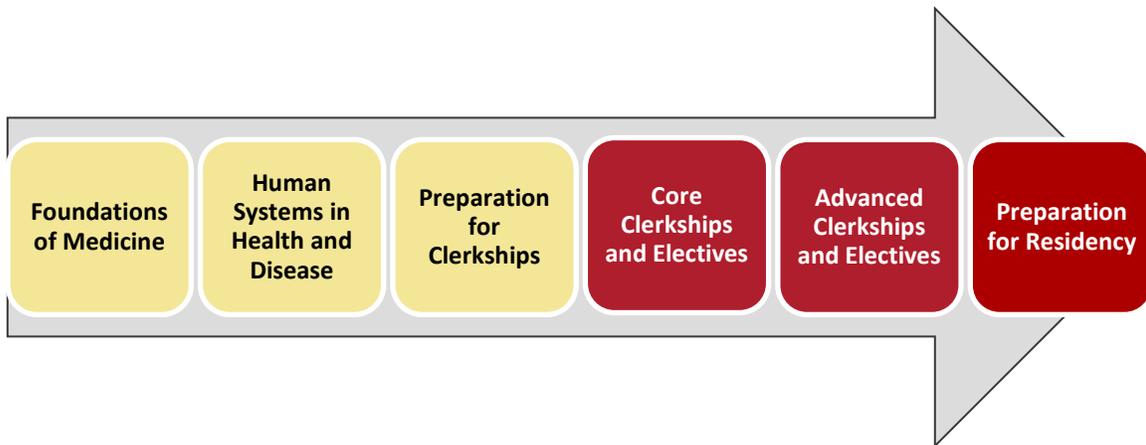


# MEDICINE



## Foundations of Medicine 1 BMS 6037 Organization and Structure AY 2018-2019

Florida State University  
College of Medicine



# Table of Contents

---

Table of Contents .....	2
Faculty and Staff .....	4
Course Directors .....	4
Assistant Course Director      Assistant Clinical Skills Director .....	4
Director of the Clinical Learning Center (CLC) .....	4
Additional Faculty .....	4
Teaching Assistants (Year 2 College of Medicine Students) .....	4
Course Support .....	4
Overview .....	5
Professionalism .....	5
Team work .....	6
The Biopsychosocial Approach: Patient-Centered Care .....	6
Course Objectives .....	6
Course Learning Objectives .....	7
Learning Events, Locations, and Materials .....	9
Large group presentations/discussions .....	9
Friday morning presentations .....	10
Tuesday morning small groups (Location: Third floor LC study rooms – REQUIRED ATTENDANCE) .....	10
Human Structure Laboratory (Location: Anatomy laboratory, lower level, Biomedical Sciences building) .....	10
Clinical Learning Center (CLC) (Location: Lower level, Thrasher building) .....	10
Learning Communities (LCs, third floor of the Thrasher building) .....	11
Self-Study .....	11
Required Texts (all required texts are available as ebooks through the library website and are linked below) .....	11
Grading System .....	12
Description of Student Assessment Methods and Grading .....	12
Grading .....	13
Pre-clerkship course remediation policy .....	13
BRIDGE Students (Graduate Program) .....	14
Course Evaluation .....	14
Policies .....	14
Americans with Disabilities Act .....	14
Academic Honor Code .....	14
Attendance Policy .....	15
Clinical Learning Center (CLC) Specific Absence Policy .....	15
CLC scheduled activities .....	15
Professional Attire .....	16
Anatomy Laboratory Rules and Protocol .....	17
Protocol for the FSU-COM Human Cadaver Laboratory .....	18
Lab activity .....	18
Dissection Tank and Cadaver .....	19



## Mission

The Florida State University College of Medicine will educate and develop exemplary physicians who practice patient-centered health care, discover and advance knowledge, and are responsive to community needs, especially through service to elder, rural, minority, and underserved populations.

## Vision

The FSU College of Medicine will lead the nation in preparing compassionate physicians to deliver the highest quality 21st Century patient-centered medicine to communities of greatest need.

## Faculty and Staff

---

### Course Directors

**Eric Laywell, Ph.D.**  
Associate Professor, Biomedical Sciences  
Office: Suite 2350-F  
Phone: 645-9817  
Email: [eric.laywell@med.fsu.edu](mailto:eric.laywell@med.fsu.edu)

**Niharika Suchak, M.D.**  
Associate Professor, Geriatrics  
Office: Suite 4311  
Phone: 644-2372  
Email: [niharika.suchak@med.fsu.edu](mailto:niharika.suchak@med.fsu.edu)

### Assistant Course Director

**Chris Leadem, Ph.D.**  
Associate Professor, Biomedical Sciences  
Office: Room 2100  
Phone: 645-6475  
Email: [christopher.leadem@med.fsu.edu](mailto:christopher.leadem@med.fsu.edu)

### Assistant Clinical Skills Director

**Kerwyn Flowers, DO**  
Assistant Professor, Family Medicine and Rural Health  
Office: Room 3210-Q  
Phone: 645-2859  
Email: [kerwyn.flowers@med.fsu.edu](mailto:kerwyn.flowers@med.fsu.edu)

### Director of the Clinical Learning Center (CLC)

**Debra Danforth, M.S., APRN**  
Associate Professor, Clinical Sciences  
Office: G129-M  
Phone: 850-645-7123  
Email: [debra.danforth@med.fsu.edu](mailto:debra.danforth@med.fsu.edu)

### Additional Faculty

John Agens, MD  
Nighat Ahmed, MD  
Irene Alexandraki, MD  
Jonathan Appelbaum, MD  
Andree Aubrey, MSW, LCSW  
Leslie Beitsch, MD, JD  
Joedrecka Brown-Speights, MD  
Robert Campbell, MD  
James Cavanagh, M.D.  
Tyra Dark, PhD  
Joe Gabriel, PhD  
Mary Gerend, PhD

Maria Gonzalez, MD  
Lisa Granville, MD  
Jeffrey Harman, PhD  
Suzanne Harrison, MD  
Mel Hartsfield, MD  
Pascal Jean-Pierre, PhD  
Paul Katz, MD  
Mahsheed Khajavi, MD  
Susan LaJoie, DrPH, APRN  
Joan Meek, MD  
Linda Minnock, MD

Karen Myers, APRN  
Michael Nair-Collins, PhD  
Mary Norton, MD  
James Olcese, PhD  
Alice Pomidor, MD  
George Rust, MD, MPH  
Stephen Sandroni, MD  
Michael Sweeney, MD  
Greg Turner, EdD, MPH  
Debra Wagner, MD  
Robert Watson, MD

### Teaching Assistants (Year 2 College of Medicine Students)

Whitney Basford  
William Bradley  
James Brown  
Gerry Eichelberger  
Katherine Foley

Jacqueline Hanners  
Shelby Hartwell  
Courtney Hill  
Maher Khazem

Joey Knipe  
Paula Kreutzer  
Joey Leonard  
Gabby Moore

Tyler Moriarty  
Joshua Parmenter  
Stephen Patacsil  
Kevin Reyes

Matheus Schneider  
Megan Schwiert  
Kaitlyn Withers  
Matthew Young

### Course Support

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

[CLC Program Coordinator](#)

**Cesar Arango**  
Office: Suite 2200-N  
Phone: 645-2905

**Margie Norman**  
Office: Suite 2200-P  
Phone: 645-4645

**Sharika Brown**  
Office: Suite 2200-R  
Phone: 644-2907

**Kayli Kapec**  
Office: G129-N  
Phone: 645-9236

# Overview

---

**Foundations of Medicine 1** is the first block of the FSU COM Curriculum for the 21st century. It will differ in many important ways from your past educational experiences, because a medical education is about more than “what” you will learn or even “how” you will use that knowledge. It is also about “who you are,” “what you believe,” and “how you behave.” A medical education is transformative: you will change and be changed over the next few years, and that journey begins now.

## **Professionalism**

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

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

**Confidentiality:** Patients — including Standardized Patients 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](#) 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.

In addition, we expect all students, TA’s, and faculty to demonstrate respect for the body donors, without whom we would not have the opportunity for a cadaver dissection experience. **Specific rules of conduct pertaining to the cadaver lab** are listed on the last three pages of this syllabus. **Please review these before going into the lab for the first time.**

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

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

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

Appropriate attire should also be worn in the anatomy laboratory during dissection. Students should wear clean scrubs (both shirt and pants) or a clean lab coat over street clothes. Disposable gowns and aprons may also be used to protect clothing.

## ***Team work***

Another essential aspect of Professionalism (and medical school) is Team work. Modern Medicine is a team activity requiring constant interactions of numerous members of the health care team – which includes the patient. Team work is about more than simply working well with others. A Team practices both individual and mutual responsibility and accountability. Foundations of Medicine 1 introduces you to the Team approach for learning.

Most of us learn best when we share our knowledge with others – good teachers learn from those they teach. In Foundations of Medicine 1, the Team approach is an essential aspect of all aspects of the course: dissection laboratory, small group activities, and physical exam practice.

Over the summer you will be assigned to a number of groups. Members of dissection Teams share responsibility to complete the assigned dissections and sit together in large group / lecture presentations to work together on clinical questions that are asked. In the LCs and CLC, Teams practice the physical exam and utilize a variety of digital imaging programs and informatics resources that help synthesize the knowledge acquired about human structure and patient care. And small groups work with a pair of clinical and behavioral science faculty each week to develop knowledge, skills, and attitudes essential to your development as a medical student and future physician.

## ***The Biopsychosocial Approach: Patient-Centered Care***

There are two basic models for providing care to patients: the *cure model* and the *care model*.

The physician is at the center of the cure model which focuses on identifying causes of disease and treatment regimens to correct underlying pathologies – the biomedical aspects of health care.

The patient is at the center of the care model (often referred to as patient-centered or person-centered care), in which the physician's role is to establish an overall diagnosis and plan based on the whole person (patient), not only the disease present. This biopsychosocial approach maintains that health is determined by a combination of biological (injury, pathogens, developmental abnormalities), psychological (thoughts, emotions and behaviors), and social factors (e.g., economic situation, gender, access to care, etc.).

Patient-centered care highlights the distinction between disease (the “thing that is wrong with the body”) and illness (personal experience in the context of disease). The patient-centered care model has four elements:

- The patient's perspective on what is wrong
- The patient's feelings about the illness
- The impact of the illness on his or her functioning
- What he or she thinks should be done – or not done.

## ***Course Objectives***

**Foundations of Medicine 1** is a fully integrated course that lays a firm foundation for the entire medical curriculum.

The course objectives are the first steps toward achieving the Education Program Objectives (EPO):

1. Discuss the patient-centered / biopsychosocial approach to health care and medicine (EPO 2.5 and 9.1, 9.2)
2. Demonstrate fundamental knowledge of human structure and function, basic histology, and common imaging techniques (EPO 2.2, 2.3)
3. Demonstrate a novice level mastery of a defined set of clinical exam skills (EPO 1.3)
4. Demonstrate self-reflection and the use information technology to optimize learning. (EPO 3.1-3.3, 3.5-8; 8.1-2, 8.4, 8.6)
5. Demonstrate an understanding of and commitment to the development of the habits and attitudes of medical professionalism (EPO 1.10, 5.1, 5.5-6).
6. Demonstrate team skills in group activities, including shared accountability for the success of all team members (EPO 4.1, 4.3)

# Course Learning Objectives

	Education Program Objectives	Course Objectives	Means of Assessment
<b>1</b>	<b>PATIENT CARE: Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health</b>		
1.3	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	<p>Organize and conduct a medical encounter, including the use of an appropriate greeting/opening, gathering information and providing closure.</p> <p>Demonstrate the ability to perform the basic maneuvers of the physical examination of: 1) the upper back and upper extremity; 2) the lower back and lower extremity; 3) the thorax and lungs; 4) the heart, major arteries and neck veins; 5) the scalp and head, neck, including thyroid, the mouth and oral cavity, the nose and nasal cavity; 6) the eyes (not including posterior chamber) and the ears; and, 7) the abdomen, using recommended physical exam techniques.</p> <p>Demonstrate the ability to measure and record a patient's vital signs.</p>	<p>Written exams</p> <p>Observation by faculty, TAs, and/or standardized patients;</p> <p>OSCE</p>
1.10	Provide appropriate role modeling	Demonstrate behaviors expected of a medical student	<p>Observation by faculty, TAs, and/or standardized patients</p> <p>Participation in small group exercises and simulation activities.</p>
<b>2</b>	<b>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</b>		
2.2	Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations	<p>Demonstrate basic knowledge of normal anatomy, embryology, histology, cross-sectional anatomy and radiologic imaging of the human body.</p> <p>Demonstrate understanding of the anatomical foundations of elements of the physical exam.</p> <p>Apply anatomical knowledge to recognize and solve clinical problems.</p>	<p>Written exams and quizzes</p> <p>Participation in small group exercises and simulation activities.</p>
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	Demonstrate the skills to recognize common elements of general observation that may be pertinent to a patient encounter.	<p>Written exams</p> <p>Participation in small group exercises and simulation activities.</p>
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	Demonstrate knowledge of the biopsychosocial model of health and illness, and use that knowledge to provide patient-centered care.	<p>Written exams</p> <p>Participation in small group exercises and simulation activities.</p>
<b>3</b>	<b>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</b>		
3.1	Identify strengths, deficiencies, and limits in one's knowledge and expertise	<p>Demonstrate the ability to recognize when one has reached the limits of their knowledge when applying it to understanding clinical problems.</p> <p>Engage in self-evaluation.</p>	<p>Observation by faculty</p> <p>Reflective self- and peer assessment</p>

3.2	Set learning and improvement goals		Mid- and end of block self-assessment
3.3	Identify and perform learning activities that address one's gaps in knowledge, skills or attitudes	Demonstrate strategies and habits of lifelong learning.	Observation by faculty Participation in small group exercises and simulation activities.
3.5	Incorporate feedback into daily practice	Incorporate feedback into daily practice	Observation by faculty and TAs Response to formative assessment and feedback
3.6	Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems	Demonstrate the ability to acquire information and critically appraise its validity and applicability	Observation by faculty Participation in small group exercises and simulation activities.
3.7	Use information technology to optimize learning	Locate and utilize resources to obtain needed information in a timely manner.	Observation by faculty Participation in small group exercises and simulation activities.
3.8	Participate in the education of patients, families, students, trainees, peers and other health professionals	Actively contribute to accomplishing team objectives in laboratory and small group learning exercise	Participation in small group exercises and simulation activities.
<b>4</b>	<b>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</b>		
4.1	Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds	Demonstrate verbal skills and non-verbal behaviors that promote the building of rapport and trust between student and patient.	Written exams Observation by faculty, TAs, and/or standardized patients OSCE Participation in small group exercises and simulation activities. Self-assessment and peer evaluation in assigned teams
4.3	Work effectively with others as a member or leader of a health care team or other professional group	Demonstrate team skills in group activities, including shared accountability for the success of all team members. Engage in peer feedback on team performance.	Participation in small group exercises and simulation activities. Self-assessment and peer evaluation in assigned teams
<b>5</b>	<b>PROFESSIONALISM: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles</b>		
5.1	Demonstrate compassion, integrity, and respect for others	Demonstrate appropriate respect for others, including the dignity of body donors and their remains.	Observation by faculty, TAs, and/or standardized patients OSCE Participation in small group exercises and simulation activities. Self-assessment and peer evaluation in assigned teams
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	Practice self-evaluation and reflection concerning personal and observed differences and biases and how they impact interaction with peers, staff, standardized patients and faculty.	Observation by faculty, TAs, and/or standardized patients Participation in small group exercises and simulation activities. Self-assessment and peer

			evaluation in assigned teams
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	Demonstrate professional values, attitudes and behaviors in all interactions with faculty, staff, peers and patients and in all activities.  Define professional behavior for a medical student and discuss issues related to the transition to physician-in-training.	Observation by faculty, TAs, staff, peers, and standardized patients  OSCE
<b>8</b>	<b>PERSONAL AND PROFESSIONAL DEVELOPMENT: Demonstrate the qualities required to sustain lifelong personal and professional growth</b>		
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.	Self-assessment and response to formative feedback
8.2	Demonstrate healthy coping mechanisms to respond to stress	Demonstrate healthy coping mechanisms to respond to stress	Observation by faculty, TAs, staff  Self-assessment
8.4	Practice flexibility and maturity in adjusting to change with the capacity to alter behavior	Practice flexibility and maturity in adjusting to change with the capacity to alter behavior	Observation by faculty, TAs, staff  Self-assessment and response to formative feedback
8.6	Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system	Demonstrate team skills in group activities, including shared accountability for the success of all team members.	Observation by faculty, TAs, and/or standardized patients  Participation in small group exercises and simulation activities.  Self-assessment and peer evaluation in assigned teams
<b>9</b>	<b>FSU COM MISSION: Demonstrate responsiveness to community needs – especially elder, rural, minority and underserved populations</b>		
9.1	Describe the social determinants of health, and identify how they create opportunities for and barriers to wellness for underserved populations.	Describe the social determinants of health, and identify how they create opportunities for and barriers to wellness for underserved populations.  Explore the impact of culture on the patient's perception of health and illness.	Observation by faculty, TAs, and/or standardized patients  Participation in small group exercises and simulation activities.
9.2	Identify community resources and the ways physicians can partner with them to improve individual and population health and address social determinants of health.	Identify community resources related to the health status and concerns of a rural community.	Participation in small group exercises and simulation activities.

## Learning Events, Locations, and Materials

### *Large group presentations/discussions*

Presentations will focus on major biopsychosocial concepts in the context of clinical presentations, aimed at stimulating active student participation in the application of knowledge. **The student must read the assigned material before attending a large group session** in order to intelligently discuss issues or ask for clarification about a concept. All sessions are intended to be very interactive between students and faculty. Large group sessions are not intended to present all information; students are expected to study information in the assigned text to supplement material presented in class. Assigned reading and posted materials will be the benchmark for the level of detail examined.

### ***Friday morning presentations***

**Histology:** Introductory histology presentations will build foundational knowledge about the basic tissue types and prepare students for organ system histology in later courses.

**Radiology & cross-sectional imaging:** Presentations will focus on correlation of with clinical presentations and visualization of anatomical structures using common imaging techniques. The objective of this component of the course is not to train radiologists, but to enhance student understanding of the clinical relevance of anatomic relationships. RadSIM (a radiology self-instructional module), is a useful learning tool available on the course Canvas site.

### ***Tuesday morning small groups (Location: Third floor LC study rooms – REQUIRED ATTENDANCE)***

Students work in small groups with pairs of clinical and behavioral science faculty to develop an understanding of issues important to their development as physicians, through activities including discussion, role play, and case analysis. Group assignments and schedules, expectations, pre-class preparation assignments, and materials will be available on the course Canvas site. **Attendance at all small group sessions is mandatory.** The experiential nature of each session depends on the presence and contribution of all group members. Students with a legitimate reason to miss a small group session (e.g., illness) must request an approved absence in advance through the Student Absence Request link on [Student Academics](#). Unapproved absences and/or repeated tardiness for required activities are considered to be professionalism concerns and may result in a failing grade for the course, a Report of Concern for Unprofessional Behavior, and/or referral of the student to the Student Evaluation and Promotions Committee.

### ***Human Structure Laboratory (Location: Anatomy laboratory, lower level, Biomedical Sciences building)***

The laboratory experience is designed to integrate structure identification with anatomical relationships and clinical significance. The ability to recognize and understand anatomical relationships is essential in many aspects of the practice of medicine from performing a basic physical examination to the interpretation of radiographic images. The assignments will focus on the normal anatomy and common variations seen in the human body. The study room in the anatomy laboratory is equipped with models, skeletons, computers, anatomy software, a computer and LCD projector. The anatomy laboratories and student study rooms are available to students 24 hours a day, seven days a week.

Students will be assigned to Lab Teams, which will be divided into **red ( $\alpha$ )** and **blue ( $\beta$ )** sub-teams. The red and blue sub-teams will alternate every other day in taking responsibility for the dissections. The “dissecting” sub-team will study the human cadaver, and the “non-dissecting” sub-team will have independent time to study, practice the related physical exam, and view prosected specimens.

One member of each sub-team ( **$\alpha$**  and  **$\beta$** ) will be assigned as the team captain for the week. At the end of the lab period (4:30 p.m.), the captain for the dissecting team will meet with the entire non-dissecting team and review the dissection completed that day. All items identified in bold print in the dissection guide should be shown to the “non-dissecting” team. These daily meetings are essential so that the teams are ready to trade assignments each day.

Exchange of information between the  **$\alpha$**  and  **$\beta$**  teams must occur so that all students are able to benefit from every laboratory assignment. The team members are responsible to see that the exchange of information occurs on a frequent basis.

During lab hours students of the non-dissecting sub-teams have specific assigned times to view the prosections and optional time to work with TAs in the CLC.

### ***Clinical Learning Center (CLC) (Location: Lower level, Thrasher building).***

The CLC is a simulated medical facility that provides a realistic and technologically-advanced learning environment.

During Foundations of Medicine 1, students are scheduled two mornings each week in the CLC to learn and practice physical examination skills. In addition, each student will be assessed on their physical exam skills each Thursday morning in the CLC. Students who have not yet achieved the required level of performance will be required to attend performance adjustment training in the CLC and will be notified of an appointment for this purpose. **Attendance at all scheduled CLC sessions is mandatory.**

Students will work in groups of 2- 4 and have the opportunity to practice with each other and with standardized patients (SPs). The SPs are individuals who are trained to portray a patient with a specific condition in a realistic, consistent way and who permit students to interview and/or examine them. COM faculty and TA's will observe you and provide real-time feedback on your skills.

Following each morning CLC session, students will be encouraged to develop a personal “[Student Practice Plan](#)” identifying both general and specific skills that need particular attention and practice, based on feedback from TAs and faculty.

**“Practice (alone) does not make perfect. Only perfect practice makes perfect.” *Vince Lombardi***

Students are required to attend and participate in all scheduled CLC sessions. Students with a legitimate reason to miss one of these sessions must request an approved absence through Student Affairs. 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 may generate a Report of Concern for Unprofessional Behavior. (See details in [CLC Specific Absence Policies](#))

CLC schedules, exam performance expectations and clinical skills resources will be posted on Canvas.

## ***Learning Communities (LCs, third floor of the Thrasher building)***

### **Physical exam practice**

Continued practice is needed to maintain and to improve clinical skills—including physical exam skills. You should use every opportunity to practice, not just scheduled times in the CLC. Practice with a classmate is part of your Team approach. In addition to improving your clinical skills, comfort, and confidence, this is an opportunity to practice giving and receiving honest and helpful feedback. TAs can be requested during practice times to assist student learning.

### ***Self-Study***

Blocks of time are planned each day for independent, self-directed use of resources including videotaped demonstrations, interactive software, textbooks, Firecracker, and consultation with faculty and TAs.

***Required Texts*** (all required texts are available as ebooks through the [library website](#) and are linked below)

[Basic Interviewing Skills](#)

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

[Grants Dissector](#)

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

[Langman's Medical Embryology](#)

### ***Recommended:***

[Behavioral Science in Medicine](#)

[Clinically Oriented Anatomy](#)

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

[Student Guide to Primary Care: Making the Most of Your Early Clinical Experience](#) (Steele, Susman, and McCurdy; available for check out from the library)

ONE of the following atlases:

[Atlas of Anatomy Teaching Assistant](#) (Gilroy, *Excellent illustrations*)

[Atlas of Human Anatomy](#) (Netter)

[Grant's Atlas of Anatomy](#) (*More "accurate" illustrations*)

### ***Additional helpful resources:***

[Imaging Atlas of Human Anatomy](#) (Weir)

[Seidel's Guide to Physical Examination](#)

[Color Atlas of Anatomy: A Photographic Study of the Human Body](#) (Rohen, Yokochi, and Lutjen-Drecoll, on reserve in the library)

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

#### 1. Other 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 (wristwatch or watch on mobile device)
  - A pen for writing (blue or black ink)

- The student's personal mobile device loaded with the appropriate medical software/applications.

## 2. Other materials for dissection laboratory sessions

- Lab coat or scrubs (required)
- Dissection gloves (provided)
- Eye protection – this can be glasses or safety glasses (required)
- Dissecting kit (optional – we supply basic tools)
- Plastic apron (optional)

# Grading System

---

## *Description of Student Assessment Methods and Grading*

### Unit examinations

There will be three integrated exams that include written and practical components. Written questions may include topics covered in any activities of the course.

### Written exams

Multiple choice and other question formats are used to assess both content knowledge and application skill (ability to solve problems, etc.) on written exams. Exam questions may be drawn from material presented in any required activity, from assigned readings, and from CLC sessions. Written questions may be presented in context with standardized patient encounters during the examination. **Unit exams are cumulative**, i.e., the unit II exam will cover material from both unit II and unit I; the unit III exam will cover material from all 3 units. The unit exams will be weighted to reflect the increasing cumulative coverage. Each unit exam will contribute to the overall exam average as follows: Unit I = 30%, Unit II = 33%, Unit III = 37%. A portion of the unit 2 and unit 3 exams 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.

### Practical exams

Practical exams involve identifying structures tagged for identification on the cadavers, models, skeletons and diagnostic images. The expected level of detail is comparable to most of the **BOLD TEXT** structures in the dissector. Application questions about normal radiology, cross-sectional anatomy, histology, and clinical and anatomic correlations may be in association with CLC sessions, OSCE stations, and/or practical exam stations.

Students must have an exam **average** of  $\geq 70\%$  on the 3 unit exams (written and practical) to be eligible for a grade of pass in the course. In addition, any student whose performance within a single unit or in any content domain (e.g. small group topics) is significantly below passing may be referred to the Student Evaluation and Promotions Committee and is at risk of failing Foundations of Medicine 1, despite an overall exam average  $\geq 70\%$ .

### Clinical skills exams and Objective Structured Clinical Examination (OSCE)

There will be a weekly assessment of the physical exam skills practiced during the week. If a student's performance on a weekly assessment is lower than expectations, the student must remediate that skill through practice with the course director and TAs and reassessment, usually prior to the following week's assessment.

There will be a final OSCE with the Unit 3 exam. 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 Foundations of Medicine 1 OSCE in order to receive a grade of pass for Foundations of Medicine 1. Students scoring below 80% on the OSCE and/or requiring multiple remediations of weekly assessments will receive a grade of "Fail" for Foundations of Medicine 1, and will be required to remediate clinical exam skills as determined by the Student Evaluation and Promotions Committee.

### Quizzes and Practice Practical Exams

Throughout the course there will be weekly Firecracker quizzes, faculty-written on-line quizzes and practice practical exams. 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 8:00 AM the following Monday.** You will receive an email reminder and link to the weekly quiz directly from Firecracker. **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 exam average, and they should be taken seriously. They are important opportunities for students to practice the self-assessment and responsibility for their own learning that are part of Professionalism.

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

### Medical Students (Class of 2022)

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 6037 (Foundations of Medicine 1) a student must meet all of the following requirements:

1. A course **average  $\geq 70\%$  on all examination questions**. [Note: an exam score is the combined results of the NBME and faculty-written components of the exam, with each question carrying equal weight. For example, 80% on a faculty written exam with 30 questions and 60% of an NBME component with 20 questions = an exam score of 72%  $(0.8*30+0.6*20)/50$ .] An average  $<70\%$  will receive a grade of fail, which will require remediation or repetition of the course, as proposed by the block directors and determined by decision of the Student Evaluation and Promotion Committee.
2. A student whose performance is  $<70\%$  (below passing) on any individual exam (see above for definition of exam score) 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. Students may be asked to complete a Performance Improvement Program, the purpose of which is to assist the student in developing the skills and habits necessary to succeed in the curriculum as well as to address specific performance deficits.
3. Timely completion of all quizzes. **Any quiz not complete within the designated time will receive a score of 0.**
4. Attendance and satisfactory participation in all required sessions: all small group sessions, all activities scheduled in the CLC, and other activities as determined by the block directors. Unexcused absence from an activity for which attendance is required may require remediation as determined by the block directors. Multiple unexcused absences from and/or late arrivals to required activities will be considered a Professionalism concern and may result in a [Report of Concern for Unprofessional Behavior](#) and referral of the student to the Student Evaluation and Promotions Committee.
5. Demonstration of the attitudes and behaviors of Medical Professionalism in all aspects of the course, including adherence to the Honor Code when taking unproctored, on-line quizzes. Professionalism concerns may generate a [Report of Concern for Unprofessional Behavior](#).
6. A score  **$\geq 80\%$**  on the Foundations of Medicine 1 OSCE. Students who do not achieve a score of 80% or higher on the OSCE but who have successfully completed all other components of the course will receive an "I" grade for the course and must remediate these clinical skills. This remediation must be coordinated with the block directors and the CLC director, and must be completed prior to the beginning of the fall semester. Students scoring below 80% who are unable to successfully remediate will receive a grade of "fail" for Foundations of Medicine 1, and will be referred to the Student Evaluation and Promotion Committee.
7. Satisfactory completion of all assignments as determined by the block directors.

### ***Pre-clerkship course remediation policy:***

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

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

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

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

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

### ***BRIDGE Students (Graduate Program)***

BRIDGE students will be held to the same requirements listed above. In addition, they will be assigned a letter grade (A, B+, B, C+, C, D or F) according to the scale below, based on the average of all written and practical exams (i.e., not including the OSCE score). Note, students in the BRIDGE program must achieve a grade of B- or better ( $\geq 70\%$ ) in all required courses to remain in the [program](#). Grades of C may be remediated, at the discretion of the Course Directors in consultation with the Director of the Bridge Program and with the approval of the Bridge Committee.

#### **Grading Scheme for BRIDGE Students: Foundations of Medicine 1**

- A =  $\geq 87\%$
- B+ = 82 – 86.9%
- B = 76 – 81.9%
- B- = 70 – 75.9%
- C = 65 – 69.9%
- F =  $< 65\%$

#### ***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

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

#### [Student Disability Resource Center](#)

874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
Voice: (850) 644-9566  
TDD: (850) 644-8504  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)

### ***Academic Honor Code***

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

## Attendance Policy

### University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See the FSU COM [Student Handbook](#) for details of attendance policy, notice of absences and remediation. Students with a legitimate reason to miss a required activity must request an approved absence through [Student Academics](#).

*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 Program (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 [Student Academics](#). Students with approved absences will be allowed to reschedule or participate in a make-up session. **Unapproved absences may not be rescheduled or made up.** Repeated unapproved absences may result in a failing grade for the course and a **Report of Concern for Unprofessional Behavior**.

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

One method for addressing a planned and approved absence is to identify a classmate willing to exchange scheduled sessions with you. In this situation, both students (the student with the approved absence and the willing classmate) should send a request via email to the CLC Director [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 them that you will not be present. Then, submit an absence request to Student Affairs through [Student Academics](#). Student Affairs will classify the absence as excused or unexcused.

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

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

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

### Objective Structured Clinical Examination (OSCE)

If a student knows he/she will not be able to participate in the OSCE, he/she should complete and submit the appropriate forms to Student Affairs, and, if within 72 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 Foundations of Medicine 1.**

## 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 casual sandals.

***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,*** when working in the CLC during Foundations of Medicine 1, ***clean*** scrub clothes may also be worn. ***Note: CLC scrubs must be kept separate from any scrub outfits worn in the anatomy lab.*** On those occasions when students are examining 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.

***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.

# Anatomy Laboratory Rules and Protocol



# Protocol for the FSU-COM Human Cadaver Laboratory

---

Dr. Eric Laywell is the representative of Florida State University College of Medicine on the Anatomical Board of the State of Florida. As a member of the Anatomical Board, he is responsible to ensure that dignity is always shown for the remains of the individuals who will their bodies to the State of Florida for the education of medical students and other students in the health care disciplines.

## Lab activity

1. Access. The anatomy lab will be open 24 hours a day, 7 days a week during the semester, except when closed for cleaning or practical exam set-up. After hours, the anatomy lab can be accessed by the card reader.
2. All students, faculty and approved guests must sign the "Pledge of Respect" form.
3. Authorized Personnel. Only COM medical students, faculty and other health-related personnel and facility workers are permitted access to the lab. FSU badges are the best form of I.D. All unauthorized persons will be told to leave immediately. After scheduled course hours, campus police regularly patrol the area and will escort trespassers from the lab and report the person(s) responsible for the unauthorized entry to appropriate authorities for corrective purposes. Immediate family members and health-oriented guests of medical students must first receive authorization from Dr. Laywell before being allowed entry into the lab. The lab doors should not be opened for anyone "knocking" other than for an authorized person (i.e. student forgetting their card). Visitation is **NOT** permitted during scheduled dissection periods. During any visit of authorized guests, they should avoid all opened cadaver tanks. Minors will **NOT** be admitted except as part of an organized tour. It is the responsibility of all authorized personnel, faculty and students, to enforce these rules. It is the LAW that donors to the Florida Anatomical Board are guaranteed the respect and confidentiality in the spirit by which their gift was donated to our institution. Any disrespect to the cadavers will be dealt with accordingly.
4. According to Florida law, unauthorized removal of any cadaver parts, whatsoever, from the laboratory is a felony crime of grave robbery.
5. NO photographs are to be taken of the cadavers or anything in the laboratory, except with written permission from Dr. Laywell who serves as the local authority for the Anatomical Board of the State of Florida.
6. DO NOT position the cadavers or skeletons in gratuitous poses. No skeleton (including synthetic or model skeletons) are to be dressed up in any manner, and that includes not putting white coats or stethoscopes on any skeleton
7. NO eating or drinking is allowed in the laboratory or auditorium. (FSU is a smoke-free campus.)
8. NO radios or tape players are allowed in the laboratory, unless used with earphones.
9. Personal protection in the lab:
  - Do not wear sandals or open toe shoes in the lab.
  - Scrubs or lab coats are required. Some prefer an additional plastic apron for protection from fluids.
  - Recommend wearing of gloves.
  - Wear glasses or protective goggles **when using a saw or when there is a danger of a splash with fluids**.
  - Material Safety Data Sheets of chemicals used in the laboratory are available in the lab.
  - Use dust mask when using electric bone saws.
10. First aid for cuts in the lab: First aid kits are available in the lab
  - Remove gloves and wash cut area.
  - Cover with sterile bandage.
  - Put on clean gloves.
  - Contact a faculty member if you have questions or concerns.
11. All lab coats, dissecting equipment and books should be stored in the locker room or in the cadaver tank. Anything left out after regular lab sessions will be thrown out during daily lab cleaning. **Gloves and soiled clothing should not be worn outside of the dissection lab.**
12. Skeletons are available in the lab, in the Clinical Learning Center (CLC), and in the Learning Communities (LC) for student and faculty use to facilitate the learning process. Do not remove them from their stands or take them apart.

13. Disarticulated bones are also available, and should not be removed from the lab or approved study areas. Report any broken bone specimens to a faculty member for repair/replacement.
14. The soap for washing hands is located on the sinks and locker rooms.
15. **Rule to Remember** - DO not try to catch a dropped tool or retrieve a tool dropped in the tank. In case of injury in the lab during regular lab sessions, notify a faculty member. If a significant injury occurs after regular lab hours, go to the emergency room.

**Lab waste containers:** There are three types - locate them, learn them, and use them correctly. These are emptied by three different disposal services, which refuse to empty incorrectly parceled waste.

- Type 1. Red-bagged buckets located under each cadaver table which are to be used for disposal of body tissues.
- Type 2. Regular waste receptacles located around the lab for the disposal of waste paper, gloves, etc.
- Type 3. Red Sharps containers located around the lab for the disposal of scalpel blades and other sharp objects.

**Anatomical Models:** All models should be handled with clean hands or clean gloves only. There are study areas for looking at the models.

### ***Dissection Tank and Cadaver***

1. Each group is responsible for keeping the cadaver table clean.
2. The cadaver is covered with a cloth material. Always cover the cadaver with this cloth when leaving the lab. Do not remove the metal tag used to identify the donated body. This is used to identify the body at the time of cremation.
3. There is one plastic bottle at each table. Fill it only with a wetting solution located in the large containers at the perimeter of the lab. Use this daily to wet down the cadaver/cloth upon leaving the lab.
4. There is one sponge at each table. It is the responsibility of each group to keep the cadaver and cadaver tray clean.
5. If a dissecting tool falls into the bottom of the cadaver tank, do not retrieve it. Replacement tools are available.
6. If there is a problem or concern about your cadaver (odor, mold, and fixation) or tank (broken mechanism) contact the block director.

**Keeping your cadaver moist and in good condition and your cadaver table clean, results in a more pleasant lab experience and successful dissection exercises.**