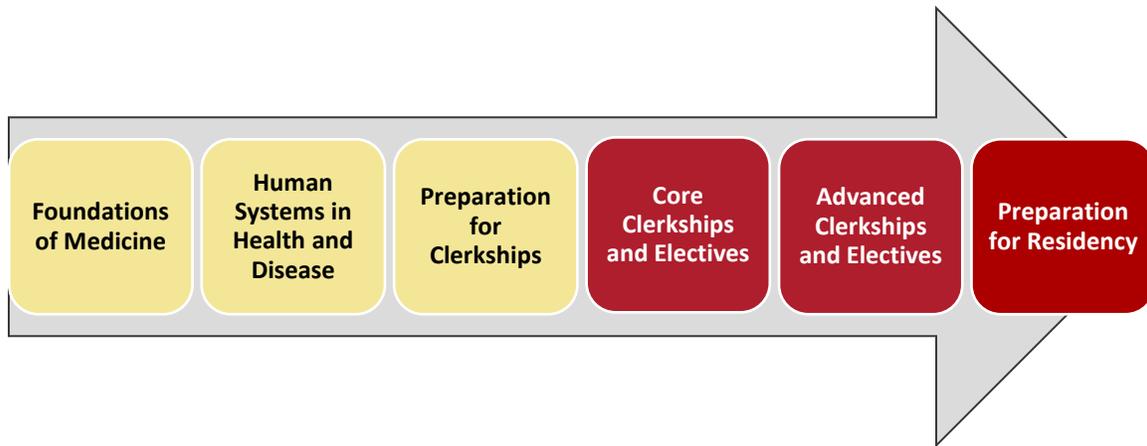


MEDICINE



Human Systems in Health and Disease BMS 6637 Reproductive System

Florida State University
College of Medicine



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Overview

Course Goals

Reproductive System is the final systems-based block of the Human Systems in Health and Disease sequence. Students acquire a fundamental knowledge of the structure, function and diseases of the male and female reproductive systems across the lifespan, including pregnancy and childbirth. The course emphasizes concepts and integrates knowledge from traditional science disciplines including anatomy, microbiology, pathology, pharmacology and physiology in the context of clinical application. Knowledge of hormonal regulation begun in the **Endocrine and Renal-Urinary Systems** block is further developed in the context of the development and function of the reproductive system. Through active and engaged learning activities, students discover how basic science and clinical medicine explain the signs and symptoms of problems involving the reproductive system and 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 endocrine and reproductive 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 vulnerability to human trafficking and HIV risk in rural populations. 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, attitudes related to gender and sexuality across the lifespan, differences in risk for postpartum depression, and social and structural influences on reproductive health outcomes. Students who complete this course will not only understand the anatomy and physiology of the female and male reproductive systems in health and disease and how these are treated, but will also develop an appreciation for how disruption of these systems impacts the individual, the health care system and society. Our goal is to help our learners acquire knowledge of reproductive system disease concepts that will allow them to perform as exemplary clinicians in any area of practice.

Learning Objectives

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

The global course objectives are:

1. Describe the normal structure and function of the reproductive system and its endocrine regulation with emphasis on the mechanisms through which they have a regulatory impact on other systems and on their intersecting roles, including on sexual development and behavior and the reproductive cycle across the lifespan.
2. Anticipate the physical, psychological and population effects expected to result from injury, disease, dysfunction, and environmental and social conditions that impact the reproductive system, including infertility, parturition, lactation, and gender identification.
3. Identify opportunities for treatment (including pharmacological and non-pharmacological approaches), mitigation, and prevention of reproductive problems across the lifespan.
4. Demonstrate the ability to perform, interpret and report the results of a focused history and physical for presentations related to the reproductive system, and to select, interpret and report the results of appropriate laboratory and imaging tests in order to establish the appropriate diagnosis and management of conditions involving the reproductive system.

Course Learning Objectives

	Education Program Objectives	Course Objectives	Means of Assessment
1	PATIENT CARE: Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health		
1.2	Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging and other tests	Demonstrate the ability to take an appropriate history, including family and sexual history. Demonstrate the ability to perform and interpret appropriate physical exam maneuvers for the reproductive system.	SOAP note; Observation by faculty and SPs; OSCE
1.4	Interpret laboratory data, imaging studies, and other tests required for the area of practice	Demonstrate the ability to interpret diagnostic testing pertaining to the reproductive system and its endocrine	Written exams and quizzes; Faculty

		regulation.	observation
1.5	Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment	Demonstrate the ability to select, justify and interpret appropriate laboratory or imaging tests in order to establish the appropriate diagnosis and management of disorders of the reproductive system.	Written exams and quizzes; Faculty observation
2	KNOWLEDGE FOR PRACTICE: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care		
2.1	Demonstrate an investigatory and analytic approach to clinical situations	Demonstrate clinical reasoning necessary for diagnosis, evaluation, and management of disorders and diseases of the reproductive system.	PICO assignment; Faculty observation
2.2	Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations	Analyze the similarities and differences between the normal and abnormal structures and functions of the breast and male and female reproductive organs. Compare and contrast the hormonal regulation and the structural and functional changes that occur during the physiological and pathological menstrual cycle. Describe the functional and structural changes associated with puberty, young and mature reproductive age, menopause and senescence. Explain the physiological aspects of pregnancy, parturition, and the post-partum period, including complications and the most common clinical conditions impacting fertility.	Written exam and quizzes
2.3	Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care	Interpret clinical presentations, including symptoms, signs and/or laboratory findings based on an understanding of the structure and function of the reproductive system. Demonstrate knowledge and understanding of the key therapeutic strategies for the treatment of patients with reproductive system conditions. Describe the mechanisms of action, therapeutic uses, and major adverse effects of drugs used as contraceptives and hormone replacement therapy in males and females.	Written exam and quizzes; PICO assignment; Faculty observation
2.4	Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations	Anticipate the effects expected to result from injury, disease and environmental and social conditions that impact the reproductive system. Demonstrate an understanding of	Written exam and quizzes; PICO assignment; Faculty

		biostatistics concepts and their application in health care, the ability to interpret and appraise the validity of results and study design in the medical literature, and the use of biostatistics in evidence-based medicine.	observation
2.5	Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance, barriers to and attitudes toward care	Explain the psychosocial impact of normal and abnormal conditions of the reproductive system, including puberty, infertility, lactation, and post-partum depression.	Written exam and quizzes; Faculty observation
3	PRACTICE-BASED LEARNING AND IMPROVEMENT: Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning		
3.1	Identify strengths, deficiencies, and limits in one's knowledge and expertise	Identify and address gaps in one's knowledge.	Formative quizzes; Faculty observation
3.2	Set learning and improvement goals	Engage in self-evaluation.	Quiz "refresh" activity; End of course self-evaluation
3.3	Identify and perform learning activities that address one's gaps in knowledge, skills or attitudes	Demonstrate the habits of life-long learning – the identification of personal knowledge gaps and application of strategies to find and interpret information to address those gaps	Quiz "refresh" activity; PICO exercise; Faculty observation
3.6	Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems	Apply the principles and methods of Evidence-Based Medicine to acquire, appraise, and assimilate new clinical information to improve patient care.	PICO exercise
4	Interpersonal and Communication Skills: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals		
4.1	Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds	Demonstrate the ability to communicate effectively with a patient and his/her family using culturally appropriate verbal and non-verbal behaviors that promote the building of rapport and trust between student and patient. Use accurate and appropriate vocabulary and concepts to communicate effectively with peers, patients and faculty about disorders and diseases of the reproductive system.	Observation by faculty and SPs; OSCE
4.2	Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies	Demonstrate effective oral communication and presentation skills with colleagues and other health professionals. Demonstrate the ability to clearly and accurately summarize patient findings in verbal presentations and common	Observation by faculty; Peer evaluation

		written formats	
4.6	Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics	Communicate diagnostic information and reasoning, intervention options, and a suggested plan of care with truthfulness, sensitivity and empathy.	Observation by faculty and SPs
5	PROFESSIONALISM: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles		
5.1	Demonstrate compassion, integrity, and respect for others	Demonstrate professional behavior in all interactions with peers, patients, and faculty.	Observation by faculty, SPs, staff and peers
5.4	Demonstrate accountability to patients, society and the profession	Complete all required activities in a timely fashion.	SOAP and PICO assignments; Formative quizzes; Preparation for and participation in required sessions
5.5	Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation	Demonstrate respect, empathy, compassion, responsiveness and concern regardless of the patient's problems, personal characteristics.	Observation by faculty, SPs, staff and peers
5.6	Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations	Maintain confidentiality for patients who participate in the course	Faculty observation
8	PERSONAL AND PROFESSIONAL DEVELOPMENT		
8.1	Develop the ability to use self-awareness of knowledge, skills and emotional limitations to engage in appropriate help-seeking behaviors	Practice self-evaluation and reflection concerning cultural, moral and ethical issues encountered in the care of patients and the practice of medicine, identifying biases	End of course self-evaluation; Faculty observation
9	FSU COM MISSION: Demonstrate responsiveness to community needs – especially elder, rural, minority and underserved populations		
9.1	Describe the social determinants of health, and identify how they create opportunities for and barriers to wellness for underserved populations.	Identify social determinants of health and discuss their relationship to health and wellness for underserved populations	Written exam and quizzes

Course Format

The course emphasizes **engaged** and **active learning** through a variety of individual, interactive large group, and case-based small group learning activities as well as standardized patient encounters in the Clinical Learning Center (CLC). Formative on-line assessment materials emphasize the development of thinking skills through analysis of data and cases, including biostatistics and epidemiology and NBME/USMLE-type questions. Students are expected to self-assess their learning needs and set goals to address them with the aid of faculty and their learning groups.

Large Group Sessions

Formal lectures are limited in favor of interactive large group sessions. Pre-class preparation by students allows large group time to be spent in active discussion and consolidation of learning that takes maximum advantage of faculty expertise in application exercises and other instruction methodologies. Pre-class preparation assignments prime students for learning with basic didactic material presented through a variety of materials including interactive modules, self-assessment exercises, video and PowerPoint presentations, and textbook and journal readings. Interactive large group sessions apply and extend that knowledge through clinical case-based inquiry. Success depends on student engagement, preparation, and

trust in the safe environment we maintain to encourage students to be curious and even to take intellectual risks. **The emphasis is on developing integrated basic and behavioral science concepts in a clinical context.** Whenever possible, real patients will be present to share their stories and demonstrate signs of their disease. Whenever patients are present, we ask that students wear their white coats and close their computers and other mobile devices as demonstration of respect for these wonderful patients who are willing to help us learn. **Attendance is required at any session in which patients or outside panel members are present.**

Small Group Sessions (attendance required)

Small group exercises are case- and/or problem-oriented. Some sessions pattern thinking through progressive disclosure, others focus on concept development through guided engagement with data, while others employ the Jigsaw paradigm to focus on discovering similarities and differences of presentations or aspects of disease – the basis of differential diagnosis. Small group exercises are designed for engaged and active learning and emphasize reasoning, hypothesis formation, and hypothesis testing. The groups evaluate cases in terms of stated objectives and define additional learning objectives. In Jigsaw exercises each small group of students (5-6) is assigned a case presentation to discuss and form an hypothesis. Basic and clinical science faculty will be present to ask helpful questions if your group is “stuck” and to encourage your curiosity. Typical questions to be resolved may include: *What more do we need or want to know? How do we acquire and interpret needed information?* Then the small groups re-mix such that each member of each new group “owns” a different case or aspect of a case, which he/she then “teaches” to the new group. Once each week a small group of 10 students meets with a clinician facilitator in exercises focused on development of clinical reasoning. In all small group exercises, all members of the group share responsibility for analyzing and explaining the clinical presentations. The value of small group exercises is not always the “answer,” but the reasoning behind it. During small group exercises, you are free to use any resources (unless otherwise instructed).

PICO Assignment (due February 15, 2019)

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

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

During the **Reproductive System** block each student will develop a clinically relevant question, framed using the PICO format. Students will independently research the answer to their question, evaluate, and report the results of their search to peers and faculty. The completed assignment is to be submitted *via* Canvas **no later than 11:59 pm, Friday, February 15, 2019**. Supporting materials and suggestions about PICO questions and EBM resources for answering these questions are available in the Resource Library on Canvas.

Clinical Learning Sessions (CLC) (attendance required)

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

Professionalism

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

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

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

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

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

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

Violation of confidentiality may result in a [Report of Concern for Unprofessional Behavior](#) [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.

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

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

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

Content Sequence

Spanning all modules of this block, continued development of clinical reasoning and clinical skills focuses on advanced history taking, advanced physical exam maneuvers, and the interpretation of common diagnostic tests relevant to the reproductive system. 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.

The **Reproductive System** course addresses two main functional areas:

Endocrine Hormones of the Reproductive System

- Developmental roles of estrogen and androgens across the lifespan
- Menstrual cycle
- Fertilization, pregnancy and birth
- Lactation
- Relationship of estrogens and cancer

Human Sexuality and Reproduction

- HPG axis and gonadal hormones
- Gender identity and sexual development
- Sexual function and dysfunction across the lifespan
- Fertility
- Contraception
- Infectious diseases related to the reproductive system and pregnancy
- Pregnancy and postpartum
- Cancers of breast and reproductive organs

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

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

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

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

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

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

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

[Physiology](#) (Costanzo)

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

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

[Sherris Medical Microbiology](#) (Ryan)

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

Additional materials required for clinical sessions

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

Grading System

Description of Student Assessment Methods and Grading

Examinations

There will be one written assessment at the end of the course. All or a portion of the final assessment will be comprised of questions from the NBME (National Board of Medical Examiners) question bank. The questions on this customized NBME exam will be selected by course faculty as appropriate assessment of course objectives. Formative quizzes and/or other assessment exercises will be required throughout the block.

Written exams

Multiple choice and other question formats are used to assess both content knowledge and application skill (ability to solve problems, demonstration of clinical reasoning, interpretation of images and laboratory results, etc.) on written exams. Exam questions may be drawn from material presented in any activity or assignment, from assigned readings, and from CLC session, in addition to questions from the NBME question bank. Exams are cumulative across the curriculum, i.e., main concepts, content and skills from material presented in prior courses may be included in questions. Written questions may also be presented in context with standardized patient encounters during the examination.

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

Clinical skills exams / Objective Structured Clinical Examination (OSCE)

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.

Students must score $\geq 80\%$ on the OSCE in order to pass the course in which the OSCE occurs. A High Stakes OSCE (for promotion to Year 3) occurs the week following **Reproductive System**. Students who do not achieve a score of 80% or higher on the OSCE must remediate these clinical skills. Students scoring below 80% who are unable to successfully remediate these deficits will be referred to the Student Evaluation and Promotions Committee.

Quizzes

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

the quizzes will be tracked as a measure of your progress and to help faculty connect students with resources that will help them succeed in the curriculum.

Grading

The FSU COM has adopted a pass/fail grading system which is used in the curriculum for the first and second years (See [Student Handbook](#)). To achieve a grade of Pass in BMS 6637 **Reproductive System** a student must meet all of the following requirements:

1. A final written exam score $\geq 70\%$. A quiz average $\geq 70\%$ will contribute 2 points to the written exam score. If the course average is $< 70\%$, a grade of IR will be recorded.
2. A student whose performance is $< 70\%$ (below passing) on any individual exam during the course is required to
 - a. Attend the exam review,
 - b. Contact the block directors within 24 hours of that exam review, and
 - c. Meet with the block directors.
3. Timely completion of all quizzes. Any quiz not completed within the designated time will receive a score of 0. A quiz average $\geq 70\%$ will contribute 2 points to the course exam average.
4. A student who achieves an overall passing score ($\geq 70\%$) but has demonstrated a significant deficit in one or more content areas will be required to develop and complete a Performance Improvement Plan in consultation with the block directors. The purpose of the Plan is to assure the student has the requisite knowledge base to succeed in subsequent courses in the curriculum.
5. Attendance and satisfactory participation in all required sessions, all activities scheduled in the CLC, and other activities as determined by the block directors and clinical skills director. Unexcused absence from an activity for which attendance is required may require remediation as determined by the block directors. Multiple unexcused absences from required activities will be considered a Professionalism concern and may result in a [Report of Concern for Unprofessional Behavior](#) and referral of the student to the Student Evaluation and Promotions Committee.
6. Demonstration of the attitudes and behaviors of Medical Professionalism in all aspects of the course, **including adherence to the Honor Code when taking unproctored, on-line quizzes**. Professionalism concerns will generate a [Report of Concern for Unprofessional Behavior](#) and may result in receiving a grade of fail in the course and referral to the Student Evaluation and Promotions Committee.
1. Satisfactory completion of all assignments, as determined by the block directors, including the following criteria:
 - PICO assignment
 - Timely submission
 - Appropriate completion of all sections of the template
 - Evidence of use of feedback from previous submissions to improve aspects of the assignment
 - Response to and/or resubmission based on as required by feedback from reviewer.

Preclerkship course grading policy – Year 2

Course written exam score:

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

The Pass value for an in-house exam is 70%. The Pass value for an NBME exam in an M2 course is set as the national p value for the selected questions, minus 10 points OR 70%, whichever is LOWER (i.e., never higher than 70%). Students will be informed of the NBME p value prior to the exam. For written exams that incorporate both in-house and NBME questions, the passing score for the combined written exam will reflect the proportion of in-house and NBME questions on the exam.

Course grade:

If the written exam score is below passing as defined above, a grade of **IR** will be recorded.

In courses that include an **OSCE**:

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

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

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

Unsatisfactory Professionalism, if the course written exam score is Pass OR IR = IR or Fail depending on the nature of the Professionalism concern, as determined by the Student Evaluation and Promotion Committee (SEPC).

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

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. Remediation activities, including final testing, may involve other students. For an M2 course:

- Students with a score < 10 points below Passing (as defined above) remediate the week after the course ends by taking an individually tailored, open-ended question (essay) format exam.
- Students with a score ≥ 10 points below Passing (as defined above) remediate by taking another NBME exam – the same, or slightly modified from the original.
 1. For an M2 Fall course, remediation occurs over Thanksgiving or Winter break.
 2. For an M2 Spring course, remediation occurs in the first 2 weeks of dedicated Step 1 study. Course remediation will be integrated with the student's use of UWorld blocks as part of the study plan.

If a student has IR grades in 2 or more M2 courses they will be referred to the SEPC.

A student who scores <70% 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..

Course Evaluation

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

Policies

Americans with Disabilities Act

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's [Director of Student Counseling Services](#) and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

[The Office of Student Counseling Services](#)

Medical Science Research Building, 2301

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

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

[Student Disability Resource Center](#)

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566

TDD: (850) 644-8504

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/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 [FSU COM Student Handbook](#) for details of attendance policy, notice of absences and remediation.

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

Clinical Learning Center (CLC) Specific Absence Policy

CLC scheduled activities

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

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

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

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

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

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

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

Objective Structured Clinical Examination (OSCE)

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

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

Any absence that does not qualify as an excused absence per Student Affairs is an unexcused absence. These generally are due to circumstances within the student's control. Examples of unexcused absences include the student who forgets about an OSCE session, the student who skips an OSCE to study for an exam and/or any absence where an able student fails to follow the procedures above if they are not able to participate in the OSCE. **An unexcused absence will result in failure of both the OSCE and the course in which it occurs.**

Professional Attire

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

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

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

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

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

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