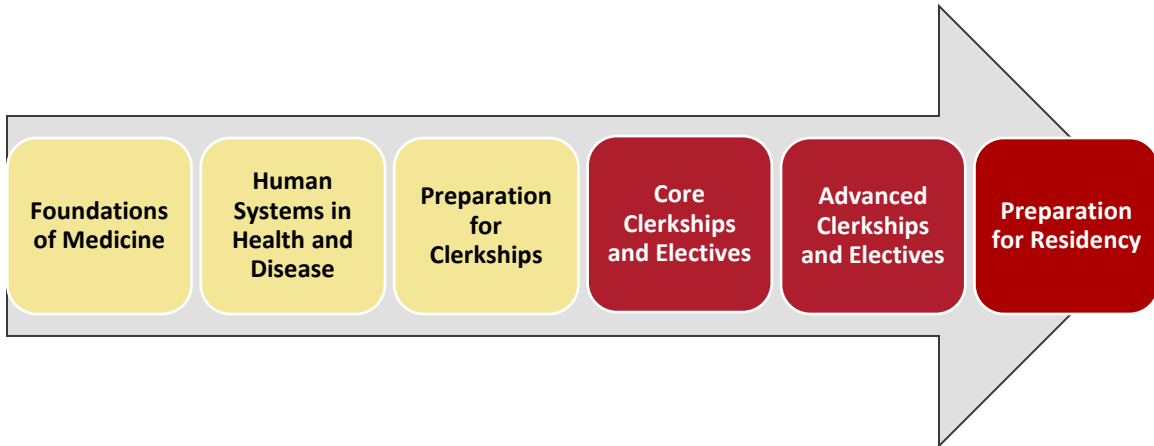


COLLEGE of MEDICINE



Human Systems in Health and Disease BMS 6040 Gastrointestinal System



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

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Overview

Course Goals

In the **Gastrointestinal System** course students acquire a fundamental knowledge of the structure and function of the gastrointestinal tract and associated organs and structures in the context of caring for patients. Through active exploration of case-driven problems, students discover how basic science and clinical medicine explain the signs and symptoms of gastrointestinal problems which are likely to be seen by the primary care physician. They learn how to evaluate clinical history, physical examination, and laboratory data related to gastrointestinal disease 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 changes in drug metabolism by the liver with aging, and the wide range of factors – biological and social – that can contribute to malnutrition 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, working with patients to accommodate cultural dietary attitudes and norms and food and water safety concerns for vulnerable populations. Students who complete this course will understand the anatomy and physiology of the gastrointestinal system in health and disease and how this relates to fundamentals of treatment. Our goal is to help our learners acquire a mastery of gastrointestinal 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.

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).

Core Attributes of Medical Professionalism

FSU COM Educational Program Objective 5: Professional Identity Formation

Demonstrate a commitment to personal and professional growth and to carrying out professional responsibilities with integrity, adherence to ethical principles and codes of conduct, and respect for differences in values, beliefs and experiences in all interactions.

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.

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.

Throughout your medical education and career, you will encounter situations that challenge and refine your understanding of professionalism. These experiences are opportunities to practice and internalize these values as part of your journey toward becoming a competent and compassionate physician.

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 or others **who 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 for consideration of dismissal.

Team work:

Another essential aspect of medical Professionalism is Team work. Modern Medicine is a team activity requiring constant interactions of numerous members of the health care team and collaborative decision-making. Team work is about more than simply working well with others. **A Team practices both individual and mutual responsibility and accountability.** Over the semester you will be assigned to a number of groups. Small groups work with a pair of clinical and behavioral science faculty each week to develop knowledge, skills, and attitudes essential to your professional development. Other groups work together to solve problems and cases.

“Groups become teams when team members develop trust and feel free to voice opinions and work with classmates to solve complex problems.” (Winter, et al. 2021 in [Resilient Pedagogy](#), Creative Commons license). When a group of students collaborates to solve a problem or answer a difficult or ambiguous question, all students benefit. Peers are often better at understanding another learner's difficulty than a content expert would be. Sharing our knowledge with others solidifies and often improves our own understanding of complex material.

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 as well as attention to safety. 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](#) are detailed at the end of this document and can always be found on the course Canvas site.

Course Objectives mapped to [Education Program Objectives \(EPO\)](#)

	Course Objectives	EPOs	Means of Assessment
1	Demonstrate effective communication with patients and their families from diverse backgrounds, including culturally and linguistically appropriate interviewing skills, appropriate use of an interpreter, and culturally appropriate verbal and non-verbal behaviors that promote building rapport and trust, and accurate and appropriate vocabulary and concepts related to the gastrointestinal system	4	CLC checklist; Observation by faculty and Preceptor
2	Organize and conduct a medical encounter, including appropriate agenda setting, accurate and thorough medical history, physical and mental status exams appropriate for the reason for the patient's visit, assessment of functional capacity, and closure	1	OSCE: CLC checklist; Observation by faculty and Preceptor
3	Demonstrate clinical skills and clinical reasoning necessary for diagnosis and management of gastrointestinal disease, including selection and interpretation of appropriate diagnostic imaging and testing	1	Observation by Preceptor and by faculty in CLC and small groups
4	Describe the basic physical properties and imaging characteristics of ultrasound, and identify opportunities, advantages, and limitations for its point-of-care use related to the gastrointestinal system.	2	Formative quizzes; Observation by faculty in CLC and small groups
5	For each region of the gastrointestinal tract, predict the consequences of abnormalities on the molecular, cellular, and physiological function of the GI system, and justify the relevant and appropriate exam procedures, tests and screening tools	2	Formative quizzes and NBME CAS Exam; Observation by faculty in small groups
6	Compare and contrast the normal and abnormal structure and function of the gastrointestinal system (comprised of all relevant structures between the mouth and anus), including nutrient digestion and absorption, barrier functions, and elimination, and explain the mechanisms of action responsible for the efficacy and complications of common treatments of problems affecting this system	2	Formative quizzes and NBME CAS Exam
7	Identify, describe and distinguish tissue and cell types using photomicrographs and by virtual microscopy	2	Formative quizzes and NBME CAS Exam
8	Describe the mechanisms and clinical effects of drugs used in treating acid-related disorders of the GI tract, disorders of GI transit or motility, nausea and vomiting, infections, and hepatic, biliary and pancreatic disease	2	Formative quizzes and NBME CAS Exam
9	Explain the larger physiological dynamics and psychosocial aspects that affect and interact with functions, diseases, and disorders of the GI system, and describe their appropriate identification, prevention and management, including pharmacologic and non-pharmacologic approaches, using principles of high value care	2	Formative quizzes and NBME CAS Exam
10	Interpret clinical presentations, including symptoms, signs and/or laboratory findings based on an understanding of the structure and function of the gastrointestinal system, and communicate diagnostic information and reasoning, intervention options, and a suggested plan of care with truthfulness, sensitivity and empathy	2	Formative quizzes and NBME CAS Exam; Observation by faculty in CLC and small groups
11	Demonstrate the ability to assess the "patient's unique context" (including family, community, cultural, spiritual, historical and legal factors) and incorporate that information into his/her care	7	Observation by faculty in CLC; Formative quizzes and NBME CAS Exam
12	Demonstrate effective communication with colleagues and other health professionals, and the ability to clearly and accurately summarize patient	4	Observation by faculty and Preceptor; SOAP note

	findings in verbal presentations and common written formats		
13	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	3	Observation by faculty; participation in case-based learning activities; PICO assignment
14	Demonstrate an understanding of biostatistics and epidemiology concepts and their application in health care, the ability to interpret and appraise the validity of study design and results in the medical literature, and the ability to apply these skills in a systematic approach to clinical problem solving.	2	Formative quizzes and NBME CAS exam; Critical analysis of literature assignment; PICO assignment
15	Apply the principles and methods of Evidence-Based Medicine to acquire, appraise, and assimilate new clinical information to improve patient care	3	PICO assignment
16	Identify social determinants of health and discuss their relationship to health and wellness, including for underserved populations	7	Formative quizzes and NBME CAS Exam; participation in small group discussions
17	Demonstrate professional values, attitudes and behaviors in all interactions with faculty, staff, peers and patients and in all activities, including: maintaining confidentiality for patients who participate in the course; demonstration of respect, empathy, compassion, responsiveness and concern regardless of the patient's problems or personal characteristics; integrity and adherence to ethical standards including informed consent; and completion of all required activities in a timely fashion	5	Observation by faculty, staff, and peers; ICS assignment; tracking of required activities

Detailed learning objectives are provided for each session in the course. Exam questions are mapped to these learning objectives.

Course Format

The **Gastrointestinal System** course emphasizes **engaged** and **active learning** through a variety of individual, interactive large group, and case-based small group learning activities as well as encounters in the Clinical Learning Center (CLC). 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 (1200)

Interactive large group sessions are run by teams of faculty with a wide variety of basic science and clinical expertise, enabling students to learn and utilize basic science principles relevant to the gastrointestinal system through case-based inquiry. Students will be responsible for materials in [OnlineMedEd](#), interactive modules, self-assessment exercises, video and PowerPoint presentations, and journal readings to extend and solidify knowledge and **to develop a well-integrated understanding of the basic and behavioral sciences in a clinical context**. Success of all sessions 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.

Small Group Sessions (LCs) (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, 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. Each small group (~ 10) of students is assigned case presentations to discuss mechanisms at work and develop a differential diagnosis.

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 the Encounter Tracking System (ETS) no later than midnight of the day of each preceptor visit are required.

Self-directed Learning

Time has been included on the pre-clerkship calendar for **self-directed learning**. While independent study time focuses on achieving the learning objectives of courses, completing assignments and activities, and preparing for assessments, self-directed learning (SDL) focuses on the **process of learning** and the **development of broader, deep learning skills and habits**. For SDL, students take the initiative to identify their learning needs, formulate goals, identify resources, select and implement learning strategies, and evaluate the outcomes. These are the skills of life-long-learning that are essential for all physicians, given the rapidly evolving nature of medical knowledge and advancements in health care.

Continual self-reflection on how you learn develops your critical thinking and problem-solving skills and prepares you to adapt to new information and new situations. Essential to that process is feedback. **Seek** and recognize feedback in its many forms – from faculty, advisors, mentors, and peers – and incorporate it in your reflection and in making adjustments to your learning strategies. The weekly self-assessments should be part of your SDL process – not just to identify knowledge gaps, but to reflect on the effectiveness of your learning strategies. Documentation of your SDL activities will be housed in your FSU Career Portfolio. You may make as many additions to your Career Portfolio as you wish, but during each course there will be at least one SDL submission link on Canvas (*for instructions see [Submitting to a Career Portfolio Canvas assignment](#)*) through which you will receive feedback on your SDL. (see [Suggestions for SDL](#))

According to the LCME standards (Element 6.3): Self-directed learning involves ALL of the following:

- medical students' **self-assessment** of learning needs
- **independent** identification, analysis, and synthesis of relevant information
- **appraisal of the credibility** of information sources; and
- **feedback** on these skills from faculty and/or staff.

The Curriculum Committee requires that PICO assignments are a component of courses throughout the pre-clerkship curriculum. In these assignments you directly apply SDL skills to evidence-based, clinical decision making, related to a topic of personal interest.

PICO Assignment

PICO is a clinical decision-making tool physicians can use for converting clinical scenarios to **researchable** and **answerable** questions to provide evidence-based care of patients.

- **P** = Patient, Population and/or Problem (specific patient or population resembling that patient)
- **I** = Intervention: treatment, prognostic factor, and/or exposure (Which specific intervention are you considering for THIS patient?)
- **C** = Comparison and/or Control (What is the main ALTERNATIVE to the intervention you are considering?)
- **O** = Outcome (What are you trying to accomplish, improve, or effect for THIS patient?)

During the **Gastrointestinal System** course each student will develop a clinically relevant **GI-related** question, framed using the PICO format. Students will independently research the answer to their question, evaluate, and report the results of their search. The completed assignment is to be submitted *via* Canvas **no later than 5:00 pm, Friday, October 31, 2025**. Supporting materials and suggestions about PICO questions and EBM resources for answering these questions are available with the assignment on Canvas.

Critical Reading/Critical Analysis of Literature Assignment (aka Journal Club)

Each course in the fall and spring semesters of the pre-clerkship curriculum includes one or more large or small group sessions related to the interpretation of primary literature. Prior to the required session, each student reads the assigned paper and completes and submits the guided reading template posted on Canvas. This guided reading template – which reflects the organization of the *New England Journal of Medicine Quick Takes* format – helps develop student skills that are critical for interpreting primary literature necessary for practicing Evidence-based Medicine and for keeping up with important biomedical research. Completion of the template by all students prior to the session assures readiness for meaningful in-class analysis and discussion.

When Journal Club is scheduled as a small group, individual students will be assigned to lead the discussion, and all students will be assessed on their preparation and participation.

Clinical Learning Center (CLC) (attendance required)

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

Suggestions for Self-directed Learning

Documenting your SDL activities can take many different forms – from a defining a succinct goal and strategy to attain it to a detailed, comprehensive analysis and reflection on your approach to learning. You should select the approach that best contributes to your self-awareness, development of a **mastery mindset**, and personal growth. Here are just a few ideas and examples you may consider or adapt:

- Keep a **“learning journal”** – what you did, sequence of activities, time spent on each, thoughts on effectiveness, etc.
- **Reflect on the successes and challenges** of your learning week/month/course (e.g., time management, content retention, mastering/integrating concepts)
- Keep a **list of questions, ideas, or wish to know “more”** about topics presented in class. Schedule a given amount of time (e.g., 30 minutes) each week to explore one or more of those questions and write up a brief summary, reflecting on how it relates to your course work. The questions can be almost anything. Share this summary with your faculty, academic advisor, or study group.
- Pursue a **personal interest** – e.g., history of medicine, career goal (what increases/decreases the chance of matching in X?), a challenging (“wicked”) social problem impacting health and/or health care (e.g., climate change, social media, misinformation, gun violence, racism)
- **Identify feedback** you’ve received (source – peer, faculty, self-assessment, exam) **and how you used/will use it to improve**
- Consistently employ a new or changed strategy (e.g., concept mapping, flashcards, pre-class preparation, forced recall, app reminder to change topics, prioritized sleep, etc.) for a specific time (2 weeks, 4 weeks, 1 course) and **evaluate the outcomes** (strengths, weaknesses)
- Focus on retention of content (e.g., from previous courses): strategy, time spent, outcome, identification of continued areas of weakness
- Use AI (e.g., ChatGPT, CoPilot, Claude, Genesis, etc.) to write your own practice questions on a topic, then **identify and correct any misinformation, missing or misleading information**. Write your own rationales for correct/incorrect responses BEFORE you ask AI to provide them – or compare your rationales with those from AI. Note: if using AI to generate practice question, be sure to get advice on prompt engineering and best practices. AI is a powerful and extremely useful tool, it depends on rigorous human guidance and validation. Learning from a flawed question or explanation is not justification for knowledge gaps or exam errors.

Course Content

Throughout this course, 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.

Oral Cavity and Esophagus

- Oral cavity and salivary glands
- Initiation of nutrient processing
- Esophagus and swallowing

Stomach

- Mechanisms of normal gastric function in nutrient digestion and absorption
- Disorders of gastric function

Pancreas

- Exocrine pancreas function
- Exocrine pancreatic disorders and neoplasia

Liver

- Normal liver functions
- Liver and biliary disease

Small Intestine

- Normal small intestine function in nutrient digestion and absorption
- Disorders of malabsorption

Large intestine, Abdominal Wall

- Normal large intestine function
- Large intestine disorders and colorectal cancer

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

[OnlineMedEd](#) (Individual premium subscription provided – log in with your COM email address (xx@med.fsu.edu))

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)

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)

Recommended:

How the Immune System Works* (Sompayrac) not available as institutional ebook)

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. 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

Assessment Methods

Written assessments

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.). Questions may be drawn from material presented in any activity or assignment, from assigned readings and videos, and from CLC sessions.

Students must score a cumulative average of $\geq 70.0\%$ ([see Grading below](#)) to pass the written assessment component of the course. Students with a written assessment score below 70.0% risk failing **Gastrointestinal System** and being referred to the Student Evaluation and Promotions Committee. A student who achieves an overall passing score ($\geq 70.0\%$) 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 course directors. The purpose of the Plan is to assure the student has the requisite knowledge base to succeed in subsequent courses in the curriculum.

Customized NBME exam

There will be a single exam comprised of questions from the NBME (National Board of Medical Examiners) question bank. The questions on the customized NBME exam will be selected by course faculty as appropriate assessment of course learning objectives. **Exams are cumulative across the curriculum**, i.e., main concepts, content and skills from material presented in prior courses may be included in questions (e.g., biostatistics, fundamental concepts physiology, pharmacology, etc.). Most written questions are presented in the context of a clinical scenario or problem.

Formative Self-assessments

Throughout the course there will be faculty-written quizzes, delivered on Canvas over weekends. These formative tools are "assessments for learning" that allow students to self-assess mastery of the material and their own learning needs and to assume responsibility for their own learning ([EPO 3 Practice Based Learning and Improvement](#)). Therefore, students should approach the quiz in the same way as any other assessment and

should complete it without using any references (peers, notes, videos, websites, ChatGPT, etc.). **Completion of the formative self-assessments is optional; however, > 75% of students reported last year that weekly completion of the quiz was helpful in keeping them up to date in the course.**

Clinical skills exams / Objective Structured Clinical Examination (OSCE)

Formative and summative assessment of clinical skills occurs periodically throughout the pre-clerkship 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 an organized medical interview.

Students must score $\geq 80\%$ on the OSCE in order to pass the course in which the OSCE occurs. Students who do not achieve a score of 80% or higher on the OSCE must remediate these clinical skills. An OSCE remediation plan must be determined prior to the beginning of the next semester. An OSCE is part of the final assessment for **Gastrointestinal System**. Students scoring below 80% who are unable to successfully remediate these deficits before the end of the course will receive a grade of "Fail" for **Gastrointestinal System** and be referred to the Student Evaluation and Promotions Committee.

Specifications 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 6040 **Gastrointestinal System** a student must earn a **minimum of 160 points as described in the table below**, including a **minimum of 93 points from the assessment category**. The final grade of a student who accumulates 160 total points but has not achieved the minimum required number of points in any non-assessment category will be at the discretion of the course directors following discussion and any required remedial action:

Category	Criteria for points	Points	MINIMUM REQUIRED	MAXIMUM POSSIBLE
ASSESSMENTS (Minimum total points required = 93)				
End of course written assessment NBME customized exam	Overall score of $\geq 75\%$	100 points	90	100
	Overall score 70-74.9%	90 points		
	Score < 70.0%	0 points		
CLC sessions	0 sessions < 80%	3 points	3	3
	1 sessions < 80%	3 points		
	2 sessions < 80%	0 points		
	3 sessions < 80%	0 points		
TOTAL ASSESSMENT			93	103
NON-ASSESSMENT CATEGORIES (Minimum total points required = 67)				
Assignments				
PICO assignment	On time submission Due 10/31 at 5:00 PM	1 point each	1	1
	Evidence of effort <u>and</u> resubmission if requested	RUBRIC	18	22
Critical reading template	On-time submission due 11/6 at 11:59 PM	1 point	1	1
	Evidence of effort <u>and</u> resubmission if requested	RUBRIC	20	26
Professional Identity Formation (Minimum = 27)				
On time arrival, preparedness, and professionalism are expected for ALL required sessions. Includes, but not limited to, all activities at right:	General professionalism: Includes proper attire and behaviors not covered below	-1 point/event		
	CLC (x3): On time	1 point each	3	3
	CLC (x3): Evidence of preparation	1 point each	3	3
	Small groups (x3): On time	1 point each	3	3
	Small groups (x3): Evidence of preparation	1 point each	3	3
	Required large groups (x9): On time and present for entire session	1 point each	9	9

	Preceptorship: attendance and logged encounter, <u>no later than midnight of the day of each preceptor visit</u>	2 points each	6*	6*
TOTAL NON-ASSESSMENT			67	77
TOTAL			160	180

*The number of Preceptor visits in GI will vary for different students and will be calculated at the end of the course.

For your convenience – here is a table of the date and time for all **REQUIRED large and small group sessions**. **MARK YOUR CALENDARS.**

Required Sessions	Date	Time
Introduction	Monday, October 20	9-9:50 AM
Pancreatic cancer & informed consent	Thursday, October 24	11-11:50 AM
Radiology and imaging	Thursday, October 24	1-2:20 PM
Small groups	Thursdays, 10/23, 10/30, 11/6	2:30-4 PM
Case set #1	Monday, October 27	9-11:50 AM
Imaging	Thursday, October 30	1:1-50 PM
Case set #2	Monday, November 3	9-11:50 AM
Acute abdominal pain	Thursday, November 6	1:1-50 PM
Critical analysis of literature	Friday, November 7	11-11:50 AM
Case set #3	Monday, November 10	9-11:50 AM

For your convenience – here is a table of the due date and time for all assignment submissions. **MARK YOUR CALENDARS.**

Assignment	Date due (no later than)	Time due
PICO	Friday, October 31	5:00 PM
Critical reading template	Thursday, November 6	11:59 PM
Qualtrics post-course evaluation	Sunday, November 16	5:00 PM

- An end of course written assessment score between 70.0% and 74.9% (90 points) is considered a “marginal” pass. An end of course assessment < 70.0% (0 points) will receive a grade of fail* (see [Grading Policy](#) below), which will require remediation or repetition of the course, as proposed by the course directors and determined by decision of the Student Evaluation and Promotion Committee.
- A student whose performance is < 70.0% (below passing) on any individual exam during the course is encouraged to consult the academic counselors in Student Affairs as well as the course faculty for advice on study and test-taking skills.
- Students who do not achieve a score of 80% or higher on a CLC session
 - Will be required to review their performance by video and meet with an assigned faculty member to discuss their performance. Both the student and faculty will be provided with the boxplot to discuss the student's performance in that session. After meeting with the faculty member, the student will develop a process improvement plan and submit it to the CLC staff and Clinical Skills Course Director by the end of that week.
 - If a student scores <80% on a second CLC session, the student will be required to review their video but, will meet with the Clinical Skills Director instead of an assigned faculty member.
 - If a student scores <80% on a third CLC session, CLC performance will be rated as **Unsatisfactory** (see table below).
- Punctuality (on time attendance), professional behavior, and satisfactory preparation and participation are required for all CLC sessions, Discussion Rounds, small groups, patient and panel presentations, Preceptorship, and all other required activities as determined by the course directors and clinical skills director. Failure to meet these expectations may result in a designation of Unsatisfactory Professionalism and failure of the course.
 - A student who does not have a prior excused absence and is unable to attend or will be late for a reason beyond their control, must contact the Clinical Skills Course Director (for afternoon sessions – charles.fleischer@med.fsu.edu) or Course Director (for morning sessions – cathy.levenson@med.fsu.edu) as early as possible.
 - Unexcused absence from an activity may require remediation as determined by the course directors. Multiple unexcused absences may result in a [Report of Concern for Unprofessional Behavior](#) and referral of the student to the Student Evaluation and Promotions Committee.

- A repeat lapse in professionalism following a warning will be considered **Unsatisfactory Professionalism**, and will result in a course grade of IR or F (see [Grading Policy](#) below).
5. Demonstration of the attitudes and behaviors of Medical Professionalism is expected at all times and in all aspects of the course, including adherence to the Honor Code in all course activities, adherence to safety protocols and behaviors, and observation of the dress code. Professionalism concerns may generate a [Report of Concern for Unprofessional Behavior](#).
 6. Satisfactory completion of all assignments, including interprofessional collaborative skills activities and Preceptorship, as determined by the course directors.
 7. **Timely completion of the post-course evaluation no later than 5:00 PM ET November 16, 2025.**

Preclerkship course grading policy – Year 2

Course written exam score:

- The course **exam average** in courses with 2 exams (Neuroscience: CNS and Behavior)
- Pass = $\geq 70.0\%$; NBME exam scores are integers (rounded by NBME). **The exam average is recorded to 1 decimal place and is not rounded.**

Course grade: Pass, Fail, IR – All grades are determined by the course directors

- If the course written assessment score is $\geq 70.0\%$ **and** all other aspects of the course have been satisfactorily completed as per the Specifications Grading table for the course, a grade of **Pass** will be recorded.
- If the course assessment score is $< 70.0\%$ **and** all other aspects of the course have been satisfactorily completed, a temporary grade of **IR** will be recorded.
- For an M2 course, a student may be allowed to attempt to remediate the temporary IR grade for no more than one (1) course according to the [policy](#) below, if recommended by the course director AND approved by the Student Evaluation and Promotion Committee (SEPC). A passing performance on the remediation exam is $\geq 70.0\%$ (no rounding). The grade will convert to **Pass** or **Fail** based on the remediation exam score.
- If the student has IRs in two (2) M2 courses, the grades will revert to Fail, and the student will be referred to the SEPC for consideration of either repeating the year or dismissal.

In courses that include an OSCE:

- If the OSCE score is $< 80\%$, **and** the course written assessment score is Pass (*see above*) a temporary grade of **IR** will be recorded and the student may be allowed to remediate the clinical performance as determined by the Clinical Skills Directors.

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

- If the performance in the Preceptorship is Unsatisfactory (US), as determined by the Director of Pre-clerkship Preceptorships, **and** the course written assessment score is Pass, a temporary grade of **IR** will be recorded and the student may be allowed to remediate the deficit as determined by the Director of Pre-clerkship Preceptorships.

In all cases of Unsatisfactory Professionalism, the recorded grade will be either **IR** or **Fail**, depending on the nature of the Professionalism concern – **irrespective of the grade in the other categories**. (Professionalism includes timely completion of all assignments and responsiveness to communication from course directors.)

In any course in which the student's performance merits a grade of IR in 2 or more of the above categories (written assessment score, OSCE, Preceptorship, Professionalism), a grade of Fail may be awarded, and the student will be referred to the SEPC. (see table below)

Written assessment	OSCE or 3 CLC session scores	Preceptorship	Professionalism	Course Grade
$\geq 70.0\%$	$\geq 80\%$	S	S	Pass
$\geq 70.0\%$	$< 80\%$	S	S	IR
	$\geq 80\%$	US	S	IR
	$\geq 80\%$	S	US	IR or Fail
	$\geq 80\%$	US	US	IR or Fail
	$< 80\%$	S	US	IR or Fail
	$< 80\%$	US	S	IR or Fail
$< 70.0\%$	$\geq 80\%$	S	S	IR
$< 70.0\%$	$< 80\%$	S	S	IR or Fail
	$\geq 80\%$	US	S	IR or Fail

	≥ 80%	S	US	IR or Fail
	≥ 80%	US	US	Fail
	< 80%	US	US	Fail

Pre-clerkship course remediation policy – Year 2:

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 demonstrate competence through an assessment which is consistent with the original course objectives. Remediation activities, including final testing, may involve other students. For an M2 course:

- Students remediate by taking an open-ended, short-answer (essay) format exam developed by the course directors.
- Remediation occurs in the first 2-4 weeks of the Step 1 dedicated study block (< 3 weeks for a 4 week course; ≤ 4 weeks for Neuroscience). Course remediation may be integrated with the student's use of UWorld blocks as part of the study plan.
- A student who scores < 70.0% on the remediation 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 and be referred to the SEPC.
- If recommended by the course directors and approved by the SEPC, a student who has failed the remediation exam of an M2 course will remediate by retaking the full content of the course during a customized period (< 3 weeks for a 4 week course, ≤ 7 weeks for Neuroscience) and taking another customized NBME exam equivalent to the original course exam in scope and difficulty.
- Students are not eligible to take the Step 1 exam prior to completing all course remediation activities.

Course Evaluation

Students are required to complete and submit the post-course evaluation.

- Evaluations are delivered on-line through Qualtrics surveys comprised of radio-button questions and free response text.
- Students will receive an email directly from Qualtrics which allows tracking of completion of the survey INDEPENDENT from survey responses.
- **Survey responses are both anonymous and confidential.** Comments and ratings are shared in aggregate with course directors and the curriculum committee on a need to know basis. No responses are associated with student identity.
- Evaluations are made available no later than Friday prior to the week of the exam and must be completed within 10 days. (Automatic reminders will come from Qualtrics only to those who have not submitted the survey.)
- Failure to complete the survey will be considered Unsatisfactory Professionalism and will result in a grade of IR or Fail (*see table above*).

Additional feedback is encouraged at all times on all components of the course and will assist the course directors in providing timely and continuous quality improvement. Feedback through email or meetings with faculty is always welcome.

Detailed Schedule - AY2025-2026

Week 1	<p>Clinical skills:</p> <ul style="list-style-type: none"> • CLC: advanced GI exam • Large group: radiology and imaging • Small group: Case set 1 <p>Integrated basic science: Oropharyngeal cavity, esophagus, stomach, pancreas – normal function and pathologies; informed consent</p> <p>Formative Self-assessment 1</p>
Week 2	<p>Clinical skills:</p> <ul style="list-style-type: none"> • CLC: problem focused encounter • Large group: acute abdomen • Small group: Case set 2 <p>Integrated basic science:</p> <ul style="list-style-type: none"> • Case set 1 presentations • Large group: liver – normal function and pathologies, hepatitis, cirrhosis; digestion and nutrients, role of micro-organisms <p>Formative Self-assessment 2</p>
Week 3	<p>Clinical skills:</p> <ul style="list-style-type: none"> • CLC: FOSCE • Large group: abdominal ultrasound • Small group: Case set 3 <p>Integrated basic science:</p> <ul style="list-style-type: none"> • Case set 2 presentations • Large group: large intestine, dysmotility, diarrhea, appendicitis, diverticular disease, critical evaluation of literature (colon screening) <p>Formative Self-assessment 3</p>
Week 4	<p>Clinical skills:</p> <ul style="list-style-type: none"> • CLC: abdominal ultrasound demonstration <p>Integrated basic science: Case set 3 presentations</p> <p>Exam</p>

Policies

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 accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course. 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 Office of Accessibility Services to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician.

[The Office of Student Counseling Services](#)

Medical Science Research Building, 2301

Phone: (850) 645-6475

Students with disabilities needing academic accommodation should:

1. register with and provide documentation to the Office of Accessibility Services (OAS);
2. request a letter from 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 alternative format upon request. For 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

Voice: (850) 644-9566 TDD: (850) 644-8504

oas@fsu.edu

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

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. Students with a legitimate reason to miss a required activity must request an approved absence through [Secure Apps](#).

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).

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/>

University Health Services

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

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

University Health Services
Health and Wellness Center
960 Learning Way
Tallahassee, FL 32306
Hours: M-F, 8 am – 4 pm
(850) 644-6230
<https://uhs.fsu.edu/>

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 the [secure apps link](#) Student Request for Absence from Educational Activities. 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 the [CLC Team](#) 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 the [CLC Team](#) **as soon as possible**, to inform them that you will not be present. Then, submit an absence request to Student Affairs through [secure apps link](#). Student Affairs will classify the absence as excused or unexcused.

If the absence qualifies as an “excused” absence, the student must contact the [CLC Team](#) 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 the [CLC Team](#) 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 FOSCE or summative 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 (F)OSCE, contact the [CLC Team](#). If the absence is excused by Student Affairs, the student will receive an “I” (incomplete) grade and be required to complete a make-up (F)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 (F)OSCE session, the student who skips an (F)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 (F)OSCE. An unexcused absence from the formative FOSCE will result in a [Report of Concern for Unprofessional Behavior](#). **An unexcused absence from the OSCE will result in failure of both the OSCE and the course.**

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 Team](#) 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 Team](#) 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 health care providers. The COM CLC simulates the health care environment. Length and fit of all attire is to be in accordance with that acceptable for providers in a professional healthcare environment; oversized, undersized, tight-fitting, seductive, and/or revealing clothing is not acceptable.

Fit

Make sure your clothing fits properly.

Tight fitting clothes may hinder your range of motion and prevent you from reaching, bending, twisting, kneeling or squatting. You need to ensure you're able to perform any physical exam or patient care activity without limitations. This also applies to loose fitting clothes as they also may interfere with patient care. When it comes to jewelry, wear a minimal amount. Jewelry can harbor microorganisms, contributing to the spread of disease. Large or loose jewelry can also get tangled or pulled on, possibly causing injuries to the patient or the provider.

Exposure and Safety

Make sure you're conscientious about which parts of your clothing, skin, or hair are exposed to the environment and visible to, and/or touching your patients and colleagues.

For example, open-toed shoes are prohibited by OSHA regulations in clinical settings and places like the anatomy lab where bodily fluids or sharp objects may contact one's body. This is also true for hair. If you have long hair, make sure it's pulled back and secured so it won't touch surfaces or the patients. Artificial nails are prohibited by CDC recommendation as they are more likely to harbor gram-negative pathogens, even after handwashing.

Modesty

Make sure you're dressed in a way that maintains appropriate boundaries and makes you, the patient, and staff feel safe.

Aside from work-related exposure described above, clothing that reveals a lot of skin may make your patient uncomfortable for a variety of reasons (culture, religion, values, etc). Clothing that reveals arms, legs, midriff or chest areas may also pose a safety risk for the student in terms of harassment; some patients may erroneously misinterpret revealing clothing as an invitation to flirt or pursue the student.

Presentation

Remember: you are a representative of the FSU COM and the profession.

This means neatly groomed hair, including facial hair, ironed clothing AND white coat. Refrain from using cologne or hygiene products with strong fragrances as they may trigger medical conditions (e.g. asthma, migraines). Nails should be trimmed to not extend past finger's edge to avoid causing pain with palpation and other maneuvers.

Suggested clothing

- Slacks or skirt and a collared shirt, blouse, or sweater.
- Length for dress/skirt edge should be no higher than 2" above the top of the knee-cap (patella) as garments move higher during examinations and sitting down.
- Ties may be either required or forbidden in some clinical situations.
- Footwear: dress or closed-toe shoes (no sandals, no open-toe footwear).
- Recommended flat or low heel height (no more than 2").
- Body art should be covered, and visible piercings should be removed while on duty.
 - Ear piercings are allowed but are limited to two per ear. ***This is a common hospital policy that we are following to get you used***

to it.

- Neutral tones for nail polish.

Unacceptable attire includes, but is not limited to, the following:

- Jeans of any style or color, denim material or "denim look" material
- Sheer or see-through fabrics
- Gym attire including shorts, leggings, yoga pants, sports bras, tank tops unless otherwise specified for a given activity (*see below*).

The established "norms" of certain clinical settings may modify these standards for professional attire, but any variations in professional attire must be approved in advance by the student's supervisor.

For curricular activities where guests or patients are present: Expectation is business casual with a white coat on.

On those occasions when students examine each other, you will be informed of the appropriate apparel for that session. Consult your supervisor to clarify expectations for student attire in any ambiguous or new situations.

FSU COM Education Program Objectives

EPO 1	<p>PATIENT CARE: Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health</p> <p><i>Performs history and physical, demonstrates clinical reasoning and judgment, and incorporates guidance for health promotion and wellness.</i></p>
EPO 2	<p>KNOWLEDGE FOR PRACTICE: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences and the application of this knowledge to patient care</p> <p><i>Applies scientific and clinical knowledge to explain the normal and abnormal function of organ systems across the lifespan, mechanisms of disease, and the mechanisms and rationale of clinical diagnostic tests and therapeutic interventions. Applies knowledge of biostatistics and epidemiology to identify health problems and risk factors for patients and populations.</i></p>
EPO 3	<p>PRACTICE-BASED LEARNING AND IMPROVEMENT: Demonstrate reflective practice for life-long learning and improvement of patient care through continuous self-evaluation, evaluation of one's care of patients, and appraisal and assimilation scientific evidence</p> <p><i>Demonstrates reflective practice and commitment to personal growth and improvement. Utilizes information resources to locate and appraise evidence to guide clinical decisions.</i></p>
EPO 4	<p>INTERPERSONAL AND COMMUNICATION SKILLS: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other health professionals</p> <p><i>Communicates effectively with patients, families, health professionals, health agencies, and the public across a wide range of socioeconomic and cultural backgrounds. Manages patient and family values, goals, and preferences. Demonstrates sensitivity, honesty, and compassion in interpersonal interactions, including in difficult situations. Delivers organized and accurate presentations.</i></p>
EPO 5	<p>PROFESSIONAL IDENTITY FORMATION: Demonstrate a commitment to personal and professional growth, and to carrying out professional responsibilities, adherence to ethical principles, and respect for codes of conduct</p> <p><i>Demonstrates professional behavior and respect for all. Acknowledges differences in values and beliefs, and demonstrates willingness to critically analyze one's own personal views. Demonstrates honesty and integrity in all activities. Performs tasks and responsibilities in a timely manner. Takes responsibility for lapses in professionalism. Participates in developmental coaching to develop values, mission, goals, and career exploration.</i></p>
EPO 6	<p>SYSTEMS-BASED PRACTICE: Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care</p> <p><i>Participates in identifying system errors and potential systems solutions. Incorporates considerations of cost awareness and risk-benefit analysis in patient and/or population care. Demonstrates skill in team building and leadership. Identifies key elements for safe and effective transitions of care. Describes how components of a complex health care system are interrelated and how they impact patient care.</i></p>
EPO 7	<p>FSU COM MISSION: Demonstrate knowledge of the structural, systems, and personal contributors to the social determinants of health and health equity, especially in elder, rural, minority and underserved populations</p> <p><i>Identifies social determinants of health and how they create opportunities for and barriers to wellness for underserved populations. Identifies opportunities for physicians to partner with community resources to improve individual and population health. Explains the process of community health assessment to improve population health status. Applies the geriatric principles of care, and identifies the systems and social contributors to the well-being of older adult populations. Identifies the social, cultural, and systems factors associated with the health status of rural populations. Identifies factors contributing to racial and social justice in medicine. Demonstrates knowledge of the ways intersectionality, implicit and explicit bias relate to clinical decisions and quality care.</i></p>

