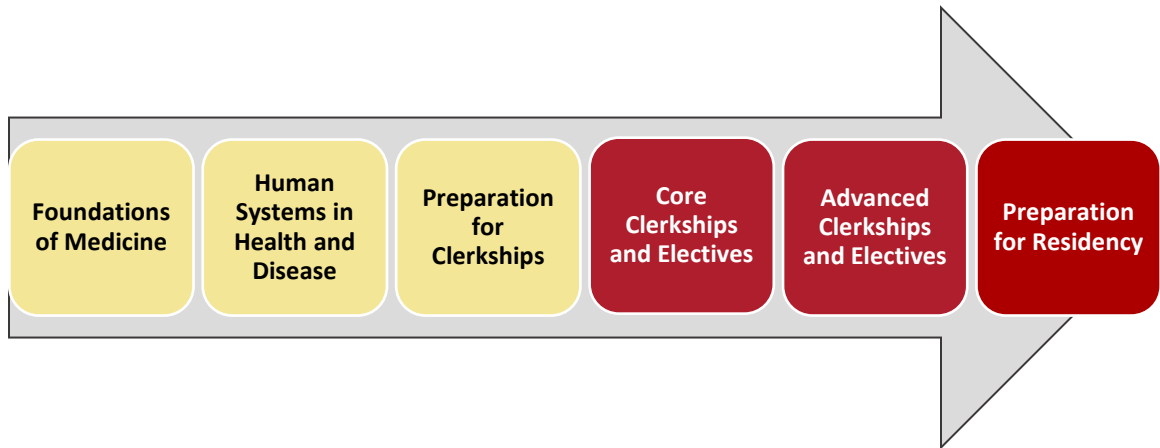


# MEDICINE



## BMS 6801 Pre-clerkship Preparation Boot Camp



*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*

# Table of Contents

---

Table of Contents .....	2
Faculty and Staff.....	3
Course Director.....	3
Faculty .....	3
Course Support.....	3
Overview .....	4
Course Goals .....	4
Course Format .....	4
Professionalism.....	5
Course Objectives mapped to Education Program Objectives (EPO).....	6
Grading System .....	6
Assessment Methods.....	6
Grading .....	7
Course Evaluation.....	7
Detailed Schedule - AY2023-2024 .....	8
Policies .....	10
Americans with Disabilities Act.....	10
Academic Honor Code.....	10
Attendance Policy .....	10
Academic Success.....	11
Confidential campus resources:.....	11
Clinical Learning Center (CLC) Specific Absence Policy.....	12
CLC scheduled activities.....	12
Professional Attire.....	12
FSU COM Education Program Objectives.....	14

## Faculty and Staff

---

### Course Director

**Charles Fleischer, M.D.**

Associate Professor, Family Medicine and Rural Health

Office: 3210-B

Phone: 644-0523

Email: [charles.fleischer@med.fsu.edu](mailto:charles.fleischer@med.fsu.edu)

### Director, Clinical Learning Center (CLC)

**Debra Danforth, DNP, APRN**

Professor, Clinical Sciences

Office: G129-M

Phone: 645-7123

Email: [debra.danforth@med.fsu.edu](mailto:debra.danforth@med.fsu.edu)

### Director, Interprofessional Education

**Niharika Suchak, MD**

Associate Professor, Geriatrics

Office: 4311

Phone: 644-2372

Email: [niharika.suchak@med.fsu.edu](mailto:niharika.suchak@med.fsu.edu)

### Faculty

Shawn Akhavan, MD

Sarah Alvarez, MD

Joedrecka Brown-Speights, MD

Rob Campbell, MD

Russel Copelan, MD

Debra Danforth, DNP, APRN

Charles Fleischer, MD

Kerwyn Flowers, DO

Lisa Granville, MD

Mel Hartsfield, MD

Donna Hill, MD

Shermeeka Hogans-Mathews, MD

Ken O'Dell, MD

Nora Pepper, MD

Steve Quintero, MD

George Rust, MD, MPH

Steve Sandroni, MD

Mike Sweeney, MD

Niharika Suchak, MD

Mary Watson, MD

### Course Support

[curriculum.support@med.fsu.edu](mailto:curriculum.support@med.fsu.edu)

**Preclerkship Curriculum Coordinators:**

**Cesar Arango**

Office: Suite 2200-M

Phone: 645-2905

**Jen Brear**

Office: Suite 2200-N

Phone: 645-9745

Office: Suite 2200-R

Phone: 645-4645

[CLC@med.fsu.edu](mailto:CLC@med.fsu.edu)

**CLC Program Coordinator**

**Amber Lattimore**

Office: G129-N

Phone: 645-9236

# Overview

---

## Course Goals

The **Pre-clerkship Preparation Boot Camp** is the final capstone to the pre-clerkship curriculum. Having taken USMLE Step 1, students prepare to begin their core clinical rotations by acquiring and practicing essential clinical procedures and skills. These clinical skills not only help prepare the student to participate meaningfully in patient care but, importantly, are a step toward mastering competencies foundational to the [Core Entrustable Professional Activities for Entering Residency](#). The 13 Core EPAs are nationally-defined (Association of American Medical Colleges), competency-based descriptions of patient-care activities every medical school graduate should be expected to be able to perform without direct supervision on the first day of residency. Emphasis is placed on the importance of honesty and self-awareness of limitations in maintaining patient safety. Skills to be developed fall into several categories:

1. Medical knowledge and Clinical skills / procedures: interpretation of tests such as EKG and CXR; skills including CPR, venipuncture, starting an IV line, bag/mask ventilation, lumbar puncture, Foley catheters, accurate use of medical devices / instruments names
2. Interprofessional interactions: working in interprofessional Teams, understanding roles and responsibilities of Team members, understanding OR staff roles
3. Communications: documentation formats including SOAP notes and oral presentation
4. Patient Safety: sterile technique, significance of structured patient hand-off

## Course Goals

The global course goals are:

1. Attain certification in Advanced Cardiac Life Support (ACLS).
2. Demonstrate readiness for clerkship rotations through competence in basic skills for patient encounters, including hand washing, sterile technique and other infection control measures, and common clinical procedures.
3. Demonstrate the ability to communicate clinical information accurately and concisely, verbally and in writing.
4. Demonstrate the basic health care team skills necessary for patient safety and quality care, including interprofessional interactions.

## Course Format

**Attendance and professional dress appropriate to the clinical care environment are required for all sessions.**

Pre-Clerkship Boot Camp (PCBC) is a competency-based experience designed to prepare students to participate *actively* in the management of patients with common clinical presentations encountered in the practice of general medicine. Students will have the opportunity to improve their basic clinical skills, learn new procedures and examination techniques, and assess the effectiveness of their clinical communications. **The emphasis is on what the student can do, not just what they know.** Activities include simulation scenarios, video analysis, interpretation of imaging and laboratory test results, hands-on practice with models, equipment, and simulators, and delivering oral presentations. Students are *encouraged* to practice lifelong learning skills and to *read* about the cases and procedures they encounter during the course by using the EBM resources posted on Canvas and provided through the FSU COM library.

To pass this course students are required to be prepared, prompt, and actively participate in each required session. In addition, they must complete the procedures and assignments listed below, as well as obtain certification in Advanced Cardiovascular Life Support (ACLS).

### Skills and Procedures:

Faculty will observe and verify that each student has met novice level competency standards in the performance of activities related to Core Entrustable Professional Activities (EPA) for Entering Residency 12- *Perform General Procedures of a Physician*:

- Basic cardiopulmonary resuscitation (CPR)
- Bag-mask ventilation (BMV)
- Sterile technique
- Venipuncture
- Insertion of an intravenous line
- Placement of a Foley catheter
- Lumbar Puncture
- IM injection
- Suturing
- Informed consent

## **Assignments:**

Assignments aligned with the content covered in lectures and skills sessions are posted and submitted on Canvas.

## **Interprofessional Immersion Simulation activity:**

Students and faculty from FSU College of Nursing and FAMU College of Pharmacy, as well as practicing professionals in Social Work and Spiritual Care Counseling will participate in an interprofessional simulation activity that focuses on serious illness prognostication and communication skills. These activities will be scheduled from 8 AM to 7 PM, and **students are advised to keep this entire day free until the special schedule is published**. Medical students will be assigned to IP Teams (Medicine, PharmD, Nursing) to work together using their profession-specific and overlapping knowledge and skills as well as teamwork to conduct the patient encounters and develop a patient-centered care plan.

**The post-event reflection is due Friday, April 25, 2025 at 11:59 PM.**

## **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).

Below are some professional behaviors that will become a part of your everyday life. They are founded on respect for patients, those who accompany them, other professional disciplines, and to our duty as outlined in the [Physician Charter on Professionalism](#).

**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 conscientious 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](#) [see [Student Handbook](#)] 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.

**Accountability:** This implies a timely, conscientious, earnest approach to care for our patients. Students are expected to display a sensitivity to those they care for and in how they do so. This is a learnable skill and mindset which is no less important than technical knowledge or the development of other clinical skills. Students are expected to self-reflect on their progress in professional identity formation. If they or others identify shortcomings, the student must take ownership of these issues and work with faculty and other providers towards improvement and mastery. It is important for the student to demonstrate respect for their profession and towards those who play a role in their learning including patients, staff, and others. The student's behaviors can and often do impact trust, compliance, and eventually outcomes.

**Students will dress professionally for the clinical care environment every day.** When practicing skills stations, with simulated bodily fluids, students are encouraged to wear clean scrubs for the duration of the learning activity. Students are required to carry the Protocol for Blood Borne Pathogen Exposure (e.g. needlestick) card with them at all times.

**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 are detailed at the [end of this document](#).

## Course Objectives mapped to Education Program Objectives (EPO)

	Course Objectives	EPOs	Means of Assessment
PCBC 1	Define professional identity, protected health information (PHI), and the responsibilities of a medical trainee to demonstrate professional attitudes and behaviors in all interactions with faculty, staff, peers, and patients and to identify resources available and when to use them in the face of breeches in professional conduct.	5	Faculty observation
PCBC 2	Demonstrate proficiency organizing and communicating information in oral presentations.	4	Oral presentation
PCBC 3	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 abdomen, heart, lung, and DVT	1, 2	Clinical skills checklist
PCBC 4	Demonstrate knowledge and basic proficiency to perform all required skills and procedures: scrubbing, LP, venipuncture, IV, Foley, suturing, IM injection, and informed consent.	1	Clinical skills checklist
PCBC 5	Interpret and report the results of basic laboratory studies, chest x-rays, EKGs, and US images.	1	Quizzes; ACLS
PCBC 6	Explain the underlying principles of evaluative tests.	2	ACLS
PCBC 7	Demonstrate effective communication with colleagues and other health professionals	4	IPE participation; reflection

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

Other materials required for clinical sessions

- 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.
- 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

Formative and summative assessment exercises will be required throughout the block. Engagement and intentional participation in all activities, including peer feedback on assignments, is expected.

#### Quizzes

During Week 1 there will be 5 faculty-written quizzes on CXR and EKG interpretation. The quizzes are delivered on Canvas and allow multiple attempts. An average score of  $\geq 80.0\%$  is required to pass the course.

#### Clinical Skills Checklist

A score of  $\geq 80.0\%$  on the skills checklist is required to pass the course. Students who do not achieve a score of 80.0% or higher on the initial attempt will be provided with directive feedback and required to return to reattempt to demonstrate proficiency.

#### Written exams

ACLS certification includes a written examination which must be passed with a score  $\geq 84\%$ .

## **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 6801 (**Pre-clerkship Preparation Boot Camp**) a student must meet all of the following requirements:

1. Attendance and satisfactory participation in all required activities. Unexcused absence from an activity for which attendance is required may require remediation as determined by the course directors. Multiple unexcused absences from required activities will be considered a Professionalism concern and may result in a [Report of Concern for Unprofessional Behavior](#) (see [Student Handbook](#)) and referral of the student to the Student Evaluation and Promotions Committee.
2. Satisfactory completion of all assignments, as determined by the course directors, and the post-course evaluation.
3. Successful completion of ACLS training and certification.
4. Demonstration of the attitudes and behaviors of Medical Professionalism in all aspects of the course. Professionalism concerns may generate a [Report of Concern for Unprofessional Behavior](#) and may result in receiving a grade of fail for the course.

## **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.** No responses are associated with student identity.
- Failure to complete the survey will be considered Unsatisfactory Professionalism and will result in a grade of IR or Fail.

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 - AY2024-2025

		Morning	Afternoon
Week 1	Monday	<b>Auditorium</b> 8:00 - 8:30 Orientation	<b>CLC /Anatomy lab 8:45 – 5:00</b> 8:45 – 5:00 Head to toe PE diagnostic 1:00 – 3:00 Group 1 – Skills: suturing (Anatomy lab), IV, Foley, venipuncture (CLC) 3:00 – 5:00 US Group 2 – Skills: suturing, (Anatomy lab), IV, Foley, venipuncture (CLC) <b>Quizzes: Groups 3 and 4</b>
	Tuesday	<b>Auditorium</b> 8:00 – 10:00 Residency Program Director panel 10:00 – 11:00 Resident panel 11:00 -11:50 Professionals Resource Network (PRN)	<b>CLC /Anatomy lab 1:00 – 5:00</b> 1:00 – 3:00 Group 3 – Skills: suturing (Anatomy lab), IV, Foley, venipuncture (CLC) 3:00 – 5:00 US Group 4 – Skills: suturing, (Anatomy lab), IV, Foley, venipuncture (CLC) <b>Quizzes: Groups 1 and 2</b>
	Wednesday	<b>7:30 AM to 6:30 PM Interprofessional simulation event (see schedule)</b>	
	Thursday	<b>Auditorium</b> 8:00 – 10:00 Interpreting EKGs 10:00 – 11:50 Radiology rounds	<b>CLC 1:00 – 5:00</b> Skills: LP/Informed consent forms <u>OR</u> <b>G120:</b> US refresher: cardiovascular, abdomen
	Friday	<b>Auditorium</b> 8:00 – 10:00 Outpatient Pediatrics 10:00 – 11:50 Inpatient Pediatrics	<b>CLC 1:00</b> Skills: LP/Informed consent forms <u>OR</u> <b>G120:</b> US refresher: cardiovascular, abdomen
Week 2	Monday	<b>Auditorium 8:00 – 5:00</b> 8:00 – 8:50 Applications of common lab findings 9:00 – 10:20 Medication safety 10:30 – 11:50 Writing prescriptions	<b>Auditorium</b> 1:00 – 2:20 Professional liability (Self-insurance policy) 2:30 – 3:50 Medical errors 4:00 – 4:50 Approach to the patient with complex medical problems
	Tuesday	<b>Auditorium</b> 8:00 – 9:50 Patient sign off 10:00 – 11:50 Rounding with Psychiatry	<b>CLC 1:00 – 5:00</b> Groups 1 & 2: Female GU exam Groups 3 & 4: Scrubbing and gowning
	Wednesday	<b>Auditorium</b> 8:00 – 9:50 Boundaries / Personal safety 10:00 – 10:50 M3/M4 panel: GHHS 11:00 – 11:50 Guide to your first rotation	<b>CLC 1:00 – 5:00</b> Groups 1 & 2: Scrubbing and gowning Groups 3 & 4: Female GU exam
	Thursday	<b>Auditorium</b> 8:00 – 9:20 Morning rounds 9:30 – 10:50 Case presentations; Journal Club 11:00 -11:50 Operating room etiquette; patient safety	<b>CLC 1:00 – 3:00</b> Pediatric skills <u>OR</u> <b>G120:</b> US refresher GU, vessels <b>Auditorium 3:00 – 5:00</b> 3:00 – 4:50 Building emotional resilience in clinical settings
	Friday	<b>Auditorium</b> 8:00 – 9:50 Regional campus Deans panel 10:00 – 11: 50 Review of common antibiotics	<b>CLC 1:00 – 3:00</b> Pediatric skills <u>OR</u> <b>G120:</b> US refresher GU, vessels <b>Auditorium 3:00 – 5:00</b> 3:00 – 4:50 Building emotional resilience in clinical settings
Week 3	Monday	<b>Atrium and Auditorium</b> 9:00 – 12:45 GME research and recruitment day	<b>CLC 1:00 – 5:00</b> ACLS start times (add 5 minutes Prep before start time)



	Tuesday	<b>CLC 8:00 – 5:00</b> ACLS start times 8:00, 10:00. 12:30 (add 5 minutes Prep before start time)
	Wednesday	<b>CLC 8:00 – 5:00</b> ACLS start times 8:00, 10:00. 12:30 (add 5 minutes Prep before start time)
	Thursday	<b>CLC 8:00 – 5:00</b> ACLS start times 8:00, 10:00. 12:30 (add 5 minutes Prep before start time)
	Friday	Open office hours for US; remediation as needed

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

To receive academic accommodations, a student:

- 1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- 2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and
- 3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

**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](mailto:oas@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 written 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 [FSUCOM 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 may be considered as an issue of Professionalism.*

## **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](https://uhs.fsu.edu).

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

# 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 [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 [CLC Team](#) **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 [CLC Team](#) to develop a plan to make up the missed session. These sessions may require the presence of an SP and a TA 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 [CLC Team](#) to inform them that the student will not be present for the session.

If the absence is unexcused, the clinical block 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.

## **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

<b>EPO 1</b>	<p><b>PATIENT CARE:</b> 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>
<b>EPO 2</b>	<p><b>KNOWLEDGE FOR PRACTICE:</b> 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>
<b>EPO 3</b>	<p><b>PRACTICE-BASED LEARNING AND IMPROVEMENT:</b> 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>
<b>EPO 4</b>	<p><b>INTERPERSONAL AND COMMUNICATION SKILLS:</b> 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>
<b>EPO 5</b>	<p><b>PROFESSIONAL IDENTITY FORMATION:</b> 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>
<b>EPO 6</b>	<p><b>SYSTEMS-BASED PRACTICE:</b> 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>
<b>EPO 7</b>	<p><b>FSU COM MISSION:</b> 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>