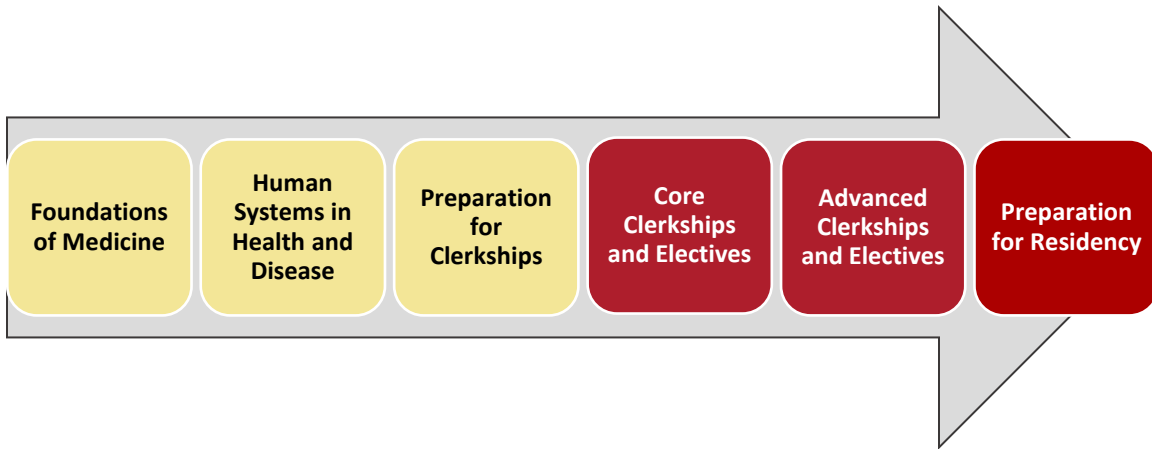


MEDICINE



Human Systems in Health and Disease BMS 6043 Endocrine and Renal-Urinary Systems

Florida State University
College of Medicine



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Overview

Course Goals

In the **Endocrine and Renal Urinary Systems** block students acquire a fundamental knowledge of the structure and function of the kidney, urinary and endocrine systems and associated organs and structures in the context of caring for patients. Together with the **Cardiovascular-Pulmonary Systems** block, it prepares students to understand acid-base regulation and associated disorders. Study of the role of the endocrine system on homeostasis and regulation of other system (non-reproductive function) will be extended to reproductive endocrinology during the **Reproductive System** course in year 2. Through active exploration of case-driven problems, students discover how basic science and clinical medicine explain the signs and symptoms of nephrourological problems and endocrine dysregulation likely to be seen by the primary care physician. They learn how to evaluate clinical history, physical examination, and laboratory data related to disease of these systems using an “evidence-based” approach. COM mission-based domains are underscored in specific objectives that address important issues in geriatric, rural and other underserved populations, such as asymptomatic urinary tract infections in elderly patients. Curricular themes such as cultural issues, ethics, and public health are developed as essential components in clinical encounters with standardized patients and in case studies, for example, dialysis and the just use of health care resources, and disparities in renal failure from diabetes and access to transplant in disadvantaged populations. Students who complete this course will understand the anatomy and physiology of the renal-urinary and endocrine systems in health and disease and how this relates to fundamentals of treatment. Our goal is to help our learners acquire a mastery of health and disease concepts that will allow them to perform as exemplary clinicians in any area of practice, long after the course has been completed.

Learning Objectives

Detailed learning objectives are provided for each session in the course.

The global course objectives are:

1. Compare and contrast the normal and abnormal structures and functions of the renal-urinary system, including its role in acid-base regulation, and non-reproductive endocrine system, including its regulatory impact on other systems, and explain the mechanisms of action responsible for the efficacy and complications of common treatments.
2. Demonstrate the ability to perform, interpret and report the results of a focused history and physical for presentations related to the renal-urinary and non-reproductive endocrine systems, to interpret clinical presentations, including symptoms, signs, laboratory findings and/or imaging studies based on an understanding of the structure and function of the renal-urinary system and the non-reproductive endocrine system.
3. Demonstrate the ability to select, justify and interpret appropriate laboratory or imaging tests in order to establish the appropriate diagnosis and management of renal-urinary diseases and non-reproductive endocrine diseases.
4. Explain the physiological and psychosocial aspects that affect and interact with functions and disease progression for the renal-urinary and non-reproductive endocrine systems and describe their appropriate prevention and management, including pharmacological and non-pharmacological approaches.

Course Learning Objectives

	Education Program Objectives	Course Objectives	Means of Assessment
1	PATIENT CARE: Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health		
1.2	Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging and other tests	Organize and conduct a medical encounter, including the use of an appropriate greeting/opening, gathering information and providing closure. Demonstrate the ability to elicit an accurate and thorough patient-centered medical history	Observation by faculty and SPs; OSCE

		<p>appropriate for the patient's reason for visit</p> <p>Conduct accurate and thorough physical and mental status examinations appropriate for the patient's reason for visit</p> <p>Demonstrate the ability to assess a patient's functional capacity</p>	
1.4	Interpret laboratory data, imaging studies, and other tests required for the area of practice	Demonstrate the ability to interpret diagnostic testing pertaining to the cardiac and respiratory systems, including basic urinalysis	Written exams and quizzes; Faculty observation
1.5	Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment	<p>Demonstrate the ability to select, justify and interpret appropriate laboratory or imaging tests in order to establish the appropriate diagnosis and management of renal and endocrine diseases.</p> <p>Demonstrate clinical skills and clinical reasoning necessary for diagnosis and management of renal-urinary and endocrine disease</p>	Written exams and quizzes; Faculty observation
2	KNOWLEDGE FOR PRACTICE: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care		
2.1	Demonstrate an investigatory and analytic approach to clinical situations	Demonstrate clinical reasoning necessary for diagnosis and management of endocrine and renal urinary disease	Faculty observation
2.2	Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations	<p>Compare and contrast the normal and abnormal structures and functions of the renal-urinary system, including its role in acid-base regulation, and explain the mechanisms of action responsible for the efficacy and complications of common treatments.</p> <p>Describe the normal structure and function of the endocrine system with emphasis on the mechanisms through which it regulates other systems.</p>	Written exams and quizzes
2.3	Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care	<p>Interpret clinical presentations, including symptoms, signs and/or laboratory findings based on an understanding of the structure and function of the renal-urinary system.</p> <p>Explain the physiological aspects that affect disease progression for the renal-urinary and endocrine systems and describe their appropriate prevention and management, including pharmacological and non-pharmacological approaches.</p>	Written exams and quizzes; Faculty observation
2.4	Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations	Recognize environmental and epidemiologic issues related to endocrine and renal disease	Written exams and quizzes; Faculty observation
2.5	Apply principles of social-behavioral sciences to provision of patient care,	Demonstrate the ability to assess the "patient's unique context" (including family, community,	Written exams and quizzes;

	including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance, barriers to and attitudes toward care	cultural, spiritual, historical and legal factors) and incorporate that information into his/her care Identify psychosocial and behavioral issues related to renal-urinary and endocrine disorders and that may impact care of patients with renal or endocrine disease	Faculty observation
3	PRACTICE-BASED LEARNING AND IMPROVEMENT: Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning		
3.1	Identify strengths, deficiencies, and limits in one's knowledge and expertise	Demonstrate the ability to recognize when one has reached the limits of their knowledge when applying it to understanding clinical problems.	Faculty observation
3.2	Set learning and improvement goals	Engage in self-evaluation	Mid-block self-evaluation
3.3	Identify and perform learning activities that address one's gaps in knowledge, skills or attitudes	Demonstrate the habits of life-long learning – the identification of personal knowledge gaps and application of strategies to find and interpret information to address those gaps	Faculty observation; PICO exercise
3.6	Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems	Apply the principles and methods of Evidence-Based Medicine to acquire, appraise, and assimilate new clinical information to improve patient care.	PICO exercise
4	Interpersonal and Communication Skills: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals		
4.1	Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds	Demonstrate the ability to communicate effectively with a patient and his/her family using culturally appropriate verbal and non-verbal behaviors that promote the building of rapport and trust between student and patient. Use accurate and appropriate vocabulary and concepts to communicate effectively with peers, patients and faculty about renal-urinary and endocrine disease	Observation by faculty and SPs
4.2	Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies	Demonstrate effective oral communication and presentation skills with colleagues and other health professionals Demonstrate the ability to clearly and accurately summarize patient findings in verbal presentations and common written formats	Observation by faculty and SPs; Peer evaluation
4.6	Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics	Communicate diagnostic information and reasoning, intervention options, and a suggested plan of care with truthfulness, sensitivity and empathy.	Faculty observation
5	PROFESSIONALISM: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles		
5.1	Demonstrate compassion, integrity, and respect for others	Demonstrate professional values, attitudes and behaviors in all interactions with faculty, staff, peers and patients and in all activities.	Observation by faculty, SPs staff and peers
5.4	Demonstrate accountability to patients,	Complete all required activities in a timely	Assignments

	society and the profession	fashion.	
5.5	Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation	Demonstrate respect, empathy, compassion, responsiveness and concern regardless of the patient's problems, personal characteristics Practice self-evaluation and reflection concerning cultural, moral and ethical issues encountered in the care of patients and the practice of medicine, identifying biases and perceived differences between practitioners and patients, and employing a non-judgmental approach to patient care.	Observation by faculty, SPs staff and peers
5.6	Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations	Maintain confidentiality for patients who participate in the course	Faculty observation
8	PERSONAL AND PROFESSIONAL DEVELOPMENT		
8.1	Develop the ability to use self-awareness of knowledge, skills and emotional limitations to engage in appropriate help-seeking behaviors	Practice self-evaluation and reflection concerning cultural, moral and ethical issues encountered in the care of patients and the practice of medicine, identifying biases	Faculty observation
9	FSU COM MISSION: Demonstrate responsiveness to community needs – especially elder, rural, minority and underserved populations		
9.1	Describe the social determinants of health, and identify how they create opportunities for and barriers to wellness for underserved populations.	Identify social determinants of health and discuss their relationship to health and wellness for underserved populations	Written exams and quizzes

Course Format

The course emphasizes **engaged** and **active learning** through a variety of individual, interactive large group, and case-based small group learning activities as well as standardized patient encounters in the Clinical Learning Center and a Preceptorship experience in the office of a primary care physician in the community. The purpose of the preceptorship is to provide the student with the opportunity to practice history taking, physical examination skills, clinical reasoning skills, documentation skills and to observe patient care being delivered in a community-based setting. Students will be scheduled to spend a minimum of 3 hours with the preceptor every other week. Formative on-line assessment materials emphasize the development of thinking skills through analysis of data and cases, including biostatistics and epidemiology and NBME/USMLE-type questions. Students are expected to self-assess their learning needs and set goals to address them with the aid of faculty and their learning groups.

Large Group Sessions

Formal lectures are limited in favor of interactive large group sessions. This learner-centered model uses the principles of active learning. Pre-class preparation by students allows large group time to be spent in active discussion and consolidation of learning that takes maximum advantage of faculty expertise in application exercises and other instruction methodologies. Pre-class preparation assignments prime students for learning with basic didactic material presented through a variety of materials including interactive modules, self-assessment exercises, video and PowerPoint presentations, and textbook and journal readings. Interactive large group sessions apply and extend that knowledge through clinical case-based inquiry. Success depends on student engagement, preparation, and trust in the safe environment we maintain to encourage students to be curious and even to take intellectual risks. **The emphasis is on developing integrated basic and behavioral science concepts in a clinical context.** Whenever possible, real patients will be present to share their stories and demonstrate signs of their disease. Whenever patients are present, we ask that students wear their white coats and close their computers and other mobile devices as demonstration of respect for these wonderful patients who are willing to help us learn.

Small Group Sessions (attendance required)

Small group exercises are case- and/or problem-oriented. Some sessions pattern thinking through **progressive disclosure**, others focus on **concept development** through guided engagement with data, while others employ the Jigsaw paradigm to focus on discovering **similarities and differences** of presentations or aspects of disease – the basis of differential diagnosis. Small group exercises are designed for **engaged and active learning** and emphasize reasoning, hypothesis formation, and hypothesis testing. The groups evaluate cases in terms of stated objectives and define additional learning objectives they will need to resolve. In Jigsaw exercises each small group (5-6) of students is assigned a case presentation to discuss and form an hypothesis. Typical questions to be resolved may include: *What explains the presentation? What may be the cause? What more do we need or want to know? How do we acquire and interpret needed information? What are the options/priorities for treatment and management?* Then the small groups re-mix such that each member of each new group “owns” a different case or aspect of a case, which he/she then “teaches” to the new group. In all small group exercises, **all members of the group share responsibility for analyzing and explaining the clinical presentations**. The value of small group exercises is not always the “answer,” but the **reasoning** behind it. Basic and clinical science faculty will be present to ask helpful questions if your group is “stuck” and to encourage your curiosity. During small group exercises, you are free to use any resources (unless otherwise instructed). At the end of each small group exercise, you will be expected to review the complete cases and create a summary in your own words of the “take home” points of the cases considered as a group. **Summarizing and paraphrasing in your own words is a powerful learning tool.**

PICO Assignment

PICO is a format physicians can use for converting clinical scenarios to **researchable** and **answerable** questions to provide evidence-based care of patients. This format can be used to answer questions about treatment, diagnosis, risk factors, etiology, statistics and phenomena.

- **P** = Patient, Population and/or Problem
- **I** = Intervention, treatment, Prognostic factor, and/or Exposure (Which specific are you considering?)
- **C** = Comparison and/or Control (What is the main alternative to the above?)
- **O** = Outcome (What are you trying to accomplish, improve, or effect?)

During the **Endocrine and Renal-Urinary Systems** block each student will develop a clinically relevant question, framed using the PICO format. Students will independently research the answer to their question, evaluate, and report the results of their search to peers and faculty. The completed assignment is to be submitted *via* Canvas **no later than 5:00 pm, Friday, March 22, 2019**. Supporting materials and suggestions about PICO questions and EBM resources for answering these questions are available in the Resource Library on Canvas. During the week following submission each student will provide feedback *via* Canvas to 4 other students in an assigned group of 5. Feedback to your peers due no later than **5 PM, March 29, 2019**.

Secondary Data Research Assignment

Large data sets are important tools for evidence-based decision making, and also for research in many areas of healthcare including predictive modeling, public health, and population health. Analysis of big data frequently requires skills of data mining for hypothesis generation and hypothesis testing. Using the research question developed during the Cardiovascular and Pulmonary Systems block, students will use the NHANES dataset to locate and interpret data to test their hypothesis. Students will submit a summary of their statistical analysis and an abstract to Canvas no later than **11:59 PM, April 19, 2019**.

Preceptorship (attendance required)

Approximately every other week each student will spend a half day in the office of a community physician assigned as their Preceptor. Attendance at these sessions and **documentation of patient encounters in e*Value no later than midnight of the day of each preceptor visit are required**.

Clinical Learning Center (CLC) (attendance required)

Throughout the block learners will continue to develop their clinical skills and clinical reasoning during individual or paired SP encounters in the CLC. These encounters will not be restricted to the exam or problems associated with the specific system being studied in the block. They will often include reviews of prior organ systems and demonstrations of how systems intersect and impact one another.

Professionalism

Medicine is a Profession, which means it entails unique responsibilities and obligations as well as unique privileges. “Professional identity formation” is an objective as important as learning the sounds and anatomy of the heart, but requires a different set of learning skills. Important among those are reflection, self- and peer assessment, deliberate practice, and learning for mastery (not grades).

Two essential Professional behaviors that will become a part of your everyday life are founded on respect for patients:

Confidentiality:

Patients — including Standardized Patients — deserve to be treated with respect. Respect for patients includes keeping all patient information confidential. Patient information may be shared with other health care professionals that have a legitimate, professional “need to know,” or with specific family members, friends, or others that have permission from the patient for access to the information.

Be especially conscious about discussions of patients in public places. Even when patient names are not used, the discussion may reveal the patient’s identity to others who overhear the discussion. Rather than risk a violation of patient confidentiality, discuss patients only in a private setting and only with individuals who have a legitimate need to know.

Be careful to keep all patient notes, reports and materials confidential. Patient records should be returned to faculty, destroyed, or kept in a secure place.

Similarly, your classmates deserve to be treated with respect. Information learned about your classmates and their families while in class is considered confidential. You are not free to disclose this material to others without the specific consent of the person.

Violation of confidentiality may result in a [Report of Concern for Unprofessional Behavior](#) and may be referred to the Student Evaluation and Promotion Committee (SEPC). Egregious unprofessional behavior of any variety may result in suspension of the student, a failing grade for the course, and/or referral to SEPC.

Professional Attire:

Medical students, faculty and staff are all ambassadors and representatives of the College of Medicine and of the medical profession. Appearance and behavior should at all times demonstrate respect for the profession and for our patients. The needs of patients must always come first, and any barriers to meeting those needs (including attire, appearance and grooming) must be removed.

Professional attire should be worn in settings where students interact with people from outside the COM, and particularly when interacting with Standardized Patients (SPs) in the CLC, on a “house visit,” or when in a preceptor’s office or clinic, a hospital or nursing facility. Professional attire should also be worn when patients, guests, or visitors are present in large or small group sessions.

Specific standards for professional attire for [men](#) and for [women](#) are detailed at the end of this document and can always be found on the course Canvas site.

Content Sequence

Content sequence in Renal - Urinary and Endocrine Systems:

Throughout this block, continued development of clinical reasoning and clinical skills focuses on advanced history taking, advanced physical exam maneuvers, and the interpretation of common diagnostic tests relevant to these systems. Standardized patient interactions continue with emphasis on clinical reasoning skills using problem oriented and chronic disease encounters that are not limited to block-specific content.

Renal Structure and Function

- GFR and tubular reabsorption
- Sodium and water balance
- Potassium and other ion homeostasis
- Acid-Base balance

Renal Disorders

- Glomerular disease
- Tubulointerstitial diseases
- Vascular diseases
- Dialysis and transplant

Urinary Tract and Bladder

- Infections
- Obstruction
- Neoplasia
- Incontinence and retention

Endocrine Regulation

- Thyroid and parathyroid
- Thyroid hormones: synthesis, transport and degradation; physiologic actions
- HPT axis and feedback regulation
- Calcium and phosphate homeostasis
- Cortisol and stress
- Adrenal hormones
- Endocrine pancreas and diabetes mellitus
- Pancreatic hormones in development
- Type 1 and type 2 diabetes mellitus

Required Materials (All required texts are available as ebooks through the [COM library](#))

[Basic and Clinical Pharmacology](#) (Katzung)

[Basic Interviewing Skills](#) (Gabriel)

[Bates Guide to Physical Examination and History Taking](#)

[Behavioral Science in Medicine](#) (Fadem)

[Cecil Essentials of Medicine](#) (Wing)

[Histology: A Text and Atlas With Correlated Cell and Molecular Biology](#) (Ross)

[How the Immune System Works](#) (Sompayrac)

[Physiology](#) (Costanzo)

[Resolving Ethical Dilemmas: A Guide for Clinicians](#) (Lo)

[Robbins and Cotran Pathologic Basis of Disease](#) (Kumar)

[Sherris Medical Microbiology](#) (Ryan)

[Smith's Patient-Centered Interviewing: An Evidence-Based Method](#) (Fortin)

[Understanding Health Policy: A Clinical Approach](#) (Bodenheimer)

Additional required readings will be assigned from a variety of sources. These readings will be provided to you and posted on Canvas when possible.

Additional materials required for clinical sessions

- a. Clinical examination equipment: Each student must purchase and/or have available the following clinical examination equipment: stethoscope with diaphragm, bell and pediatric option, oto/ophthalmoscope, #128 and #512 tuning forks, penlight, reflex hammer, Rosenbaum eye chart and a sphygmomanometer with pediatric, adult, and large adult sized cuffs. Opportunities to purchase this equipment at a discount will be provided prior to orientation. Bring your examination equipment with you to each CLC session.
- b. Also bring the following to each session in the CLC:
 - A watch capable of measuring seconds
 - A pen for writing (blue or black ink)
 - The student's personal mobile device loaded with the appropriate medical software/applications.

Grading System

Description of Student Assessment Methods and Grading

Examinations

There will be a mid-block assessment and a final assessment. The midblock assessment contributes 40% and the final assessment 60% to the final average. A portion of the final assessment will be comprised of questions from the NBME (National Board of Medical Examiners) question bank. The questions on this customized NBME exam will be selected by course faculty as appropriate assessment of course objectives. Formative quizzes and/or other assessment exercises will be required throughout the block.

Written exams

Multiple choice and other question formats are used to assess both content knowledge and application skill (ability to solve problems, demonstration of clinical reasoning, interpretation of images and laboratory results, etc.) on written exams. Exam questions may be drawn from material presented in any activity or assignment, from assigned readings, and from CLC session, in addition to questions from the NBME question bank. Exams are

cumulative across the curriculum, i.e., main concepts, content and skills from material presented in prior courses may be included in questions. Written questions may also be presented in context with standardized patient encounters during the examination.

Students must score a cumulative average of $\geq 70\%$ on all exam questions to pass the written examination component of the course. Students with a written exam average below 70% risk failing **Endocrine and Renal-Urinary Systems**, and being referred to the Student Evaluation and Promotions Committee.

Clinical skills exams / Objective Structured Clinical Examination (OSCE)

Formative and summative assessment of clinical skills occurs periodically throughout the preclerkship phase. OSCEs are skills-based examinations conducted in the CLC to assess the student's ability to demonstrate clinical skills and behaviors. OSCEs typically consist of several "stations." Each station will require the student to demonstrate one or more clinical skills/behaviors that will be assessed by a trained observer using established performance criteria for that assessment. The OSCE will provide students with feedback on their ability to perform a problem oriented patient encounter and / or a chronic illness patient encounter.

An OSCE is part of the final assessment for **Endocrine and Renal-Urinary Systems**. Students must score $\geq 80\%$ on the OSCE in order to pass the course. Students who do not achieve a score of 80% or higher on the OSCE must remediate these clinical skills. The OSCE remediation plan must be completed prior to the beginning of the next block – the **Summer Clinical Practicum**. Students scoring below 80% who are unable to successfully remediate these deficits will receive a grade of "Fail" for **Endocrine and Renal Urinary Systems** and be referred to the Student Evaluation and Promotions Committee.

Formative Quizzes (due each Monday no later than 8 AM)

Throughout the course there will be weekly Firecracker quizzes and faculty-written on-line quizzes. These formative tools are "assessments for learning" that allow students to self-assess mastery of the material and learning needs. **Firecracker quizzes are required and must be completed each weekend prior to 8 AM the following Monday.** You will receive an email reminder and link to the quiz directly from Firecracker. All quizzes are mandatory and must be completed without collaboration or consulting resources (e.g., textbooks, peers, notes, websites, etc.). Although they are formative, quizzes should be taken seriously; **a quiz average $\geq 70\%$ will contribute 2 points to the course exam average.** Any quiz not completed within the designated time will receive a score of 0. Quizzes are important opportunities for students to practice the self-assessment and responsibility for their own learning that are part of Professionalism and Practice Based Learning and Improvement. The results of the quizzes will be tracked as a measure of your progress and to help faculty connect students with resources that will help them succeed in the curriculum.

Grading

The FSU COM has adopted a pass/fail grading system which is used in the curriculum for the first and second years (See [Student Handbook](#)). To achieve a grade of Pass in BMS 6043 (**Endocrine and Renal Urinary Systems**) a student must meet all of the following requirements:

1. An exam average $\geq 70\%$. The mid-block assessment contributes 40% and the final assessment 60% to the average. A quiz average $\geq 70\%$ will contribute 2 points to this written exam score.
 - If the exam average is $< 70\%$, a grade of IR will be recorded.
2. A student whose performance is $< 70\%$ (below passing) on any individual exam during the course is required to
 - Attend the exam review,
 - Contact the block directors within 24 hours of that exam review, and
 - Meet with the block directors.
3. Timely completion of all quizzes. Any quiz not completed within the designated time will receive a score of 0. A quiz average $\geq 70\%$ will contribute 2 points to the course exam average.
4. A student who achieves an overall passing score ($\geq 70\%$) but has demonstrated a significant deficit in one or more content areas will be required to develop and complete a Performance Improvement Plan in consultation with the block directors. The purpose of the Plan is to assure the student has the requisite knowledge base to succeed in subsequent courses in the curriculum.
5. A score $\geq 80\%$ on the OSCE. Students who do not achieve a score of 80% or higher on the OSCE but who have successfully completed all other components of the course will receive a grade of Incomplete (I) for the course and must remediate these clinical skills. This remediation must be coordinated with the block directors and the CLC director, and must be completed prior to the beginning of the Summer Clinical Practicum. Students scoring below 80% who are unable to successfully remediate will receive a grade of Fail for **Endocrine and Renal-Urinary Systems** and will be referred to the Student Evaluation and Promotion Committee.

6. Attendance and satisfactory participation in all required sessions, all activities scheduled in the CLC, and other activities as determined by the course directors and clinical skills director. Unexcused absence from an activity for which attendance is required may require remediation as determined by the course directors and clinical skills director. Multiple unexcused absences from and/or late arrivals to required activities will be considered a Professionalism concern and may result in a [Report of Concern for Unprofessional Behavior](#) and referral of the student to the Student Evaluation and Promotions Committee.
7. Demonstration of the attitudes and behaviors of Medical Professionalism in all aspects of the course, including adherence to the Honor Code when taking unproctored, on-line quizzes. Professionalism concerns may generate a [Report of Concern for Unprofessional Behavior](#) and may result in receiving a grade of fail in the course..
8. Satisfactory completion of all assignments, including Preceptorship, as determined by the block directors, including the following criteria:
 - PICO assignment
 - Timely submission
 - Appropriate completion of all sections of the template
 - Evidence of use of feedback from previous submissions to improve aspects of the assignment
 - Response to and/or resubmission based on as required by feedback from reviewer
 - Secondary data research assignment
 - Timely submission
 - Appropriately formatted research question using provided template
 - Revision of question if requested by course directors
 - Submission of statistical analysis summary and abstract
 - Preceptorship
 - Participation in 5 preceptor sessions during the semester
 - Timely notification and rescheduling of any missed sessions
 - Encounters for each session recorded in the ETS in a timely fashion
 - Satisfactory evaluation of the student by the preceptor

Preclerkship course grading policy – Year 1

Course written exam score:

All quizzes are mandatory and must be completed without collaboration or consulting resources (e.g., textbooks, peers, notes, websites, etc.). A quiz average $\geq 70\%$ will contribute 2 points to the course written exam score. Any quiz not completed within the designated time will receive a score of 0.

Course grade:

- If the course average is $< 70\%$, a grade of **IR** will be recorded.
- For an M1 course, a student may attempt to remediate the grade during the summer, if approved by the Student Evaluation and Promotion Committee (SEPC). Remediation will be comprised of a modified course, as proposed by the course directors, and passing performance ($\geq 70\%$) on a customized NBME exam. The grade will convert to **Pass** or **Fail** at the end of the remediation block.
- If a student has IR grades in 2 or more M1 courses and the SEPC decision recommends repeating year 1, the IR grades will convert to Fail.

In courses that include an **OSCE**:

- OSCE score $< 80\%$, if the course written exam score is Pass OR IR (see above) = **IR**

In courses that include Preceptorship (M1 Spring, M2 Fall)

- Unsatisfactory performance in Preceptorship, if the course written exam score is Pass OR IR = **IR**

Unsatisfactory Professionalism, if the course written exam score is Pass OR IR = **IR** or **Fail** depending on the nature of the Professionalism concern, as determined by the SEPC.

Pre-clerkship course remediation policy – Year 1

A student who has completed all the assessments and activities of a course and has not achieved a passing score (see above), will be required to repeat the entire content of the course and demonstrate competence through an assessment which is consistent with the original course.

Remediation activities, including final testing, may involve other students.

Remediation should be comprised of a specific plan for learning and assessment such as the following:

- Review of course content available on Canvas

- Review of content through modified Firecracker tree identifying topics to be covered each week
- Completion of Firecracker weekly quizzes and practice test
- When a specific deficit is identified (e.g., pharmacology), completion of assignments determined by relevant content experts (e.g., paraphrasing, problem sets, case application, etc.)
- Weekly meetings with course directors and other faculty content experts as determined by the course directors to verify active engagement with content that is resulting in improved learning.
- A passing score (> 70%) on a customized NBME exam (questions selected by the course directors and with a difficulty approximately equivalent to final exam average of the course) and additional faculty-written questions, if determined to be necessary by the course directors.

A student who scores <70% on the final assessment or does not adequately engage in the remediation process (as monitored by the course directors) will receive a grade of Fail for the course.

Course Evaluation

Students will have the opportunity to provide constructive feedback through evaluation forms completed throughout the semester. Evaluations will include both content and facilitation/teaching. Feedback is encouraged at all times on all components of the course and will assist the block directors in providing a timely continuous quality improvement.

Policies

Americans with Disabilities Act

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.

[The Office of Student Counseling Services](#)

Medical Science Research Building, G146

Phone: (850) 645-8256 Fax: (850) 645-9452

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

Voice: (850) 644-9566

TDD: (850) 644-8504

sdrc@admin.fsu.edu

<http://www.disabilitycenter.fsu.edu/>

Academic Honor Code

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/Academics/Academic-Honor-Policy>)

Attendance Policy

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 excuse. Consideration will also be given to students whose dependent children experience serious illness.

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 attendance policy, notice of absences and remediation.

Unexcused absence from a scheduled examination or quiz may result in a score of zero (0 %) being assigned for that assessment. Unexcused absence from an activity for which attendance is required (for example, Small Group session) may be considered as an issue of Professionalism. Any unexcused absence may require completion of the Performance Improvement Plan (see Grading section, above).

Clinical Learning Center (CLC) Specific Absence Policy

CLC scheduled activities

Students with a legitimate reason to miss a scheduled session in the CLC must request an approved absence through Student Affairs through the [online link](#). Students with approved absences will be allowed to reschedule or participate in a make-up session. **Unapproved absences may not be rescheduled or made up.** Repeated unapproved absences may result in a failing grade for the course and a [Report of Concern for Unprofessional Behavior](#).

If you know you will be absent from a scheduled CLC session, please complete the absence approval request at least two weeks in advance. For absences that are approved at least two weeks in advance, a change in CLC schedule assignment will be arranged.

One method for addressing a planned and approved absence is to identify a classmate willing to exchange scheduled sessions with you. In this situation, both students (the student with the approved absence and the willing classmate) should send a request via email to [Ms. Danforth](#) at least two weeks in advance. Students will be notified re: approval of these requests. Please note: Sending a request is NOT equivalent to receiving approval.

Unplanned but excusable absences from CLC sessions are absences due to circumstances *beyond the student's control*. Examples include student illness and/or family death. When such a situation occurs, please contact [Ms. Danforth](#) **as soon as possible**, to inform her that you will not be present. Then, submit an absence request to Student Affairs through the [online link](#). Student Affairs will classify the absence as excused or unexcused.

If the absence qualifies as an "excused" absence, the student must contact [Ms. Danforth](#) to develop a plan to make up the missed session. These sessions may require the presence of an SP and / or CLC faculty member. Any excused absence will not impact the student's grade.

Unexcused absences generally involve circumstances *within the student's control*. Examples of unexcused absences include the student who forgets about a scheduled CLC session, the student who skips the session to study, and/or any absence where an able student fails to contact Student Affairs and [Ms. Danforth](#) to inform them that the student will not be present for the session.

If the absence is unexcused, the clinical skills director will discuss the situation with the student. Any further unexcused absences will result in the notification of Student Affairs, a [Report of Concern for Unprofessional Behavior](#), and referral of the student to the Student Evaluation and Promotions Committee. Students with unexcused absence(s) will still be responsible for the missed material in future OSCE's and written examinations.

Objective Structured Clinical Examination (OSCE)

If a student knows he/she will not be able to participate in the formative OSCE, he/she should complete and submit the appropriate forms to Student Affairs, and, if within 24 hours of the time he/she is scheduled for the OSCE, contact [Ms. Danforth](#). If the absence is excused by Student Affairs, the student will receive an "I" (incomplete) grade and be required to complete a make-up OSCE at a designated time after the course has ended.

Any excused absence—whether planned or unplanned—will not impact the student's grade.

Any absence that does not qualify as an excused absence per Student Affairs is an unexcused absence. These generally are due to circumstances within the student's control. Examples of unexcused absences include the student who forgets about an OSCE session, the student who skips an OSCE to study for an exam and/or any absence where an able student fails to follow the procedures above if they are not able to participate in the OSCE. An unexcused absence from the formative OSCE will result in a [Report of Concern for Unprofessional Behavior](#).

Preceptorship

Planned preceptorship absences require students to complete the proper forms and obtain the required permissions prior to the absence. **The student must submit a Request for Absence from Educational Activities through [Secure Apps](#), including the date of the rescheduled session. In addition, the student must inform the Preceptor Director, Ms. Karen Myers, of the session to be missed and the rescheduled date.**

Schedule changes or session remediation for planned preceptorship absences are negotiated in advance. It is the student's responsibility to arrange for a make-up session within one week of the missed session. The student will not incur a grading penalty for an approved absence, providing the session is completed by a schedule change or *via* remediation session.

Unplanned, but excused, preceptorship absences: In addition to requesting approval of an unplanned absence through [Secure Apps](#), students are expected to contact the Preceptor Director, [Ms. Myers](#), and the preceptor as soon as possible, with the goal of alerting the preceptor in advance that the student will not be coming. This must be completed as soon as possible to avoid impacting successful completion of the preceptorship component of the course.

Impact of excused absence on the student's grade: Absence with a preceptor must be rescheduled as quickly as possible and notification of the rescheduled date completed via the intranet survey. The student will not incur a grading penalty for an excused absence, provided it is rescheduled or remediated.

Unexcused preceptorship absences: In addition to absences not approved by Student Affairs, an absence will be considered to be unexcused if an able student fails to contact the preceptor directly and in advance of the expected time of arrival to inform him/her that the student will not be at the preceptor's site that day.

Impact of unexcused absence on the student's grade: The student may not be allowed to reschedule the missed session and could receive a grade of fail for the course

Professional Attire

Professional attire consists of clothes consistent with community norms for physicians. Examples of these norms in Tallahassee are: no jeans, seductive, revealing or tight-fitting clothes, sheer or see-through fabrics, strapless, low-necked or midriff-baring clothes, shorts, sweats, hats, or open-toed shoes.

For men, professional attire consists of slacks, a collared shirt and dress or casual shoes (no sport shoes or sandals). Ties may be either required or forbidden in some clinical situations.

For women, professional attire consists of slacks or a conservative length dress or skirt with a blouse or sweater. Skirt edge should rise no higher than 2" above the top of the knee during all clinical care and training maneuvers and should not be tight-fitting. Heels more than 3" in height are never appropriate in clinical settings.

For both men and women, a white lab coat is required. On those occasions when students are examining each other, you will be informed of the appropriate apparel for that session.

Professional appearance: Long hair must be pulled back and secured. Facial hair must be neatly groomed. If possible, all tattoos should be covered by clothing. No visible body piercing except a single piercing in each ear. No large earrings or loose jewelry. Fingernails must be trimmed. If nail polish is worn, it should not be a distracting color. No strong perfume or other scented products. In compliance with OSHA regulations, closed-toed shoes are required in all clinical settings—including the CLC.

The established "norms" of certain clinical settings may modify these standards for professional attire, but any variations in professional attire must be approved by the student's supervisor. Consult your supervisor to clarify expectations for student attire in any ambiguous or new situations.

