
- Two or more ratings of “Disagree” on assessment domains in the Community Medicine Clerkship Performance Evaluation form;
- Failure to meet expectations on any of the professionalism performance domains

Faculty participating in course delivery and **clerkship coordinators** will provide students with qualitative

assessment of their performance utilizing the College of Medicine clinical performance evaluation form specifically designed for the Community Medicine Clerkship. The course evaluation form is specifically designed to cover the course objectives and student professionalism. A printer-friendly version is posted on Canvas and **clerkship coordinators** are required to complete the form and send it to their respective regional campus for entry into E\*Value by the Regional Campus Dean.

The Regional Campus Dean, Immokalee, or Rural Program Director assesses the quality and acceptability of the student writing assignment and the end-of-clerkship presentation assignment.

Strengths and weaknesses demonstrated during the clerkship will be identified to assist the student in monitoring his/her progress in attaining the course goals and objectives. Students will be provided feedback concerning their performance during the clerkship as needed, and remediation opportunities will be provided if needed.

To receive a grade of “Pass” the student must attend and participate in all scheduled sessions with his/her community agency, complete the writing assignment in a satisfactory fashion, and prepare and deliver a class presentation describing the agency with which they worked. Unexcused absences may be grounds for an unsatisfactory grade.

### ***Letters of Distinction***

Students who distinguish themselves by a truly outstanding performance on the clerkship will be considered for a *Letter of Distinction* that is placed in the respective student file and noted in the student’s Medical Student Performance Evaluation (MSPE) document as the clerkship grade of “PASS with LETTER OF DISTINCTION.” Minimum criteria for a *Letter of Distinction* are as follows:

1. All professionalism standards for the clerkship are met;
2. Indication of outstanding performance in the evaluation form narratives from the **clerkship coordinator**;
3. A clerkship evaluation by the **clerkship coordinator** with 6 or 7 out of 7 evaluation categories rated as “Strongly Agree;”
4. Complete and effective coverage of the *Healthy People 2020* objectives in the student’s required presentation to the class;
5. An “Outstanding” rating (on a scale of unacceptable—satisfactory—above average—outstanding) as determined by the Regional Campus Dean for the required student presentation;
6. An “Outstanding” rating (on a scale of unacceptable—satisfactory—above average—outstanding) as determined by the Regional Campus Dean for the required student writing assignment
7. No late submissions of the writing assignment;
8. Recommendation from the Regional Campus Dean or Immokalee or Rural Program Director for a *Letter of Distinction*.

The determination of the Education/Clerkship Director regarding the award of a *Letter of Distinction* is final.

## **Policies**

### ***College of Medicine Attendance Policy***

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

### ***Academic Honor Policy***

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of

students' 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***

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)  
<http://www.disabilitycenter.fsu.edu/>

### ***College of Medicine Student Disability Resources***

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 Student Counseling Services and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order 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 the medical degree.

## Competencies

The following table outlines the Community Medicine clerkship competencies and the assessment method for each, intended to be used as a guide for student learning. For a more detailed view on how these competencies map to the educational program objectives (EPO) and entrustable professional activities (EPA), as well as an overview of the curricular map for the clinical years at the Florida State University College of Medicine, please follow this link: <https://med.fsu.edu/index.cfm?page=medicalEducation.syllabi#clerkships>.

Clerkship Competency	Assessment						
	NBME/End of Clerkship Exam	Observation by Faculty	Observation by Clerkship Dir.	Online Module	Oral Presentation	Patient Documentation	Project/Written Assignment
<b><i>Community Medicine</i></b>							
Obtain and utilize public health information (demographic, cultural and socioeconomic information) to improve the health of the community and/or practice.		X	X		X		X
Recognize and demonstrate the ability to address the unique needs of patients from underserved environments.		X	X		X		X
Demonstrate respect, empathy, compassion, responsiveness and concern regardless of the patient's problems, personal characteristics.		X	X				
Demonstrate effective oral communication skills with colleagues and other health professionals.		X	X				
Elicit and constructively provide performance feedback with patients and other healthcare professionals (including situations of medical error and conflict resolution).		X					
Demonstrate culturally and linguistically appropriate skills with patients from diverse backgrounds.		X					
Demonstrate respect for the contributions of medical colleagues, other health care professionals, agencies, and		X					

families, to the health of the individual and the health of the community.						
Display professionalism, high ethical standards, and integrity in relationships in all aspects of medical practice, especially with respect to confidentiality, informed consent, and justice.		X				
Practice self-evaluation and reflection concerning cultural, moral and ethical issues encountered in the care of patients and the practice of medicine, identifying biases, perceived differences between practitioners and patients, and employing a nonjudgmental approach to patient care.		X			X	X
Demonstrate basic knowledge of the health care delivery system in the community including healthcare providers, hospitals, facilities, home health and community agencies.		X	X		X	X
Demonstrate an understanding of the role of the physician in working with home health and community agencies to benefit patients.		X	X		X	X
Demonstrate the ability to work effectively as a member of a health care team.		X	X		X	X
Demonstrate respect for the roles of other healthcare providers and of the need to collaborate with others in caring for individual patients and communities.		X	X		X	X
Advocate for and assist patients in coordinating care and in dealing with system complexities.		X	X		X	X
Recognize that errors occur in providing health care and how providers and system flaws contribute to hazards in care; seek to improve systems and prevent future errors.		X	X		X	X