



MEDICAL STUDENT HANDBOOK 2025-2026

The Florida State University *College of Medicine Medical Student Handbook* is published by the College of Medicine Division of Student Affairs & Admissions. Information contained in this handbook is subject to change.

Revised: September 2025

CONTENTS

| | |
|---|-----------|
| CONTENTS | 2 |
| I. GENERAL INFORMATION | 5 |
| A. COLLEGE OF MEDICINE MISSION AND VISION STATEMENTS | 5 |
| B. HISTORY OF THE COLLEGE OF MEDICINE | 5 |
| C. CAREER AND FACULTY ADVISING | 5 |
| II. MEDICAL EDUCATION PROGRAM | 9 |
| A. EDUCATION PROGRAM LEADING TO THE M.D. DEGREE | 9 |
| B. THE CURRICULUM | 9 |
| C. COURSE DESCRIPTIONS | 10 |
| III. OUR COMPACT WITH STUDENTS | 15 |
| A. THE COMPACT BETWEEN TEACHERS AND LEARNERS | 15 |
| B. STANDARDS OF CONDUCT STATEMENT IN THE APPROPRIATE TREATMENT OF MEDICAL STUDENTS IN THE EDUCATIONAL SETTING | 17 |
| C. REPORTING HARASSMENT AND/OR ABUSIVE TREATMENT | 19 |
| IV. STUDENT RESOURCES | 20 |
| A. STUDENT LEARNING COMMUNITIES | 20 |
| B. CLINICAL LEARNING CENTER (CLC) AND CHARLOTTE E. MAGUIRE AND TALLAHASSEE MEMORIAL HEALTHCARE CENTER FOR CLINICAL SIMULATION | 20 |
| C. COMPUTERS | 21 |
| D. PRINTING/COPYING | 21 |
| E. CHARLOTTE EDWARDS MAGUIRE MEDICAL LIBRARY | 21 |
| F. STUDY SPACE | 21 |
| G. CENTRAL CAMPUS WELLNESS CENTER | 22 |
| H. THE FSUCARD | 22 |
| I. PARKING ON CAMPUS | 22 |
| J. BUS SERVICES | 23 |
| K. CHILD CARE | 23 |
| V. REGIONAL CAMPUSES AND RURAL MEDICAL EDUCATION PROGRAM | 24 |
| A. REGIONAL CAMPUS STUDENT ASSIGNMENT PROCEDURES | 24 |
| B. HOUSING | 25 |
| C. ISABEL COLLIER READ MEDICAL CAMPUS IN IMMOKALEE | 25 |
| D. POLICY AND PROCEDURE FOR STUDENTS ROTATING BETWEEN REGIONAL CAMPUSES | 25 |
| E. HOSPITAL POLICY FOR STUDENTS | 27 |
| F. POLICY ON VISITING STUDENTS | 28 |
| G. POLICY ON SHARING FACULTY AT AN INSTRUCTIONAL SITE | 28 |
| VI. ACADEMIC POLICIES | 29 |
| A. REGISTRATION | 29 |
| B. ACADEMIC HONOR POLICY | 29 |
| C. FSU COM ATTENDANCE POLICY | 29 |
| D. GRADING SYSTEM | 32 |
| E. GRADING POLICY FOR FIRST- AND SECOND-YEAR COURSES | 32 |
| F. GRADING POLICY FOR REQUIRED THIRD YEAR AND FOURTH YEAR REQUIRED CLERKSHIPS | 32 |
| G. REMEDIATION POLICY FOR EXCUSED ABSENCES FROM EXAMINATIONS, QUIZZES, SMALL GROUP SESSIONS, LABORATORY SESSIONS, CLINICAL LEARNING CENTER SESSIONS, PRECEPTOR VISITS, AND CLERKSHIP CALL | 33 |
| H. UNEXCUSED ABSENCES | 34 |
| I. RECORDING OF EDUCATIONAL MATERIALS AND COPYRIGHT NOTICE | 34 |
| J. POLICIES AND GUIDELINES FOR PHARMACEUTICAL/VENDOR INTERACTIONS | 35 |
| K. E-MAIL CONTENT AND SIGNATURE POLICY | 38 |

| | |
|---|-----------|
| VII. ACADEMIC PERFORMANCE AND STUDENT CONDUCT | 40 |
| A. STANDARDS OF ACADEMIC PERFORMANCE | 40 |
| B. GRADE APPEALS | 40 |
| C. ACADEMIC PROBATION | 42 |
| D. PROMOTION AND GRADUATION REQUIREMENTS | 43 |
| E. POLICY ON THE UNITED STATES MEDICAL LICENSING EXAMS (USMLE) | 44 |
| F. STANDARDS OF CONDUCT | 45 |
| G. APPEALS OF THE ACTIONS OF THE STUDENT EVALUATION AND PROMOTIONS COMMITTEE (SEPC): | 45 |
| H. LEAVE-OF-ABSENCE | 46 |
| I. WITHDRAWAL | 47 |
| J. POLICY ON MEDICAL STUDENT IMPAIRMENT | 47 |
| VIII. STUDENT AFFAIRS..... | 49 |
| A. TECHNICAL STANDARDS FOR ADMISSION TO AND GRADUATION FROM THE COLLEGE OF MEDICINE* | 49 |
| B. ACCEPTED STUDENTS..... | 50 |
| C. STUDENTS WITH DISABILITIES | 51 |
| D. INSURANCE REQUIREMENTS..... | 51 |
| E. NEW STUDENT ORIENTATION | 52 |
| F. FINANCIAL INFORMATION | 52 |
| 1. <i>Fees and Expenses</i> | 52 |
| 2. <i>Estimated Budget</i> | 52 |
| 3. <i>Financial Aid</i> | 53 |
| 4. <i>Scholarships Available to FSU COM Students</i> | 55 |
| G. STUDENT RECORDS | 65 |
| 1. <i>FERPA</i> | 65 |
| 2. <i>Official University Transcripts</i> | 65 |
| 3. <i>FSU COM Policy on Challenging Records</i> | 65 |
| H. HOUSING | 65 |
| 2. <i>Housing at Regional Campuses</i> | 66 |
| 3. <i>Housing Information Website</i> | 66 |
| I. CAMPUS FIRE SAFETY AND EMERGENCY OPERATIONS PLANS | 67 |
| IX. STUDENT HEALTH AND WELFARE..... | 71 |
| A. UNIVERSITY HEALTH SERVICES..... | 71 |
| B. ADDITIONAL HEALTHCARE SERVICES IN THE TALLAHASSEE AREA | 71 |
| C. HEALTH CARE AT REGIONAL CAMPUSES | 71 |
| D. BEHAVIORAL HEALTH SERVICES | 72 |
| E. POLICY ON PROVISION OF PSYCHOLOGICAL COUNSELING AND MEDICAL CARE TO MEDICAL STUDENTS | 74 |
| F. STUDENTS WITH DISABILITIES AT FSU COM | 74 |
| G. IMMUNIZATIONS | 75 |
| H. HEALTH UPDATES | 79 |
| I. OCCUPATIONAL EXPOSURE TO INFECTIOUS MATERIALS OR ENVIRONMENTAL HAZARDS POLICY | 79 |
| J. UNIVERSAL PRECAUTIONS | 80 |
| K. BODY SUBSTANCE PRECAUTIONS..... | 81 |
| L. STUDENTS WITH ACTIVE HEPATITIS B INFECTIONS..... | 81 |
| M. STANDARD UNIVERSAL PRECAUTIONS..... | 84 |
| N. BLOODBORNE AND AIRBORNE INFECTIONS | 84 |
| O. ENVIRONMENTAL HAZARDS..... | 85 |
| P. OCCUPATIONAL EXPOSURE INCIDENTS..... | 85 |
| Q. CONFIDENTIALITY AND TESTING..... | 85 |
| R. STUDENT EXPOSURE CONTROL PLAN | 85 |
| S. BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN | 86 |
| T. TOBACCO-FREE FSU | 87 |

| | | |
|--------------|--|-----------|
| X. | COMMUNITY CLINICAL VOLUNTEER ACTIVITIES | 89 |
| XI. | EXTRACURRICULAR EDUCATIONAL/RESEARCH ACTIVITIES | 91 |
| XII. | STUDENT ORGANIZATIONS | 93 |
| XIII. | RECREATIONAL OPPORTUNITIES | 94 |
| | A. FSU CAMPUS ACTIVITIES AND EVENTS..... | 94 |
| | B. EXPLORING THE WORLD BEYOND THE FSU CAMPUS..... | 94 |
| | C. REGIONAL CAMPUS ACTIVITIES..... | 95 |

I. GENERAL INFORMATION

A. College of Medicine Mission and Vision Statements

MISSION

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

VISION

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

B. History of the College of Medicine

The Florida State University College of Medicine (FSU COM) was created in June 2000 by a legislative act, to train physicians with a focus on serving medically underserved populations in rural and inner-city areas, and the growing geriatric population in the state. FSU COM was built on the foundation of the successful Program in Medical Sciences (PIMS), which was founded in 1971 as an expansion program of the University of Florida College of Medicine. Funded by a National Institutes of Health grant, PIMS provided the first year of medical education for 30 students a year for 30 years. The PIMS program produced approximately 900 graduates.

The Florida Legislature created the FSU COM with clear legislative mandates concerning the structure, mission, and service to the State of Florida. In May of 2001, the inaugural class of 30 students was admitted. Following the initial provisional accreditation in October of 2002, the FSU COM was granted full accreditation by the Liaison Committee on Medical Education (LCME) in February 2005. FSU COM became the first new allopathic medical school established in the United States in over twenty years. In July of 2003, the inaugural class began clerkship rotations in the regional campuses located in Orlando, Pensacola, and Tallahassee. The Sarasota Regional Campus was added in July 2005, along with a Rural Medical Education Program in Marianna, Florida. In July 2006, the Tallahassee Regional Campus expanded to include training for a limited number of third year students in Thomasville, Georgia. In July 2007, the COM's last two regional campuses located in Daytona Beach and Ft. Pierce accepted their first group of third year students. In addition, the FSU-Isabel Collier Read Medical Campus opened in Immokalee, Florida, offering some clerkships for third- and fourth-year students. The FSU COM received its first reaccreditation by the LCME in October 2011.

Enrollment at the FSU COM grew to 480 in 2010. The first class to reach the maximum of 120 students entered in 2007.

C. Career and Faculty Advising

Career Advising

Career Advising at FSU COM is delivered in various formats that consist of required workshops, curricular/co-curricular programs, small group activities, and one-on-one sessions that include:

Year 1 -- Self-Exploration & Year 2 – Experiential/Explore Options

- AAMC Careers in Medicine required workshops

- Faculty Advising sessions
- Preceptorship Fall/Spring Experience
- Summer Clinical Practicum
- Summer Research & Clinical Opportunities workshop
- Student Specialty Interest Group events
- Specialty Specific Career Spotlight Presentations
- Student Affairs Consultation (Associate Dean, Assistant Dean, Office of Student Counseling Services)

Year 3 – Individual Career Plan Development & Year 4 – Career Plan Implementation

- Campus Dean Consultations to discuss:
 - Career Options
 - Specialty Interests
 - Career Goals/Specialty Interest and Academic Plans
- AAMC Careers in Medicine required Doctoring 3 session
- M4 Orientation introduction to externships
- Educational Directors Consultation
- Clerkship Directors/Faculty Advisor Meetings
- Clerkship Faculty/Alumni Doctoring 3 Special Events
- Regional Campus Student Support Coordinator Meetings
- FSU COM Sponsored Residency Program Directors presentations
- Pre-residency bootcamp Resident Panels
- Alumni Consultation

Faculty Advising

The FSU COM has a faculty advising program in which medical students are assigned to faculty advisors beginning in the first year of medical school. Faculty advisors mentor and assist students throughout their medical school experience.

1. Year 1 & 2 Faculty Advising Program: First- and second-year advisors assist students in the following ways:

- transition to medical school
- decision-making
- medical career exploration
- self-assessment of the student’s progress, achievements, and professionalism
- accessing resources for educational, personal and professional development
- developing learning portfolios
- preparation for USMLE Step 1

M1/M2 Students are required to meet with their assigned faculty advisor at least once a semester. M1/M2 students should respond to advisor’s communication (email/phone call) within 24 hours of receiving the communication.

2. Year 3 & 4 Faculty Advising Program: Students relocate to the regional campuses in the third and fourth year and are assigned an advisor at the regional campus. The third- and fourth-year advisors assist students with the following:

- transition to the clinical training years
- decision-making
- medical career selection
- fourth-year program of study
- self-assessment of the student's progress, achievements, and professionalism
- accessing resources for educational, personal and professional development
- networking with physicians in the student's chosen field of medical practice
- developing the student's portfolio for residency application
- preparation for the USMLE Step 2
- identifying individuals who are able to write appropriate letters of recommendation for residency application

3. Policy on Development of the MEDICAL STUDENT PERFORMANCE EVALUATION (MSPE)

Description: The MSPE is a comprehensive summary of the student's academic record from matriculation through the beginning of the Year 4 Curriculum. This document is a letter of evaluation that is intended to provide residency program directors an honest and objective summary of a student's salient experiences, attributes, and academic performance. It is not a letter of recommendation. The document is a key part of the residency application packet.

Procedure: The MSPE is prepared for all senior students by the Associate Dean for Student Affairs (pre-clerkship years) and the Regional Campus Deans (clerkship years). Students have the opportunity to contribute to the "Noteworthy Characteristics" section of the MSPE letter and to review the MSPE for factual accuracy. The Associate Dean for Student Affairs edits the final letter for accuracy and format. If, for any reason, a student believes that the Associate Dean for Student Affairs or their regional campus dean cannot prepare the letter in an unbiased manner, he or she may request that the letter be completed by another member of the Dean's Office.

Timeline (Year 4):

- Students are required to submit information for the Noteworthy Characteristics section in June of Year 4. The Assistant Dean of Student Affairs will review and suggest edits of the Noteworthy Characteristics in July.
- The Regional Campus Deans will complete their work on the MSPEs in early to mid-August and submit them to the Associate Dean for Student Affairs.
- The Associate Dean for Student Affairs will upload a draft of the completed letters by early September for the students' review.
- Students will have two weeks after the draft letters are uploaded in September to review their MSPE and recommend edits to correct factual errors.
- Finalized MSPEs are uploaded by the Enrollment Coordinator prior to the published deadline by Electronic Residency Application Service (ERAS).
- Requests for an alternative MSPE author should be submitted to the Dean's Office no later than June 30 of the year in which the letter is to be written.
- **MSPE Release date: The FSU COM releases the MSPEs on the date that the Electronic Residency Application System (ERAS) opens to residency programs, which is typically around the end of**

September. The ERAS timeline can be found at <https://students-residents.aamc.org/applying-residencies-eras/publication-chapters/eras-timeline> .

4. Careers in Medicine Program: The AAMC Careers in Medicine program (CiM), a four-phase program designed to assist students in understanding their options for choosing a specialty and applying to a residency program, is a primary resource for the Advising Program. The four phases of this web-based program include personal career assessment, career exploration, decision-making, and implementation. The program is designed to help students develop a clear vision of their future options and is an evolutionary process. CiM offers a structured, organized process which provides students an opportunity to think systematically about their options. Students use their AMCAS login information to access the CiM Website.

II. MEDICAL EDUCATION PROGRAM

A. Education Program Leading to the M.D. Degree

The College of Medicine is dedicated to the goals of preparing students in the art and science of medical care. The College of Medicine curriculum focuses on the needs of patients and their families, develops a common framework of knowledge, utilizes approaches for acquiring and assessing information, and teaches the basic principles and skills necessary for exemplary medical care providers. As physicians in training, students start a lifelong process that only begins with what will be learned in medical school. In the process of caring for patients, physicians have a unique---and privileged---window on the full range of human emotions and conditions, and through the community-based medical education model at the FSU COM, students will learn to appreciate the privilege of providing healthcare to diverse populations.

To earn the M.D. degree, a student must successfully complete all required coursework and clerkships in years 1-4, including a minimum of 16 weeks of electives in Year 4; pass the USMLE Step 1, Step 2 CK; complete all requirements in the curriculum within 6 years; and finish in good academic standing.

B. The Curriculum

1. Educational Program Objectives

The Curriculum Committee has adopted medical education program objectives that incorporate adaptations of two national physician competency models: the Accreditation Council for Graduate Medical Education (ACGME) and the Association of American Medical Colleges (AAMC) Physician Competence Reference Set (PCRS). The PCRS was developed by the AAMC through its initiative to define a taxonomy of competency-based education that not only applies across the continuum of medical education but is also applicable to different health care professions and different physician specialties. A Mission-based domain was developed and added by the FSU COM faculty to assure that each graduate has demonstrated competency in the knowledge and skills at the heart of the FSU COM vision and Mission. These competency domains are described on the FSU COM website at <https://med.fsu.edu/medicalEducation/educational-program-objectives>

2. Description of Curriculum

The curriculum is a 4 year continuum with two major components: a Preclerkship Phase in which students acquire foundational knowledge and skills in basic, behavioral and clinical sciences, physical exam, interviewing, and clinical reasoning, and a Clerkship Phase in which students develop their clinical skills and clinical reasoning through direct patient care experiences in 8 major practice areas and specialty electives, with increasing responsibility for patient care in preparation for residency training.

The Preclerkship Phase

The pre-clerkship phase (years 1 and 2) takes place on the Florida State University College of Medicine central campus. The first 18 months of the pre-clerkship phase is comprised of 11 fully integrated system-based courses that cluster into 3 conceptual groups: Foundations of Medicine, Human Systems in Health and Disease, and Preparation for Clinical Medicine. These courses cover the traditional basic science disciplines (anatomy, biochemistry, cell biology and histology, physiology, pathology, pharmacology, microbiology, and neuroscience), clinical sciences and clinical skills, relevant medical humanities and

social sciences content. Included are community-based healthcare experiences in preceptorships and a 3-week immersion experience. Following preparation and taking of USMLE Step 1, students complete this phase in the Pre-clerkship Preparation Boot Camp.

Year 1 and 2 Curriculum Map:

<https://med.fsu.edu/medicalEducation/curriculum-map>

Academic Calendar and Pre-clerkship Curriculum:

<https://med.fsu.edu/medicalEducation/academic-calendar>

The Clerkship Phase

The third and fourth years are devoted to required clerkships and elective clinical rotations of 2-6 weeks duration, most of which take place at one of the College of Medicine regional campuses. There are also three required courses during clerkship years – Doctoring 3 (year-long course), Community Medicine (2 weeks), and Residency Preparation Bootcamp (3 weeks). Physician’s offices, community clinics, public health units, nursing homes, hospitals, residency programs, and other healthcare facilities are used as training sites in which students actively participate in the clinical setting. Up to 24 weeks (minimum 16 weeks) in the fourth year will be devoted to student electives in which students will be able to choose among select rotations including subspecialty rotations. Twelve weeks must be spent in FSU COM sponsored electives at any of the College of Medicine sites. The remaining 16 or more weeks can be spent in elective studies at any accredited medical school or approved clinical setting in the United States. In select cases, consideration may be given to limited international electives with prior approval. This flexibility permits students to pursue individual interests. These experiences are designed to prepare students for the transition to residency training. Students, with the help and approval of their advisors, will plan their individual fourth-year program. The Regional Campus Dean will approve each student’s plan and submit the plans to the Senior Associate Dean for Medical Education and Academic Affairs for final approval. Students will meet with the Regional Campus Dean or Student Support Coordinator at the end of the third year to prepare for application to the National Residency Match Program. The clerkship phase includes 2 Flex Time blocks in year 3 and a Residency Preparation phase following Match Day that includes a Boot Camp.

Academic Calendar and Clerkship Rotation Calendar:

<https://med.fsu.edu/medicalEducation/academic-calendar>

The Clerkship Phase of the curriculum includes six “core” clerkships that must be completed prior to beginning Academic Year (AY) 4: Family Medicine, Internal Medicine, OB/GYN, Pediatrics, Psychiatry, and Surgery. Advanced clerkships (Emergency Medicine, Primary Care Geriatrics, and a Sub-Internship in either Internal Medicine or Family Medicine) are completed during AY4 as are most of the required 16 weeks of electives. Scheduling during AY4 is flexible enough to allow students to complete multiple interviews for their residency applications.

Year 3 and 4 Curriculum Map (scroll down to bottom of page):

<https://med.fsu.edu/medicalEducation/curriculum-map>

C. Course Descriptions

Year 1 Required Courses

BMS 6037 Foundations of Medicine 1 (10-13 credits) – This course introduces the biopsychosocial model of health care, integrating knowledge of basic, behavioral and clinical sciences for understanding and treating

patients. The principles of the patient-centered clinical method provide the context for learning the physical exam, structure and function of the human body, basic diagnostic imaging, and analysis of ethical issues in medicine

BMS 6030 Foundations of Medicine 2 (8 credits) – This course covers fundamental concepts in three major areas basic to medicine: cellular structure and function, cell communication, and pharmacology. The course integrates knowledge from across the traditional disciplines in basic, behavioral and clinical sciences. Students incorporate this knowledge in understanding and treating patients as they learn to organize and perform a medical interview within the biopsychosocial model of health care.

BMS 6041 Host-Defense (10 credits) – This course covers fundamental concepts of immunology, immunopathology and neoplasia. The course integrates knowledge from across the traditional disciplines in basic, behavioral and clinical sciences and applies that knowledge in understanding and treating patients.

BMS 6042 Cardiovascular and Pulmonary Systems (10 credits) – This course provides core knowledge about the structure and function of the human cardiovascular and respiratory systems in health and disease across the lifespan. The course integrates knowledge from across the traditional disciplines in basic, behavioral and clinical sciences and applies that knowledge in understanding and treating patients.

BMS 6043 Endocrine and Renal-Urinary Systems (8 credits) – This course provides core knowledge about the structure and function of the human endocrine, kidney, and urinary systems in health and disease across the lifespan. The course integrates knowledge from across the traditional disciplines in basic, behavioral and clinical sciences and applies that knowledge in understanding and treating patients.

BMS 6940 Summer Clinical Practicum (1 credit) – This is a clinically intensive practicum experience for first-year medical students. Students spend three weeks in approved rural, urban, or geriatric facilities, where they participate in supervised patient care

- **Year 2 Required Courses**

BMS 6040 Gastrointestinal System (6 credits) – This course provides core knowledge about the structure and function of the human gastrointestinal system and nutrition in health and disease across the lifespan. The course integrates knowledge from across the traditional disciplines in basic, behavioral and clinical sciences and applies that knowledge in understanding and treating patients.

BMS 6046 Neuroscience: CNS and Behavior (10 credits) – This course provides a comprehensive overview of the structure and function of the human central nervous system, with emphasis on its role in cognition and behavior across the lifespan, in health and in neurological and psychiatric disease. Dissection laboratory sessions are included. The course integrates knowledge from across the traditional disciplines in basic, behavioral and clinical sciences and applies that knowledge in understanding and treating patients.

BMS 6047 Musculoskeletal and Integumentary Systems (4 credits) – This course provides an integrated overview of the structure and function of the human musculoskeletal and integumentary systems and the diseases and disorders that involve them over the lifespan. The course integrates knowledge from across the traditional disciplines in basic, behavioral and clinical sciences and applies that knowledge in understanding and treating patients.

BMS 6044 Hematologic System (4 credits) – This course provides fundamental medical knowledge of the human hematologic system, with an emphasis on the recognition, diagnosis and treatment of the diseases and disorders that involve it over the lifespan. The course integrates knowledge from across the traditional disciplines in basic, behavioral and clinical sciences and applies that knowledge in understanding and treating patients

BMS 6637 Reproductive System (4 credits) – This course provides core knowledge about the structure and function of the human male and female reproductive systems in health and disease across the lifespan, including pregnancy, childbirth, and the puerperium. The course integrates knowledge from across the traditional disciplines in basic, behavioral and clinical sciences and applies that knowledge in understanding and treating patients.

BMS 6801 Pre-clerkship Preparation Boot Camp (8 credits) – This course provides students with opportunities to learn and practice basic procedural skills and tasks they use in a variety of health care settings during the clinical rotations in Years 3 and 4. The course prepares the student to begin to contribute meaningfully to real patient care from the first day of their clerkship.

BMS 6960 USMLE Step 1 Preparation (1 credit) – This course allows time, faculty support, and resources for adequate preparation for the USMLE Step 1 exam through self-directed learning. The course includes a high stakes clinical skills exam that demonstrates preparedness to advance to the clinical clerkships.

- **Year 1/2 Elective Courses**

MDE 6041 – Elementary Medical Spanish I (1 credit hours) – This course includes formal class lectures, group discussion, roleplaying, and Web-based exercises. The class primarily addresses the needs of medical students with little or no experience with Spanish. Students receive instruction in the essentials of Spanish grammar and expand their knowledge of Spanish vocabulary with an emphasis on medical terminology. Students are also exposed to pertinent information about Hispanic cultures, particularly those dimensions that may impact the quality of provider-patient communication.

MDE 6042 – Medical Spanish II (2 credit hours) – Special emphasis in this course is placed on in-class activities such as interviewing, history taking, and roleplaying of brief patient encounters in medical settings. Students have multiple opportunities to practice their Spanish with native speakers.

- **Year 3 – Required Clerkships/Courses**

BCC 7112 Internal Medicine Clerkship (6 credit hours) – This clerkship is a 6-week learning experience designed to allow students to participate in the management of patients with common clinical presentations encountered in the general practice of internal medicine.

BCC 7130 Obstetrics & Gynecology Clerkship (6 credit hours) – This clerkship is a 6-week learning experience designed to acquaint the student with the varied aspects of medical care for women, with emphasis on acquiring the basic skills of gynecologic and obstetrical history taking and physical examination, participating and assuming responsibility in the evaluation and care of outpatients and inpatients, and acquiring practical experience in the operating and delivery room areas with close supervision by the faculty.

BCC 7140 Pediatrics Clerkship (6 credit hours) – This clerkship is a 6-week learning experience with an emphasis on ambulatory pediatrics. Students will learn under the supervision of clerkship faculty by interacting with pediatric patients presenting with a variety of common pediatric diseases/conditions.

BCC 7150 Psychiatry Clerkship (6 credit hours) – This is a 6-week clerkship where students will learn pathophysiology, diagnosis, and management of common problems in mental health and psychiatry in the hospital and out-patient settings.

BCC 7160 Surgery Clerkship (6 credit hours) – In this clerkship, students will learn pathophysiology, diagnosis, and management of common problems encountered during a six-week rotation in General Surgery. Patients are seen in both hospital and outpatient settings.

BCC 7175 Family Medicine Clerkship (6 credit hours) – This clerkship is a community-based, ambulatory clerkship emphasizing the identification, evaluation, and treatment of family medicine patients with common medical, surgical and psychological conditions.

BCC 7170 Community Medicine (2 credit hours) – This is a 2-week course in year three designed to broaden students' understanding of the role played by community agencies in health promotion and disease prevention. Students are assigned to a community health agency under the supervision of a preceptor. Students work as team members to assist the agency in fulfilling its goals.

BCC 7182 Doctoring 3 (6 credit hours) – This is a year-long course with an overall goal to enhance students' clinical knowledge and skills and provide them opportunities to explore issues that extend across all medical disciplines. It includes a didactic component, longitudinal care of patients with chronic disease experiences, and a quality improvement project.

- **Year 3 FLEX Electives** – There are two 4-week elective/FLEX blocks in Year 3. These electives are intended to enhance the clinical education of students, and/or to provide exposure to specialties of potential interest that students would not otherwise experience until Year 4. Year 3 electives are restricted to the student's home regional campus or the Isabel Read Medical Campus in Immokalee. A listing of Electives is available in the on-line electives catalogue <https://apps.med.fsu.edu/schedulingStudentAccess/Search/Courses>.
- **Year 4 - Required Clerkships/Courses**

BCC 7174 Primary Care Geriatrics Clerkship (4 credit hours) - is designed to provide the medical student with an in-depth exposure to the intricacies, subtleties, barriers and obstacles to high quality primary medical care for older adults in available settings throughout the community. Under the direction and supervision of geriatric practitioners, the student on this rotation has the opportunity to participate in the care of older patients in ambulatory, acute inpatient, nursing facility, rehabilitation center and assisted living facility sites. This is the capstone geriatric experience meeting the expressed individual needs of each student in achieving basic performance proficiencies. An important component of this experience is the expectation that each student follow *at least* 2 patients across transitions in their sites of care.

BCC 7180 Emergency Medicine Clerkship (4 credit hours) - One of the principal goals of this clerkship is to introduce students to the role that Emergency Medicine plays in the management of acute disease. In the

Emergency Department, there will be exposure to a broad base of undifferentiated patients with a wide variety of personal, social, and cultural issues that influence patient care. This environment places a premium on physical exam skills and diagnostic reasoning, emphasizing the ability to recognize life-threatening situations and initiate resuscitation in a wide range of diseases with varying degrees of urgency.

BCC 7201 Residency Preparation Boot Camp (4 credits) – This course provides didactic and hands-on activities that reinforce and demonstrate the graduating medical student’s competency and preparedness to perform the core patient-care activities of an intern.

Students must complete a sub-internship during the M4 year. Students may select either the Family Medicine Sub-Internship or the Internal Medicine Sub-Internship.

BCC 7113 Internal Medicine Sub-Internship * (4 credit hours) – This clerkship is designed to allow students the opportunity to participate in the management of patients with common clinical presentations encountered in the practice of hospital based internal medicine. Each student will have the opportunity to experience a broad range of illness severity ranging from acute care upon presentation to the emergency department to life threatening processes in the intensive care unit. Students will also have the opportunity to improve their basic clinical skills, learn new inpatient procedures and examination techniques, and assess the effectiveness of their clinical interventions.

BCC 7176 Family Medicine Sub-Internship* (4 credit hours) - The goal of the Family Medicine Clerkship Sub-Internship (FMSI) is to expose students to an intense clinical experience in a family medicine setting. Consistent with our mission to train physicians to care for patients located in rural areas and patients who are medically underserved, the clerkship takes place in settings that expose students to these patient populations.

Year 4 Electives

A listing of Fourth Year electives is provided in the electronic Electives Catalog:

<https://apps.med.fsu.edu/schedulingStudentAccess/Search/Courses>

- **Year 4 International Electives**
- During the fourth year of medical school, students may be allowed to take an International Medicine Elective. This program allows students to participate in an appropriate medical education experience in another country and may include topics such as tropical medicine, Spanish language skills, and medical humanitarian or medical mission work. Upon approval of their Campus Dean and the Senior Associate Dean for Medical Education and Academic Affairs, students work closely with the FSU COM’s International Medicine Elective course director developing an appropriate educational plan and making travel and housing arrangements. Students must coordinate all international travel through FSU COM Main Campus via the FSU Director of Safety and Travel Risk. The International Medicine Elective course director should be copied on all correspondence to the FSU Director of Safety and Travel Risk. All costs are the responsibility of the student.

III. OUR COMPACT WITH STUDENTS

A. The Compact Between Teachers and Learners

A document previously created by the AAMC titled “Compact Between Teachers and Learners of Medicine” addresses the standards of conduct FSU COM faculty and students are expected to exhibit. It was adopted by the faculty of the College of Medicine in April 2002, and remains in effect today.

AAMC COMPACT BETWEEN TEACHERS AND LEARNERS OF MEDICINE

The AAMC “Compact Between Teachers and Learners of Medicine” addresses the standards of conduct FSU COM faculty and students are expected to exhibit. It was adopted by the faculty of the College of Medicine in April 2002. A copy of this document follows.

The following standard, “Compact Between Teachers and Learners of Medicine” is provided by the Association of American Medical Colleges.



COMPACT BETWEEN TEACHERS AND LEARNERS OF MEDICINE

Preparation for a career in medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that undergird the doctor/patient relationship and that sustain the profession of medicine as a moral enterprise. This Compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

Guiding Principles

Duty

Medical educators have a duty, not only to convey the knowledge and skills required for delivering the profession’s contemporary standard of care, but also to inculcate the values and attitudes required for preserving the medical profession’s social contract across generations.

Integrity

The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

Respect

Fundamental to the ethic of medicine is respect for every individual. Mutual respect between learners, as novice members of the medical profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher/learner relationship, teachers have a special obligation to ensure that students and residents are always treated respectfully.

Commitments of Faculty

- ◆ We pledge our utmost effort to ensure that all components of the educational program for students are of high quality.
- ◆ As mentors for our student colleagues, we maintain high professional standards in all of our interactions with patients, colleagues, and staff.
- ◆ We respect all students as individuals, without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any student or resident.
- ◆ We pledge that students will have sufficient time to fulfill personal and family obligations, to enjoy recreational activities, and to obtain adequate rest; we monitor and, when necessary, reduce the time required to fulfill educational objectives, including time required for “call” on clinical rotations, to ensure students’ wellbeing.
- ◆ In nurturing both the intellectual and the personal development of students, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.
- ◆ We do not tolerate any abuse or exploitation of students.
- ◆ We encourage any student who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.

Commitments of Students

- ◆ We pledge our utmost effort to acquire the knowledge, skills, attitudes, and behaviors required to fulfill all educational objectives established by the faculty.
- ◆ We cherish the professional virtues of honesty, compassion, integrity, fidelity, and dependability.
- ◆ We pledge to respect all faculty members and all students as individuals, without regard to gender, race, national origin, religion, or sexual orientation.
- ◆ As physicians in training, we embrace the highest standards of the medical profession and pledge to conduct ourselves accordingly in all of our interactions with patients, colleagues, and staff.
- ◆ In fulfilling our own obligations as professionals, we pledge to assist our fellow students in meeting their professional obligations, as well.

B. Standards of Conduct Statement in the Appropriate Treatment of Medical Students in the Educational Setting

The Florida State University publishes two separately bound documents, the General Bulletin, Graduate Edition and the Student Handbook, that outline policies with regard to:

1. Equal Opportunity, Non-Discrimination, and Non-Retaliation
2. Persons with Disabilities
3. HIV/AIDS Policy
4. Sexual Harassment Policy
5. Values and Moral Standards

The “Equal Opportunity, Non-Discrimination, and Non-Retaliation” policy reads, in part:

“Florida State University (University) is an equal opportunity employer. The University is committed to a policy of equal opportunity, non-discrimination and non-retaliation for any member of the University community on the basis of race, creed, color, sex, religion, national origin, age, disability, veterans’ or marital status, or any other protected group status. This policy applies to faculty, staff, students, visitors, applicants, and contractors in a manner consistent with applicable federal and state laws, regulations, ordinances, orders and rules, and University’s policies, procedures, and processes. It addresses all terms and conditions of employment in addition to student life, campus support services and/or academic environment.

The University expressly prohibits unlawful discrimination, harassment, or retaliation, whether in assumption, attitudes, acts, or policies. FSU supports the principles of free speech and civil discourse. Conduct that intimidates by threat, brings about adversity, or creates a hostile environment, is contrary to the University’s commitment of maintaining a harmonious, high performance work and educational environment.

Retaliation against an individual, who in good faith brings a discrimination or harassment complaint, participates in the investigation of a complaint, or engages in some other protected activity, is expressly prohibited and will be regarded as a separate and distinct cause for discipline under these procedures.”

The FSU COM is committed to maintaining an academic environment in which faculty and students can work together freely to educate and develop exemplary physicians who provide the highest level of patient-centered healthcare, discover and advance knowledge, and are responsive to community needs especially through service to elder, rural, minority, and underserved populations. The College of Medicine recognizes that each member of the medical school community should be accepted as an autonomous individual and treated in a civil and humane manner without regard to race, creed, color, sex, religion, national origin, age, disability, veterans’ status, marital status, or any other protected group status. Diversity in background, outlook and interest among faculty, students and patients inherent in the practice of medicine, and an appreciation and understanding of such diversity is an important aspect of medical training. The development and nurturing of professional and collegial attitudes for effective caring and compassionate healthcare requires mutual respect among members of the College of Medicine community (faculty, staff, and students) and between these members and patients and their families.

Certain behaviors are inherently destructive to the teacher-learner relationship. Behaviors such as violence, sexual harassment, or inappropriate discrimination based on personal characteristics must never be tolerated. Other behavior can also be inappropriate if the effect interferes with professional development. Behavior patterns such as making habitual demeaning or derogatory remarks, belittling comments, or destructive criticism fall into this category. On the behavioral level, abuse may be operationally defined as behavior by medical school faculty,

staff, or students consensually disapproved of by society and by the academic community as either exploitative or punishing.

The Association of American Medical Colleges Graduation Questionnaire defines student mistreatment as follows: “Mistreatment arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment, sexual harassment, psychological cruelty, and discrimination based on race, religion, ethnicity, sex, age or sexual orientation.” Examples of mistreatment are listed below:

- Public belittlement or humiliation
- Threats of physical harm or actual physical punishment
- Requirements to perform personal services, such as shopping
- Being subjected to unwanted sexual advances
- Being asked for sexual favors in exchange for grades
- Being denied opportunities for training because of gender, race/ethnicity or sexual orientation
- Being subjected to offensive remarks/names directed at you based on gender, race/ethnicity or sexual orientation
- Receiving lower grades or evaluation based on gender, race/ethnicity or sexual orientation Physical punishment or physical threats
- Sexual harassment
- Discrimination based on race, religion, sex, sexual orientation, national or ethnic origin, age, disability
- Repeated episodes of psychological punishment of a student by a particular superior (e.g. public humiliation, threats and intimidation, removal of privileges)
- Grading used to punish a student rather than to evaluate objective performance
- Assigning tasks for punishment rather than to evaluate objective performance
- Requiring the performance of personal services
- Taking credit for another individual’s work
- Intentional neglect or intentional lack of communication.

In an effort to prevent the occurrence of such behavior by individuals charged with teaching College of Medicine students, hiring appropriate faculty and providing appropriate faculty development activities is considered of prime importance. The faculty recruited by the College of Medicine embodies the values on which the College is based. These values include mutual respect and a student-centered educational environment. The leadership reinforces these values through formal faculty workshops and meetings and through informal day-to-day interactions with administration and faculty leaders. In compliance with FSU policy, each faculty member, staff and student are provided access to the University’s policy regarding sexual misconduct. Copies of this policy are available at The Florida State University in hard copy (policy brochures, student handbooks, the General and Graduate Bulletins, etc.), electronic format (<https://knowmore.fsu.edu/title-ix/sex-discrimination-and-sexual-misconduct-policy>) and will be made available in alternative format upon request.

To further ensure the environment of mutual respect at all levels of student interaction with faculty and staff, if a student feels he/she is being mistreated, the student should report this concern to the Division of Student Affairs (Student Support Coordinator, Assistant or Associate Dean for Student Affairs or the Regional Campus Dean).

The College of Medicine provides scheduled programs for students and faculty relating to the prevention of student mistreatment. The objective is to educate all members of the College of Medicine community about the policies and procedures of the College of Medicine and its commitment to maintain an atmosphere of mutual

respect in an effective learning environment. These programs include 1) a review of federal laws prohibiting discrimination and 2) how the College of Medicine expects individuals to relate to one another including a review of policies on sexual harassment, racial discrimination, and medical student treatment. In addition, the Compact Between Learners and Teachers of Medicine, developed by the AAMC, has been adopted and emphasizes an educational climate that values students and faculty and is reviewed with both groups.

For students, there will be an introduction at orientation followed by workshops on sexual harassment, racial discrimination, and medical student mistreatment during the first two years. These issues will be repeated as part of the orientation to the clinical years and will include how to handle abusive/inappropriate patients, faculty and staff.

New faculty members receive information and instruction on the topics of sexual harassment, discrimination, medical student mistreatment and boundary issues as part of the new faculty orientation process. This information and instruction will be available as an on-line module comprised of a video or slide presentation to be accessed by all faculty including those at each regional campus and the Rural Medical Education Program.

C. Reporting Harassment and/or Abusive Treatment

Students who believe they have been subject to abusive treatment may report the allegations to the Student Support Coordinator at their respective location, the Assistant Director of Academic & Student Services, the Associate Dean for Student Affairs, the Assistant Dean for Student Affairs, Regional Campus Dean, or any faculty or staff member in the College of Medicine. If the student contacts a College of Medicine staff or faculty member, that individual should report the incident to the Associate Dean for Student Affairs. The Associate Dean for Student Affairs reviews the circumstances as reported, reviews relevant documentation, and investigates the complaint. A selected group of faculty will also receive the report and may confer with the Associate Dean of Student Affairs to ensure appropriate procedures are followed. The Dean of the College of Medicine may be informed of the findings of the investigation and may act on them accordingly.

Any student, staff or faculty member who witnesses mistreatment of an FSU COM student, or any student who experiences mistreatment, should report the event using the **Report of Mistreatment of a Student** [form](#). The report can be made anonymously.

In addition to the **Report of Mistreatment of a Student** form, students can visit report.fsu.edu to review other mechanisms to report important incidents or concerning behavior happening in the FSU community, and for obtaining guidance and advice.

If the claim involves sexual harassment, the University's policies regarding reporting are followed as outlined at <https://hr.fsu.edu/sections/equity-diversity-inclusion/sexual-misconduct-title-ix>

IV. STUDENT RESOURCES

A. Student Learning Communities

The FSU COM strives to foster a student-centered environment. One of the most evident ways in which this goal is accomplished is through the student Learning Community (LC). This space is available 24 hours a day to the students and serves as the setting for group as well as individual study. Faculty, staff, and students are able to foster relationships with each other creating a culture of teamwork and cooperation. The Learning Community is critical to maintaining a cooperative learning environment and active student learning in the integrated curriculum model adopted by the College of Medicine. The Assistant Director for Academic and Student Services and Student Support Coordinator are available to assist the students in all four years of medical education in areas of personal, professional, and academic need.

The Learning Communities include:

- Small Group rooms for instruction and study
- Kitchen
- Lounge area
- Restrooms
- Shower facilities
- Student lockers
- IT and A-V equipment
- Printer/copy machine (see policy under IV. D. below)
- Additional resources, information and announcements regarding issues affecting FSU COM students

The Student Learning Communities are not just physical spaces. Rather, they are physical evidence of the student-centered culture of the College of Medicine. They foster a sense of community and encourage group learning, eliminating the atmosphere of competition that often exists among medical students. The student learning communities create a learning environment that contributes to FSU COM students' personal and academic success throughout medical school.

B. Clinical Learning Center (CLC) and Charlotte E. Maguire and Tallahassee Memorial HealthCare Center for Clinical Simulation

a. *Clinical Learning Center*

The Clinical Learning Center is a teaching and assessment center that provides opportunities for medical students to learn clinical skills in a simulated clinical setting, using standardized patients.

b. *Charlotte E. Maguire and Tallahassee Memorial Healthcare Center for Clinical Simulation*

The Charlotte E. Maguire and Tallahassee Memorial Healthcare Center for Clinical Simulation is a teaching and assessment center that provides opportunities for medical students to learn clinical skills in a simulated clinical setting, using a variety of patient simulators and models.

C. Computers

Each College of Medicine student will receive a laptop computer for use within their medical or physician assistant curriculum. Other equipment may be provided for students on a case-by-case basis as needs arise. As this equipment is an essential part of the instructional program, only College approved programs may be installed. If there is software that you would like to have installed on your computing equipment, please submit a request to the Information Technology help desk (644-3664; help.desk@med.fsu.edu). Once a request is received, the software will be evaluated for its addition to the educational curriculum or research needs by IT and/or Academic Affairs leadership.

Should a device be lost or damaged, the student will be assessed a fee for replacement. Any malfunction or difficulties should be reported immediately to the IT help desk or the IT coordinator at the Regional Campus. See section VI, subsection L below on E-mail Content and Signature Policy.

D. Printing/Copying

Policy on Student Printing

The College of Medicine recognizes students' need to print and photocopy educational materials associated with the curriculum. Each student learning community has a printer and photocopier capable of creating black and white documents. Students may only print and photocopy on devices located in student learning communities unless otherwise directed by faculty or staff for specific academic activities. For example, it may be necessary for students to print to printers in the Clinical Learning Center during organized instructional activities. Use of the college's color laser printers and color copiers is not permitted by students unless the use of these machines is authorized by faculty for instructional purposes. In an effort to ensure continued access to printers and photocopiers, it is important that students limit printing and photocopying to educational activities. Students are encouraged to minimize the use of photocopying as much as possible and to attempt paper saving measures such as double-sided printing when they can. Students in Year 3 and 4 are limited to 1000 copies per academic year. Unnecessary and excessive use of the resources could negatively impact the college's ability to provide resources in the future.

E. Charlotte Edwards Maguire Medical Library

The Charlotte Edwards Maguire Medical Library was the first academic medical library created after the invention of the World Wide Web, making widespread delivery of electronic resources viable. As such, it is a 21st century library with the majority of its resources accessible electronically, with limited print holdings providing supplementary materials.

F. Study Space

At the central campus, there are multiple areas for quiet study. These identified areas are located in the library, in individual study rooms on the 4th floor, and in the breezeway on the 2nd floor between the Thrasher and research buildings. Students also have access to group study areas in their individual Learning Communities. In the 3rd and 4th year, each of the regional campuses has study areas located in different areas of the campus buildings as well as in the student's Learning Community. There are established policies for the use of student study space and etiquette for the central campus

https://fsu.sharepoint.com/:w:/r/sites/medstdt/_layouts/15/Doc.aspx?sourcedoc=%7BBC8F7F25-4886-4AB3-92A1-7EF950243A5D%7D&file=CentralCampus_StudySpacePolicies.docx&action=default&mobileredirect=true.

G. Central Campus Wellness Center

Each student's wellbeing is a high priority and is essential to the success of the College of Medicine. The Wellness Center was added to the central campus on the 4th floor in 2011. This area contains exercise equipment and space for wellness activities for only students, staff and faculty at the College of Medicine. The wellness center is open 24/7. The use of this facility is contingent upon following the COM Wellness Center's established policies. The Wellness Center waiver and release online form must be complete to gain access:

<https://fsu.sharepoint.com/sites/medstdt/SitePages/Home.aspx>

H. The FSUCard

<https://fsucard.fsu.edu/>

One of the first stops on campus during orientation week is the FSUCard Center located in the Parking Garage complex next to the FSU Bookstore. The FSUCard is the official student identification, and since it is required to conduct most transactions on campus, it is best to keep it with you at all times. The FSUCard is more than just an ID! It is the key to a wealth of services that make a medical student's life easier. It is a library card, a debit card and a door key. The FSUCard provides access to several computer labs on the FSU campus (Carothers, Oglesby Union and Strozier Basement), StarMetro City Bus, the health center, and the recreation facilities. It allows a student to check out materials and use resources at all five libraries on the FSU campus, is used for all campus events, and for meals at Seminole Dining facilities including the Doctor's Inn. In addition, there are full-service banking options that may be utilized with the FSUCard. Finally, the Magnetic Digital Stripe on the back of the FSUCard allows you to store cash value on your card at cash-to-card machines located around campus; then the card can be used in vending machines, copiers, laser printers, laundry facilities, and to purchase some merchandise on and off campus.

The FSUCard is a vital part of everyday life and provides access to all College of Medicine Student Learning Communities, the anatomy laboratory, library and wellness center. Remember, the FSUCard Center is located in the FSU book store on Woodward Avenue and can be reached by phone at (850) 644-7777. When obtaining the card, be sure to bring photo identification. Business hours are 8 AM to 5 PM, Monday through Friday. Cashier hours are 8:30 AM to 4:30 PM, Monday through Friday.

I. Parking on Campus

Finding parking on the FSU campus is quite a challenge! This is how it works. All Students, including year 3 and 4 students are assessed a per credit hour fee paid with their tuition to cover their parking and transportation needs. Students with vehicles may obtain their virtual parking permit online at

<https://transportation.fsu.edu/parking/parking-permits> . The virtual permit entitles students to park in "W" lots (those with white-striped parking spaces), which are designated student lots, up until 5:00 PM. After 5:00 PM, students may also park in the "R" lots (those with red-striped parking spaces), which are designated for faculty and staff between the hours of 7:30 AM and 5:00 PM, Monday through Friday.

Although third- and fourth-year students are at Regional Campus sites, they are responsible for obtaining a valid FSU Parking Permit for use when participating in activities held on the FSU main campus in Tallahassee.

J. Bus Services

Bus Service Information can be accessed by calling 850-644-5278, or visiting the website at <https://transportation.fsu.edu/bus> . The Office of Parking and Transportation Services is located at 104 N Woodward Avenue.

K. Child Care

All university childcare centers are operated by Childcare & Early Learning Programs. All childcare centers were established to assist student parents in the care and education of their children so that they could attend classes as well as to provide hands on experience and training for various academic departments on campus. Programs are administered by University Housing. <http://www.childcare.fsu.edu>.

V. REGIONAL CAMPUSES AND RURAL MEDICAL EDUCATION PROGRAM

The FSU COM has six regional campuses (Pensacola, Tallahassee, Orlando, Sarasota, Daytona Beach and Ft. Pierce), where students may complete the third and fourth year of their medical education. In addition, the FSU COM has rural training sites in Marianna and Immokalee, where a limited number of students will complete their third year of medical education (Marianna) as well as some required clerkships in Years 3 and 4 (Immokalee). The College of Medicine has also established an extension of the Tallahassee Regional Campus in Thomasville, Georgia where a limited number of students will complete their third and fourth year of medical education.

The regional campus sites have facilities which house administrative offices, instructional spaces, and student areas. Each of the campus facilities is centrally located near the clinical teaching facilities in Pensacola, Tallahassee, Orlando, Sarasota, Daytona Beach, and Ft. Pierce. The Rural Programs in Marianna and Immokalee also have instructional and student space. Affiliation agreements are in place with major healthcare providers in each of the communities where the campuses are located. These providers, along with clerkship and elective faculty practices, serve as third and fourth-year training sites for the College of Medicine.

A. Regional Campus Student Assignment Procedures

Purpose: To assign medical students to the regional campuses and to the rural program for Years 3 and 4 in a manner that maximizes the utilization of regional campus and the rural program resources in the FSU COM.

Background Information: The COM reserves the right to make student assignments to additional training sites as they become available. The number of available slots at each training site is determined by the Senior Associate Dean for Medical Education and Academic Affairs in consultation with Regional Deans based on educational resources available at each campus. Students will apply for regional campus selections and the Rural Program during the Summer semester of their first year. Students are given information about each regional campus on the FSU COM website and informational sessions.

Regional Campus Assignment Procedure:

1. Information regarding each of the COM training sites is available on the COM's website.
2. Students are invited to tour the training sites at their own expense and outside of regular class sessions. These tours should be arranged by contacting the Student Support Coordinator at the regional campus or the Rural Health Program Coordinator and the Associate Dean for Student Affairs.
3. In the Summer semester of the 1st year, students will fill out the Regional Campus Selection Form, which will be available on the college MEDNet intranet site. The form will include preferences for all 6 regional campuses, the rural program in Marianna and the Thomasville site.
4. Students will rank all eight possible sites (the six regional campuses, the rural program in Marianna and Thomasville) and provide up to a page of written justification about their location preference.
5. Students will have approximately one week to complete the forms.
6. The forms will be reviewed by the Regional Campus Assignment Committee composed of the Associate and Assistant Deans of Student Affairs, the Assistant Director of Student Support, and any Student Support Coordinator not working directly with the cohort being assigned. The committee will make the assignments based on maximizing the students' preference for location, taking into account the provided justifications.
7. Once final regional campus assignments are completed, a student may request to switch a site assignment with another student, with the approval of the Associate Dean for Student Affairs.

Such requests must be in writing and signed by both students making the request and must be turned in to the Associate Dean for Student Affairs by late February to allow time for credentialing at the regional campus.

8. Final assignments will be distributed to the class approximately one week after submission of the forms.
9. Campus assignments are considered final once approved and can only be changed with the approval of the Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs.
10. Students who must remediate a Year 2 course or the USMLE Step 1 exam will proceed to their assigned campus as soon as satisfactory remediation is completed.
11. In the event that a campus assignment becomes available after the regional campus selection process is completed, students who are seeking a change in the selection of their campus may be assigned to a new campus at the discretion of the Associate Dean for Student Affairs and/or the Senior Associate Dean for Medical Education and Academic Affairs.
12. Students who are required to repeat Year 1 or Year 2 of the curriculum will re-enter the match process and/or may be reassigned to a different regional campus than they were originally selected for based on campus capacity.

Questions regarding the Regional Campus Assignment process should be addressed to the Associate Dean for Student Affairs.

B. Housing

The FSU COM Regional Support Coordinators will provide resources for housing in the local areas of the regional campuses. Housing is available for students completing rotations in the Rural Medical Education Program in Marianna, Florida and the Isabel Collier Read Medical Campus in Immokalee.

C. Isabel Collier Read Medical Campus in Immokalee

The FSU COM has established training programs at the Isabel Collier Read Medical Campus in Immokalee and with FSU COM faculty members in Immokalee, Florida. The campus is the home base for the FSU Center for Child Stress & Health, the Bioecological Center for Rural Children's Health (BeRCH), the FSU Medical Interpreters Certificate Program, and a Postdoctoral Fellowship in Clinical Health Psychology. Students assigned to a regional campus in the FSU COM may choose to participate in required and elective third- and fourth-year clerkship rotations at the Isabel Collier Read Medical Campus. Students will indicate at time of schedule developments that they are interested in completing a rotation in Immokalee. These assignments will be determined based on availability with consultation of the student's regional campus dean and the Senior Associate Dean for Medical Education and Academic Affairs. Participation in D3 Sessions will occur on the Isabel Collier Read Medical Campus. Longitudinal Rotation experiences will be arranged with consultation of the Doctoring 3 Course Director and the student's regional campus dean. Housing and mileage are available for students completing rotations at the Isabel Collier Read Medical Campus in Immokalee.

D. Policy and Procedure for Students Rotating Between Regional Campuses

Policy: Students may request to complete one or more of their M4 required clerkships at a regional campus different from their home campus, or at the Immokalee training site. The approval process includes:

1. The request must first be approved by the home regional campus dean.
2. The host regional campus must have an open slot and available faculty.
3. The request must be approved by the host regional campus dean.

4. The student must arrange for housing and transportation.

To ensure that the FSU COM maintains contact with students taking rotations between its training sites, it is the FSU COM's policy that when a student is participating in any rotation (required, internal elective, external elective) in or adjacent to the city of a FSU COM regional campus different from her/his home campus, s/he is to contact the Student Support Coordinator at that campus via e-mail prior to the first morning of her/his rotation to provide her/his local contact information.

To maintain the Student Learning Community concept of the FSU COM as much as possible, students are allowed to have access to the regional campus where they are participating in clerkships. The student should email a copy of his/her FSU Card or provide it to the Student Support Coordinator when he/she arrives at the regional campus so he/she may be provided access to the regional campus building for access to the library and study areas.

Procedure: The procedure for making sure the FSU COM maintains contact with students rotating between regional campuses is:

- 1. For Required and Internal Elective Clerkships:**

- a. It is the student's responsibility to arrange housing.
- b. During the week before a rotation starts, the student should inform the Student Support Coordinator at the regional campus where he/she will be taking an away required or internal elective rotation via phone or e-mail of his/her upcoming arrival the following week.
- c. At least six weeks prior to the beginning of the rotation, the Student Support Coordinator will obtain from the student all information required to participate at the regional campus, including but not limited to, the student's FSU ID Card number to obtain building access and all contact information (home phone, cell phone, alternate e-mail addresses, clerkship faculty contact numbers).
- d. At least four weeks prior to the beginning of the rotation, the Student Support Coordinator will provide the student with contact information and other rotation details, including but not limited to, any necessary materials for the rotation (binders, handouts, maps), parking passes, hospital ID information and requirements, and information about the area.
- e. Prior to the start of the rotation, the Clinical Coordinator of the rotation site sends faculty contact information to the student by email.
- f. The Informational Technology Coordinator will be available to assist the student with configuring the laptop to set up appropriate access to printers, hardware and software problems, etc.
- g. The Campus Dean, Student Support Coordinator and Clinical Coordinator at that campus will assume responsibility for any student-related issues the student may have during his/her time at the campus.
- h. If at any time a student has questions or unexpected changes occur regarding the rotation, the student must notify the Student Support or Clinical Coordinator at the campus she/he is visiting as well as her/his home campus.
- i. Once the away rotation is over, the staff at the regional campus will coordinate reversing access to the building and updating security lists.

- 2. For FSU External Electives** - If the student will be rotating in or adjacent to the city of an FSU COM regional campus and/or if the student intends to have access to the resources of the regional campus:

- a. During the week before a rotation starts, the Student Support Coordinator at the home campus should inform the Student Support Coordinator at the receiving regional campus where the student will be taking an external elective via call or e-mail of the student's pending arrival the following week.
- b. At least six weeks prior to the beginning of the rotation, the Student Support Coordinator will obtain from the student all information required to participate at the regional campus, including but not limited to, the student's FSU ID Card number to arrange building access and all contact information (home phone, cell phone, alternate e-mail addresses, clerkship faculty contact numbers).
- c. The Informational Technology Coordinator will be available to assist the student with configuring the laptop to set up appropriate access to printers, hardware and software problems, etc.
- d. The Clinical Coordinator at that campus will notify the campus dean of the student's upcoming rotation for informational purposes.
- e. The student's home Campus Dean, Clinical Coordinator and Student Support Coordinator will retain responsibility for all other student-related requirements, including but not limited to, notifying elective faculty of the student's arrival, ensuring that all required information is provided to hospitals and other facilities, and student evaluation.

E. Hospital Policy for Students

The following is the Hospital Policy for FSU College of Medicine Students. Students as well as the Medical Staff Officer at each hospital are provided a copy during year 3 orientation week. Each hospital also provides the students with specific information regarding the services and policies by which they will need to abide while working at their facility. If at any time students have questions regarding what they can and cannot do, they should discuss this with their clerkship faculty member and/or clerkship director.

- Students may access the medical records of assigned patients. (Students are bound by the same "rules" of patient confidentiality as are the physicians practicing in the specific hospital facility).
- Students may write progress notes, histories, physicals, and other notes documenting care/services provided in the medical records of assigned patients. For Medicare billing purposes, student notes can be used only as documentation of the review of systems and past, family, and social histories. Countersignature by the supervising physician is required to occur in a timely manner according to the hospital policy.
- Students may enter orders on assigned patients after consulting the supervising physician. These orders must be confirmed by the supervising physician prior to being acted upon by hospital employees.
- Students may visit, interview and examine assigned patients even in the absence of the supervising physician – except where specifically prohibited (gynecological exams).
- As physicians in training, students may access all appropriate hospital facilities – (for example - physician lounges, locker rooms, libraries, medical record areas, sleeping areas, cafeterias and parking areas) - - in order for the student to function in his/her professional role.
- Students must be under the direct supervision of a licensed physician/care provider who is privileged in the given procedure in the specific facility when performing technical procedures on assigned patients.
- In emergency situations, students may temporarily assist hospital employees or other physicians in the care of unassigned patients.
- Students will attend orientation sessions at the hospital facilities and wear the appropriate identification badge at all times.

F. Policy on Visiting Students

Because of the structure of the FSU COM's distributed model for undergraduate and graduate medical education, the FSU COM does not accept visiting students for elective rotations with our contracted faculty members.

Medical students from other institutions who desire externships at one of FSU COM's sponsored or affiliated residency programs must apply directly to the residency program. In addition, students desiring residency at one of FSU COM's sponsored residency programs must apply through the National Resident Matching Program via ERAS.

G. Policy on Sharing Faculty at an Instructional Site

FSU COM students are assigned directly to physicians who have faculty appointments with the FSU COM in a one-on-one apprentice model for their clerkship training, as opposed to being assigned to a hospital service. Faculty members are oriented to, and have the syllabus for, our educational program. The student follows the faculty member wherever he or she goes for patient care activities, including the faculty member's hospital practice. Access to patients is via the individual faculty member's private practice.

Campus deans, education directors and clerkship directors work closely with our residency program partners to ensure that electives at our sponsored and affiliated residency programs are available to our students. The campus deans and clerkship directors monitor faculty resources closely to ensure that any potential competition for those resources is addressed proactively by recruiting additional faculty members to ensure that the activity of students from other medical schools does not interfere with our students' education.

Students from other institutions participating in rotations at our affiliated community hospitals are under the direction and supervision of those hospitals and their medical staff. Any of our regional campus sites that have another LCME-accredited medical school will have a Memorandum of Collaboration with that school ensuring that each medical school has appropriate access to needed resources to support its medical education program (per LCME's June 2014 White Paper titled "Principles for LCME-Accredited Medical Schools Sharing Faculty at an Instructional Site").

VI. ACADEMIC POLICIES

The Florida State University College of Medicine Student Handbook and the Florida State University Bulletin (<https://registrar.fsu.edu/bulletin/graduate/>) outline the academic policies for medical students.

A. Registration

All registration procedures are managed by the College of Medicine Enrollment Services Coordinator (Registrar). Students are responsible for insuring that there are no registration holds on their records and that their immunization records are up-to-date prior to the registration window. Students should check their account status at MyFSU (<https://my.fsu.edu>) two weeks prior to the registration window to make sure there are no registration holds. Outstanding accounts, including delinquent current semester tuition, will prevent a student from being registered until all delinquent fees are paid. Diplomas and official transcripts will not be issued when any amount is owed to the University. Delinquent accounts are referred to a collection agency if fees are not paid in full.

B. 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/> .

The FSU COM expects students to be honest in all of their class work. In addition to academic honesty, we expect a high standard of personal and professional conduct in the physicians we aspire to train. There is an Academic Honor Code that all College of Medicine students are expected to follow with respect to their moral and ethical behavior. Each student signs a pledge that s/he has read the College of Medicine Academic Honor Code and will adhere to the tenets of that code. Violation of this code will result in disciplinary action that may include dismissal from the College of Medicine. When a course director or education director believes a student has violated the Academic Honor Code based on direct observation or reporting by students, faculty or staff, that instructor should report the matter to either the Associate or Assistant Dean for Student Affairs, the Regional Campus Dean or the Senior Associate Dean for Medical Education and Academic Affairs and discuss the matter with the student. The Associate Dean for Student Affairs and/or Regional Campus Dean will conduct an appropriate investigation into the alleged breach of the honor code. In the event of a breach of the honor code, the Chair of the Student Evaluation and Promotion Committee (SEPC) will be notified of the breach and may remand the violation back to the instructor for resolution or it may be brought before the full Evaluation and Promotion Committee. A student whose performance in relation to the Academic Honor Code is deemed unsatisfactory for any reason will receive written notification from the Chair of the Student Evaluation and Promotion Committee of the Committee's recommendations.

C. FSU COM Attendance Policy

Students will be accountable and personally responsible for attending all educational activities which are indicated as mandatory or required in the calendar or by the course/education director. These include all clinical experiences, small groups, team activities, labs, assessments and any lecture when outside speakers or patients are present.

If a student has an emergency that prevents her/him from attending a scheduled activity, s/he is to notify the Division of Student Affairs (Year 1/2) or the Regional Campus Dean / Student Support Coordinator (Year 3/4) and request that they inform the supervisors/professors/clerkship faculty/education director for that activity. If at all possible, the student should also call and at a minimum, leave a message with one of the course/clerkship directors. It is important that students realize that their absence or tardiness negatively impacts a number of other people. Attendance, including tardiness, is part of the student's evaluation for professionalism. Negative evaluations may result in decreased grades and, in severe cases, referral to the Student Evaluation and Promotion Committee.

Procedure for Request of Absence in Year 1/2

The online "Request for Absence" (<https://apps.med.fsu.edu/StudentAcademics/Absence/Student>) process should be used for all absences, including post-illness absences, regardless of whether the student is requesting an absence from one or more classes or the entire day. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the course director and final decisions regarding these actions shall rest with the course director.

If the absence occurs due to an unforeseen emergency, the student should contact the course director and the Assistant Dean for Student Affairs immediately to report the absence including the reason for the absence and, as soon as possible, complete the Request for Absence form as outlined below.

Here is how it works.

- Student completes online form: <https://apps.med.fsu.edu/studentacademics/absence/student>
- Students must include all the sessions/activities they plan to miss on the requested day of absence (lecture, small groups, quiz, exam, CLC session, preceptorship, OSCE, etc.) It is the student's responsibility to ensure the form is filled out completely with all the sessions/activities they will miss for that particular day.
- The form is routed once submitted to Student Affairs for approval.
- The Assistant or Associate Dean for Student Affairs will evaluate and determine if the reason for the absence meets the criteria for an excused absence.
- If the absence is excused, the student and the appropriate course director and support staff will be notified of the excused absence. The course directors and staff are not given the reasons for the absence to protect potential confidential student information.
- If the absence is determined not to be an excused absence by the Assistant or Associate Dean for Student Affairs, then the student and the appropriate course directors will receive notification of the denial.
- Students can check on the status of the progress of the request by clicking on the "Pending requests" link.

Students are encouraged to keep in proactive and continued contact with their course directors in regard to their absences and to ensure that they have a clear plan for any make-up work they might be required to perform per the course director's guidance.

Procedure for Request of Absence from Year 3/4 Required Clerkships

If the student requests an absence in advance, the student should first discuss the request with the Regional Campus Dean. The online "Request for Absence" (<https://apps.med.fsu.edu/StudentAcademics/Absence/Student>) process for the Year 3/4 should be used for all absences, including post-illness, absences, regardless of the reason or duration of the absence. Requests for excused absences from a required clerkship should be rare and made only in situations that cannot be rescheduled to occur during a scheduled time off or during an elective. An excused absence from a required clerkship may be allowed when it is determined by the Regional Campus Dean that the student has no alternative (additional information for 4th year students can be found in the Fourth Year Scheduling Policies). Note: The Request for Absence is not approved until it is reviewed and approved by the Regional Campus Dean. The student may be required to make up any time missed.

The Regional Campus Dean, often after consulting with the Education Director and/or the Clerkship Director, will make the final decision regarding the student's request. The Regional Campus Dean or the Clerkship Director will give the student the implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.). Final decisions regarding implications for the student's grade shall rest with the Education Director. The student will receive a response to the request automatically through the online system.

Procedure for Request of Absence from Year 4 Electives

If the student requests an absence in advance, the student should first discuss the request with the Regional Campus Dean. The online "Request for Absence" (<https://apps.med.fsu.edu/studentacademics/absence/student>) process for the Year 3/4 should be used for all absences, including post-illness, absences, regardless of the reason or duration of the absence. The Regional Campus Dean, often after consultation with the Electives Director and/or the Clerkship Director, will make the final decision regarding the student's request. The Regional Campus Dean or the Clerkship Director will give the student the implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.). Final decisions regarding implications for the student's grade shall rest with the Regional Campus Dean, who will notify the Electives Director of the decision.

Here is how the online Request for Absence process works:

- Student discusses request with regional campus dean.
- Student completes online form: <https://apps.med.fsu.edu/studentacademics/absence/student>
- Students must include all the courses/activities they plan to miss on the requested day of absence (rotation, lecture, small groups, quiz, exam, OSCE, etc.) It is the student's responsibility to ensure the form is filled out completely.
- Once submitted, the form is routed to the Regional Campus Dean.
- The Regional Campus Dean will evaluate and determine if the reason for the absence meets the criteria for an excused absence. If necessary, the Regional Campus Dean will get input from the Clerkship Director or Education Director.
- If the absence is approved, the student and the appropriate faculty and support staff will be notified via e-mail. The faculty and staff are not given the reasons for the absence to protect potential confidential student information.
- If the absence is determined not to be an excused absence by the Regional Campus Dean, the student and the appropriate faculty and support staff will receive notification of the denial.
- Students can check on the status of the request by clicking on the "Pending requests" link at any time.

D. Grading System

FSU COM uses a Pass/Fail grading system which is used in the curriculum for the first and second years. An Honors/High Pass/Pass/Fail grading system is used for Years 3 and 4 required courses/clerkships and a uniform policy governing the assignment of grades is based on student performance on the National Board of Medical Examiners (NBME) subject (shelf) examinations, internal exams, clerkship faculty assessments, and clerkship specific papers or projects. More information about grading in the clerkship years can be found [here](#).

E. Grading Policy for First- and Second-Year Courses

The FSU COM has adopted a pass/fail grading system, which is used in the curriculum for the first and second years. In addition, all first- and second-year courses use specifications grading to define satisfactory criteria for all course activities in addition to examinations. To achieve a grade of Pass in a course in the first or second year, a student must earn a minimum number of points as described in the specifications grading table in the course syllabus. In addition, a student must meet all of the following requirements:

- A final average $\geq 70.0\%$ on all examinations and graded quizzes. An average below 70.0% will receive IR which will require remediation or repetition of the course, as determined by decision of the Student Evaluation and Promotion Committee (SEPC).
- A student whose performance is $<70.0\%$ on any exam is required to contact the course director in regards to meeting with them, to identify factors impeding performance, identify remediable items and finally to formulate a plan to prevent future poor performance
- Attendance and satisfactory participation in all required sessions, as determined by the Course Director. Unexcused absence from an activity for which attendance is required (for example, Small Group session) may be considered as an issue of professionalism and require completion of the Performance Improvement Program.
- Satisfactory completion of all assignments, as determined by the Course Director.
- Demonstration of the attitudes and behaviors of Medical Professionalism in all aspects of the course. Issues of professionalism may require completion of the Performance Improvement Program.

F. Grading Policy for Required Third Year and Fourth Year Required Clerkships

The most current Clerkship Years Grading Policy is posted on the College of Medicine [website](#).

GRADING COMPONENTS

Assessment of Student by Clerkship Faculty

Clerkship Faculty observe the student in the clinical setting and complete a summary assessment of the student's observed performance at the end of the clerkship. In some courses, others also contribute to the overall evaluation. Examples include Informatics Curriculum Directors, Regional Campus Deans, and Agency Coordinators.

Clerkship Director's Summary

The Clerkship Director observes the student at regular meetings and discusses the student with the Clerkship Faculty, then completes a summary assessment of the student's performance at the end of the clerkship.

Education Director's Summary

The Education Director reviews the assessments by Clerkship Faculty and Clerkship Directors, reviews other materials used in grading and determines final clerkship grade.

End of Clerkship Examination

At the end of any clerkship requiring an exam, each student takes the respective NBME Clinical Subject Examination or the Geriatrics customized NBME exam. The NBME Clinical Subject Examination Norms for Examinee Performance tables available at the beginning of the academic year will be used throughout the entire academic year. All NBME percentile scores are determined and reported by the Office of Medical Education. The quartile used to calculate the percentile is determined by the total number of weeks the student has completed in all clerkships. Scores on the Geriatrics exam are reported by the NBME as percent correct and are not adjusted by calendar norms.

Assessment of Course/Clerkship Specific Requirements

The Clerkship or Site Director is responsible for monitoring and reporting, and the Course or Education Director is responsible for confirming that each student completes all documentation requirements (i.e., patient encounters and educational activities entered in the Encounter Tracking System) for the course or clerkship. The syllabus will clearly identify: 1) all required projects and activities to be completed during the course or clerkship, and instructions for completion; and 2) deadlines for completion of projects and activities. In addition, guidance about how the projects or activities will be evaluated and how that evaluation will be used in calculating the student's grade will be available in the syllabus. The student will follow instructions in the syllabus regarding assignment submission and due dates. Some of the due dates may be early in the course or clerkship; some may be by the end. All assignments will be submitted through Student Academics. Students may also be required to submit assignments to the Education Director, the Clerkship Director and/or the Clinical Faculty. For assignments due by the end of the clerkship, the student will submit these by 5 p.m. local time on the last day of the Clerkship. At that time, all submissions are final. If the syllabus allows for feedback and revision of assignments, it must be done according to instructions in the syllabus and prior to uploading to Student Academics. If Student Academics is "down" the student may send an email to the Education or Course Director with assignments attached as a "back-up" method in case of electronic upload issues. The student is still required to upload to Student Academics when the system is available, and assignments will not be accepted for credit until this has been accomplished. The version that is sent via email must be the same version that is submitted to Student Academics and must be sent by 5 p.m. local time on the last day of the Clerkship or Course.

Demonstration of Clerkship-Specific Competencies

The clerkship syllabus will clearly identify: 1) the clerkship- or course-specific competencies that students are expected to demonstrate; AND 2) the person who will determine whether the student has achieved the expected competency.

G. Remediation Policy for Excused Absences from Examinations, Quizzes, Small Group Sessions, Laboratory Sessions, Clinical Learning Center Sessions, Preceptor Visits, and Clerkship Call

The remediation policies for absences from examinations, quizzes, small group sessions, and clerkship call are:

1. POLICY ON MISSED EXAMINATIONS:

Students are required to take major in-term and final examinations. Based on Curriculum Committee policy, a student can only be excused from an examination by a course/education director decision based

on the approval of an excused absence. The Office of Medical Education and/or the Course/Education Director will determine the time of the exam make-up session. In accordance with the FSU COM honor code, the student will be given the same examination given to the other students.

2. POLICY ON MISSED QUIZZES:

Students are required to take scheduled and unscheduled quizzes in the courses/clerkships. A student can only be excused from a required quiz by a Course/Education Director decision based on the attainment of an excused absence. The student must make arrangements with the Course/Education Director to make up a missed quiz. In accordance with the FSU COM honor code, the student will be given the same quiz given to the other students.

3. POLICY ON MISSED SMALL GROUP SESSIONS, PRECEPTOR VISITS, AND CLERKSHIP CALL:

After receiving an excused absence approval by the Associate or Assistant Dean of Student Affairs (Year 1/Year 2) or the Regional Campus Dean (Year 3/Year 4), the student should contact the Course Director, small group leader, Clerkship Director or Education Director for instructions on remediation of the missed session and material covered. Students are responsible for the material covered but may not have the opportunity to participate in all aspects of the missed activity.

H. Unexcused Absences

It is the responsibility of the course/education directors to clearly state in their respective course/clerkship syllabi the implications for having an un-excused absence from a scheduled educational or examination activity in a course or clerkship.

I. Recording of Educational Materials and Copyright Notice

Portions of the curriculum, at the discretion of the individual faculty member, may be recorded. Such lecture recordings will be maintained and distributed through MEDnet. Because of patient confidentiality and copyright issues, there will be times when recording is not allowed. The recordings and their distribution must be in accordance with U.S. Copyright laws, i.e., the Copyright Act of 1976, as amended, including the TEACH Act. Students are responsible for understanding and complying with ethical and legal restrictions on downloading and sending copyrighted information. Students should familiarize themselves with the following information for any digitally recorded or distributed material including recorded lectures:

"Copyright Notice: This course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law, which provides that copyrighted materials may not be retained, saved to your computer, revised, copied, or distributed without permission. Such copyrighted materials may be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials when authorized by or at the direction of your instructor, who is responsible for knowing which materials are copyrighted and which are not. For more information, see the FSU Copyright Resources page at <https://guides.lib.fsu.edu/c.php?g=352560&p=2380927>.

J. Policies and Guidelines for Pharmaceutical/Vendor Interactions

Purpose of Policy The purpose of this policy is to establish guidelines to ensure that patient care and medical education are not influenced by considerations other than what is in the best interests of patients and/or trainees.

Statement of Policy

It is the policy of the FSU COM that pharmaceutical/industry access to students, faculty, and residents, is prohibited on FSU COM property, including regional campuses. However, discussion with representatives for the purpose of obtaining unrestricted educational grants is allowed. This policy applies to all FSU COM full-time faculty and part-time faculty (clerkship directors, clerkship faculty, elective faculty) when performing their duties on FSU COM property.

Scope of Policy

1. Accepting Offers

Gifts - Individuals subject to this policy (faculty, residents, students, and staff) may not solicit or accept any gifts from pharmaceutical company/industry representatives. Additionally, the use of any vendor's material with the vendor's name or logo is strongly discouraged in public or patient care areas.

Food - The direct provision of any meals, desserts, etc. by pharmaceutical/industry representatives on FSU COM property is prohibited. This includes the provision of meals during any organized, scheduled educational activity (e.g., grand rounds, journal club, faculty development, etc.) or reception. Industry representatives who wish to provide support to the FSU COM may, however, do so in the form of an unrestricted educational grant to the FSU COM. Such grants are expended for food solely at the discretion of COM departments/divisions/regional campuses/residency programs.

Entertainment - Faculty members, residents, students, or employees of the FSU COM participating in social events, including meals, funded directly by pharmaceutical company/industry may not use their official status as FSU employees or students. Moreover, faculty and employees of the FSU COM may not accept the use of supplier/vendor property, airplane transportation, travel packages, or similar favors from industry as FSU employees.

Compensation - Full-time faculty or employees may not accept gifts or compensation for listening to a sales talk by an industry representative, including the defraying of costs for simply attending a CME or other activity or conference. Honoraria provided directly by pharmaceutical/other industry are not allowed if faculty or employment status with the FSU COM is acknowledged.

2. Site Access

Pharmaceutical/Industry Representatives are not allowed access to faculty, students, residents or staff on FSU COM property, including its regional campuses, except for the purpose of discussing/providing unrestricted educational grants.

3. Educational Funds

Industry representatives may provide support for medical educational purposes in the form of unrestricted educational grants. Initial contact with industry representatives for the purpose of discussing or obtaining unrestricted educational grants is permitted.

4. Scholarships / Educational Grants

No educational grant, financial award, donation, or expense reimbursement may be given directly to a resident or medical student by an industry representative. Any educational grant must be provided to the College of Medicine. Faculty and staff who are invited to present or lead conferences or meetings funded directly by pharmaceutical/other industry may not acknowledge their faculty status as part of the program.

Note: These provisions do not apply to meetings of professional societies that may receive partial industry support, i. e., meetings governed by ACCME Standards.

5. Disclosure of Relationships with Industry

All College, Program and Sponsoring Institution-sponsored medical education events must include full and appropriate disclosure of sponsorship and financial interests above and beyond those already governed by the Standards for Commercial Support promulgated by the Accreditation Council for Continuing Medical Education. Department Chairs, Program Directors and Faculty should disclose any financial relationships with Industry, including but not limited to ownership of practice and hospital sites at the time of appointment to these positions, annually through the FSU COM Personnel Office, and as actual, potential, or the appearance of Conflicts of Interest arise. Faculty with supervisory responsibilities for students, residents and/or staff should ensure that the faculty's conflict or potential conflict of interest does not affect or appear to affect his or her supervision of the student, resident or staff member. Individuals having a direct role making institutional decisions on equipment or drug procurement must disclose to the FSU COM Administration / Personnel Office, prior to making any such decision, any financial interest they or their immediate family have in companies that might substantially benefit from the decision. Such financial interests could include equity ownership, compensated positions on advisory boards, a paid consultancy, or other forms of compensated relationship. They must also disclose any research or educational interest they or their department have that might substantially benefit from the decision. The administration will decide whether the individual must remove him/herself from the purchasing decision.

Note: This provision excludes indirect ownership, such as stock held through mutual funds.

6. Training/Communication Regarding Potential Conflicts of Interest

All faculty, attendings, residents, students and applicable staff shall be provided with information regarding potential conflicts of interest in interactions with industry to include:

- a. A copy of these guidelines on vendor interactions.
- b. Copies of the ethics statements of pertinent medical specialty societies and how to apply those guidelines to practice.
- c. Seminars and/or faculty development sessions describing:
 - How activities can influence judgment in prescribing decisions and research activities
 - How to manage encounters with Industry representatives.

- How to handle patient requests for medication, particularly regarding direct-to-consumer advertising of drugs.
- The purpose, development, and application of drug formularies and clinical guidelines and discussing such issues as branding, generic drugs, off-label use, and use of free samples.

7. Procedure, Monitoring, and Responsibility

We want to ensure patients, students, and residents know we are focusing on their welfare, not on any commercial interest and eliminate the appearance of industry's inappropriate influence over the medical community. Therefore, all FSU COM faculty, students, residents and staff will be given a copy of this Policy and Guidelines document.

The Graduate Medical Education Committee (GMEC) must ensure that the Sponsoring Institution monitors vendor interactions with residents and GME programs. FSU COM administration, department heads, division heads, campus deans, program directors, etc. are responsible for compliance with this policy and for ensuring the personnel under their supervision understand and comply with this policy. If FSU COM faculty and/or staff have any questions concerning the interpretation of this policy and guidelines, or its applicability to a particular circumstance, they should first consult with their supervisor. If their supervisor is unable to answer the question or provide appropriate guidance, or if, because of the circumstances, it would be inappropriate to discuss the matter with the supervisor, then the personnel and/or staff member should contact the FSU COM Sr. Associate Dean for Medical Education and Academic Affairs' office. If any FSU COM personnel and/or staff member is aware of any violation or threatened or potential violation of this policy, or suspects that a violation of this policy has occurred, they must also refer to the FSU COM Sr. Associate Dean for Medical Education and Academic Affairs' office.

8. Exceptions

- This policy does not apply to part-time faculty (clerkship directors and clerkship faculty) engaged in their roles at venues other than FSU COM property; i.e., private offices, hospitals or other sites.
- This policy does not include faculty research and related activities, which are included in the Florida State University Faculty Policies and Procedures for Dealing with Misconduct in Research and Creative Activity (<http://facultyhandbook.fsu.edu/Handbook-Sections/Section-6-Policies-and-Procedures>). Individuals should contact the FSU COM Office of Research (<http://med.fsu.edu/?page=researchDivision.home>) with regard to publishing articles under their name and FSU COM title, in disclosing their related financial interests etc.

9. Pertinent Definitions

Attending: The faculty member with primary responsibility for the care of a patient and/or the education of a student or resident in a particular case.

Conflicts of Interest: Any situation in which an individual is in a position to exploit his/her professional or official capacity in some way for personal benefit.

Faculty: Physicians/Professors who possess the requisite expertise, documented educational and administrative abilities, and experience to teach residents and students.

Meetings: Any gathering on FSU COM property involving FSU COM personnel. Such gatherings would include but not be limited to faculty development meetings, resident or student meetings, grand rounds, departmental, divisional or regional campus meetings.

Personnel: Faculty, staff, residents, and medical students of the FSU COM.

Representative: Includes any individual who is employed by or who represents any entity defined under ‘Vendor/Industry’.

Sponsorship: Vendor/Supplier funding

Unrestricted Educational Grants: It is recommended that industry representatives provide financial support for FSU COM events directly to the COM in the form of an unrestricted educational grant to then be spent by the COM departments/divisions/regional campuses/residency programs for educational activities at their discretion. Appropriate recognition of the industry representative’s contribution should be given by the department/division/regional campus/residency program. Educational grants must not be made, conditioned, or related in any way to pre-existing or future business relationships with Industry. Vendors should separate their grant making functions from their sales and marketing functions. Accordingly, if vendor or patient-service representatives or other corporate representatives wish to discuss a corporate contribution of cash, equipment, supplies, or services, the employee should immediately notify the Dean or the Sr. Associate Dean for Medical Education and Academic Affairs. This individual, or a designee, should then become the principal point of contact with the vendor.

Vendor/Industry: Includes those businesses, corporations, or entities that supply or wish to supply equipment, goods, services, or other medical-related products to physicians, administrators, students, residents, staff or hospitals.

K. E-mail Content and Signature Policy

Purpose

This document provides guidelines for email usage for students, faculty and staff at the College of Medicine. One should be aware that one’s email account is for university and College of Medicine purposes. The two important things to remember are that email should not be used for personal purposes, and because we are a public institution, all emails are public record.

Official FSU Email Policy

FSU has a policy, <http://policies.vpfa.fsu.edu/policies-and-procedures/technology/electronic-mail-policy>, concerning email and other electronic communications. The FSU COM is bound by all of these rules and regulations. The policy describes a number of activities, such as using email for advertisements for personal gain and political campaign messages that should be avoided.

Sending Emails

Email is a way to communicate with another person or persons. One should first consider whether this is the best way of communicating. Sometimes a text or phone call is much more appropriate. At other times use of social media, a calendar notice, a blog, a wiki, Zoom or simply a face-to-face discussion may be more appropriate. Choose carefully. If one chooses to use email, then remember that communications that are short and to the point are much more effective.

Signature Block

It helps to include a signature block containing information about who you are and how you can be contacted. The block should be short, concise and easy to read. Considering many e-mails within our environment are public records, users are strongly encouraged to use the following statement as a footer:

“Please note: Florida has very broad public records laws. Most written communications to or from state/university employees and students are public records and available to the public and media upon request. Your e-mail communications may therefore be subject to public disclosure.”

Distribution Lists

The FSU COM maintains over 400 distribution lists (DL) to make communication easier for students, faculty and staff. Many of the DLs have a wide audience scope and reach, so care should be exercised before using a DL. None of us enjoy being inundated with emails that are not germane to our business solely because we are a member of a DL that was included on the To or CC line.

Confidential Information

Remember that emails should not be used to discuss confidential information. First, such discussions may be explicitly prohibited by HIPAA (patient rights) or FERPA (student rights). Second, all emails are public record.

Replying – Reply All or Reply?

Be careful to Reply All only when everyone needs to know your response. This is particularly true for listserv inquiries and an announcement to a DL group. If the answer or response is to just one person, then reply to that individual only. This prevents all the other members of the group from, for example, receiving congratulations for that person’s award.

Never Provide Account, Password or Other Confidential Information

A typical spam that one may receive might indicate that the recipient will have her/his rights or privileges revoked unless she/he responds immediately by giving the sender account, password or other confidential information. Do not respond to any such request. Instead, please open a new email message window, ‘drag and drop’ the offensive email message into the new message (so it creates an attachment) and send to abuse@fsu.edu .

Block Spam and Junk Email

Most spam and junk email is caught by the university’s filters. If, however, you are receiving emails from someone that you would rather block individually, use the Blacklist, Quarantine and Whitelist subfolders in the Spam folder in your Mailbox. Suspicious emails should be attached to a new message and sent to abuse@fsu.edu.

VII. ACADEMIC PERFORMANCE AND STUDENT CONDUCT

A. Standards of Academic Performance

All admitted students are subjected to review procedures by the Student Evaluation and Promotion Committee (SEPC) of the FSU COM. The Student Evaluation & Promotion Committee makes recommendations regarding the standards and procedures for student evaluation, advancement, graduation, and disciplinary action. Upon approval by the Dean, the standards and procedures are included in the student handbook. This committee verifies individuals in each class for promotion and graduation by review of each student's academic performance.

The Committee has regularly scheduled meetings at the end of each grading period and monthly meetings as needed. It is the policy of SEPC for any voting members to recuse themselves for any decision concerning a student where that member may have a conflict of interest such as having taken an action that contributes to the consideration of an adverse academic action or provided health care to the student under consideration. The Chair of the committee is responsible for the maintenance of this policy.

A student in the FSU COM will be placed on Academic Probation for one of the following academic situations:

- A final grade other than honors, high pass, or pass in any course or clerkship.
- Displaying behavior that is unacceptable or unprofessional and fails to meet the level of professionalism reasonably expected of medical students and future physicians, provided that some behaviors may be so egregious as to justify immediate dismissal of a medical student.

While on probation, the student must carry a normal course load and must pass all courses/clerkships each semester.

The SEPC may, at its discretion, require an adjustment of academic load, repetition, dismissal or other change of status for any of the following academic situations:

- Failure to pass all courses/clerkships while on probation.
- Two or more failures in required courses/clerkships.
- Displaying behavior that is unacceptable or unprofessional and fails to meet the level of professionalism reasonably expected of medical students and future physicians.

B. Grade Appeals

The purpose of the grade appeals system is to afford an opportunity for a medical student to appeal a final course/clerkship grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the course/clerkship director's own specified evaluation (grading) standards. The system is not a basis for appeal of the course/education director's grading standards, nor does it cover situations in which the judgment of the course/clerkship director is questioned as to a borderline grade decision. The evaluation (grading) standards utilized during the grade appeals process is the one contained in the course/education director's syllabus at the beginning of the semester.

Procedure: To appeal a final grade that the student believes was inequitably awarded on the basis of the course/education director's own specified grading standards, a student must observe the following procedures:

Step 1: Within 5 calendar days following the date that final grades are made available to students, the student must do both of the following:

- a. It is expected that the student will first attempt to resolve the grade dispute with the course/education director; however, both the student and the course/education director may consult with other appropriate individuals during this process.
- b. Contact the course/education director in question to discuss the grade and attempt to resolve any differences (If the fifth calendar day falls on a Saturday, Sunday, or university holiday, the student may utilize the next non-weekend or non-holiday weekday to comply with this time frame).
- c. Submit a written appeal to the course/education director within the prescribed five days, which must contain the facts and circumstances on which the student's claim is based. The student should document any attempts to contact the course/education director in order to establish that the appeal was begun within the 5-day period. In the event that the course/education director is not available, the student should provide that documentation to the Senior Associate Dean for Medical Education and Academic Affairs.

Step 2 - If no resolution is reached with the course/education director within the 5-day period in Step 1, after the student's documented attempt, the student has an additional 5 calendar days to:

- a. Submit a written statement of appeal to the Senior Associate Dean for Medical Education and Academic Affairs. This statement must include an account of attempts to resolve the issue, as well as the evidence that forms the basis for the appeal.
- b. Within 5 calendar days after receipt of the appeals statement by the Senior Associate Dean for Medical Education and Academic Affairs, she/he will select and arrange for a meeting of a grade appeals board. This board is composed of three faculty members and two students. The purpose of this board is to determine whether or not to uphold the final grade assigned by the course/education director. The board will consider only the evidence provided by the student and the course/education director in making the determination. Both the student and the course/education director may attend the meeting.
- c. The grade will be upheld unless the evidence shows that the grade was inequitably awarded as a result of a gross violation of the course/education director's own specified grading standards.
- d. If the original grade is not upheld, based on a majority decision by the board, the board will recommend that an alternative grade be assigned by the Senior Associate Dean for Medical Education and Academic Affairs.

Step 3 - At the conclusion of its meeting, the grade appeal board shall furnish a written report of its decision to the Senior Associate Dean for Medical Education and Academic Affairs.

Step 4 - The Senior Associate Dean for Medical Education and Academic Affairs will make a final decision based on the information provided by the grade appeal board in Step 3 and will send written documentation of the decision to the student, the course/education director, the grade appeal board and the Dean of the College of Medicine.

Administration of the Grade Appeals Process

- a. Student members of a grade appeal board will be appointed by the Senior Associate Dean for Medical Education and Academic Affairs from nominees selected by the Associate Dean for Student Affairs.
- b. The Senior Associate Dean for Medical Education and Academic Affairs will designate a chairperson of each grade appeals board.
- c. The Senior Associate Dean for Medical Education and Academic Affairs' office will furnish notice to the student and to the course/education director of the appointment of a grade appeal board.
- d. The Senior Associate Dean for Medical Education and Academic Affairs' office will arrange a meeting time and place and furnish notice to both parties.
- e. Both parties may appear at the beginning upon request to be heard. Copies of material furnished to a board by either the student or the course/education director should, whenever practical, be furnished to the other party. The Senior Associate Dean for Medical Education and Academic Affairs' office will provide staff assistance to the Board.

If the student has evidence that this grade appeals process has deviated substantially from these established procedures, resulting in a biased decision, the student may consult with the Dean of the College of Medicine.

C. Academic Probation

Probation signifies unsatisfactory progress through the academic program and may be a precursor to dismissal. Probation is intended to serve as an official notification to the student so that adjustments, intervention, or remediation can take place to ensure the student's success in medical school. Students on probation are excluded from holding office.

Students, upon the recommendation of the Student Evaluation and Promotion Committee (SEPC), may be allowed to repeat each academic year once. Any student who is repeating a portion of an academic year will remain on probation until that part of the curriculum is successfully remediated at the discretion of the SEPC. Any student repeating an entire academic year will remain on probation for the entire duration of that academic year. Extenuating circumstances may lead to longer probationary periods, at the discretion of the SEPC. If a student fails coursework while on academic probation, they must meet with the SEPC to determine next steps.

Each student is expected to continue the positive emotional growth, motivation, personal attributes, interpersonal relations, and professionalism that are so important to the art of medical practice. Serious emotional, personal or legal problems that occur after the student has been selected and which affect eventual licensure and physician practice also fall under the purview of the SEPC. The SEPC may take action that can include, but not be limited to, issuing a letter of concern to the student, placing the student on terms of probation, referring the student for professional counseling, or dismissing the student.

Expectations of student professionalism include the following:

1. Demonstrate knowledge of the Honor Code and Code of Conduct as outlined in the Student Handbook.
2. Demonstrate the ability to conduct oneself in accordance with the standards of the FSU COM, including:
 - a. appropriate interaction with faculty, staff, physicians, students and patients encountered while performing responsibilities, and
 - b. compliance with expectations for completing tasks in a timely manner.
3. Demonstrate professional identity and investment in professional development, including:
 - a. demonstration of the understanding and acceptance of the roles and responsibilities of being a medical student
 - b. demonstrating the ability to accurately assess and monitor one's professional functioning
 - c. showing initiative in pursuing training experiences that will expand or enhance one's professional development
 - d. formulation of appropriate professional goals for oneself
 - e. demonstrating receptivity to learning in one's supervisory and training experiences

Any student may be denied permission to continue in the FSU COM if, in the majority opinion of the SEPC, the student's character or mental fitness cast grave doubts upon his/her potential capabilities as a physician.

D. Promotion and Graduation Requirements

Promotion to Second Year

Promotion to the second year at the FSU COM depends on successful completion of the Year 1 curriculum and the student remaining in good academic standing.

Promotion to Third Year

Promotion to the third year depends on the successful completion with passing grades in all courses of the Year 2 curriculum, receiving a passing score on the USMLE Step 1 Exam and the student remaining in good academic standing. Students with unusual circumstances that prevent them from taking USMLE Step 1 by Pre-Clerkship Bootcamp must, as soon as possible, petition in writing to the Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs. The Associate Dean for Student Affairs and the Senior Associate Dean for Medical Education and Academic Affairs will review the request and make a determination. If the decision is made not to allow the student to delay taking the exam, the student may appeal that decision to the Student Evaluation and Promotion Committee.

Promotion to Fourth Year

Promotion to the fourth year depends on the successful completion (pass or above) of all clerkship rotations and the student remaining in good academic standing.

Graduation

The SEPC will review the academic record of all fourth-year students in the spring of the fourth year. Students who have, within the required six year timeline from the date of matriculation, successfully completed all required coursework and clerkships in years 1-4, including a minimum of 16 weeks of electives in Year 4; passed the USMLE Step 1, Step 2 CK; passed the OSCE (Objective Structured Clinical Examination) at the end of the third year clerkship rotations (graduation OSCE); completed all required procedures directed by the curriculum; completed all required surveys and who are students in good standing will be recommended as candidates for the MD degree. The Executive Committee certifies graduates for the MD degree.

E. Policy on the United States Medical Licensing Exams (USMLE)

Policy: To graduate from the FSU COM, students must pass the USMLE Step 1 and USMLE Step 2 CK (Clinical Knowledge) exams.

1. USMLE Step 1

Requirements:

Students must be enrolled in the FSU COM in order to register for and take the USMLE Step 1 exam. All FSU COM students are required to PASS USMLE Step 1 to be approved for graduation. Students are required to take and pass USMLE Step 1 prior to beginning their third-year clerkships.

Registration Deadlines and Testing Dates for USMLE Step 1

Second year students are required to complete applications for USMLE Step 1 in sufficient time to request test dates before Pre-Clerkship Bootcamp (specific final date to be set by the Senior Associate Dean for Medical Education and Academic Affairs at the beginning of students' second year) in order to maximize the availability of scores before or as soon after the beginning of third year clinical clerkships, based on NBME's (National Board of Medical Examiners) score release date.

Students with unusual circumstances that prevent them from taking USMLE Step 1 before Pre-Clerkship Bootcamp must, as soon as possible, petition in writing to the Associate Dean for Student Affairs. The Associate Dean for Student Affairs will review the request and make a determination. If the decision is made not to allow the student to delay taking the exam, the student may appeal that decision to the Student Evaluation and Promotion Committee.

Students who do not adhere to this registration deadline requirement are at risk of jeopardizing their status as a student in good standing and may delay the start of their 3rd year clerkships.

USMLE Step 1 Delay Policy

To determine which students might be at risk of failing the USMLE Step 1 exam, data will be gathered and tracked by the Office of Medical Education. This data consists of elements of admission information, course performance, and previously taken standardized exams such as the MCAT, block customized NBME tests and CBSE exam data. This data will be reviewed on a continual basis to identify students as early as possible. In the middle and near the end of the first academic year, the Director of Clinical Foundations and the Associate Dean for Student Affairs will meet to review all students and identify students who might be at risk based on predictive variables and marginal performances. These students will be met with and directed early to academic support services with the intention of addressing academic weaknesses and starting Step 1 preparation planning early. Students identified will be advised to seek academic counseling from the various academic support services available as well as commercial courses available.

Students may be further identified in the second year. At the beginning of the Spring semester of the second year, the identified at-risk students will be contacted to ensure that they are appropriately planning and preparing for Step 1. At-risk students will be encouraged to submit all scores of practice exams and question bank data to the Director of Clinical Foundations. In the mid-point of the

student's independent study, each identified student will meet with the Director of Clinical Foundations and the Associate Dean of Student Affairs to determine their progress and decide if a delay in taking Step 1 is needed.

2. USMLE Step 2 CK (Clinical Knowledge)

Requirements:

Students must have a passing score on the USMLE Step 2CK exam as a prerequisite for graduation.

Registration Deadlines and Testing Dates for USMLE Step 2 CK

Students are required to complete applications for USMLE Step 2 CK in sufficient time to receive a test date on or before Dec. 31st of the year prior to their graduation. Students with special circumstances that prevent them from meeting this deadline may petition (in writing) the Associate Dean for Student Affairs, who will review the request with the student's Regional Campus Dean. If the request is denied, the student may appeal to the Student Evaluation and Promotion Committee.

Failure to adhere to this deadline may result in a student's (1) inability to apply for and/or be successful in the National Resident Matching Program (the "Match"), (2) inability to graduate on time or (3) risking cancellation of a residency contract. In addition, a student's failure to take USMLE Step 2 CK before Dec. 31st may negatively impact a student's status of good standing in the COM.

F. Standards of Conduct

Students enjoy the rights and privileges that accrue to membership in a university community and are subject to the responsibilities that accompany that membership. To have a system of effective campus governance, it is incumbent upon all members of the campus community to notify appropriate officials of any violations of regulations and to assist in their enforcement. All conduct regulations of the university are made available to all students. Students are subject to the rules and regulations published in the Florida State University Student Conduct Code, the Graduate Bulletin (<https://registrar.fsu.edu/bulletin/graduate-bulletin>) and in the College of Medicine Student Handbook.

G. Appeals of the Actions of the Student Evaluation and Promotions Committee (SEPC):

A committee decision for repetition of a full academic year, probation, or dismissal action is subject to appeal. Other decisions, including but not limited to, repetition of course work, course alteration or for special required work are not subject to appeal. The SEPC will provide the student with a written decision by email and/or U.S. mail. Any student who is dissatisfied with a decision of repetition of a full academic year, probation, or dismissal from the FSU COM may appeal the decision in the following sequence:

1. The student must submit a written appeal to the Dean of the College of Medicine ("Dean") within seven days after receiving the SEPC's decision by email or U.S. mail, whichever the student receives first. The student must submit the appeal to one of the following addresses with a copy to the Chair of the SEPC and the Associate Dean for Student Affairs.

1115 West Call Street, Tallahassee, Florida 32306

OR

The email address of the Dean of the FSU College of Medicine

2. The Dean will appoint a Special Committee consisting of three FSU COM faculty members who have not previously been involved in the disciplinary process for the student. The purpose of the Special Committee is to ensure the student's due process rights have not been violated and that the decision of the SEPC is consistent with the policies and procedures of the FSU COM.
3. The Special Committee will make a recommendation to the Dean. The Dean will make the final decision to grant or deny the appeal based upon the recommendation of the Special Committee.
4. The Dean's decision is final unless the FSU President or the President's designee, at his or her discretion, agrees to hear a secondary appeal. The student may submit this secondary appeal in writing to the FSU President within seven days after receiving the Dean's decision by email or U.S. mail, whichever the student receives first. The student must submit the appeal at one of the following addresses, with a copy to the office of the Dean of the College of Medicine.

211 Westcott Building, Tallahassee, Florida 32306

OR

The email address of the President of Florida State University: President@fsu.edu

The President's or the President's designee's decision regarding the secondary appeal, including whether to consider the secondary appeal, is final.

A student whose status is under appeal will be allowed to remain enrolled until the appeals process is exhausted. The student's coursework or ability to participate in clinical activities may be altered pending the appeals process.

H. Leave-of-Absence

Students may request or may be placed on a leave-of-absence. The four types of leave-of-absence are personal, educational/research, medical, and the USMLE leave-of-absence.

A **personal leave-of-absence** may be requested for personal or academic purposes, or as a short-term intervention to allow time to manage an issue of concern. A student requesting a personal leave-of-absence must submit a letter outlining the reasons for the request to the Associate Dean for Student Affairs. A personal leave-of-absence may be required by the SEPC without prompting by a student request.

An **educational/research leave-of-absence** may be granted upon the recommendation of the Senior Associate Dean for Medical Education and Academic Affairs. The Associate Dean for Student Affairs and Regional Campus Deans will monitor the student's time spent in the educational/research activities and notify the Student Evaluation and Promotion Committee when the student will return to registered student status with the FSU COM.

Students who do not pass the USMLE Step 1 examination may be placed on a Directed Independent Study (DIS) or leave-of-absence by the Associate Dean of Student Affairs. Students will be reinstated upon successful completion of the examination.

Students who are not registered are prohibited from taking part in the FSU COM's formal educational programs, including classroom, laboratory, and clinical work.

I. Withdrawal

Students who are unable to complete required courses or clerkships due to illness, hardship, or special circumstances must contact the Associate Dean for Student Affairs to discuss a withdrawal from the University. The FSU COM uses the University policy and schedule for refunds.

If a student voluntarily withdraws from the FSU COM, the student must make application to the Admissions Committee as a new student to be considered for readmission.

J. Policy on Medical Student Impairment

Definition: For the purposes of this policy, impairment is defined as recurring problem(s), including, but not limited to, behavioral, misuse of substances, interpersonal (family or other relationships), educational, legal, financial, and/or medical, that interfere with a student's ability to participate in the medical education program or to be licensed or be able to practice as a physician. Signs of impairment may include, but are not limited to, absences from required classes, clinical clerkships, or electives; repeated lateness in the initiation or completion of assigned responsibilities; and/or other inappropriate behaviors. Signs of impairment from substance misuse may include, but are not limited to, binge drinking; violence while under the influence of alcohol/drugs; traffic accidents or arrests for driving under the influence; receipt of concerns regarding alcohol and/or drug use from fellow students, faculty members, medical residents, and other clinical supervisors; and/or continued misuse of substances in spite of being informed of adverse consequences.

Policy: The College of Medicine (COM) is committed to the health and safety of its students and the patients they care for. The COM implements several wellness programs to benefit students but also recognizes that there may be times a student becomes impaired to the point that they may potentially bring harm to themselves or the public they serve, or their academic progress may be affected. The COM is therefore committed to providing access to wellness activities, preventative mental/behavioral health and counseling services and confidential treatment providers/programs. The COM recognizes students' rights to privacy and confidentiality related to any discovery or disclosure of mental or physical health or substance use disorders.

The COM offers on-site academic and mental health counseling through the Office of Student Counseling Services (OSCS) and contracts with a local psychiatrist to provide psychiatric care to medical students, should they choose this option. Students may also utilize psychiatric services through the University Health Services. The Student Affairs staff and the OSCS maintain a listing of additional university counseling services should students need or desire off-site or specialized help. Additional resources can be provided should students prefer contact with non-university counselors. Mental health counseling is also available through Counseling & Psychological Services at Florida State University and with community providers if requested. Information regarding additional counseling resources at the regional campuses can be obtained from the Student Support Coordinators at the regional campuses or from the OSCS. See Section IX.D. Behavioral Health Services, for additional information on these services.

In addition, the COM has an affiliation with the Professionals Resource Network (PRN), to which medical students with a substance misuse problem or a mental or physical health condition that interferes with their ability to participate in the medical education program may be referred. The procedure for referral to PRN is:

- If a student is suspected of being impaired due to a mental or physical health issue or to a substance misuse issue affecting the student's ability to participate in their medical educational program, the student will be referred to the Associate Dean for Student Affairs (Years 1 and 2) or the appropriate Regional Campus Dean (Years 3 and 4). The referral may come from the student, a faculty member, a staff member, the Assistant Dean for Student Counseling Services or an academic advisor.
- After reviewing the student's situation and meeting with the student, the Associate Dean for Student Affairs or the Regional Campus Dean (in consultation with the Associate Dean for Student Affairs) may require mandatory drug testing, a background check and/or initiate a referral to PRN if there is a reasonable belief that there may be a risk of danger to patients or the student themselves. In addition, the student will be referred to the Student Evaluation and Promotion Committee (SEPC).
 - If the student is believed to be impaired, they will be immediately removed from any patient interaction until after their PRN assessment is completed.
 - If a PRN evaluation is deemed appropriate at any point, the student must undergo a formal evaluation by PRN and may have additional requirements imposed by the SEPC.
 - Students will incur the cost of drug screening, background checks and/or an evaluation. Options for reduced evaluation costs will be discussed with the student if there are any available.
 - The COM Designated PRN School Contact will assist the student with arranging the PRN referral.
- If after an initial formal evaluation by PRN it is determined that the student is impaired, PRN will determine a course of action to assist the student in getting treatment, including possible outpatient or inpatient therapy and the production of a contract with the student.
 - If the student is considered to be impaired, if not already done, they will be immediately removed from any patient interaction until after their PRN assessment is completed.
 - The designated PRN school contact will provide regular updates to PRN per the contract agreement between PRN and the COM.
 - After receiving the results of the evaluation, PRN will send a copy of the PRN monitoring contract to the COM's designated PRN school contact.
 - The student will be asked to sign a Release of Information allowing PRN to communicate with the COM's designated PRN school contact upon initial referral in order to facilitate this process.
 - The Associate Dean for Student Affairs or the Regional Campus Dean will provide the designated PRN school contact with regularly scheduled progress reports relevant to the student's academic and/or clinical performance.
 - PRN will provide regular progress reports to the COM's designated PRN school contact relevant to the student's treatment and current ability to participate in the school's programs.
 - Students who are not compliant with the PRN recommendations and /or contract are subject to dismissal from the COM.

VIII. STUDENT AFFAIRS

A. Technical Standards for Admission to and Graduation from the College of Medicine*

Candidates for the M.D. degree must have the abilities and skills to perform all required functions and tasks in each of the following categories: Observational Skills, Communication Skills, Motor Functions, Intellectual and Conceptual Skills, Behavioral Attributes, Social Skills, and Professional Expectations in a reasonably independent and timely manner. The Florida State University College of Medicine is committed to providing equal opportunity to students with disabilities to complete the course of study leading to the medical degree by providing reasonable accommodations to those who qualify for them according to the Americans with Disabilities Act. Individuals are encouraged to discuss their questions about the accommodation process with the Office of Student Counseling Services and self-identify to the FSU Office of Accessibility Services (OAS). Eligibility for accommodations will be determined by OAS, followed by an interactive process with the COM to determine an accommodation plan which does not fundamentally alter the COM's academic or professional standards or the expectations of the medical profession.

Observation Skills. The candidate must be able to obtain information and skills through observation of demonstrations and experiments in the foundational sciences, including but not limited to activities such as physiologic and pharmacologic demonstrations in animals, cadaver dissections, and gross pathologic abnormalities in humans, radiologic, ultrasound, and advanced imaging studies, evaluation of microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. The candidate must be able to observe a patient accurately at a distance and close at hand; they must be able to perform, observe, and interpret a complete physical examination, and correctly observe and interpret a patient's condition and responses, and to integrate findings based on these observations in order to develop an appropriate diagnostic and treatment plan. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of hearing and the sense of smell.

Communication Skills. The candidate must be able to communicate effectively and sensitively with patients, patient families, health care personnel, faculty, staff, peers, and all others with whom they come into contact. They must be able to obtain a medical history, elicit a patient's story, and perceive and describe nonverbal communications, such as changes in mood, activity, and posture. Communication includes speech, reading, writing, and computer literacy. The candidate must be able to communicate effectively and efficiently in oral and written forms with all members of the health care team.

Motor Functions. The candidate must have sufficient motor capacity to perform physical examinations and diagnostic maneuvers independently, including palpation, auscultation, percussion, and other diagnostic maneuvers in a timely manner. The candidate must be able to provide timely general care and emergency treatments to patients, including but not limited to CPR, intravenous medication, suturing of simple wounds, pressure to stop bleeding, opening an obstructed airway, and simple obstetrical maneuvers. Such actions require some physical mobility, coordination of both gross and fine neuromuscular functions, equilibrium and functional use of the senses of touch and vision.

Intellectual Conceptual, Integrative, and Quantitative Abilities. A candidate must be able to assimilate and engage with detailed and complex information presented in both didactic classroom and clinical settings in which there is a reasonable amount of visual and auditory distraction. They must have the ability to measure, calculate, reason, analyze, synthesize, and comprehend three-dimensional and spatial relationships among structures under

reasonable time limitations and reasonable stress. They must be able to interpret connections, make accurate, fact-based conclusions based on available data, and report that information in person and remotely. Candidates must be able to adapt to different learning environments and modalities and must be able to collaborate and contribute effectively as part of a team. They must be able to formulate hypotheses, investigate potential answers and outcomes, and formulate appropriate and accurate conclusions.

Behavioral Attributes, Social Skills, and Professional Expectations. A candidate must possess the maturity and emotional stability required for full utilization of their intellectual abilities, including but not limited to the responsibility for learning, the exercise of good judgment, and the prompt completion of all assignments and duties within the curriculum and to the diagnosis and care of patients. Candidates must exhibit honesty, integrity, professionalism, and compassion in all activities and interact with patients, families, faculty, staff, and peers in a professional, courteous, and respectful manner. They are expected to display a spirit of collaboration and teamwork, to contribute to a constructive learning environment, to accept constructive feedback, and take responsibility for making positive changes. They are expected to understand and adhere to the legal and ethical aspects of the medical profession. Candidates must possess the physical and emotional endurance to tolerate demanding workloads, to function in a competent and professional manner in high-stress, fast-paced situations, to adapt to changing environments, to display flexibility and manage the uncertainties inherent in patient care and the health care system.

Ability to Comply with Clinical Patient Safety and Health Standards Policies. Students are required to comply with all patient safety standards and public health requirements at all sites where they have scheduled activities in the curriculum. This includes but is not limited to wearing hospital-approved operating room attire, following regulations related to sterilization procedures, and receipt of specific immunizations and/or evidence of immunity from specific diseases. Students must undergo periodic health testing and drug screening in order to receive instructions in clinical settings and perform the essential functions of a medical student. Individuals with medical conditions or sincere moral or religious beliefs that would prevent them from receiving vaccines must present documentation to apply for a waiver. It should be noted that failure to meet the requirements for patient safety, public health, vaccination and/or health testing and drug screening will prohibit the student from training in some affiliated clinical facilities, thereby potentially preventing the student from completing required curricular activities needed to receive the M.D. degree.

If a student, with or without reasonable accommodation as determined by OAS, is unable to satisfy these Technical Standards, or if the student's disability would interfere with patient or peer safety or otherwise impede the ability to complete the COM curriculum and advance to graduation, then the student may be dismissed. .

**Developed in compliance with Section 504 of the Rehabilitation Act of September, 1973.*

B. Accepted Students

Accepted applicants to the first-year class are required to sign an Acceptance Letter, Technical Standards Acknowledgement, and FSU Residency Classification Form to reserve a position in the class. Applicants holding an acceptance will be asked to officially "Committee to Enroll" using the AAMC's Choose Your Medical School Tool (CYMST) starting April 30th (If this falls on a weekend or holiday, the next business day applies). The final date to commit will be 21 days before the start of orientation.

Immunization requirements must be completed for both the FSU COM and University Health Services (UHS). The FSUCOM requirements are listed in the student handbook and the UHS immunization requirements can be found on their website at <https://studentinsurance.fsu.edu/immunization-requirements>. Both sets of requirements are also listed in the acceptance portal, which an admitted applicant will have access to after formal acceptance to the

MD program. Students cannot be registered for courses nor can they participate in clinical experiences until both sets of requirements have been completed. FSU COM Immunization requirements are monitored each semester.

Several curricular activities require the student to travel to sites away from the central and regional campuses. Students are responsible for having their own means of transportation to and from these sites.

C. Students With Disabilities

The Florida State University adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which was revised in 2008 (ADAA) in prohibiting discrimination against any qualified person with a disability. Students with specific questions regarding the FSU policies governing students with disabilities may contact the FSU Office of Accessibility Services.

D. Insurance Requirements

1. Health Insurance

As a benefit of student fees, all students have access to the Florida State University Health and Wellness Center, which provides basic outpatient care. All students in the FSU COM are **required to have health insurance at all times during enrollment**. Verification of insurance may occur at any time during the academic year. There are several coverage options, but the coverage must include hospitalization insurance. The student may be covered through a parent or spouses' policy; an individual policy; or through a low-cost healthcare policy provided through the University. The student is financially responsible for the premium. University Health Services monitors compliance of the insurance requirement. Information about this requirement can be found on their webpage at <https://studentinsurance.fsu.edu/insurance-requirement>.

2. Workers' Compensation

Because students are not employees of the FSU COM nor its affiliated partners, they are not eligible for Worker's Compensation coverage. Therefore, any coverage for illness or injuries incurred as a medical student will be the responsibility of the student via his/her private health insurance plan.

3. Disability Insurance

Because of the nature of and the expense of training for a career in medicine, students are also required to subscribe to the group **disability insurance** policy provided through the FSU COM and the AMA Med Plus Advantage Insurance Program. This requirement is for the student's protection should a disability occur that would not allow the student to complete medical school and practice medicine. Students must pay the required fee at the time of matriculation and annually thereafter. Policy information can be found at <https://amainsure.com/support/student-certificates/>. The program ID is 644196.

4. Liability Insurance

The FSU COM Self-Insurance Program (FSUSIP) provides general and professional liability coverage of FSU COM students while participating in approved education and training programs, and when not

subject to the immunity as described in Florida Statute 768.28. Coverage is \$1,000,000 per occurrence with no limiting annual aggregate. Students are covered for:

- All clinical rotations and electives that are pre-approved as part of the student’s curriculum,
- External educational activities that are part of an approved course of study or required by their degree program, and
- Extracurricular training programs and activities (non-practicum) pre-approved by the Dean of FSU COM.

5. Compliance with Student Insurance Policies

Noncompliance with the requirement to hold a hospitalization policy may lead to the student not being allowed to participate in clinical training activities, extracurricular clinical experiences, and international medical projects as determined by the Senior Associate Dean for Medical Education and Academic Affairs or designee.

A medical student’s failure to meet the health insurance requirements is considered a matter of professionalism. Continued noncompliance issues may result in the referral of the student to the Student Evaluation and Promotion Committee for review. Action taken by the Committee may impact the student’s status as a student in good standing.

6. Needlestick Insurance

Students should be aware of the risk of needle stick injuries. Students may need care and treatment for post injury care. Students are responsible for having health insurance that covers care and treatment for needle stick injuries and follow up care for these injuries. It is the student’s responsibility to review their insurance coverage for needle stick injuries and if they do not have needle stick coverage with their current insurance, students should purchase supplemental needle stick injury insurance.

E. New Student Orientation

Prior to matriculation, all selected students are required to participate in a New Student Orientation. During Orientation, students are provided with necessary information about their matriculation into FSU COM, including policies, financial information and student resources. Attendance is required at all scheduled events throughout Orientation.

F. Financial Information

1. Fees and Expenses

Students are individually responsible for tuition, fees, medical equipment, and living expenses. The fee structure for students is based on an annual “flat-rate” for tuition and fees as approved by the FSU Board of Trustees. Information about tuition and fees can be found on the College of Medicine [website](#).

2. Estimated Budget

Visit the FSU COM Financial Aid website for detailed information on estimated budgets for each academic year:

- a. In-State Student Budgets - <https://med.fsu.edu/financialaid/state-student-budgets>

- b. Out-of-State Student Budgets - <https://med.fsu.edu/financialaid/out-state-student-budgets>

3. Financial Aid

All students anticipating the need for financial assistance at any time during their medical education must undertake early long-term planning.

Loans and a limited number of scholarships are available to assist students with their medical education and, if university sources have been exhausted, every effort is made to help students find funds elsewhere. Applicants to the first-year class who have been interviewed should apply for aid as soon as possible after October 1. Interviewed applicants with financial need should not wait for acceptance before applying for financial aid. Applicants accepted after March 1 who may qualify for financial assistance should make an application as soon as possible.

a. Determining Financial Need

Federal, state, private, and institutional aid programs assume that the family (student, spouse, and parents) has primary responsibility for financing your education, and that the family should contribute amounts in accordance with its income and assets before financial aid can be expected. The Student Aid Index (SAI) is an eligibility index number that your college or professional school's financial aid office uses to determine how much federal student aid you would receive if you attended the school. This number results from the information that you provide on your FAFSA form. This number is not a dollar amount of aid eligibility or what your family is expected to provide. A negative SAI indicates the student has a higher financial need. Needs analysis is accomplished through one of two mechanisms, depending upon the requirements of the specific aid program: those that require the analysis of parental financial data, and those that do not.

b. Free Application for Federal Student Aid (FAFSA)

The FAFSA is a needs analysis form provided by the Federal Government to collect financial data and for which students cannot be charged a fee for processing. As a professional student, you are considered independent by the Federal Government regardless of your age, tax status, or living arrangements for most Federal Programs; financial information on the FAFSA therefore is only required from you and your spouse if you are married. You must complete a FAFSA every year as early as October 1st to be considered for any of the following programs:

The Direct Loan Program (DLP)
Federal Unsubsidized Stafford Loan
Graduate PLUS Loan – Going away July 2026
Florida State University Grant – institutional funds

U S Department of Education (DOE) Funds

The FAFSA will also collect parents' financial data for the purpose of determining a parental contribution. Many financial aid programs require an assessment of both parents' (even if they are divorced) ability to contribute to your education in order to determine level of eligibility.

The FAFSA does not award financial aid. It only analyzes the information provided by the student and his/her family to calculate an EFC and forwards the results to the designated financial aid office(s). The

analysis is performed in accordance with the federally established methodology referred to as “Federal Needs Analysis Methodology.” At the individual schools, the EFC is subtracted from the estimated cost of attendance at that institution, which produces an amount referred to as your “verified financial need.” This is the amount of financial aid you are eligible to receive.

Federal regulations state that a graduate student or professional student is considered an independent student when determining financial need for the DLP. If you provided parent’s information on the FAFSA to apply for any of the programs that require an assessment of both parent’s ability to contribute, the parent’s EFC will not be used to determine eligibility for programs that do not require parental information.

a) Satisfactory Academic Progress Standards for Receipt of Title IV Student Aid

Federal law and regulations require that all students receiving financial assistance from federal Title IV funds maintain satisfactory academic progress. Title IV funds include Federal Stafford Loans, Direct PLUS Loans, and Federal Work-Study. The standards adopted by The FSU COM, which apply to all students receiving financial aid, are on file in the Office of Financial Aid, <https://financialaid.fsu.edu/resources/financial-aid-processes/satisfactory-academic-progress-policy-sap/medical-students>

b) Loans

Information about federal programs is subject to change based upon changes in federal legislation.

As mentioned previously, there are 2 types of DLP loans: Federal Unsubsidized Stafford Loan and Direct PLUS loan.

The **Federal Unsubsidized Stafford Loan** is available to *all* students *regardless of income*. The government does not subsidize this loan, and the individual is responsible for all interest that accrues while in school, in deferment, or during the grace period. You may choose to make interest payments while in school or may defer (and accumulate) the interest until repayment.

The **Direct PLUS loan** is an unsubsidized loan that may be made up to the student’s cost of attendance minus other estimated financial assistance.

- Interest accrues while the student is in school
- Payment deferred until 30 days after student falls below half time enrollment

Private Student loans – these are loans that are applied for with an outside institution that would pay for the student’s education expenses. The individual is responsible for understanding all of the terms of these loans as each loan will be different.

Loan Process

Applications and Eligibility requirements vary according to lender. Things to consider when selecting a lender:
The borrower/student:

- Must be degree-seeking (or admitted and enrolled into a degree program) student. **** Some lender requirements may differ**

- Must be meeting Satisfactory Academic Progress (SAP). **** Some lender requirements may differ**
- Must be enrolled at FSU.
- May be required to be a U.S citizen, permanent resident, or eligible non-citizen. **** Some lender requirements may differ**

As we do not offer a “preferred lender list”, it is up to the student/parent to research for alternative loan lenders as interest rates and fees, deferments, and repayments vary by lender.

Certification Process

- Student/parent apply for loan
- Applied amount sent to school for certification
- Certified by school (verifies enrollment and cost of attendance)
- Certification returned to lender
- If lender approves certification, a disbursement date will be set
- Disbursement will be sent to school within 10-14 business days

FSU ELM Select - <https://www.elmselect.com/v4/school/899/program-select>

4. Scholarships Available to FSU COM Students

1. College of Medicine Foundation Scholarships

Allen M. Jorge Scholarship in Medicine

To provide scholarships to students in the College of Medicine who demonstrate financial need and express a desire to practice medicine in Florida.

Anesthesiology Associate of Tallahassee Scholarship Fund

Recipient must be a student in the College of Medicine in their fourth year in good academic standing who has rotated through an anesthesia elective. Preference will be given to a student interested in returning to Tallahassee or the North Florida Panhandle after residency who have successfully matched in Anesthesiology.

Anna’s Foundation Scholarship for Obstetrics Fund

Recipient must be a student in the College of Medicine at the Tallahassee Regional Medical School Campus in their fourth year who is in good standing and demonstrates financial need. Applicants must be entering obstetrics, embody the core values of the College, specifically to serve a diverse population and being relationship driven, and demonstrate meritorious academic service and clinical performance.

Bert Fish Foundation Scholarship

To provide scholarships for third- or fourth-year medical students at the Daytona Beach Campus interested in returning to the Daytona Beach area at the conclusion of their medical training, is in good academic standing and embraces the mission of the FSU College of Medicine.

Bruce H. Berg, MD, MBA Scholarship

To provide scholarships for third- or fourth-year medical students at the Sarasota Regional Campus in honor of founding Dean, Dr. Bruce Berg.

Burtch Family Endowed Scholarship in Medicine

To provide scholarships for medical students with financial need and academic excellence.

Cecilia L. Lopez, Ph.D. Scholarship

To provide scholarships for students pursuing the field of geriatrics with the intention to practice geriatric medicine in underserved communities.

Charlotte E. Maguire, M.D. Florida Primary Care Incentive Scholarship

To provide scholarships for students enrolled in the College of Medicine. Preference will be given to students who meet the mission and show a commitment to practice medicine in the primary care field.

Charlotte E. Maguire, M.D. Scholarship

To provide scholarships for students enrolled in the College of Medicine. Preference will be given to students who have demonstrated: need, academic achievement, evidence of commitment to public service, motivation, character, & integrity, and the likelihood of practice in primary care medicine.

College of Medicine Academic Excellence Scholarship

To provide an annual award to a College of Medicine student who demonstrates financial need. The funds are to be used for tuition or books or medical equipment.

Daniel Van Durme, M.D. Memorial Scholarship Fund

Student must meet the following criteria: Demonstrate financial need, be in good academic standing, plan to practice Family Medicine (or one of the primary care specialties), care about humanism and be missions minded.

Dean's Scholarship for Service in Primary Care

To provide scholarships to third- or fourth-year medical students who demonstrates financial need and identify a desire to return to Florida to practice in a Primary Care specialty, or in a rural medical service.

Dr. Matthew Lee and Dr. Stephanie Cruz Lee Scholarship

Scholarship support to medical students who are parents of children, in the top 25% of their class, have financial need and have demonstrated meritorious service or clinical performance.

Durell Peaden Scholarship

To provide scholarships within the College of Medicine. Recipients must reside in one the following Florida counties: Bay, Escambia, Holmes, Okaloosa, Santa Rosa, Walton, or Washington and must demonstrate financial need.

E.C. & Tillie Allen Scholarship

To provide scholarships to students in the College of Medicine. Recipients shall be chosen based on financial need, commitment to practicing medicine in Florida, and commitment to public service.

Edward Klatt MD Scholarship

To provide scholarships to medical students entering the second-year of the medical school curriculum.

Edwards Family Endowed Scholarship in Medicine

To provide scholarships for medical students from groups traditionally underrepresented in the medical profession.

Else Russell-Olen, M.D. Scholarship

To provide a scholarship to a third- or fourth-year medical student who is in good academic standing and has expressed an interest in pathology.

Escambia/Santa Rosa County Medical Society Scholarship

To provide a scholarship to a third- or fourth-year medical student at the Pensacola Regional Campus who is in good academic standing, has a demonstrated financial need, shows interest in returning to the Panhandle of Florida to practice medicine after residency, and has demonstrated meritorious academic, service, or clinical performance while assigned to the Pensacola Regional Campus.

First Physicians Group Scholarship

To provide a scholarship to a third- or fourth-year medical student at the Sarasota Regional Campus who needs financial assistance to continue studies without interruption and is demonstrating a commitment to serving in primary care medicine in the state of Florida after residency.

Florida Hospital East Florida Region Mission Scholarship

To provide a scholarship to a fourth-year medical student at the Daytona Beach Regional Campus who is in good standing, demonstrated compassionate care consistent with the Sacred Work & Mission of Florida Hospital, patient care beyond what is considered purely medical such as social and spiritual support or compassion evidenced by empathy, and demonstrated interest in primary care specialties.

Florida Hospital East Florida Region Community Care Scholarship

To provide a scholarship to a fourth-year medical student at the Daytona Beach Regional Campus who is in good standing, demonstrated a significant interest in the community and patients served by Florida Hospital through involvement in activities intended to improve patient health and welfare through health fairs, screening events and/or involvement in the Florida Hospital Community Care network, and demonstrated interest in primary care specialties.

Friends of College of Medicine Scholarship

To provide a scholarship to a student who demonstrates financial need and who has demonstrated cooperative interest in helping others.

George Cohen, M.D. Scholarship

To provide a scholarship to a third-year medical student who needs financial assistance to continue studies without interruption, has expressed an interest in primary care, and who demonstrates a commitment to serving in a primary care field in the state of Florida after residency.

Halifax Medical Center Medical Staff Scholarship

To provide scholarships for third- or fourth-year medical students at the Daytona Beach Regional Medical Campus interested in returning to the Daytona Beach area at the conclusion of their medical training that is in good academic standing and embraces the mission of the FSU College of Medicine.

Harris Scholarship in Tribute to Dr. J Ocie Harris

To provide scholarships for medical students in honor of Dr. J. Ocie Harris, Dean of the College of Medicine.

Harry Moulis Scholarship for Medical Excellence

To provide scholarships for fourth-year medical students of the Daytona Beach Regional Campus.

Hazel and Rollin Stevens Endowed Scholarship Fund

The fund will provide much needed scholarship support for students who have been accepted to or are currently enrolled in the College of Medicine and are committed to practicing in rural and underserved communities upon completion of their residency. Students selected should have excelled scholastically, need financial assistance.

Heidi-McNaney Flint Scholarship

To provide scholarships for fourth-year medical students at the Fort Pierce Regional Medical Campus interested, upon graduation, in practicing in surrounding counties in family-centered maternity care programs with a focus on patient-education in the counties of Martin, St. Lucie, Indian River and Okeechobee, with priority given to students that have completed placement in such facilities.

Intercoastal Medical Group Scholarship

To provide scholarships for third- or fourth-year medical students at the Sarasota Regional Campus who has excelled in their medical studies, who demonstrates financial need and who is committed to serving in the field of primary care medicine in the greater Sarasota County area after residency.

James A. Alford, M.D. Scholarship

To provide scholarships to a third- or fourth-year medical student interested in psychiatry or a student pursuing family medicine with a focus on the biopsychosocial model of patient care.

James H. Fling College of Medicine Scholarship

To provide scholarships to students returning to medical students after working in an allied health field.

John A. Johnson, M.D. Scholarship

To provide an annual scholarship based on academic performance and financial need. It is Dr. Johnson's desire that the recipients of this scholarship agree to reimburse the Fund the amount of the scholarship they receive.

Julian & Myra Hurt Bridge to Clinical Medicine Scholarship

To provide scholarships for students formerly enrolled in the Bridge to Clinical Medicine Program who has distinguished themselves in academics or in a leadership role during their first or second year of studies as a medical student.

Kit Johnson Rogers Medical Scholarship

To provide scholarships to entering medical students with preference given to females who demonstrate financial need and academic excellence.

Leon C. Tully & Billye Tully Scholarship

To provide scholarships for students at the College of Medicine which are residents of rural areas in the State of Florida.

Marjorie N. Jordan Maternity/Obstetrical Care Scholarship

To provide scholarships for fourth-year medical students at the Fort Pierce Regional Medical Campus interested, upon graduation, in practicing in surrounding counties in family-centered maternity care programs with a focus on patient-education in the counties of Martin, St. Lucie, Indian River and Okeechobee, with priority given to students that have completed placement in such facilities.

Martha B. Steward Scholarship in Medicine

To provide support for students at the Florida State University College of Medicine who are in good standing with documented financial need.

Matthew T. Wittman Memorial Scholarship

To provide support for medical students who demonstrate interest in raising awareness about mental health and/or have been affected by a mental health condition, and demonstrate financial need.

Medical Educational Council of Pensacola Scholarship

To provide a scholarship to a third- or fourth-year medical student at the Pensacola Regional Campus who is in good academic standing, has a demonstrated financial need, shows interest in returning to the Pensacola, Florida area to practice medicine after residency, and has expressed their intention to learn about the Continuing Medical Education (CME) process while a student at the Pensacola Regional Campus. This will include attending MECOP Board of Directors Meetings, as well as other committee meetings as determined by the students' availability.

Michael J. Kowalski Scholarship

To provide scholarship support for a student in the College of Medicine that is the best qualified U.S. resident in need of financial assistance seeking a medical degree, and with any ties to Michigan.

Morcom Scholarship for Excellence

To provide scholarship support for third- and fourth-year medical students with financial need, demonstrated strong academic performance and have committed to service in either Internal Medicine, Pediatrics, Family Medicine, or Obstetrics & Gynecology, and also embody strong character traits, demonstrate excellent interpersonal skills and a true patient-centered focus.

Nona J. Rawls and H. Taylor Jones Scholarship

To provide support for a deserving medical student at the Florida State University College of Medicine.

Orlando Regional Medical Campus Merit Scholarship

To provide a scholarship to a fourth-year medical student at the Orlando Regional Campus who is in good standing, has a demonstrated financial need, shows interest in returning to Central Florida to practice medicine after residency, and has demonstrated meritorious academic, service, or clinical performance while assigned to the Orlando Regional Campus.

Partnership for Public Health of Pensacola, Florida Scholarship

To provide a scholarship to a third- or fourth-year medical student at the Pensacola Regional Campus who is in good academic standing, has a demonstrated financial need, and has demonstrated meritorious academic, service, or clinical performance while assigned to the Pensacola Regional Campus, demonstrates interest in returning to Escambia or Santa Rosa County to practice in a medical field which will benefit public health after residency. Preference will be given to a medical student who is also enrolled in the Master of Public Health Program at the University of West Florida while completing their medical training at the Pensacola Regional Campus.

Pat M. Woodward, M.D. Legacy Scholarship

To provide scholarships to third- and fourth-year students who are committed to practicing pediatrics and family medicine in underserved communities in Gadsden County Florida.

Pensacola Regional Campus Faculty Scholarship

To provide a scholarship to a third- or fourth-year medical student at the Pensacola Regional Campus who is in good academic standing, embraces the mission of the FSU College of Medicine, demonstrates interest in returning to northwest Florida to practice in a Primary Care specialty or in a rural medical service.

Ravi and Shashi Rahangdale SSTRIDE Center Fund

To provide much needed general endowment support for the SSTRIDE Program within the College of Medicine, with a focus on the SSTRIDE Legacy Initiative, and the endowment will be housed at the Tallahassee Regional Campus.

Philip D. Troyer Scholarship

To provide support for a deserving student who has demonstrated interest in medical missionary work and who intends to dedicate a minimum of one year of service in that pursuit, and who demonstrates academic success and financial need.

Sarasota Regional Campus Scholarship

To provide scholarships to third- and fourth-year students at the Sarasota Regional Campus of the College of Medicine.

Senator Jim King Scholarship - College of Medicine

To provide scholarships in the College of Medicine. Awards will be made to students who are committed to serving the profession, preferably as pediatricians in rural healthcare and/or those segments of society that are underrepresented.

Sharda & Rajesh Patel Scholarship

To provide scholarship support for College of Medicine students who demonstrate a financial need.

Sherrill & Grace Dansby Scholarship for Medical Education

To provide support for third- and fourth-year medical students at the Tallahassee Regional Campus who have expressed their intention to serve in primary care medicine in the State of Florida after residency and who demonstrates financial need to continue studies without interruption.

Steven P. Latshaw Endowed Primary Care Scholarship

The proceeds will be used to create an endowment to create a primary care incentive scholarship for medical students. The scholarship would be made available on a competitive basis to students who apply

and if awarded, would commit to training in a primary care discipline (family medicine, pediatrics, or general internal medicine) and practicing in the State of Florida.

Sweeney Family Scholarship

To provide scholarships within the College of Medicine to students who demonstrate a passion for medicine and an interest in the business aspects of a medical practice.

Terry Linn Cole, M.D. Scholarship

To provide a scholarship to a College of Medicine student who demonstrates financial need. Preference shall be given to female students who are entering medical school from another career or disruption in their formal education.

Regional Campus Scholarship

To provide scholarships for fourth year students at regional campuses with good academic standing; meritorious academic, service or clinical performance, financial need and an interest to return to the community to practice at the conclusion of residency training.

William J. & Jane G. Montford Excellence in Medical Education Scholarship

To provide support for third- and fourth-year medical students at the Tallahassee Regional Campus who have expressed their intention to serve in primary care medicine in the State of Florida after residency.

2. Scholarships with a Service Commitment

Scholarships may be available for students who are interested in a service-connected program, wherein tuition and fees, together with a monthly stipend, are paid in return for service as a physician for a stipulated period of time. These types of programs include, but are not limited to:

Armed Forces Health Professions Scholarship Program. The Armed Forces Health Professions Scholarship Program provides financial assistance to medical students in exchange for active duty service in the Armed Forces - Air Force, Army, Navy. Obligations incurred in the programs will be fulfilled as medical officers in the appropriate service for a stipulated period of time.

| <i>Branch of Service</i> | <i>Contact Information</i> |
|--------------------------|----------------------------|
| Air Force | 770-432-1872 |
| Army | (352) 376-0408 |
| Navy | 850-545-6609 |

Indian Health Service Health Professions Scholarship Program. This program provides financial assistance for American Indian and Alaska Native (Federally recognized only and applicant must be a member of his/her tribe) students enrolled in health professions and allied health professions programs. It pays full tuition, other costs of medical education and a monthly stipend. Recipients must serve one year for each year of scholarship support. To apply, you may write or call the following:

Indian Health Service Scholarship Program
Suite 100 801 Thompson Ave., TMP Suite 450A
Rockville, MD 20852
PHONE: (301) 443-6197
FAX: (301) 443-6048

National Health Service Corps. The National Health Service Corps (NHSC) is a program of the Federal Health Resources and Services Administration's Bureau of Primary Health Care, which is the focal point for providing primary healthcare to underserved and vulnerable populations. The mission of the NHSC is to increase access to primary care services and reduce health disparities for people in health professional shortage areas by assisting communities through site development and by the preparation, recruitment and retention of community-responsive, culturally competent primary care clinicians.

Please contact FSU COM Division of Student Affairs for additional information. You can also find out more about this program by visiting NHSC website: <http://nhsc.hrsa.gov/>.

3. Private Foundation/Organizations:

- i. Private loans and scholarships are offered by many organizations, each with its own criteria. Some may involve factors such as ethnic origin, religion, or geographic location. Check the following sources:
 - Local churches and synagogues
 - County medical societies (e.g., Capital Medical Society Foundation Scholarships)
 - Fraternal organizations
 - Sororities and fraternities
 - Local service organizations (e.g. Kiwanis Club, Lions Club, Rotary Club)
 - Employers with programs for employee's families
 - High schools and colleges offering alumni scholarships
- ii. The Southern Scholarship Foundation Housing

The Southern Scholarship Foundation provides rent-free cooperative living houses for a limited number of medical students who have excellent academic records and financial need.

Students share all household duties. Each foundation house is supervised by a head-resident graduate student who resides with the students. For additional information, contact The Southern Scholarship Foundation, 322 Stadium Drive, Tallahassee, FL 32304; (850) 222-3833.

<http://www.southern scholarship.org/>

4. Web Link for Additional Scholarship and Research Opportunities:

<https://med.fsu.edu/financialaid/scholarships>

5. Financial Aid Workshops and Consultation

Students receiving financial aid are required to attend the mandatory Financial Aid Workshops on the following schedule:

- Year 1: Orientation – Financial Aid Entrance Workshop
 1-on-1 Meeting with Financial Aid Program during first semester of M1 year
- Year 1 & 2: Money Management/Budgeting Workshop
- Year 1 & 2: Credit Scores & Money Management

The following Financial Aid Workshops are highly recommended, but are not mandatory:

- Year 2 Only: 1 on 1 meeting with Financial Aid Representative, preparing for M3 year
 1 on 1 meeting with Financial Aid Representative, preparing for M3 year
- Year 4 Preparation for Student Loan Repayments & Insurance
- All: AAMC Webinars over various financial aid and financial wellbeing subjects

6. Financial Aid Contacts

One full time financial aid staff member serves as a financial aid liaison/counselor and provides financial aid information to medical students: <https://med.fsu.edu/financialaid/home>

**Ryan Mullins – Medical Students
Program Manager – Financial Aid**

PH: (850) 645-7270

Ryan.mullins@med.fsu.edu

College of Medicine

Florida State University

Tallahassee, FL 32306-4300

Office Room # 2180C

FAX: (850) 645-2846

Jacob Grice – Physician Assistant Students

PH: (850) 645-2836

Jacob.grice@med.fsu.edu

College of Medicine

Florida State University

Tallahassee, FL 32306-4300

Office Room # 2180K

FAX: (850) 645-2846

Questions regarding financial aid eligibility, packaging, awarding, disbursements, deferments and repayments should be directed to the designated Financial Aid Coordinator.

G. Student Records

Academic records are the responsibility of both the Florida State University Office of the Registrar and the FSU COM Division of Student Affairs. At FSU COM main campus, the Enrollment Manager and Records Program Officer maintain secure files. At the regional campuses, records are maintained and secured by Student Support Coordinators. “Active records” may be kept as active files in an individual department for one (1) year. The disclosure or publication of student information is governed by the policies of The Florida State University and the Board of Governors of the State University System of Florida within the framework of state and federal law including the Family Educational Rights and Privacy Act of 1974 (FERPA).

1. FERPA

The Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment, governs college students’ rights of privacy and access concerning their educational records. Student records may not be reviewed by a third party without the permission of the student. Students have the right to review their educational records, and the right to seek correction of any errors contained in the records. FSU COM faculty and staff may not review a student’s record unless they have a current academic relationship with that student or unless there is custodial responsibility, or a specific administrative responsibility directly related to the student’s record. For specific information regarding FERPA, refer to the FSU FERPA website at <https://registrar.fsu.edu/records/ferpa/>

In general, a student’s written consent is required for the disclosure of any information that is personally identifiable and a part of the educational record as described in the FSU Graduate Bulletin.

2. Official University Transcripts

Official transcripts should be requested through the University Registrar’s Office. For information regarding transcript request, please visit the transcript website at <https://registrar.fsu.edu/records/transcripts/>

3. FSU COM Policy on Challenging Records

Students will be accorded access to students’ records within a reasonable time after the submission of a written request to the custodian of that record. Suitable arrangements will be made by the FSU COM to permit records to be reviewed in the presence of a representative of the custodian of records. Students have the right to challenge the content of any record they believe to be inaccurate, misleading or in violation of their rights or otherwise inappropriate, and to insert into the record any written explanation of any matter therein. The Associate Dean for Student Affairs and/or the Regional Campus Dean will evaluate all such requests and meet with the student. Students may present any evidence they may have in support of the challenge. If a record is challenged, the Associate Dean for Student Affairs and/or the Regional Campus Dean shall make a decision at the conclusion of the meeting. This decision may be appealed by students through the established procedures of the grade appeal process.

H. Housing

1. In Tallahassee

Choosing a place to live during medical school is an important decision. In order to make the best selection, there are several issues to take into consideration. These include the type of housing (options range from apartment units in large complexes to rooms in private homes) costs, amenities, noise level, length of lease, distance from FSU, area of town and your compatibility with fellow tenants. Two additional considerations include whether to live on-campus or off-campus.

a. On-Campus facilities for Graduate Students

FSU offers one on-campus facility for graduate students – Rogers Hall. Rogers Hall is an eight-story, centrally heated and air-conditioned building located on the west side of the central campus and well within walking distance of all university buildings. Rogers Hall is reserved for single students only. Two students are assigned to each one-bedroom apartment. All apartments are furnished and no single apartments are available.

b. The Southern Scholarship Foundation Housing

The Southern Scholarship Foundation provides rent-free cooperative living houses for a limited number of medical students who have excellent academic records and financial need. Students share all household duties. Each foundation house is supervised by a head-resident graduate student who resides with the students. For additional information, contact The Southern Scholarship Foundation, 322 Stadium Drive, Tallahassee, FL 32304; (850) 222-3833. <http://www.southern scholarship.org/>

c. Off-Campus Housing

There are many options available off-campus. These options range from apartments within walking distance to FSU to private homes several miles away in quiet neighborhoods. Current students will also be glad to share their experiences and make recommendations. For further information on off-campus housing options, visit the Tallahassee Apartment Finder website at www.ApartmentFinder.com.

Tallahassee also has a free apartment locating service, Apartment Finders, which provides significant advantages especially to those who are relocating to Tallahassee from another town and have little time to conduct your own apartment search. Apartment Finders can be reached by phone at 1-800-222-3651 or visit their website at www.ApartmentFinder.com.

2. Housing at Regional Campuses

Information regarding housing options at the regional campuses can be obtained by contacting the Student Support Coordinator at each regional campus. In addition, housing or assistance with housing is provided for students assigned to the Marianna and Immokalee training sites.

3. Housing Information Website

The FSU COM has developed a secure website to assist students seeking housing information in Tallahassee as well as in the Regional Medical Campus Community. The website allows students, faculty, staff and

alumni to post housing opportunities. By posting housing opportunities and/or utilizing this website and / or service, you agree that:

- a. you are giving permission for your name and housing information to be on a list and distributed
- b. if posting housing opportunities, you will comply with section 3604(c) of the Federal Fair Housing Act, which generally prohibits stating, in any notice or ad for the sale or rental of a dwelling, a discriminatory preference based on any of the following protected categories: race or color, national origin, religion, gender, familial status, and handicap / disability you release and hold Florida State University and the College of Medicine and its employees harmless from any and all claims, disputes, charges, complaints, and damages arising out of your use of this website and/or service
- c. Florida State University reserves the right to remove, edit and / or delete any and all information posted at any time and for any reason without notice and /or to discontinue this website and/or service at any time without notice. For further information, visit the FSU COM Housing Website at: <https://med.fsu.edu/housing/home>

I. Campus Fire Safety and Emergency Operations Plans

1. **Fire Safety Policy** - The purpose of this plan is to provide information regarding fire safety, to establish procedures for use in an emergency, and to outline responsibilities of students during an emergency condition.

In the event of an emergency:

- Exit the building immediately and report missing persons to Emergency Personnel.
- Do not return to the area to locate missing persons.
- During the emergency, remain calm at the emergency assembly point, waiting for instructions.
- If disabled students are present:
 - Check the room/laboratory, if present, shelter in place or move to the adjacent fire zone (i.e., stairwell). Assign one person evacuating to alert Emergency Personnel of your locations.
 - Pull nearest Locator Pull.

Responsibility of Students:

- Know the location of the fire alarm pull boxes.
- Know the location of fire extinguishers.
- Know the location of fire exits.
- Know the designated evacuation route and alternate posted on the back to of each LC door.
- Report any fire to the fire department, using either the telephone (911) or the fire alarm pull box.
- Alert other occupants.
- If trained, extinguish a **small fire** using the fire extinguishers.
- If a large fire occurs, evacuate the building or floor.
- Do not try to take personal effects or valuable work with you.
- Do not run, jump, push, shout or panic. Walk deliberately to the fire exit.
- Report to the designated emergency assembly points.
- Remain at the emergency assembly point and follow instructions.
- Report missing persons to the Emergency Personnel.
- Do not return for missing persons.

- Do not return to the building for personal effects or work until authorized by the incident commander of the fire department. This authorization will be relayed through FSU COM Emergency Management Team.

Fire Drills

The Department of Environmental Health and Safety conducts fire drills annually. Additionally, periodic tests of the fire alarm system are conducted. All instances of the fire alarm being activated are to be treated as an actual fire event, and the building evacuated until the all clear has been authorized by the incident commander. In the event of a test of the fire alarm system, email notification of all faculty, staff, and students will be notified in advance of the test, as well as the need to evacuate the buildings.

Fire Alarms and Protection Systems:

Pull Boxes (Red) – If a fire or emergency is observed, pull the handle to activate the warning system.

Locator Boxes (Yellow) – If a person is unable to evacuate using the stairs, pull the handle on the yellow locator box to notify Emergency Services of their location to assist in evacuation.

Automatic Sprinkler System – Heat from a fire will cause the sprinkler system to discharge water in the area where the fire is located.

Fire Extinguishers (A,B & C) – These fire extinguishers are suitable for wood and paper fires, flammable liquid fires, and electrical fires. Leave the area if fire is not extinguished in one minute.

Suggestions for use of a fire extinguisher - **PASS**

- **P**ull the pin.
- **A**im the extinguisher at the base of the flame.
- **S**queeze the trigger.
- **S**weep from side to side at the base or source of the fire, and approach the fire slowly, keeping an exit behind your back.
- **F**ire extinguishers must be held in a vertical position.

Fire Exits:

Illuminated fire exit signs are located throughout each floor of the College. Follow this to find a path to safety. All corridors and fire exits must be kept clear and unobstructed at all times!

2. Emergency Operations Plan

The purpose of the emergency operations plan is to adequately prepare for and respond to emergency and disaster situations that may impact the FSU COM central campus in Tallahassee and the regional campuses.

The FSU President and Provost have authority to close campuses. However, in the case of the FSU COM that authority has been delegated to the Dean and Senior Associate Dean for Medical Education and Academic Affairs. Regional Campus Deans, in consultation with the Dean or Sr. Associate Dean, decide the timeline for closing and reopening a regional campus.

All regional campuses and the central campus should be prepared at all times for the relocation of students if a regional campus is closed for an extended period of time. No regional campus building is designated as an official hurricane shelter.

Pre-planning

Emergency Contact Information: Students must enter emergency contact information online at orientation and update their contact information at the beginning of every school year.

Disaster Relocation Information: Student must inform student support coordinators of their temporary relocation information if a natural disaster requires them to leave their regional campus location.

Student Education: Students should be aware of procedures for their campus which include, but are not limited to, rules of communication, updating contact information and notification of whereabouts during a disaster. Students will receive their information on the current situation of rotations from the regional campus staff.

Hospital Education: Students should educate themselves on the policies and procedures of how each institution handles disasters and be prepared to follow those procedures.

Incident Commander: The Dean and Senior Associate Dean for Medical Education and Academic Affairs serve as the Incident Commanders for Central Campus. The Campus Dean is the incident commander at the regional level backed up by the Campus Administrator.

Central Point-of-Contact: This central campus point-of-contact will communicate with the rest of the FSU COM and the FSU communications team to provide updated information for the FSU emergency website and phone number. The current central campus point of contact is:

- Program Director, Building Operations
- Senior Associate Dean for Medical Education and Academic Affairs (alternate)
- The Campus Dean will determine when students can return to normal daily procedures at a regional campus following an unanticipated emergency situation, which in Florida is most likely to be a tornado, flooding, fire, or unusually strong storms.

3. Disaster Evacuation and Housing for Students

A program through which medical students from schools in one geographic area of Florida can provide temporary housing to students from schools located in other areas of the state in the event of an evacuation in preparation for or after a hurricane. The web-based application, hosted by the FSU COM entitled “Florida Medical Student Disaster Housing” (<https://fmsdisasterhousing.com/>) incorporates an electronic form that can be completed by students desiring to participate in the program. Students can be matched to housing in the event of a storm, with coordination at an individual medical school level.

4. Active Shooter Plan

The purpose of this plan is to prepare students in the event of an active shooter situation on campus. Using the

RUN, HIDE, FIGHT method, students are encouraged to RUN to safety, HIDE in a secure location, or FIGHT back as a last resort.

RUN:

- Wherever you go, be aware of alternate exits.
- Quickly and cautiously evacuate in a direction away from the attacker.
- Don't hesitate. Seconds matter.
- Remember windows and emergency exits.
- Leave belongings behind. Keep empty hands raised and clearly visible.
- Follow all instructions from the police.
- Don't stop until you are sure you have reached a safe location

HIDE:

- If there is no safe escape route, find a good hiding place.
- Lock and barricade the door.
- Silence cell phones.

FIGHT:

- Fight only as a last resort.
- Use available objects as improvised weapons.
- Use teamwork and surprise. A coordinated ambush can incapacitate an attacker.
- You are fighting for your life. Don't fight fair!

Responsibility of Students when law enforcement arrives:

- Remain calm and follow instructions
- Drop items in your hands (bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements towards officers
- Avoid pointing, screaming, or yelling
- Do not ask questions when evacuating

Information to provide to 911 Operators:

- Location of active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location

***The above tips are from the FBI.GOV website.**

IX. STUDENT HEALTH AND WELFARE

In the event of an unexpected illness or personal difficulty, it is important that you are aware of the services available to you as an FSU student.

A. University Health Services

University Health Services is a medical clinic available to all FSU students. University Health Services is staffed by a team of professional healthcare providers who are dedicated to providing cost-effective healthcare, prevention, education and outreach services in a safe and supportive environment. University Health Services provides primarily out-patient medical care to enrolled students. Currently enrolled, fee-paying students are not charged office visits and receive additional services such as lab, x-ray, pharmacy, and physical therapy at less than market rates. Services include urgent care, general medical care, minor surgery, gynecology, and allergy; immunization, and nutrition and health enhancement services.

University Health Services is located in the heart of the FSU campus at 960 Learning Way. Information regarding office hours and services can be obtained at <https://uhs.fsu.edu/>.

If you have a medical emergency and University Health Services is closed dial 911 or go to the nearest hospital.

B. Additional Healthcare Services in the Tallahassee Area

Tallahassee Memorial Hospital, 1300 Miccosukee Rd, (850) 431-1155

HCA Florida Capital Hospital 2626 Capital Medical Blvd. (850) 325-5000

There are also a number of urgent care facilities in the Tallahassee area.

C. Health Care at Regional Campuses

To establish continuity of care during student transition to regional campuses, students are encouraged to make arrangements for health services noting the following information:

1. Students are strongly encouraged to establish care with a primary care provider and transfer all necessary health care 3 months prior to transitioning to their regional campus.
2. Students are strongly encouraged to have medications refilled before transitioning to their regional campuses. It is recommended that students transfer with a 3- to 6-month supply of medication on hand. This should avoid the unfortunate circumstance of a lack of medication.
3. Students will have access to a list of primary care providers and behavioral health specialists for each regional campus. Information regarding other specialists can be provided by regional campuses as needed. It is the student's responsibility to check with their health plan regarding which clinicians accept their insurance.
4. Students who are currently receiving psychiatric or other mental health services in Tallahassee that cannot be continued via telehealth at their regional campuses are strongly encouraged to transfer care by 3 months prior to transitioning to the regional campus.
5. *A physician who is teaching and assigning a grade to a student cannot serve as their provider.* Students requiring assistance with this statement should consult the regional campus dean.

The FSU COM Office of Student Counseling Services (OSCS) contracts with licensed psychologists to offer no-cost after-hours telepsychology services for students at the regional campuses. More information about the panel of psychologists and how to schedule an appointment can be found on the OSCS website. If a student wishes to seek therapy services outside of the College of Medicine and at their own expense, the OSCS provides a list of providers across the state of Florida on their [website](#). Students also have access to the list of providers directly from their respective campuses and through the Wellness Committee and the OSCS Sharepoint pages. Telepsychiatry services are available at no-cost for students at regional campuses; referrals are coordinated through the OSCS. More information may be obtained by contacting the OSCS at 850-645-6475. Specific information regarding local health services may be obtained from the Regional Campus Student Support Coordinator.

It is the students' responsibility to obtain and maintain information from their health insurance provider regarding the availability of services from covered physicians in the geographical area or the regional campus.

D. Behavioral Health Services

During the transition to medical school and throughout medical school, students will inevitably encounter personal challenges. Because the pressures facing medical students can be especially intense, it is important that they are aware of the support services available.

The FSU COM offers on-site academic and mental health counseling through the Office of Student Counseling Services (OSCS). This office has no involvement in the academic evaluation or promotion of students. The psychologists in this office are available to work with individuals and small groups of enrolled students. Students wishing to enhance their current academic performance as well as those experiencing academic difficulty are encouraged to consult with the OSCS. Academic services frequently address the following: increasing academic performance, study skills efficiency and effectiveness, time management, scheduling and prioritizing, and organization and planning. Students experiencing issues of a personal or psychological nature that might be interfering currently or have the potential to interfere with academic progress or overall well-being are also encouraged to consult with this office. Some possible counseling needs that can be assessed and/or addressed on-site include:

- stress/anxiety reduction
- test or performance anxiety reduction
- adjustment
- depression
- grief
- anger management
- sexual identity issues
- family or relationship issues
- crisis intervention

In some cases, students will be referred outside of the FSU COM for care when more specialized or intensive treatment is warranted. Confidentiality of student concerns is maintained at all times with the exception of those instances when information must be legally and ethically reported. The on-site psychologists are available for appointments and may be reached through the OSCS. In case of a mental health emergency after office hours, the student should call 911 or go directly to the nearest hospital

emergency room. In the case of an urgent mental health concern after hours, the student can also contact the 988 Suicide and Crisis Lifeline: Call 988, Text 988, or visit the website 988lifeline.org to chat.

The FSU COM contracts with a local psychiatrist to provide psychiatric care to medical students, should they choose this option. This psychiatrist is not otherwise affiliated with the FSU COM. Referrals to the psychiatrist's office are made/coordinated through the OSCS.

The Student Affairs staff and the OSCS maintain a listing of additional university counseling services should students need or desire off-site or specialized help. Additional resources can be provided should students prefer contact with non-university counselors. Mental health counseling is also available on the Florida State University campus through the FSU Counseling & Psychological Services and with community providers if requested.

1. *Counseling & Psychological Services (CAPS)* at Florida State University is a student service agency within the FSU Division of Student Affairs. The major goal is to provide support services that help each student grow and develop emotionally, interpersonally, and intellectually. CAPS offers various counseling methods to meet the needs of students. CAPS will make referrals for on-going treatment in the Tallahassee community if necessary, but treatment outside the center will be at the student's expense. CAPS records of visits are strictly confidential and are not included in the student's University records. Information concerning use of the center will not be released to anyone without written permission from the student involved, unless there appears to be a clear and present danger to the student or others.
<http://counseling.fsu.edu/>

Services offered at the CAPS include:

| | |
|----------------------------------|--------------------------------------|
| Crisis intervention | Psychiatric consultation |
| Short-term individual counseling | Referrals |
| Alcohol and drug counseling | Outreach presentations |
| Couples counseling | Consultation |
| Group counseling | Peer advisor training & consultation |

To see a counselor, students can visit the center on the second floor of the Askew Student Life Center, Suite 201 between 8:00 AM and 4:00 PM Monday through Friday or call (850) 644-8255. If a student finds the pressures of life are unmanageable or unbearable, the staff at Counseling & Psychological Services should be contacted. In case of a psychological emergency, the student should go directly to the nearest hospital emergency room.

2. *Psychology Clinic* is a mental health service, training, and research center operated by the Department of Psychology. Services are provided by doctoral-level student therapists in the Clinical Psychology PhD Program under the close supervision of faculty members. It is accredited by the American Psychological Association. The Psychology Clinic offers affordable outpatient mental health services while providing an experience for graduate students in the Doctoral Program in Clinical Psychology. The clinic provides confidential and personalized services that are sensitive to issues of diversity and specializes in therapies that are supported by research (empirically-supported therapies).
<https://psychology.fsu.edu/services/psychology-clinic>

3. *Family Institute* is a multidisciplinary unit established to bring together faculty, students, government, and community resources to provide a centralized source of information, services, research, and critical thinking related to families. <https://familyinstitute.chs.fsu.edu>
4. *Center for Couple and Family Therapy* is a non-profit clinic serving individuals, couples, families and children for therapeutic counseling needs. Operated by the College of Human Sciences, Interdivisional Program for Marriage and the Family, the clinic is an advanced graduate training facility. Doctoral students work in a professional setting, under direct faculty supervision, and are trained as highly accredited therapists, researchers, and teachers. <https://annescollege.fsu.edu/research/research-centers-teams-initiatives/center-couple-and-family-therapy-ccft>
5. Information regarding additional counseling resources at the regional campuses can be obtained from the Student Support Coordinators at the regional campuses or from the Office of Student Counseling Services.

E. Policy on Provision of Psychological Counseling and Medical Care to Medical Students

Because of the community-based clinical training and integrated curricular model at the FSU COM, it is possible that a student may seek psychological counseling or medical care on a service or in a practice in which a faculty member is employed.

It is our policy that health professionals who provide psychiatric/psychological counseling or other sensitive healthcare services to medical students must have no involvement in the academic evaluation or promotion of students receiving those services. Therefore, faculty members of the FSU COM who have an evaluative relationship with a student cannot provide psychological counseling or medical care to that student.

A student who has received psychological counseling or medical care from a faculty member prior to entering an evaluative relationship may request to the Associate Dean for Student Affairs or Regional Campus Dean to receive reassignment.

F. Students with Disabilities at FSU COM

The Florida State University adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA) (This was revised, effective January 2009 and is now the ADAAA) in prohibiting discrimination against any qualified person with a disability. Students with questions regarding the FSU policies governing students with disabilities may contact the Office of Accessibility Services. Confidentiality of information is maintained at all times with the exception of those instances when information must be legally and ethically reported.

Students who warrant accommodations based upon the functional effects of a disability should adhere to the following procedure:

1. The student should register with FSU's Office of Accessibility Services online at <https://dsst.fsu.edu/oas/students/applying-for-services>., provide documentation of a disability, and request accommodations. A definitive diagnosis of a disability must be identified in the documentation. The student must also meet with an OAS advisor for an intake meeting. OAS will determine eligibility as well as appropriate accommodations based on the functional limitations of the disability. Details regarding the required documentation as well as all other procedures can be found at the OAS website: <https://dsst.fsu.edu/oas>

2. It is University policy that accommodations are not provided retroactively and cannot be provided without first registering with the OAS and scheduling an intake meeting with an advisor at the OAS. To ensure equitable access, entering students are encouraged to register with the Office of Accessibility Services and schedule an intake meeting in advance of the start of their program. For all other students, this process must be completed according to OAS policies and timelines.
3. After meeting with the OAS, if the student is determined eligible to receive accommodations, they will be provided a Faculty Letter as a record of the initial meeting, eligibility, and accommodation request. A copy of this letter should be given to the Assistant Dean of Student Counseling Services, as the OAS Liaison for the CoM, and the Office of Medical Education, who administers exams at the COM. Each copy of the letter will be kept in a confidential place and not made part of the academic record of the student.
3. Accommodations will be provided for each semester the student registers with OAS or while they continue to be eligible unless the student requests otherwise. Since NBME examinations will be administered electronically at each regional campus, accommodations will be provided at that location. If a student receives clinical and/or classroom accommodations while at a regional campus, those will be provided at the respective location.
4. For those students attending the regional campuses, the above procedures would be followed in order to be approved for accommodations. However, the Regional Campus Dean will be responsible for overseeing the implementation of the accommodations in collaboration with the Office of Medical Education and the Office of Student Counseling Services.
5. Students who qualify for examination accommodations will be bound by the FSU and College of Medicine Honor Code Rules.

G. Immunizations

The FSU COM takes seriously its responsibility to maximally protect students, staff, and patients from all potential health threats including infections. Based on this need to protect, the College has implemented programs to educate students concerning ways in which they can help protect themselves as current and future healthcare workers. Although exceptions to these requirements are occasionally necessary, the College retains the right to seek independent verification of the need for exceptions, and to require students to follow guidelines for immunization and generally established health practices when there is potential risk to the students, faculty staff, and/or patients.

The following immunizations are required as outlined below. These must be kept up-to-date in order for students to participate in any clinical activities, including Year 1 and Year 2 preceptorships.

- Proof of the following disease protections:
 - Measles (Rubeola) (2 vaccine doses or laboratory evidence of immunity)
 - Mumps (2 vaccine doses or laboratory evidence of immunity)
 - Rubella (2 vaccine doses or laboratory evidence of immunity)
 - Polio (4 doses of childhood vaccine, OR 3 doses is vaccinated as an adult or OPV given)
 - Varicella (chickenpox) - Medical students must have evidence of immunity prior to matriculation which includes ANY of the following:
 - Written documentation of vaccination with 2 doses of varicella vaccine given at least 28 days apart,
 - Laboratory evidence of varicella immunity or laboratory confirmation of disease,
 - Diagnosis or verification of a history of varicella disease by a health-care provider, or

- Diagnosis or verification of a history of Herpes Zoster (shingles) by a health-care provider.
- Additional varicella considerations
 - Students who have no serologic proof of immunity, prior vaccination, or diagnosis or verification of a history of varicella or herpes zoster (shingles) by a healthcare provider, should receive 2 doses of varicella vaccine, 4 weeks apart, given by subcutaneous injection.
 - Routine testing for varicella immunity after 2 doses of vaccine is not recommended. Documented receipt of 2 doses of varicella vaccine supersedes results of subsequent serologic testing.
- Tetanus-Diphtheria-Pertussus (Tdap vaccine)
 - All students should have received the Tdap vaccine regardless of previous tetanus vaccine status and their most recent date of tetanus (Td) vaccination and regardless of age,.
 - Those who have not been vaccinated with Tdap by the time of matriculation should receive the vaccine as soon as feasible.
- Hepatitis B
 - A complete 3vaccine series is required. If not already completed, the student will be responsible for vaccination with this series within the first 6 months of start of classes. Students matriculating with partial completion of the series must complete the series beginning with the next vaccine dose that is due.
 - After the 3-vaccine series is completed, the student will be responsible for having his/her blood tested for immunity to hepatitis B. This post-vaccination serologic testing should be performed 1-2 months after the administration of the last dose of the vaccine series. Specifically, the Hepatitis B Surface Antibody Quantitative lab test or a test that allows detection of the protective concentration of Hepatitis B Surface Antibody (≥ 10 mIU/mL) must be ordered. If the value is ≥ 10 mIU/mL on the lab report then immunity is confirmed and no further hepatitis B immunizations or testing is required. If the lab result is less than 10 mIU/mL, then the student should be revaccinated with the same 3-vaccine series, after which the same post-vaccination blood testing must be repeated. Students who fail to attain a protective result of ≥ 10 mIU/mL after the repeat vaccination series must then have Hepatitis B Surface Antigen (HBsAg) and Hepatitis B Core Antibody (anti-HBc) blood tests performed. If the HBsAg and anti-HBc tests are negative, the student is considered to be uninfected and declared a vaccine “nonresponder” and thus susceptible to hepatitis B. Vaccine nonresponders should be counseled concerning HBV infection prevention and the need for hepatitis B immune globulin (HBIG) post-exposure prophylaxis for any known or likely exposure to HBsAg-positive blood. Conversely, if a student is determined to be positive for anti-HBc and is positive for HBsAg, then that student is considered infected with hepatitis B. Hepatitis B infected students are required to discuss their situations and its implications with their physician or a physician at the University Health and Wellness Center. HBsAg positive students will be allowed to enter clinical training according to the policy in this handbook for hepatitis B infected students.
- Influenza
 - Proof of influenza vaccination is required in the fall of each year during which students are enrolled in the FSU COM.
 - Without specific vaccine contradictions, the FSU COM has no preferred influenza vaccine. This should be discussed by the student with the healthcare provider administering the vaccine. However, ACIP/HICPAC has recommended that health-care personnel who receive live-attenuated influenza vaccine (LAIV) should avoid providing care for severely

immunosuppressed patients requiring a protected environment for 7 days after vaccination.

○ Tuberculosis

- Proof of Tuberculin Skin Test (TST) screening and/or other tuberculosis testing is required for all medical students. The FSU COM follows CDC guidelines regarding tuberculosis testing using TST or the Interferon Gamma Release Assay (IGRA) blood tests. An IGRA or a TST may be used without preference for periodic screening of persons who might have occupational exposure to *M. tuberculosis* (e.g., surveillance programs for health-care workers).” Medical students are classified as health-care workers.
- Students may opt for TST screening or the IGRA blood test by discussing this option with student health or their physician. (See section g, below). Students should be informed that the blood tests may be significantly more expensive than the TST method, but the two-step TST will require multiple visits. Either are acceptable if performed according to current CDC guidelines. The FSU COM policy for *M. tuberculosis* screening is that screening with either the IGRA blood test or the two-step TST is required prior to or during Year 1 orientation unless the student has proof of having a current two-step TST result or a documented history of a positive TST result prior to matriculation or if the student was recently tested by the IGRA blood test. If the student has had at least one TST result within 365 days prior to matriculation, or an IGRA blood test result, then an additional single test (TST or IGRA) at orientation will be sufficient to meet the two-step skin test requirement.

Repeat testing is not required according to CDC guidelines, which state that annual TB testing of health care personnel is not recommended unless there is a known exposure or ongoing transmission at a health care facility.

- a. Two-step TST testing. The two-step TST method is defined as at least 2 intradermal Mantoux skin tests (TSTs), with the second test administered ideally within 1–3 weeks after the first test or less ideally within 365 days of the first test. If the student has had at least one TST result within 365 days prior to matriculation, or an IGRA blood test result, then an additional single test (TST or IGRA) test at orientation will be sufficient to meet the two-step skin test requirement.
- b. Negative two-step TST test result. Once the two-step TST test is done, students with negative reactions do not need repeat testing unless there is a known exposure.
- c. Positive two-step TST test result. Students with positive two-step TST results are required to have a chest x-ray performed and an evaluation by the University Health Services or their private physician for further recommendations. Decisions will be made on an individual basis for the student concerning indications for treatment for tuberculosis (active or latent) and as to the ability of the student to pursue coursework and/or clinical rotations.
- d. Student with previously negative TST converting to positive. All students who convert to a positive TST result must have a chest x-ray performed and be evaluated by the University Health Services, their private physician, local health department, or other appropriate Regional Campus healthcare resource to provide further recommendations. Decisions will be made on an individual basis for the student concerning indications for treatment for tuberculosis (active or latent) and as to the ability of the student to pursue coursework and/or clinical rotations.
- e. Student with past history of positive TST. Students with a history of a positive TST prior to matriculation must upload documentation to Castlebranch, a compliance management service, of the reaction (including date administered and size of skin test induration in millimeters) and are required to provide information as to any preventative (prophylactic) therapy taken for their TST

- conversion. Students with prior positive TST reactions must also provide a copy of the chest X-ray performed after the positive TST test. If a chest x-ray was not done, then a chest x-ray is required at the time of matriculation before or during Year 1 orientation and the results uploaded in Castlebranch. Students with abnormal chest x-rays will be referred for evaluation to the University Health Services or their private physician to provide further recommendations.
- f. Student with history of BCG vaccination. In 2010 the CDC recommended that IGRA blood testing is the preferred method for persons who have received Bacille Calmette-Guérin (BCG) as a vaccine or as cancer treatment. FSU COM highly recommends IGRA testing for students previously vaccinated with BCG. The result of the IGRA test has the same implications as TST testing. Regarding the use TST in individuals who have received BCG, the CDC has stated: “The tuberculin skin test (TST) and blood tests to detect TB infection are not contraindicated for persons who have been vaccinated with BCG (Nov 2008).” Therefore, students who have had prior BCG vaccination who refuse IGRA blood testing or when IGRA blood testing is unavailable may be skin-tested using the standard TST two-step method, unless a previously significant reaction to TST can be documented. BCG vaccinated students with documented significant reactions who cannot be tested by the IGRA may be treated as students with a history of a positive TST (Section e, above). In such cases a chest X-ray is required for these individuals just as it is for other TST positive students. The BCG vaccinated student who is exposed to a person or patient with active (contagious) tuberculosis should be tested preferably by IGRA regardless of BCG-induced TST test result status. Students with a history of BCG vaccination and with negative TST tests may be treated in the same fashion as other students with negative TST results and be tested with either IGRA or TST annually.
- g. TB blood test (also known as Interferon Gama Release Assay or IGRA (e.g., Quantiferon Gold, T-SPOT.TB test, and others). FSU COM has adopted the following policies regarding these blood tests:
- An IGRA may be used in place of TST for *M. tuberculosis* screening and exposure testing.
 - An IGRA is required for students refusing TST.
 - An IGRA is the preferred method for testing all persons who have received BCG
 - An IGRA may be used at the recommendation of a health-care provider to evaluate students with equivocal or discordant *M. tuberculosis* test results.
 - Students undergoing IGRA testing in place of TST will be responsible for any additional costs if the blood test is not covered by student health or their health insurance plans.
- h. Positive TB blood test (IGRA). Students with positive IGRA results are required to complete the [Tuberculosis Symptom Questionnaire Form](#) and to have a chest x-ray performed and an evaluation by the University Health Services or their private physician for further recommendations. Decisions will be made on an individual basis for the student concerning indications for treatment for tuberculosis (active or latent) and the ability of the student to pursue coursework and/or clinical rotations.
- i. Students with previously negative TST or IGRA who convert to a positive IGRA result must have a chest x-ray performed, complete the [Tuberculosis Symptoms Questionnaire Form](#), and be evaluated by the University Health Services, their private physician, the local health department, or other appropriate Regional Campus healthcare resource to provide further recommendation. Decisions will be made on an individual basis for the student concerning indications for treatment for tuberculosis (active or latent) and as to the ability of the student to pursue coursework and/or clinical rotations.

- j. Student with positive TST or IGRA: Implications for subsequent TB testing. All students with positive TST reactions whether recent or remote in time or presumed to be secondary to BCG vaccination are exempted from future TST or IGRA testing, but are required to complete the [Tuberculosis Symptom Questionnaire Form](#) on an annual basis. Completed forms will be filed with Castlebranch.
- k. Recommendations regarding repeat chest x-rays. Repeated chest x-rays (annual or otherwise) have not been found to be of value in persons with a positive TST or positive IGRA after an initial negative chest film. Students with positive TST or IGRA results, whether or not they complete preventive treatment, do not need repeat chest x-rays unless they have or subsequently develop pulmonary symptoms suggestive of tuberculosis.
- l. Treatment for latent TB infection is highly recommended. See CDC guidelines for preferred LTBI treatment regimens to be followed in consultations with the University Health Services, their private physician, local health department, or other appropriate Regional Campus healthcare resource.

If healthcare personnel diagnosed with latent TB infection do not receive treatments:

- Perform annual screening for symptoms of TB disease.
- Annually reevaluate the risk and benefits of treatment for latent TB infection.
- Ensure healthcare personnel know the symptoms of TB disease that should prompt an immediate evaluation between screenings.

H. Health Updates

To satisfy FSU Enrollment requirements, students must complete requirements for both the FSU COM and University Health Services (UHS). Information for the FSU COM immunization requirements can be found by the student logging into their CastleBranch account. UHS immunization information can be found on their webpage at <https://studentinsurance.fsu.edu/immunization-requirements> . Both sets of immunization requirements MUST be completed PRIOR to registration for classes. The FSU COM uses CastleBranch to monitor compliance of the COM immunizations requirements. All required immunization documentation must be uploaded into CastleBranch, by the student, and be cleared by the CastleBranch Medical Review Officer (MRO). Instructions on how to set-up the students' CastleBranch account are provided in the Online Acceptance Portal, as part of their acceptance information.

For the protection of the students' health, updates on health status may be required from time to time. In the event of a possible exposure to an infectious agent, the COM may require (with student consent) the assessment of infection risk through clinical evaluation, blood tests, etc. (see below).

I. Occupational Exposure to Infectious Materials or Environmental Hazards Policy

The FSU COM has adopted the following policy regarding the exposure to infectious materials and environmental hazards. The policy has been developed using the most contemporary knowledge available regarding these issues and is based on established principles of epidemiology, disease prevention, and infection control. The policy applies to all students, faculty, and staff of FSU COM.

Definitions:

- “Student” refers to an individual enrolled in medical school classes at the FSU COM.
- “Faculty and staff” refers to an individual employed by the FSU COM or one of its departments.
- “Bloodborne Pathogen” means an infectious disease transmitted by blood including human immunodeficiency virus (HIV), Hepatitis B or Hepatitis C (HBV), or any disease primarily transmitted in the blood.
- “Body Substance Precautions” means a method of infection control where potentially infectious materials are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens and to take measures to prevent exposure to these.
- “Blood” means human blood, including its components and products.
- “Occupational Exposure Incident” means a specific eye, mouth, non-intact skin inoculation; or injection contact with blood or other potentially infectious materials; or exposure to an environmental hazard that results from an activity related to education or employment.
- “Other Potentially Infectious Materials” means semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, amniotic fluid, sputum, urine, feces, concentrated HIV and HBV viruses, aerosolized particles, and saliva.
- “Airborne Pathogen” means an infectious disease transmitted via aerosolized particles including tuberculosis, chicken pox (Varicella), measles, meningococcus, influenza, and serious respiratory pathogens, such as SARS and MERS viruses.
- “Environmental Hazard” means any exposure, which may have health repercussions, such as chemical spills or radiation.
- “Personal Protective Equipment” is specialized clothing or equipment worn by an employee or student for protection against a hazard. General work clothes (e.g. uniforms, pants, shirts, or blouses) and personal prescription eyewear are not intended to function as protections against a hazard are not considered to be personal protective equipment.

Policy:

The FSU COM strives to safeguard the health and well-being of its students, faculty, residents, staff, and patients. It is the policy of the FSU COM to treat in a sensitive and compassionate manner any individual infected with any bloodborne or airborne pathogen, including HIV. The FSU COM does not discriminate against any individual with such an infection and complies with all applicable federal and state laws.

J. Universal Precautions

Education and Training

One of the prime objectives of this policy is to encourage those in the medical school community to educate themselves about HIV/AIDS, tuberculosis, hepatitis B and other infectious materials and environmental hazards. Education is the best protection against fear, prejudice, and infection.

Students are given several educational sessions on universal precautions. These occur in the Spring semester of the first year prior to Preceptorship and at orientation to the regional campus upon entry to the third year as well as during the surgical rotation. Students are also given universal precaution information cards that they maintain with their identification during their 3rd and 4th years. These information cards contain a summary of policies as well as contact information.

K. Body Substance Precautions

Students are required to follow appropriate infection control procedures including body substance precautions, where there is a risk of parenteral, mucous membrane, or cutaneous exposure to blood, body fluids, or aerosolized secretions from any patient, irrespective of the perceived risk of a bloodborne or airborne pathogen. Use of personal protective equipment (PPE) as appropriate to the situation is mandatory.

Current epidemiological data indicate that individuals infected with HIV and other bloodborne pathogens present no risk of transmitting infection when participating in educational activities or in the patient care environment when standard infection control practices are used.

Individuals infected with tuberculosis, measles, chicken pox, and other airborne pathogens only pose a risk during the infectious stage of these diseases.

L. Students with Active Hepatitis B Infections

Medical students with active hepatitis B virus (HBV) infections (i.e. those who are hepatitis B surface antigen positive) who do not perform exposure-prone procedures but who practice non-invasive or minimally invasive procedures (Category II, see box below) will not be subject to any restrictions of their activities or study. These students do not need to achieve low or undetectable levels of circulating HBV DNA, hepatitis e-antigen negativity, or have a review and oversight by an expert review panel. Students with active HBV vaccinations may have limitations on any Category I procedures as determined by the Senior Associate Dean for Medical Education, a panel of experts appointed by the Senior Associate Dean for Medical Education and/or a designee of the Senior Associate Dean for Medical Education.

Policy Regarding Hepatitis B Infected Medical Students

- Based on current national guidelines, hepatitis B infected students in each year of the curriculum should be allowed to pursue medical education in the same manner as all other students with minimal modifications as outlined below.
- Effort must be made to respect the student's confidentiality to the greatest extent possible.
- The Division of Student Affairs will encourage students to seek and maintain appropriate medical care for their personal medical conditions.
- The student should have specific instructions on the following items:
 - Education about the absolute need for precautions to prevention of exposure of the student's blood and bodily fluids to patients (double gloving, regular glove changes, use of blunt surgical needles, procedures restrictions—see next section)
 - Specific instructions as to what constitutes high risk procedures for transmission of infection from the student to patients.
 - The student will be prohibited from participation in high-risk procedures during clinical training. (Category 1 procedures as identified in the Centers for Disease Control recommendations – see Box)

- Specific instructions as to the student’s responsibility to report all possible exposures of the student’s blood or body fluid to a patient (such as a needlestick or other sharps injury suffered by the student during medical care of a patient)
 - Career counseling will be provided concerning career choices and future practice settings.
- The Division for Student Affairs is responsible for the student under this policy in the pre-regional campus years and will notify the student’s Regional Campus Dean of the student’s status for the regional campus years. The Regional Campus Dean is central to the ongoing education, compliance, and monitoring processes in these situations during the clinical training months at the regional campus. The Campus Dean will provide the preventative education to the student even if such was provided prior to the student’s arrival at the regional campus. The Regional Campus Dean will maintain communication with Division for Student Affairs regarding the student’s status regarding participation in the educational program under this policy.
- The Campus Dean will be the liaison on all related matters between the College of Medicine, the department for Student Affairs, the Clerkship Directors, and the faculty and institutions for purposes of student teaching assignments and the related compliance issues and institutional policies. The Clerkship Director should not assume the intermediary role in these oversight assignments and institutional relationships, since these tasks must be coordinated by the Campus Dean and communicated by the Dean to the Clerkship Director. This information will also be shared with supervising faculty physicians only when and where there is a possibility of performing Category 1 procedures (as determined by the Campus Dean and/or Clerkship Director), most especially on the Surgery and OB/Gyn Clerkships or any clerkship where surgical, obstetrical, gynecological, or any other Category 1 procedure may be performed (see Box). The appropriate Clerkship Director will be apprised of the student’s issues based, since the Clerkship Director must direct and monitor the student in the clinical realm on a weekly and even daily basis.
- In conjunction with the Clerkship Director, the Regional Campus Dean should assign the student, to the extent that is possible, to a single faculty for the entire general surgery assignment, a single faculty for the surgical clerkship subspecialty selective assignment, and a single faculty for OB/Gyn assignments in order to reasonably protect the student’s privacy and to facilitate monitoring of the student’s clinical experiences.
- The student must not actively participate in Category 1 procedures (see Box), but may observe them without restrictions.
- Institutions where the student will be assigned may need to know specific information about the student’s health status including laboratory reports according to specific policies they may have in place. The Regional Campus Dean should determine what these requirements are for the institution(s) to which the student will rotate. It would be ideal for the student to rotate at institution(s) that follow CDC recommendations as stated in Updated CDC Recommendations for the Management of Hepatitis B Virus–Infected Health-Care Providers and Students MMWR 61(3):1-12, 2012.
- Institutions that ask for immunization and titer results should receive the student’s test results from the student. The 2012 CDC recommendations (MMWR 61(3):1-12, 2012) state that institutional monitoring of student laboratory status with respect to the infection is unnecessary if the student, institution, and school are following the recommendations to prevent student-to-patient transmission. Chronic Hepatitis B infection has been ruled by the US Department of Justice (DOJ) to be disability under the Americans with

Disabilities Act (ADA) that requires reasonable accommodations based on the 2012 CDC recommendations for students infected with Hepatitis B. Failure to do so is considered discrimination by the DOJ under the ADA. Some institutions may have older policies that do not conform to the specific CDC recommendations in any number of aspects. If the student is denied opportunity to rotate at those institutions, the FSU COM should inform the institution about the CDC recommendations and DOJ ruling to assist the institution in the revision of its policies.

- The student’s non-participation in restricted procedures must not be held against the student for grading and evaluation purposes. Education Director for the affected clerkships will be informed of the student’s status and its procedure prohibitions. The student’s observation of prohibited procedures (see Box) will serve as credit for that clerkship competency.

BOX. CDC classification of exposure-prone patient care procedures

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| <p>Category I. Procedures known or likely to pose an increased risk of percutaneous injury to a health-care provider that have resulted in provider-to-patient transmission of hepatitis B virus (HBV)</p> <p>These procedures are limited to major abdominal, cardiothoracic, and orthopedic surgery, repair of major traumatic injuries, abdominal and vaginal hysterectomy, caesarean section, vaginal deliveries, and major oral or maxillofacial surgery (e.g., fracture reductions). Techniques that have been demonstrated to increase the risk for health-care provider percutaneous injury and provider-to-patient blood exposure include</p> <ul style="list-style-type: none"> • digital palpation of a needle tip in a body cavity and/or • the simultaneous presence of a health care provider’s fingers and a needle or other sharp instrument or object (e.g., bone spicule) in a poorly visualized or highly confined anatomic site. <p>Category I procedures, especially those that have been implicated in HBV transmission, are not ordinarily performed by students fulfilling the essential functions of a medical or dental school education.</p> | <p>Category II. All other invasive and noninvasive procedures</p> <p>These and similar procedures are not included in Category I as they pose low or no risk for percutaneous injury to a health-care provider or, if a percutaneous injury occurs, it usually happens outside a patient’s body and generally does not pose a risk for provider-to-patient blood exposure. These include</p> <ul style="list-style-type: none"> • surgical and obstetrical/gynecologic procedures that do not involve the techniques listed for Category I; • the use of needles or other sharp devices when the health-care provider’s hands are outside a body cavity (e.g., phlebotomy, placing and maintaining peripheral and central intravascular lines, administering medication by injection, performing needle biopsies, or lumbar puncture); • dental procedures other than major oral or maxillofacial surgery; • insertion of tubes (e.g., nasogastric, endotracheal, rectal, or urinary catheters); • endoscopic or bronchoscopic procedures; • internal examination with a gloved hand that does not involve the use of sharp devices (e.g., vaginal, oral, and rectal examination; and • procedures that involve external physical touch (e.g., general physical or eye examinations or blood pressure checks). |
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M. Standard Universal Precautions

When providing patient care, regardless of the real or perceived communicable disease status of the patient, all students and staff should follow standard universal precautions:

- Wash hands before and after patient contact, according to hospital policy, even if gloves are used.
- Wear gloves when exposure to blood, body fluids, excretions or secretions is likely.
- Use gloves appropriately according to aseptic and/or sterile techniques, and change gloves between patients.
- Wear impervious gowns/aprons when soiling of clothing with blood or body fluids is likely.
- Wear masks, face shields and eye protection when aerosolization of blood or body fluids may occur.
- Dispose of sharps in designated rigid sharp containers. Never recap a needle by hand.
- Dispose of waste saturated with blood or body fluids in designated red-bag biohazard trash containers.
- The student must be aware of infection control policy and use of PPE requirements at the institution to which the student is assigned.

N. Bloodborne and Airborne Infections

Acquisition of infections from patients and staff particularly due to respiratory pathogens is an all too frequent and avoidable event. To help protect students from this risk of nosocomial acquired infection, the FSU COM has implemented a broad, multi-level educational program on respiratory pathogens. This program is based on the CDC/NIOSH curriculum on respiratory protection, with presentations given by physicians and nurses trained in current guidelines on prevention of respiratory infections. Students are taught about blood-borne and respiratory pathogens and protection guidelines during the beginning of the Spring semester of the first year before students begin their Preceptorship. A second presentation on bloodborne and respiratory pathogens and guidelines for prevention is given at the orientation preceding the beginning of clinical rotations in the 3rd year. At this time further instruction on the importance of and the techniques of using personal protective equipment including appropriate fitting and testing of masks will be taught.

Students infected with bloodborne or other pathogens shall not, solely because of such infection, be excluded from participation in any phase of medical school life, including educational opportunities, employment, and extracurricular activities, except as otherwise required by applicable federal, state, or local law or unless their healthcare condition presents a direct threat to the health and safety of themselves or others. Students infected with airborne pathogens may be excluded from participation in such activities during the infectious stage of their disease.

In some cases, students may be unable to participate fully in medical school life or meet the Technical Standards of the FSU COM because of their disease. In these cases, the individual should contact the FSU Student Disability Resource Center to discuss the existence and nature of the disability and whether reasonable accommodations are available.

Students who know or who have reasonable basis for believing that they are infected with bloodborne or airborne pathogens are expected to seek expert advice regarding their health circumstances to have a clear understanding of the medical issues presented by these infections. Supportive, confidential, and individualized counseling is

available through the University Health and Wellness Center and through affiliated facilities at the regional campuses.

Students who are at high risk of infection from patients or other personnel because of their immune status or any other reason are encouraged to discuss their work responsibilities and educational activities with their personal healthcare provider. If the healthcare provider believes that there are certain assignments the individual should not accept for personal health reasons, this should be discussed with the appropriate administrator or the Associate Dean for Student Affairs. Accommodations may be available under the Technical Standards.

O. Environmental Hazards

Students working in circumstances where exposure to environmental hazards is possible will follow all regulations and protocols established by OSHA (Occupational Safety and Health Administration), affiliated healthcare partners, and the Florida State University Use Protocol, including the wearing of appropriate personal protective equipment.

P. Occupational Exposure Incidents

Students must immediately report any occupational exposure incident to their clerkship faculty member or immediate supervisor who will assist them in contacting the appropriate entities to follow the established protocol of that facility regarding occupational exposure incidents. In some circumstances, the costs incurred in dealing with occupational exposure incidents (such as testing) will be covered by the healthcare facility at which the exposure occurred. In some circumstances, the healthcare facility may refuse to bear financial responsibility for the exposure. In these cases, affected students will be liable for costs incurred. Students, who in the course of their education spend time at affiliated hospitals, should check their health insurance policies to determine if incidents of this type are covered. If it is not covered, student must purchase a supplemental Blood and Body Fluid Exposure/Needlestick insurance policy on their own.

Students should also be aware that if, in the course of the testing required by occupational exposure incident protocols, they test positive for potentially infectious agents such as AIDS, HIV, or TB, the Occupational Safety and Health Officer is required by law to report this information to the County Health Department.

Q. Confidentiality and Testing

The FSU COM shall respect the confidentiality of individuals with bloodborne or airborne pathogens to the extent permitted by state and federal law. Students and personnel will not be tested for HIV without their knowledge or consent, except that in certain circumstances testing may be a condition of employment or may be required by occupational exposure incident protocols. In cases of non-occupational exposure, confidential testing is available through University Health and Wellness Center or the local County Health Department.

R. Student Exposure Control Plan

At the time of matriculation, during orientation, in the Clinical Learning Center, at regional campus, and clinical affiliate orientation workshops, students are presented with the protocols and procedures for care and treatment should exposure to infectious agents occur. In the workshops, the exposure protocol and procedure is presented and reviewed. Students are provided a card which outlines these procedures after the matriculation orientation. The following is a summary of the protocol students are instructed to follow should exposure occur:

- The student must report any exposure to potentially infectious material (such as blood, open wounds, etc.) to their clinical instructor, immediate supervisor or appropriate agency personnel immediately.
- The student's clinical instructor or immediate supervisor and the student will notify the Division of Student Affairs or the Office of Academic Affairs, and their Regional Campus Student Support Coordinator if they are at a regional campus, of the exposure and have the student report to their primary healthcare provider, student health services, or triage at the nearest hospital emergency department for evaluation and/or treatment as deemed necessary. The Division of Student Affairs should be notified of the exposure occurrence by the COM office that receives the initial report.
- The incident, including the names of all contact points, is monitored by the Division for Student Affairs and maintained in the Enrollment Services Coordinator's Office.
- Upon exposure to blood and body fluid, the student assumes the responsibility for all charges associated with diagnosis and treatment.

S. Bloodborne Pathogen Exposure Control Plan

If a student's exposure results in the contraction of a disease or disability, the student will be allowed to continue in the education program with as little disruption as safely possible. Accommodations approved by the FSU Office of Accessibility Services will be made as appropriate.

As with any bloodborne exposure, appropriate documentation is necessary. The clinical site facility/office and the College of Medicine require that a formal report of the exposure incident or unusual occurrence be filed with the COM Division of Student Affairs.

Protocols relating to screening and follow-up, for Hepatitis-B vaccination, and HIV testing, should it be determined that exposure to Hep-B or HIV has occurred, are as follows:

- IMMEDIATELY following a needlestick, laceration, or skin exposure to blood/body fluid, wash the site with soap and water. DO NOT squeeze the affected area. For mucous membrane exposures, rinse the affected area with copious amounts of water (if exposure to eyes, remove contact lenses).
- Report the incident to the instructor/preceptor or appropriate agency QUICKLY!!!*
- The clerkship faculty or immediate supervisor will direct the student to triage at the nearest hospital and will notify the Division of Student Affairs or the Office of Academic Affairs at the College of Medicine. For students at regional campuses, additional information and guidance can be obtained from regional campus Student Support Coordinators.
- The clerkship faculty or immediate supervisor must report, in writing, the incident to the Division of Student Affairs or the Office of Academic Affairs at the College of Medicine by way of the regional campus Student Support Coordinator by phone or email as soon as the assessment procedures are completed. The Division of Student Affairs will receive notice of the report.
- For students at the FSU COM main campus in Tallahassee, the Division of Student Affairs will coordinate with the University Health and Wellness Center to collect and assess, with the assistance of a physician who is mutually acceptable to the student and the College of Medicine, all of the information obtained about the incident to determine the risk of transmission, prophylaxis recommendations, and indicated follow-up. Should the incident occur at the one of the Regional Campus Sites, the Campus Dean will identify a physician mutually acceptable to the student and the College of Medicine, to collect and assess the information obtained and to determine the risk of transmission, prophylaxis recommendations, and indicated follow-up.

- If post-exposure prophylaxis (PEP) is warranted, the most current regimen of prescription antiretroviral medications, as recommended by the CDC, will be started as soon as possible after the exposure. If the student decides to take the medications, he/she will be followed closely by the University Health and Wellness Center and/or the student's physician to monitor physical and emotional health status up until time of graduation.
- Follow-up HIV tests are recommended at 6 weeks, 12 weeks, and 6 months after exposure to monitor HIV status after exposure. It takes most newly infected people 2 to 12 weeks (the "window period") after exposure to make enough antibodies to test positive. A negative HIV antibody test result means one of two things: (1) the individual is not infected with HIV or (2) the individual is in the "window period" and can infect other people. Extended testing at 12 months after exposure is recommended for any student who contracts hepatitis C after the incident.
- Prophylaxis for hepatitis B may be indicated following a significant exposure, depending on the status of the exposed student, and the source patient. (College of Medicine students are required to have their immune status to hepatitis B on file.) If an exposed student is known to be immune to hepatitis B, neither prophylaxis of the student nor testing of the source patient is necessary. If an exposed student is unsure of his/her immune status, laboratory tests can be performed to determine his/her immune status as well as the hepatitis B status of the source patient. If the exposed student is not immune and the source patient is positive for hepatitis B, then immune globulin as well as initiation of the hepatitis B vaccine series would be indicated. Follow-up laboratory tests will be performed in 6 months to confirm that the student did not acquire hepatitis B as a result of the exposure.
- There is no post-exposure prophylaxis available for hepatitis C. Therefore, follow-up for this virus involves testing the source patient when available. The exposed student is also tested at the time of exposure and at intervals thereafter according to CDC guidelines.

REMEMBER, THE BEST WAY TO DEAL WITH A BLOOD EXPOSURE ACCIDENT IS TO PREVENT ONE FROM OCCURRING! Observe all precautions at all times; however, accidents do happen, and you are not alone. Please report the occurrence immediately!

*Immediate notification will help to ensure the timely implementation of post-exposure prophylaxis when indicated. PEP should be started immediately after an exposure risk when it is warranted.

T. Tobacco-Free FSU

Effective January 1, 2014, all tobacco use, including simulated tobacco use (via e-cigarettes, e-hookah, vaporizers, etc.), is prohibited on property, interior and exterior, owned or managed by FSU. This policy applies to all FSU students, faculty, staff, consultants, contractors, visitors, and external individuals.

Compliance is everybody's responsibility. Therefore, the success of this policy depends upon the goodwill of the FSU COM community and the community at-large. Both tobacco users and non-users have a collective responsibility to ensure compliance. Any person found out of compliance with the policy should be informed about, and encouraged to enroll in, the campus Tobacco Cessation Program at University Health Services, the College of Medicine Tobacco Free Florida's (TFF) Area Health Education Center (AHEC) Tobacco Cessation Program, or other smoking cessation programs.

Repeat offenders of this policy may be subject to receive further appropriate enforcement action. Visitors will be asked to comply or leave the premises. For more information about Tobacco-Free FSU, visit www.tobaccofree.fsu.edu.

X. COMMUNITY CLINICAL VOLUNTEER ACTIVITIES

Students at FSU COM who participate in outside activities are acting as representatives of FSU COM and in doing so, MUST behave in a professional manner. It is expected that the student will dress appropriately and professionally. FSU COM identification must be worn by both students and faculty.

Definition

Students in the FSU COM are exposed to clinical experiences as part of the formal COM curriculum from the beginning of their training. However, the COM encourages students to volunteer in appropriate activities in the community outside the formal curriculum. These events include, but are not limited to community health fairs, free clinics, rural health screenings, high school athletic events, school physicals, etc. Students may not participate in clinical volunteer activities without the direct supervision of a physician faculty member, and these activities must receive prior approval from the Senior Associate Dean for Medical Education and Academic Affairs in Years 1/2 or the regional campus dean in Years 3/4. These community clinical volunteer activities are generally, but not necessarily, sponsored by one of the COM's Student Interest Groups.

Procedure for Student Participation

To participate in these types of clinical volunteer activities, students must be in good academic standing and must be certified as such by the Associate Dean for Student Affairs or regional campus dean. The Associate Dean for Student Affairs or regional campus dean will sign the "Extracurricular Educational/Research/Community Clinical Volunteer Activity Approval" form for each student wishing to participate in the activity. For students in years 1 and 2, the form is available through an electronic process that each student fills out at <https://fsu.sharepoint.com/sites/medstdt/SitePages/Home.aspx>

If the activity is being done as a function of a student interest group, the leader of the Student Interest Group must complete the appropriate "Community Clinical Volunteer Activity Pre-Event Request" form at the website provided above for the group, including a list of names of all students wishing to participate, and obtain the signature of the faculty advisor and the physician supervisor/sponsor, if different. This form, along with a completed copy of the "Extracurricular Educational/Research/Community Clinical Volunteer Activity Approval" form from each student wishing to participate (signed by the Associate Dean for Student Affairs) and any supporting documents (proposed contracts, etc.) should be provided to the Senior Associate Dean for Medical Education and Academic Affairs to continue the process for obtaining final approval. For students in Years 3 and 4, these forms will be signed by the regional campus dean.

This process should be completed at least three weeks prior to the date of the event. In the case of semester or year-long activities (sports team events, Neighborhood Health, etc.), one request form can be completed for the full period.

Faculty Participation

A physician faculty member must be present at any community healthcare event where COM students are participants. Should the official physician faculty advisor for the organization not be available, he/she is responsible for obtaining a substitute. If a physician supervisor/sponsor is not a faculty member, there must be enough lead time for the application and appointment process, subject to approval of the applicant. A community

clinical volunteer activity with a non-faculty physician supervisor/sponsor will not be approved. The FSU COM does not compensate for volunteer faculty participating in community clinical volunteer activities.

Liability Coverage

Students enrolled in the COM are covered by the State of Florida's sovereign immunity and the FSU COM's Self-Insurance Program when engaged in approved activities of the COM. Failure to obtain written approval in compliance with this policy will result in the student having no liability coverage for the community clinical volunteer activity.

Final Approval

Once the Senior Associate Dean for Medical Education and Academic Affairs and the Associate Dean for Student Affairs or the regional campus dean have completed and signed the "Extracurricular Educational/Research/Community Clinical Volunteer Activity Request and Approval" forms, they will be given to the Student Support Coordinator, who will notify each student of his/her approval status.

Use of CLC supplies for Community Events

Certain equipment may be available on loan from the Clinical Learning Center (CLC) at the COM to students participating in an approved community clinical volunteer activity. A copy of the signed "Community Clinical Volunteer Activity Pre-Event Request" form and the student leader's "Extracurricular Educational/Research/Community Clinical Volunteer Activity Request" form must be presented to CLC staff along with a list of requested equipment. There will be a sign-out sheet for all equipment that includes date of return. The student is responsible for all equipment that is loaned from the CLC. Available equipment includes: blood pressure cuffs, glucometers with accompanying supplies, sharps containers, portable otoscope and ophthalmoscope, breast and prostate models.

The final decision regarding loan of any equipment from the CLC is at the discretion of the Director of the Clinical Learning Center. This decision may be based on a number of factors including equipment availability and the student's demonstrated skill in using the equipment.

XI. EXTRACURRICULAR EDUCATIONAL/RESEARCH ACTIVITIES

Definition:

An extracurricular educational and/or research activity is an educational experience in a clinical setting that is not part of the formal curriculum of the FSU COM, but may, at the discretion of the Senior Associate Dean for Medical Education and Academic Affairs or regional campus dean, be determined to provide some educational benefit to the student. Academic credit will not generally be given for these experiences, and they will not be a part of a student's official transcript. In some cases, research experiences may receive credit. To participate in these types of educational experiences, students must be in good academic standing and must be certified as such by the Associate Dean for Student Affairs or the Regional Campus Dean. Students will be responsible for all costs associated with participation requirements (drug screens, background checks, etc.). Students may not participate in extracurricular activities during scheduled required activities of the curriculum. The student must complete the appropriate form for the activity and receive approval to participate in the activities through this process.

Extracurricular Educational Activities

Preclinical students must complete the "[Extracurricular Educational Activity Request Form](#)" and the "[Extracurricular Educational/Community Clinical Volunteer Request Form](#)" electronically. Both forms must be approved prior to student participation in the event and at least 10 days prior to the extracurricular activity. If the student is in Year 3 or 4, the forms should be submitted to the Regional Campus Dean.

If students are participating in the activity as part of an official COM student interest group, an officer of the organization must complete the "Extracurricular Educational Activity Request" form (Form A) for the group and obtain the signature of the physician/supervisor. This group form, along with a completed copy of the "Extracurricular Educational/Community Clinical Volunteer Activity Approval" form (Form C) must be approved at least 10 days prior to the extracurricular event.

Extracurricular Research Activities

M1 and M2 students interested in participating in a research activity should complete the [Research Notification Form](#) (RNF) electronically in order to receive approval from the Division of Student Affairs and Assistant Dean for Research and Graduate Programs and Medical Student Research. The RNF applies to student research activities conducted at the CoM as well as outside of the CoM. M3 and M4 students should complete Appendix B and turn it in to the Regional Campus Dean to receive approval for their research activities. These forms must be completely approved before the activity begins. Research and scholarly activities include, but are not limited to, human subjects research (chart reviews, surveys, focus groups), biomedical research conducted in laboratories, systematic literature reviews and case reports. Students must always work under the supervision of a qualified research supervisor. Research is tightly regulated by numerous stakeholders, including but not limited to government agencies, educational institutions, and healthcare organizations. Failing to comply with federal, state, and local research regulations is considered research misconduct. A lack of awareness about these regulations is also regarded as misconduct.

Faculty Participation

The physician/supervisor for these approved educational experiences must be a member of the FSU COM faculty. If a physician/supervisor is not a faculty member, there must be enough lead time for the application and appointment process, subject to approval of the applicant. An extracurricular educational/research activity with a non-faculty physician/supervisor will not be approved. The FSU COM does not compensate for volunteer faculty participating in extracurricular educational/research activities.

If students choose to engage in extracurricular educational activities during breaks and holidays and have not obtained approval as described above, the student:

1. Must inform the physician that he/she is not enrolled as an active medical student and is doing this on his/her own.
2. Must not wear anything that identifies him/her as an FSU COM student.
3. Must understand and inform the faculty member that he/she is not covered by FSU COM liability insurance.

Liability Coverage

Students enrolled in the COM are covered by the State of Florida's sovereign immunity and the FSU COM's Self-Insurance Program when engaged in approved educational/research activities of the COM. Failure to obtain written approval in compliance with this policy will result in the student having no liability coverage for the extracurricular educational/research experience.

Final Approval:

Once the Senior Associate Dean for Medical Education and Academic Affairs and the Associate Dean for Student Affairs (or Regional Campus Dean for Year 3 or 4) have approved and signed all related forms for the event, students will receive an email notifying them of the approval status.

XII. STUDENT ORGANIZATIONS

The student-run Medical Student Council coordinates FSU COM student activities, working closely with student support coordinators, and serves as a funding board working with the FSU Student Government Association (SGA) and the Congress of Graduate Students (COGS). Each FSU COM student organization must be registered with the FSU Student Government Association. Medical students serve as senators to the SGA and as representatives on the COGS.

Medical students may participate in any of the FSU COM student organizations:

<https://med.fsu.edu/studentaffairs/student-organizations>

XIII. RECREATIONAL OPPORTUNITIES

While in medical school, it is very important to maintain balance in your life. FSU Campus Recreation offers several opportunities to keep your body as sharp as your mind and to help provide relief from the study demands of medical education. The following is a list of some of the best offerings for doing just that.

A. FSU Campus Activities and Events

The Tallahassee Chamber of Commerce has an excellent array of activities on its website at <http://www.visittallahassee.com/things-to-do/>. In addition, the following may be of interest:

Arts

The Museum of Fine Arts <https://mofa.fsu.edu/> on campus and the John and Mable Ringling Museum of Art in Sarasota. <https://www.ringling.org/>

The Department of Dance has events in the Nancy Smith Fichter Dance Theater in Montgomery Gym. <http://dance.fsu.edu/Events>

Music Department has numerous concerts, recitals, and performance opportunities including choral ensembles, jazz bands, concert bands, chamber music, music theater, opera, and special ensembles. <https://music.fsu.edu/events/>

Seven Days of Opening Nights festival. <https://openingnights.fsu.edu/>

Sports and Recreation

Campus Recreation Office is responsible for the Leach Center, Intramural Sports, Aquatics, FSU Reservation, Outdoor Pursuits, and Sports Clubs visit their website for detailed information. <http://fsu.campusrec.com/>

B. Exploring the World Beyond the FSU Campus

When students feel the need to put the books aside and experience some “down time”, Tallahassee and the surrounding area have a great deal to offer.

Beaches and Day Trips

The little town of Sopchoppy, south of Tallahassee on Highway 319, offers kayaking and canoeing in the rivers that course the Apalachicola National Forest which are some of the most pristine rivers found anywhere. St. George Island – St. George Island State Park is the closest “real beach” to Tallahassee. The St. George Island State Park is a quiet park consisting of untouched, pristine beaches and lapping surf. After a day in the sun, one can venture over the bridge to the towns of Apalachicola (pronounced Ap-a-lach-I-co-la) or Eastpoint and visit the quaint little shops and taste some of the best and freshest seafood in one of the local restaurants.

Further west of Apalachicola on Highway 98, follow the signs to Cape San Blas. There are horseback rides on the beach, oyster bars, and a tour of St. Vincent Island where no motor vehicles are allowed. Panama City Beach, Seaside, Grayton Beach, Destin – These are the names of the beach towns located off Highway 98 heading west from Cape San Blas. Each has a unique feel and offers something for everyone – Panama City Beach’s nightlife (especially during Spring Break), Seaside’s architecture and quaint shops within an open air market, Grayton Beach’s funky little shops, and Destin’s outlet mall – make them all worth visiting.

Wakulla Springs – Less than 30 minutes away is Wakulla Springs State Park, a beautiful place to cool off, picnic, and view several types of birds and reptiles in their natural North Florida habitat. The park surrounds a historic and rustic hotel that houses a dining room, sitting area, and old-fashioned snack bar. Visitors can swim out to the raft in the crystal clear spring water, jump off the high dive, or take a “Jungle Tour” and witness an incredibly peaceful setting as well as real alligators, moor hens, and many other striking birds! Just a little bit of advice . . . swim before the boat ride, because alligator sightings up close, may make venturing into the cool spring waters a little questionable!

Historic Havana – This little town is located approximately 30 minutes away north of Tallahassee off Route 27. Havana features antique stores, gift shops, restaurants, art galleries, and bed and breakfasts.

Shopping

Tallahassee has some very unique independent shops and businesses. Some of the best include the Quarter Moon Import Shop on Lake Ella, J Lynn’s Boutique Consignment Shop, and other small businesses in Market Square and Bannerman Crossings.

Tallahassee Activities and Attractions

Tallahassee is home to some wonderful outdoor, recreational as well as indoor, mind-expanding spots. Some of the nicest places to walk and explore include: Maclay State Gardens, Cascades Park, the Tallahassee Museum of History and Natural Science (also called the “Jr. Museum”), Tom Brown Park and Lake Ella. On a rainy or very hot day, venture downtown and enjoy the air-conditioned panoramic view from the 22nd floor observatory at the Florida Capitol.

C. Regional Campus Activities

A variety of recreational opportunities are available at each of the FSU COM Regional Campuses and Rural Programs. Information for each of the regional campuses and Rural Medical Education Program can be obtained from the FSU COM Regional Medical Campus Student Support Coordinator or the Rural Health Program Coordinator.

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