



The Florida State University  
College of Medicine

**BCC 7170**

**Community  
Medicine  
Clerkship**

**2012-2013**

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## Instructors

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### ***Education Director***

Dr. Bruce H. Berg MD, MBA

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Regional Medical School Campus - Sarasota  
201 Coconut Avenue  
Sarasota, Florida 34229

**Phone:** 941-316-8120

**Email:** [bruce.berg@med.fsu.edu](mailto:bruce.berg@med.fsu.edu)

### ***Clerkship Directors***

<b>Campus</b>	<b>Community Medicine Clerkship Director</b>
Fort Pierce	Dr. Randy Bertolette
Daytona	Dr. Lucky Dunn
Orlando	Dr. Michael Muszynski
Pensacola	Dr. Paul McLeod
Sarasota	Dr. Bruce Berg
Tallahassee	Dr. Ronald Hartsfield
Immokalee	Dr. Elena Reyes
Rural Program	Dr. Steve Spence

### ***Faculty Participating in the Original Clerkship Planning Process and Design:***

Eugene Trowers, MD, MPH  
Paul McLeod, MD  
Michael Muszynski, MD  
Herndon Harding, MD  
Alma Littles, MD

## Course Overview

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### **Description**

#### **Course Goals:**

This is a three-week course designed to broaden the student's understanding of the role played by community agencies in health promotion and disease prevention, and allow each student to observe and assist in that agency's role in maintaining the health of the community.

#### **Course Description:**

The Third-Year Community Medicine Clerkship is required for all students at the College of Medicine regional campus sites in Tallahassee, Pensacola, Sarasota, Orlando, Daytona, Ft Pierce, and the Immokalee and Rural Program. This is a three-week clerkship given once in the third year, which is designed to broaden the student's understanding of the role played by community agencies in health promotion and disease prevention. It allows the student to work as a member of a community agency team to assist the agency in fulfilling its goals of maintaining the health of the community. This clerkship also provides the student an opportunity to share and discuss observations with agency members, faculty, and other students. Each student is assigned to a community agency with a defined contact person within the agency; this contact person is assigned the role of **clerkship coordinator**. The Regional Campus Dean, Immokalee, or Rural Program Director will have visited the site and determined its appropriateness for achieving course goals and objectives, and the Dean/Director is responsible for assessing the experiences provided for the student(s) at each site. The Campus Dean, Immokalee, or Rural Program Director makes yearly contact with or visits each agency during the year to assure the quality and appropriateness of the experience. The identified **clerkship coordinator** at the community agency supervises the student according to the clerkship goals and objectives and evaluation method defined in this syllabus. Coordinators are instructed on these requirements by the Regional Campus Dean, Immokalee, or Rural Program Director prior to the start of the clerkship. Additional student teaching and supervision is provided by the Regional Campus Deans as needed during Regional Campus Dean's Rounds at each campus. Students are required to complete course assignments consisting of readings and written personal reflections on specified topic areas. All written assignments are submitted to the student's respective Regional Campus Dean. Lastly, the student(s) assigned to each agency are required to give a formal didactic presentation on the final day of the clerkship highlighting their understanding of the agency's place and function in the community. Specific instructions are provided for each assignment (see below).

Bruce H. Berg MD, MBA, the Sarasota Regional Campus Dean, is the current Course Director responsible for course development and course oversight and clerkship grade assignment.

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

- Local health departments
- Social service agencies
- Area agencies (e.g., Elder care, HIV/AIDS, Homeless programs)
- Indigent care clinics
- Visiting nurse organizations
- Home healthcare agencies
- Hospice organizations
- Mobile healthcare units
- Domestic violence organizations
- Department of Corrections

## **Format**

This course involves experiential, service, and reflection learning. The community agency **clerkship coordinator** is central to the process. During the three-week Community Medicine experiential rotation, the student gains the desired objectives of service learning, geriatrics (whenever applicable), care to underserved populations, and the state and federal government goals for the health of our population. Each agency has 1 – 2 (and occasionally more) students assigned to it, so that the student works very closely with the assigned **clerkship coordinator**. The **clerkship coordinator** orients the student to his/her agency the first morning of the student's assignment. Case loads, learning experiences, and assignments within the agency to meet the course objectives will be directly managed by the on-site **clerkship coordinator**. The **clerkship coordinator** must ensure an appropriate variety of exposure to common community medicine conditions and situations and to the administrative and functional structure of the agency. Student assignments related to the specific agency are the responsibility of the **clerkship coordinator** and are to be structured to address the clerkship objectives listed above. As an oversight, the students meet with the Regional Campus Dean (or communicate with the Immokalee or Rural Program Director) each week during "Dean's Rounds" to discuss how the clerkship experience is progressing. In addition, the Regional Campus Dean, Immokalee, or Rural Program Director communicates with the agency **clerkship coordinator** as needed to monitor the student experience or address any problems.

The student spends the one-half day of each week in the Doctoring 3 course at the Regional Campus every Wednesday afternoon, and one-half day every week in their ongoing Doctoring 3 Chronic Care Clerkship experience.

**EXAMPLE of a Typical Community Medicine Course Schedule:**

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	*	*	Chronic Care Clerkship assignment¶	*	*
PM	*	*	Doctoring 3¶	*	*

- ¶One-half day each week will be spent in the student's longitudinal rotation, and every Wednesday afternoon will be spent in the Doctoring 3 course at the regional campus. (**Note:** Most student Chronic Care Clerkship assignments are on Wednesday mornings, but some students may have a different one-half day Chronic Care Clerkship assignment. Prior to the start of the Clerkship, agencies will be informed which half days each assigned student spends in these activities)
- \*The sessions of each week that the student spends with the community agency
- Required student presentations to their class will be at the Regional Campus on the final day of the clerkship (Agency *clerkship coordinators* and other personnel are invited to attend)

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

**2011 Community Medicine Clerkship Schedule:**

- 1) The Community Medicine Clerkship begins on Monday, November 26, 2012 and ends on Thursday December 13, 2012.
- 2) The required Community Medicine Clerkship Presentations will be made by students to the entire campus class, campus staff, and invited guests including individuals from Community Medicine Clerkship agencies on Thursday, December 13, 2012 and that will mark the end of the clerkship.
- 3) Friday, December 14, 2012 is the first day off for the holiday vacation period in order to accommodate year-4 examinations being given at the regional campuses that day.

**Required Clerkship Assignments**

**Required Writing Assignments:**

Each student has two required writing assignments for this clerkship. The first is a required reflection addressing experiences on the clerkship and how the agency meets goals of *Healthy People 2020* and healthcare disparity as described in the required clerkship reading. The second assignment is to perform a written analysis/critique of the agency's effectiveness. The third assignment is to prepare a presentation with PowerPoint that is given to the class, campus staff and agency staff on the last day of the clerkship.

The reflection and agency analysis submissions are due by the start of weeks 2 and 3 of the clerkship, respectively. These must be submitted on or before Monday (midnight) of those weeks. Students with late submissions may be subject to additional make-up writing assignments as determined by the Course Director and will not be eligible for a Letter of Distinction for performance on the clerkship.

The topic areas for each writing assignment are fully detailed in instructions posted in BlackBoard. It is highly recommended that students accumulate reflection thoughts on these topic areas throughout the week prior to the assignment due dates and then formulate these into their final submissions.

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

Students are encouraged to use content in their written assignment submissions to assist them in the development of the required PowerPoint presentation to the class at the end of the clerkship. (See **Required Student Presentation** below)

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

***Required Student Presentation:***

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

A presentation template covering minimum presentation requirements and assignment details are provided to the students on BlackBoard.

Members of the agencies including agency ***clerkship coordinators*** and any interested Regional Campus faculty and staff are cordially invited to attend the student presentation session.

### **Course Evaluation:**

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

### **Letters of Distinction**

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

Minimum criteria for a Letter of Distinction are as follows:

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

The determination of the Course Director regarding the award of a Letter of Distinction is final.



## Competencies-Objectives-Assessment

The course is designed to address The Florida State University College of Medicine core competencies described in the figure below:

<b>FSUCOM – Competencies - Community Medicine [BCC 7170]</b>			
<b>Competency</b>	Competencies Covered in the Course	Course Learning Objective & ( <a href="#">Education Program Objectives</a> )	Method(s) of Assessment
<b>Patient Care and Procedural Skills</b>		N/A	
<b>Medical Knowledge</b>		N/A	
<b>Practice-based Learning and Improvement</b>	X	Obtain and utilize public health information (demographic, cultural and socioeconomic information) to improve the health of the community and/or practice. (B) Recognize and demonstrate the ability to address the unique needs of patients from underserved environments. (C)	Writing assignments; Agency analysis and critique assignment; Oral presentation assignment; Rating by Regional Campus Dean
<b>Interpersonal and Communication Skills</b>	X	Demonstrate respect, empathy, compassion, responsiveness and concern regardless of the patient's problems, personal characteristics. (A) Demonstrate effective oral communication skills with colleagues and other health professionals. (C) Elicit and constructively provide performance feedback with patients and other healthcare professionals (including situations of medical error and conflict resolution). (H) Demonstrate culturally and linguistically appropriate skills with patients from diverse backgrounds. (K)	Oral presentation assignment; Global evaluation by agency preceptors and <i>clerkship coordinators</i> ; Rating by Regional Campus Dean

<p><b>Professionalism</b></p>	<p>X</p>	<p>Demonstrate respect for the contributions of medical colleagues, other health care professionals, agencies, and families, to the health of the individual and the health of the community. (B)</p> <p>Display professionalism, high ethical standards, and integrity in relationships in all aspects of medical practice, especially with respect to confidentiality, informed consent, and justice. (D)</p> <p>Practice self-evaluation and reflection concerning cultural, moral and ethical issues encountered in the care of patients and the practice of medicine, identifying biases, perceived differences between practitioners and patients, and employing a nonjudgmental approach to patient care. (F)</p>	<p>Global evaluation by agency preceptors and <i>clerkship coordinators</i></p>
<p><b>System-based Practice</b></p>	<p>X</p>	<p>Demonstrate basic knowledge of the health care delivery system in the community including healthcare providers, hospitals, facilities, home health and community agencies. (A)</p> <p>Demonstrate an understanding of the role of the physician in working with home health and community agencies to benefit patients. (B)</p> <p>Demonstrate the ability to work effectively as a member of a health care team. (C)</p> <p>Demonstrate respect for the roles of other healthcare providers and of the need to collaborate with others in caring for individual patients and communities. (D)</p> <p>Advocate for and assist patients in coordinating care and in dealing with system complexities. (E)</p> <p>Recognize that errors occur in providing health care and how providers and system flaws contribute to hazards in care; seek to improve systems and prevent future errors. (F)</p>	<p>Writing assignments; Agency analysis and critique assignment; Oral presentation assignment; Global evaluation by agency preceptors and clerkship coordinators; Rating by Regional Campus Dean</p>
<p><b>NOTES:</b> Systems-based Practice is the major competency addressed by this clerkship, including all of the Systems-based Practice Education Program Objectives. Practice-based learning in the community setting is also stressed.</p>			

## Policies

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### ***Americans with Disabilities Act***

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

#### [The Office of Student Counseling Services](#)

Medical Science Research Building  
G146

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

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

97 Woodward Avenue, South

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566

TDD: (850) 644-8504

[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)

<http://www.fsu.edu/~staffair/dean/StudentDisability>

### ***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. (Florida State University Academic Honor Policy, found at <http://www.fsu.edu/~dof/honorpolicy.htm>.)

### ***Attendance Policy***

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course

schedules. See pages 27-29 of [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation.

## Library Policy

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

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## Required Materials

Assignments and Links to articles are posted on BlackBoard:

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

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## Grading

Grading policies for all Clerkships are standardized and can be found in the **Academic Policies** section of the [FSUCOM Student Handbook](#) -page 31.

**THIS IS A PASS/FAIL GRADE ONLY COURSE.** The student grade recommendation is proposed by the respective Regional Campus Dean, Immokalee, or Rural Program Director. There are no examinations. The final grade is assigned by the Course Director. Clerkship evaluations include end-of-clerkship reviews with the primary preceptor and an end-of-clerkship review with the Regional Campus Dean, Immokalee, or Rural Program Director. Faculty participating in course delivery and **clerkship coordinators** will provide students with qualitative assessment of their performance utilizing the College of Medicine clinical performance evaluation form specifically designed for the Community Medicine Clerkship. The course evaluation form is specifically designed to cover the course objectives and student professionalism. A printer-friendly version is posted on BlackBoard and **clerkship coordinators** are required to complete the form and send it to their respective regional campus for entry into CDCS by the Regional Campus Dean.

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

Strengths and weaknesses demonstrated during the clerkship will be identified to assist the student in monitoring his/her progress in attaining the course goals and objectives. Students will meet as a group with the Regional Campus Dean, Immokalee, or Rural Program Director on a weekly basis at “Dean’s Rounds” and individually if needed. Students will be provided feedback concerning their performance during the clerkship as needed, and remediation opportunities will be provided if needed.

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

### **Grading Criteria**

Grading will be based on the following components:

- Attendance
- **Clerkship coordinator** written evaluation using the printer-friendly CDCS Community Medicine Clerkship Evaluation Form
- Evaluation of the end-of-clerkship required presentation as determined by the Regional Campus Dean, Immokalee, or Rural Program Director
- Quality of reflection assignments as judged by the Regional Campus Dean, Immokalee, or Rural Program Director
- Written evaluation and recommendation to the Course Director by Regional Campus Dean, Immokalee, or Rural Program Director

The final grade determination for each student is the sole responsibility of the Course Director for the Community Medicine Clerkship (Dr. Bruce H. Berg). Students who have difficulties meeting course requirements will be referred to the Student Evaluation and Promotion Committee.

### **Grading Considerations**

#### **Criteria for Honors**

This is a PASS/FAIL grade **only** course. There is no HONORS grade.

A *Letter of Distinction* is possible for distinguished performance (see criteria described above in this document);

#### **Pass Criteria**

Proper attendance at all assignments at the Community Medicine Clerkship agency;

No ratings of “Strongly Disagree” on any assessment domain in the Community Medicine Clerkship performance Evaluation form;

Satisfactory writing and presentation assignments;

Assessment by Regional Campus Dean, Immokalee, or Rural Program Director indicating satisfactory performance in meeting competencies measured by the clerkship assignments

Meets all professionalism expectation domains listed in the Community Medicine Clerkship performance Evaluation form.

#### **Fail Criteria**

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

Inadequate or haphazard attendance of assignments;

A rating of “Strongly Disagree” on any assessment domain in the Community Medicine Clerkship performance Evaluation form;

Two or more ratings of “Disagree” on assessment domains in the Community Medicine Clerkship performance Evaluation form;

Failure to meet expectations on any of the professionalism performance domains