

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department <u>Medicine</u> College <u>College Of Medicine</u>	

<b>Current Course Prefix and Number</b> <u>BMS 6017</u>	<b>Current Course Title</b> <u>Foundations of Medicine</u>
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*Syllabus must be attached for ANY changes to current course details. See [Guidelines](#). Please consult and list departments that may be affected by the changes; attach documentation.*

<b>Change title to:</b>  <b>Change prefix</b> From:                      To:  <b>Change course number</b> From:                      To:  <b>Change credits*</b> From:                      To:  <b>Change grading</b> From:                      To:  <small>*Review <a href="#">Provost Memorandum</a></small>	<b>Change description to:</b> ASL Designation Please see attached certification  <b>Change prerequisites/minimum grades to:</b>  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.
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<b>Effective Term/Year for Changes:</b> <u>Fall 2018</u>	<b>Terminate course? Effective Term/Year for Termination:</b>
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<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> <u>11/7/18</u> <u>11/7/18</u> <u>11-8-18</u> _____ _____ _____ _____
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**GRADUATE COLLEGE**

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

**NOV 08 2018**

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Academic Service Learning  
Course Designation

This is to certify that the attached syllabus meets the University Requirements to qualify the course as Academic Service Learning.

Nimale Prakash

Community Engagement College Liaison

10/17/2018

Date

[Signature]

Weppner Center for LEAD & Service-Learning

10-16-18

Date

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Foundations of Medicine (FOM) 3 Course Syllabus  
Course # BMS 6017  
21 credit hours

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GRADUATE COLLEGE

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**Term:** Fall 2018 and Spring of 2019

**Year:** M2

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## Welcome to FOM 3!

### Course Description

The Foundations of Medicine (FOM) courses provide students with an understanding of the fundamental principles necessary to become a competent, compassionate and professional physician with opportunities for direct patient care. FOM is divided into three courses: FOM 1, 2 and 3 which will run throughout the first two years of medical school. This separation is designed to provide summative and formative assessments to students at the end of each FOM course.

The goal of the FOM 3 course is to assist the students in expanding their medical knowledge and refining their clinical skills, attitudes and behaviors needed to interview and examine the patient; to generate and answer clinical questions; to develop their clinical reasoning; to further refine their clinical documentation; to understand the importance of patient advocacy and disease prevention; to explore the barriers to health care and to instill the foundation for the ethical and legal framework of patient care. The course continues to teach the skills needed to care for specific groups of patients such as children, the elderly, LGBT individuals, as well as patients at the end of life. This course also has Introduction to Hospital Medicine (IHM) sessions that are intended to provide clinical exposure to the student in preparation to the Year 3 clerkships.

### Course Objectives

By the end of the FOM 3 course, students are expected to be able to:

#### **1. Medical Knowledge & Research Skills (PCRS #2: Knowledge for Practice)**

- Apply knowledge of basic science to perform basic clinical skills.
- Recognize clinical preventive guidelines.
- Understand the components of the geriatric history and exam and list the 10 basic principles in geriatrics.
- Explain the roles and limitations of evidence based medicine (EBM) for the practicing physician and utilize the tools of EBM to formulate effective clinical questions.
- Describe the changes that occur to organs and organ systems in development and aging.
- Describe the structural changes and physiologic alterations that underlie disease states.
- Describe causes (e.g. vascular, inflammatory, infectious, neoplastic, degenerative, genetic, developmental, environmental/toxic, traumatic, psychological and behavioral) of disease and the ways in which these processes present in clinical practice.
- Describe mechanisms of actions and side effects and interaction of major therapeutic agents.

- Describe non-pharmacologic approaches to disease and symptom management.
- Demonstrate knowledge of the principles and concepts underlying normal behavior and mental illness.
- Demonstrate applications of current medical knowledge in patient care.

## **2. Patient Centered Care (PCRS #1: Patient Care)**

- Perform and understand the importance of the thorough completion of the history and physical exam.
- Establish a safe & comfortable environment for the physical examination, respecting the patient's privacy & dignity and counseling the patient about what to expect during the exam.
- Conduct an exam that is appropriate to the patient's age and the clinical venue.
- Conduct a physical exam that is organized, efficient and technically correct, focusing on organ systems related to the chief complaint.
- Assess patients with common signs and symptoms and utilize appropriate testing to confirm a diagnosis.
- Develop a differential diagnosis based on information obtained during the clinical encounter.
- Anticipate patient's needs and participate in discharge planning.
- Create individualized disease management and/or prevention plans including education and patient self-management and behavioral change.
- Educate and counsel patients about plan of care, health promotion and disease prevention.
- Provide treatment that incorporates and respects the patient's personal values, preferences and expressed needs.
- Perform selected clinical procedures that are appropriate for a chief complaint.
- Demonstrate a sensitivity and responsiveness to age, gender, racial, educational, and economic determinants of health.

## **3. Ethics & Law (PCRS #5: Professionalism)**

- Demonstrate a commitment to apply basic ethical principles to patient care.
- Utilize the theoretical ethical tools to identify and recognize an ethical issue in the doctor-patient relationship.

## **4. Professionalism (PCRS #5: Professionalism)**

- Demonstrate respect, compassion, dependability and integrity when interacting with peers, other professionals, patients and families.
- Demonstrate punctuality, reliability, preparedness, initiative and follow-through.
- Recognize the importance of communication, sensitivity and thoroughness in the completion of the medical history and physical exam.
- Demonstrate respect for patient privacy and autonomy.
- Maintain professional dress code, language, demeanor and behavior during working hours appropriate to the activity.

- Recognize and maintain appropriate boundaries with peers, other health professionals and patients.

#### **5. Interpersonal and Communication Skills (PCRS #4: Interpersonal and Communication Skills, and PCRS #7: Interprofessional Collaboration)**

- Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
- Demonstrate communication and listening skills (inclusive of verbal and non-verbal skills) to elicit the patient's history and when performing the physical examination.
- Demonstrate the ability to learn and work effectively as a member of a health care team and demonstrate respectful communication with other health care professionals.
- Create and maintain appropriate records of clinical encounters using standard terminology and formats.
- Prepare appropriate written, oral and other communications between health professionals, organizations and different learning experiences.
- Communicate effectively with patients and families, including situations involving sensitive, technically complex, or distressing information.
- Demonstrate adaptation of communication style to the individual needs of patients in urgent situations.
- Provide a concise, accurate, verbal summary of a patient situation to a faculty member, resident, or peer, prioritizing the most significant factors for clinical decision-making.
- Demonstrate an understanding of the roles of other members of the healthcare team and work effectively with them to provide coordinated care.

#### **6. Cultural Competency (PCRS #5: Professionalism)**

- Demonstrate respect and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
- Demonstrate a deeper level of understanding of one's cultural self.

#### **7. Health Promotion & Disease Prevention for Patients & Populations (PCRS#1: Patient Care)**

- Identify three core concepts of public health including assessment, policy development and assurance.
- Recognize and identify clinical preventive services based on patient's age, sex, and risk factors using appropriate guidelines.

#### **8. Life-Long Learning & Self-Improvement (PCRS #3: Practice Based Learning & Improvement)**

- Identify strengths, deficiencies, and limits in your own knowledge and expertise.
- Set learning and improvement goals for the future.
- Identify, plan and perform appropriate learning activities to enrich the learning process.
- Incorporate formative evaluation feedback into daily practice.

- Demonstrate competence in the art of receiving and providing meaningful assessments and feedback and incorporate formative evaluation feedback into daily practice.
- Recognize and address personal limitations, educational needs, attributes or behaviors that might affect their effectiveness as a physician.
- Select and utilize appropriate learning resources to create a well-articulated plan for improvement.
- Develop reflective practice habits, using analysis of experiences to improve performance.
- Participate in the education of patients, families and other health professionals.

#### **9. Systems of Health Care Practices (PCRS #6: Systems Based Practice)**

- Identify types of health care delivery systems and clinical specialties.
- Demonstrate an understanding of the structure and function of a variety of health care delivery systems.
- Coordinate patient care within the health care system.
- Advocate for quality patient care and optimal patient care systems.
- Participate in identifying system errors and implement potential system solutions.
- Complete tasks in a timely fashion (papers, reports, examinations, appointments, patient notes, and patient care tasks).

#### **10. Self-Awareness & Personal Development (PCRS #8: Personal & Professional Development)**

- Demonstrate awareness of self in order to maintain a balance between professional and personal life.
- Develop a plan to prevent technology and social media from interfering with the patient encounter.
- Cope appropriately with medical mistakes and learn from them when they occur.
- Recognize personal reactions to difficult situations and understand how these personal responses may affect life and work.

## Course Information and Schedule

The academic calendar is posted on the [College of Medicine website](#), and students should familiarize themselves with the required activities for the medical educational program. Please see [Student Handbook](#) for information on Academic Calendar, University Holidays, and Medical Student Schedule Commitments. **Please note that the academic calendar for the College of Medicine differs from that of the rest of the University.** Medical students are governed by the College of Medicine academic calendar and dates are subject to change. Students must refer to [OwlMed](#) for all up to date FOM 3 course information, schedules, handouts, and session objectives and content. Emails will be sent out during the year with any changes or updates.

The FOM 3 course lasts a total of 26 weeks: 20 weeks in the fall semester of 2018 and 6 weeks in the spring semester of 2019. In the spring semester, FOM 3 concentrates in preparing the



student to transition to Year 3 clerkships with the Introduction to Hospital Medicine component of the course. This component of the course intends to increase the preparedness of the pre-clinical medical student for clinical clerkships by providing strategies, skills and experiences that will help them to better navigate the inpatient setting in Year 3 of medical school and at the same time decrease anxiety in the transition process.

The curriculum of the FOM 3 course is divided into five components:

- The **Advanced Clinical Skills sessions** help students develop their skills in documentation of the medical encounter after taking a history and performing a physical examination. The sessions are a continuation from the Clinical Skills sessions from FOM 1 and FOM 2 but expect the student to function independently without the supervision of a faculty in the exam room while they elicit a medical history and perform an appropriate physical exam based on the complaint brought by the standardized patient (SP) in the room. The sessions also help students to formulate a possible differential diagnosis, develop a treatment plan, and conduct patient education. The sessions with the standardized patient are recorded and the video must be reviewed by the student to present at the next Clinical Learning Group session. Faculty will observe students, and provide formative feedback to further the student's clinical skills. When the students are not examining a patient, there are additional case reviews with a specialist and teaching of radiology relevant to the system(s) being examined that day. In order to prepare the students to transition into Year 3 of medical school and to enrich their clinical experience, the students will also attend additional sessions at the Simulation Center to practice clinical skills with high fidelity mannequins presenting with more severe life threatening conditions.
- The **Clinical Experience sessions** provide proficiency in medical history and physical examination with an actual patient in the clinic. For the Clinical Experience, students are assigned for the entire FOM 3 course to the same clinical site with community preceptors. The students are also assigned, in groups of 2, to attend one clinical experience session supervised by FAU College of Medicine (COM) clinical faculty at the Caridad Clinic and the Mission Medical Center and one session at the Boca Raton Regional Hospital Phlebotomy department in order for student to practice phlebotomy on patients that need that service.
- The goals of the **Science of Clinical Practice (SCP) sessions** are designed to teach the students the basic tenets of professionalism, ethics, and cultural competency to undertake the practice of medicine without prejudice or bias. Some of these sessions are lectures or panel discussion and the remainder are small group sessions with a FAU faculty facilitator.
- The **Clinical Learning Group (CLG) sessions** provide time for reflection and discussion of recent clinical experiences. CLG allows students to practice their ability to present a patient's case; document a medical encounter; formulate and discuss a differential diagnosis; review patient education, counseling and treatment plan; answer pertinent clinical questions; and integrate issues of ethics, cultural competency, community

advocacy and Service Learning Projects. These are small group sessions with a FAU faculty facilitator.

The **Introduction to Hospital Medicine (IHM) sessions** are intended to provide clinical exposure to the student in preparation to the Year 3 clerkships. The sessions begin in the Spring and include rounding with a medical team during one morning at a local hospital; exposure at a Newborn Nursery (begins in the Fall), additional Simulation Center and IHM workshops that review presentation skills, hierarchies, EBM and medication reconciliation.

**Typical Days and Times of the Course:**

**Clinical experience:**

Monday, Tuesday or Wednesday afternoons, 2:00PM – 4:50PM (please refer to OwlMed for assignment)

Clinical Experience sessions:

Each week, students are scheduled to visit their assigned community preceptors, Caridad Clinic, Mission Medical Center or a phlebotomy experience at Boca Raton Regional Hospital (BRRH). The group of students assigned to Clinical Experience sessions on Monday afternoons will have Wednesday afternoons as Independent Study Time. The other group that is assigned to attend Clinical Experience sessions on Wednesday afternoons will have Monday afternoons as Independent Study Time.

Each student was individually assigned to a community preceptor in Year 1 and will continue to be associated with the same preceptor during the academic Year 2 for continuity of patient care and mentoring. Each student is expected to continue to practice medical history and physical examination on new patients. As the year progresses, the student will increase the level of involvement in the care of their patients under the supervision of the community preceptor. Each student will meet with their community preceptor 13 times in the fall semester, one clinical experience session will be held at the Caridad Clinic, one at Mission Medical Center, and one clinical experience at the phlebotomy department at BRRH. The students will complete an Evidence Based Medicine preceptor search assignment this semester during the clinical experience with preceptors.

Students must comply with HIPPA guidelines by not recording any identifying patient information such as name (including initials), social security numbers, etc. Students are allowed to take notes regarding the information collected from the patient in order to enter it into the Patient Log, and to bring the information to CLG discussion. **Patient Log must be completed by 8:00AM on the following Monday** via My Evaluations at <https://www.myevaluations.com/>. Presentation and discussion of all type of clinical experience will take place on Thursday's Clinical Learning groups.

In addition, the FOM 3 course has an Introduction to Hospital Medicine component. During this time, the students will be assigned to attend one session at the Newborn

Nursery at BRRH, additional sessions at the FAU Simulation Center, go on hospital rounds with a medicine service and Introduction to Hospital Medicine Workshops. This component of the course aims to prepare the students to enter clerkships in Year 3.

In the Introduction to Hospital Medicine, the students are assigned to attend Boca Raton Regional Hospital (BRRH) or Bethesda Memorial Hospital with a COM faculty. It is important to emphasize to the patients and caretakers of the patient in the hospital that the students are not part of the management team while the patient is in the hospital and that the students are there only for academic purposes. For that reason, students and COM faculty are not allowed to advise or participate in the treatment plan of that patient.

**Science of Clinical Practice:**

Tuesday mornings, 10:00AM - 11:50AM, BC-71, room 126 or 128 and small group rooms (refer to OwlMed for assignment and review the session plan). The student groups are the same for SCP and CLG.

Science of Clinical Practice (SCP) sessions:

Some of these sessions are lectures or panel discussions; other sessions are small group discussions with a FAU faculty facilitator. Some sessions will require preparation including reading assigned materials or completing surveys. Please be prepared to have your iPad/laptop available for the small group sessions. We ask that electronic devices be put away during the lecture or panel discussions.

**Clinical Learning Groups (CLG) sessions:**

Thursday afternoons, 1:00 PM – 3:30PM, BC-71 in assigned PBL small group room. Each Thursday afternoon session provides a forum for students to review their patient write-ups and present patients seen in the previous week(s) at the office of the preceptor and standardized patients seen in exam rooms during Advanced Clinical Skills sessions. There is critical appraisal of the student's ability to think through a patient encounter and begin to develop a treatment plan. Communication skills will also be incorporated. Be prepared to have your iPad/laptop available during the CLG sessions. Please take close note of dates and times for CLG as there are times when a session may start later or be located in a different area.

**Advanced Clinical Skills sessions:**

Thursday afternoons, 1PM – 4:00PM, Clinical Skills Training Center in training room 2 and assigned examination room (see OwlMed for individual assignments) and Multipurpose and break out rooms. Each Thursday afternoon session combines large group and small group exercises (refer to OwlMed for the assignment and to review the session plan). During the Advanced Clinical Skills sessions, each student is required to have their own medical equipment and wear professional attire, including white lab coat for the SP encounter in the exam rooms. The interaction with the SP in the exam room will be recorded for students to review and self reflect. Faculty will be available to further guide student feedback on ways to

improve. It is an expectation that students will review all of their videos, regardless of whether they will be presenting at CLG.

There will also be simulation center activities throughout the semester that will allow application of the clinical skills learned during Advanced Clinical Skills and integrated with the basic sciences from PT1 and 2.

In addition, the students will have an opportunity to perform the physical exam of the male and female genitalia and breast exams at the Simulation Center with mannequins and at the Clinical Skills Training Center with professional standardized patients. (Please refer to OwlMed for individual assignment, and note that the professional standardized patient experience occurs from 5-7:30 PM).

**Independent Study Time:**

Independent Study Time is provided to students for approximately 3 afternoons per week on average. This time should be used for individual independent study, to work in groups with peers, to interact with faculty outside of the formal teaching setting, to prepare for small-group sessions, or to prepare for any subsequent sessions. Finally, the time may be used to work on assignments, problem-solving cases, off-campus visits, completing the Service Learning Projects or other tasks that are required by other courses or by the College of Medicine.

**Other Activities:**

Students will conduct a Service Learning Project throughout the course with the guidance of the Director of the Service Learning Projects. Report of the progress of the project will be given at two different scheduled CLG sessions. An essay and oral presentation of the work completed by the students will be presented in January 2019.

Each student will contribute a minimum of 20 hours of service.

**Academic Service-Learning Statement:**

This course is designated as an “academic service-learning” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development.

Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, [www.fau.edu/leadandserve](http://www.fau.edu/leadandserve), for the survey link and more information on FAU’s Academic Service-Learning program.

*Please note:* All official student communication regarding the course will be sent via e-mail from the course directors, Ms. Milligan or Ms. Graham. If students would like to meet with the course directors, they must call the office of the course director in order to schedule an appointment.

## Course Evaluation and Grading

The College of Medicine uses a competency based grading system based on Physician Competency Reference Set (PCRS) endorsed by the Association of American Medical Colleges (AAMC) in order to ensure that teaching, assessment, and remediation of all competencies are equally prioritized. The eight major competencies focus on the following areas:

- Patient Care
- Knowledge for Practice
- Practice-Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-Based Practice
- Interprofessional Collaboration
- Personal and Professional Development

Though these competencies were developed as a guide for clinical trainees and practicing physicians in personal and professional development as well as safe, equitable and effective patient care, it is important to begin using these principles in the very beginning of medical training as building blocks for a positive developmental trajectory.

The link to a full description of the [PCRS competencies](#) can be found here.

All 8 competencies are assessed in the FOM 3 course:

Each student will receive a final grade of “Satisfactory”, “Satisfactory with Concern”, “Unsatisfactory”, or “Incomplete” in each of the PCRS competencies listed above, as well as for the overall FOM 3 course. A grade of “Satisfactory with Concern”, “Unsatisfactory”, or “Incomplete” in one or more of the eight competencies will result in that final grade being given for the overall FOM 3 course. Details of how grades will be determined in each competency is described below.

- 1. Patient Care:** Provide patient-centered care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.

This competency in FOM 3 focuses on the student’s ability to:

- Gather essential and accurate information about patients and their conditions through history taking, physical exam and the use of laboratory data, imaging, and other tests.
- Organize and prioritize responsibilities to provide care that is safe, effective and efficient.
- Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgement.
- Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making.
- Provide health care services to patients, families, and communities aimed at preventing health problems and maintaining health.
- Provide appropriate role modeling.

This competency in FOM 3 will be assessed by an Objective Structured Clinical Examination (OSCE) based on the Learning Objectives from all of FOM 1, 2 & 3 course components and is scheduled during the Year 2 Institutional Competency Assessment (ICA) week in February 2019. Students must achieve a summative score of equal to or greater than 75%.

- A passing grade for this competency is 75% of total possible points. ( $\geq 80\%$  will be a Satisfactory grade, and 75%-79% will result in a Satisfactory with Concern grade).

**2. Knowledge for Practice:** Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

This competency in FOM 3 focuses on the mastery of medical knowledge, and will be assessed by two open book exams that consists of accumulated points in a take-home open-book essay exam covering medical and clinical knowledge learned during the SCP sessions. This assessment includes essay questions and a problem-solving exercise focusing on application, evaluation, and analysis of knowledge, rather than factual recall.

- A passing grade for this competency is 75% of total possible points. ( $\geq 80\%$  will result in a Satisfactory grade, and 75%-79% will be a Satisfactory with Concern grade).

**3. Practice-Based Learning and Improvement:** Demonstrate the ability to reflect on and evaluate one's own performance, to appraise and assimilate scientific evidence, and to continuously improve performance based on constant self-evaluation and life-long learning.

This competency in FOM 3 focuses on the student's ability to:

- Identify strengths, deficiencies, and limits in one's knowledge and expertise
- Set learning and improvement goals.
- Identify and perform learning activities that address one's gaps in knowledge, skills, or attitudes.
- Incorporate feedback into daily practice.
- Locate, appraise, and assimilate evidence from scientific studies related to health problems.

This competency will be assessed in the FOM 3 course through an Evidence Based Medicine (EBM) research project conducted with the help of the community preceptor with a grade of Satisfactory, Satisfactory with Concern or Unsatisfactory focusing on the abilities listed within this competency. This project is separated into two parts, with the first due date on October 26, 2018, and the second part due on December 7, 2018 at 5 PM.

**4. Interpersonal and Communication Skills:** Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

This competency in FOM 3 will focus on the student's ability to:

- Communicate and work effectively with others as a member or leader of a health care team or other professional groups.
- Communicate effectively with patients, families, and the public across a broad range of socioeconomic or cultural backgrounds.
- Demonstrate sensitivity, honesty, and compassion to others.
- Demonstrate flexibility and show respect for the ideas of others across a broad range of backgrounds and perspectives.
- Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.

This competency will be assessed in the FOM 3 course through narrative feedback with a grade of Satisfactory or Unsatisfactory by their assigned CLG faculty and by the community preceptors focusing on the abilities listed within this competency.

**5. Professionalism:** Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

This competency in FOM 3 course will focus on the student's ability to:

- Demonstrate compassion, integrity, and respect for others, including faculty, staff, and other students.
- Demonstrate accountability to others, including faculty, staff, and other students

- Demonstrate sensitivity and responsiveness to a diverse population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
- Demonstrate a commitment to ethical principles pertaining to the study and practice of medicine.

This competency will be assessed in all aspects of the FOM 3 course by faculty and course directors. Medical students, as future professionals, are expected to conduct themselves appropriately in **all** curricular activities, including classroom work, Simulation Center, and clinical experiences.

The professionalism of a medical student in the FOM 3 course includes but is not limited to:

- Arriving to educational activities **on time or before** the activity starts.
- Using iPads and laptop computers **only for course work during all educational activities**
- **Minimizing disruptions to all educational activities.**
- **Being personally responsible** for attending **all** mandatory educational activities as specified by the course directors, which will generally include large and small group interactive sessions clinical skills, SCP small group discussion, Interprofessional Development sessions, Simulation Center activities, and examinations.
- Completing assigned course evaluations in a thorough, meaningful, and timely manner, as per the Evaluation Completion Policy. (See [Student Handbook](#), page 49.)
- Maintaining confidentiality on exams and other assessments.
- Completing and posting educational assignments in a timely manner, such as patient logs.
- Fulfilling all responsibilities related to educational activities with a commitment to excellence.
- Completing assigned course evaluations in a thorough, meaningful, and timely manner, as per the Evaluation Completion Policy (See [Student Handbook](#), page 49.)
- Answering emails from Course Directors, faculty, and staff within 24 hours of receipt.
- Checking OwlMed on a **daily basis** to stay apprised of schedule changes.
- Unless life threatening injury, hospital admission, or event of similar seriousness, notice of absence or tardiness (via email, text message, telephone call, or voice mail) **MUST** be given to one of the course directors PRIOR to the start time of the activity for which the student will be late or absent as per the Attendance Policy in [Student Manual](#). (See [Student Handbook](#), page 42.)

Clinical faculty, SCP facilitators, and staff will report any unprofessional behavior to the Course Directors who will track this behavior within this competency.



- 6. Systems Based Practice:** Demonstrate an awareness of and responsiveness to the larger context of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

This competency in FOM 3 course will focus on the student's ability to:

- Work effectively in various health care delivery setting and systems relevant to one's clinical specialty.
- Incorporate considerations of cost awareness and risk-benefits analysis in patient and/or population-based care.
- Advocate for quality patient care and optimal patient care systems.

This competency will be assessed in the FOM 3 course through a narrative feedback with a grade of Satisfactory, Satisfactory with Concern or Unsatisfactory completed by the assigned community preceptor focusing on the abilities listed within this competency.

- 7. Interprofessional Collaboration:** Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.

This competency in FOM 3 course will focus on the student's ability to:

- Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
- Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served.
- Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment to disease in individual patients and populations.
- Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population- centered care that is safe, timely, efficient, effective, and equitable.

This competency will be assessed in the FOM 3 course through oral feedback by faculty and by timely submissions of assigned Service Learning Project assignments and presentations during Service Learning Project Day in the spring semester as Satisfactory, Satisfactory with Concerns and Unsatisfactory focusing on the abilities within this competency.

- 8. Personal and professional development:** Demonstrate the qualities required to sustain lifelong personal and professional growth.

This competency in FOM 3 course will focus on the student's ability to:

- Develop the ability to use self-awareness of knowledge, skills and emotional limitations to engage in appropriate help-seeking behavior.
- Demonstrate healthy coping mechanisms to respond to stress.
- Manage conflict between personal and professional responsibilities.
- Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior.

This competency will be assessed in the FOM 3 course through a narrative feedback with a grade of Satisfactory, Satisfactory with Concern or Unsatisfactory to be completed by the assigned CLG faculty focusing on the abilities listed within this competency.

## Performance Assessment

### SATISFACTORY:

**Satisfactory** is a passing grade defined as follows:

**Patient Care:** Scoring  $\geq 80\%$  of total points possible in the OSCE assessment scheduled in February 2018 during Year 2 ICA.

**Knowledge for Practice:** Scoring  $\geq 80\%$  of total points possible in the SCP open book exam scheduled in January 2018.

**Practice-Based Learning and Improvement:** Completing the EBM research project conducted in collaboration with the community preceptor by the due date of October 26, 2018 for Part 1, and December 7, 2018 for Part 2 of the project. Students will also be assessed on their ability to follow the instructions of the project.

**Interpersonal and Communication Skills:** Demonstrating adequate communication and teamwork by CLG leaders and community preceptors in the narrative evaluation form.

**Professionalism:** Displaying **no** behavior patterns or individual incidents (i.e. chronic tardiness, several uncompleted evaluations, dishonesty or disrespectful behavior) which would prompt faculty concern for the student's professional developmental progress.

**Systems-Based Practice:** Satisfactory evaluation by the assigned community preceptor.

**Interprofessional Collaboration:** Satisfactory completion of Service Learning Project.

**Personal and Professional Development:** Satisfactory evaluation submitted by the assigned CLG leader.

A **Satisfactory** in all eight competencies will result in an overall grade of **Satisfactory** for the FOM 3 course.

**SATISFACTORY WITH CONCERN:**

**Satisfactory with Concern** is a passing grade defined as follows:

**Patient Care:** Scoring 75% – 79% of total points possible in the OSCE assessment scheduled in February 2018 during Year 2 ICA.

**Knowledge for Practice:** Scoring 75% - 79% of total points possible on the SCP open book exam scheduled in January 2018.

**Practice-Based Learning and Improvement:** Not completing the EBM research project conducted in collaboration with the community preceptor by the due dates (October 26, 2018 for part 1 and December 7, 2018 for part 2) or not following the instructions of the project.

**Interpersonal and Communication Skills:** Displaying marginal communication and/or teamwork skills by the CLG leader and/or community preceptor on the narrative evaluation form.

**Professionalism:** Displaying repetitive behavior patterns (i.e. chronic tardiness or unprofessional behavior) or a serious single incident (i.e. dishonest or disrespectful behavior) which would prompt faculty concern for the student's professional developmental progress.

**Systems-Based Practice:** Satisfactory with some concern evaluation in the comments section of the narrative feedback submitted by the assigned community preceptor.

**Interprofessional Collaboration:** Satisfactory with some concern as determined by the Service Learning Project Coordinator.

**Personal and Professional Development:** Satisfactory with concerns as determined in the comments section of the narrative evaluation completed by the assigned CLG leader.

A **Satisfactory with Concern** in **any one of the eight** competencies coupled with **Satisfactory** grades in the remaining competencies will result in an overall grade of **Satisfactory with Concern** for the FOM 3 course as recorded on the final course grade report. The student will be placed on "At Risk" status and will be referred to the Student Competency Review Committee (SCRC) for remediation and support (see explanation of SCRC below).

Neither the grade of "Satisfactory with Concern" nor "At Risk" status will be entered into the student's permanent transcript and therefore will not appear in the MSPE. Because this grade designation is considered formative rather than summative, the grade will be listed as "Satisfactory" on the student's transcript and Medical Student Performance Evaluation (MSPE/Dean's Letter).

However, a repeated pattern of “Satisfactory with Concern” final grades or failed remediation in a competency of concern will result in referral to the Medical Student Promotions and Professional Standards Committee (MSPPSC) for review and possible consequences including further remediation, repeating the course/clerkship, repeating the year, being placed on probation, suspension, and/ or being dismissed from the College of Medicine.

#### **UNSATISFACTORY:**

**Unsatisfactory** is a non-passing grade defined as follows:

**Patient Care:** Scoring <75% of total points possible in the OSCE assessment scheduled in February 2018 during Year 2 ICA.

**Knowledge for Practice:** Scoring <75% of total points possible on open book exam scheduled in January 2018.

**Practice-Based Learning and Improvement:** Not completing the EBM research project conducted in collaboration with the community preceptor by the due date (October 26, 2018 for part 1 and December 7, 2018 for part 2) or not following the instructions of the project, and not making necessary revisions to the project by the end of the Fall semester.

**Interpersonal and Communication Skills:** Displaying unacceptably poor communication and/or teamwork skills assessed by the CLG leader and community preceptor in the narrative evaluation form.

**Professionalism:** Displaying repetitive poor behavior patterns (i.e. tardiness, rudeness, not attending compulsory activities, failure to complete assigned evaluations), egregious single incidents of unprofessional behavior (i.e. cheating), or a demonstrable and documented “lack of improvement” of behavior patterns previously addressed which would prompt deep faculty concern for the student’s professional developmental progress such that it is documented and reported to the Office for Student Affairs (OSA).

**Systems-Based Practice:** Unsatisfactory evaluation by assigned community preceptor.

**Interprofessional Collaboration:** Unsatisfactory completion of Service Learning Project.

**Personal and Professional Development:** Unsatisfactory evaluation by CLG leader.

An **Unsatisfactory** in **any one of the eight** competencies will result in an overall grade of **Unsatisfactory** for the FOM 3 course. The student will be referred to the MSPPSC for review of the student’s overall academic progress. The MSPPSC committee will then make a determination by vote to either remediate a specific competency to the satisfaction of the competency director or require the student to repeat the course,

repeat the year, be placed on probation, and/ or be dismissed from the College of Medicine.

All “Unsatisfactory” final grades will be listed on the student’s permanent transcript and a notation of the failed competency and the remediation plan will be described in the Medical Student Performance Evaluation (MSPE/Dean’s Letter).

Students with grades of “U” or “I” may continue in the course of study in a current year of study, pending action by the MSPPSC. Progression to a subsequent year of study with a grade of “U” or “I” will require specific approval of the MSPPSC.

#### **INCOMPLETE:**

A grade of **Incomplete** is given when a student, for reasons beyond his/her control (i.e. serious illness, family emergency), cannot complete required elements of the FOM 3 course by the end of the semester, but receive permission by the Course Directors to continue study with an Incomplete (I) status for the course. **Incompletes** are not given in place of **Unsatisfactory** grades, nor are they given when a student misses a majority of the FOM 3 coursework. A student who receives an **Incomplete** must work closely with the Office of Student Affairs and the Course Directors to complete required coursework. A formal plan (“Plan for Completing Course Requirements”), including the expectations for work to be performed, method of student assessment, and time period to make up incomplete course work, will be established by the course, clerkship, or competency director, the student, and his/her LCA. When completed, the course, clerkship, or competency director will report the grade earned to the SADSAA. A grade of Incomplete (I) will be removed and replaced with the final grade earned. The transcript will reflect only the final grade earned in the course or clerkship.

Students with grades of “U” or “I” may continue in the course of study in a current year of study, pending action by the MSPPSC. Progression to a subsequent year of study with a grade of “U” or “I” will require specific approval of the MSPPSC.

## The Medical Student Promotions and Professional Standards Committee (MSPPSC) & the Student Competency Review Committee (SCRC)

### *The Medical Student Promotions and Professional Standards Committee (MSPPSC)*

The Medical Student Promotions and Professional Standards Committee (referred to as the “MSPPSC”) is a standing faculty committee composed of a variety of course directors and

faculty from the College of Medicine. Senior Associate Dean for Student Affairs and Admissions, the Assistant Dean for Student Affairs, the Director for Student Success and Learning Excellence and other officials from the College of Medicine may serve on the MSPPSC as non-voting ex officio members. Any members of the MSPPSC who have had extensive direct involvement in a matter under review by the MSPPSC, which involvement could constitute a conflict for such member, shall recuse him/herself from voting on such a manner. The MSPPSC is charged with the responsibility of making decisions in regards to the standards and procedures relating to student evaluation, advancement, graduation, and disciplinary action including dismissal. Academic and professional performance will be evaluated by a variety of methods approved by faculty committees governing the curriculum, described in each course or clerkship syllabus, and will include not only formal examinations but also assessments based on observation of student performance in lectures, examinations, laboratories, and all other clinical and academic settings of the University or clerkships.

#### *Student Competency Review Committee (SCRC)*

The Student Competency Review Committee (referred to as the "SCRC") is a standing committee composed of all the competency directors as well as the student affairs deans, medical education dean, assistant dean for academic affairs, director of student success and learning excellence, director of program evaluation and assessment, M1/M2 basic science curriculum director, M1 /M2 clinical skills curriculum director, Year 3 director, and Year 4 director. Relevant course directors and the student's LCA will be invited as needed to present information to the SCRC. The role of the committee is to evaluate the student's competency-based performance and deficiencies and formulate a process of remediation and formative support which will be coordinated by, and in some cases delivered by, the competency director(s) in conjunction with course or clerkship director(s). The SCRC will meet monthly and be responsible for monitoring all active remediation and off-cycle students.

**Course Specific Policy on make-up exams, late work, incompletes, and other:** See "Guidelines for Absence and Tardiness for M1/M2 Students" in the College of Medicine Attendance policy. (See [Student Handbook](#), pages 42-43.)

## Texts, Readings and Other Resources

### **Required Texts, Readings, Resources and Materials for FOM 3:**

The FOM3 Book List, resources, and materials can be found on the [FAU Libraries](#) website.

Title	Authors	Ed	Availability via FAU Libraries	NOTES
<i>Required:</i>				
Bates' Guide to Physical Examination and History Taking, 11 <sup>th</sup> Edition (2013)	Bickley, LS and Szilagyi	Lippincott Williams & Wilkins	Bickley, LS and Szilagyi	Lippincott Williams & Wilkins
Resolving Ethical Dilemmas: A Guide for Clinicians, 5 <sup>th</sup> Edition (2013)	Lo, Bernard	Lippincott Williams & Wilkins	Lo, Bernard	Lippincott Williams & Wilkins

**Suggested Readings:**

Title	Author(s)	P
Patient-centered Interviewing, 3 <sup>rd</sup> edition (2012)	Smith	Lippincott Williams & Wilkins

**Other resources:**

Title	Author(s)	P
Mosby's Guide to Physical Exam, 8 <sup>th</sup> edition	Seidell, Ball, Dains & Benedict	Elsevier
DeGowin's Diagnostics Examination, 10 <sup>th</sup> edition	Leblond, DeGowin, Brown.	McGraw-Hill Companies
Evidenced-based Physical Diagnosis, 3 <sup>rd</sup> edition	McGee	Elsevier
Sapira's Art and Science of Bedside Diagnosis, 4 <sup>th</sup> Edition	Orient	Lippincott Williams & Wilkins
Symptom to Diagnosis; an Evidence Based Guide, 3 <sup>rd</sup> edition	Stern, Cifu	Lange
The Patient History: An Evidence-Based Approach to Differential Diagnosis, 2 <sup>nd</sup> edition	Henderson, Tierney, Smetana	McGraw-Hill Companies
Basic & Clinical Biostatistics, 4 <sup>th</sup> edition	Dawson, Trapp	McGraw-Hill Companies

**Instruments**

The following instruments should be purchased by the student:

- Two Headed (bell and diaphragm) Stethoscope (suggested *Littmann* or *Tyco* with ear pieces which fit your ears)
- Pen Light
- Pocket Eye Chart
- Tuning Fork (Frequency 128 Hz)

- Adult Reflex Hammer
- Antiseptic hand rub (pocket size waterless)

Optional instruments:

- Blood Pressure Cuff
- Welch-Allyn Diagnostic Set with Coaxial Ophthalmoscope, Diagnostic Otoscope (Transilluminator is optional)

### **Clinical Skills Additional Web Resources**

<http://depts.washington.edu/physdx/heart/demo.html>

In this educational resources you will find a tutorial on history taking, physical exam, pathophysiology, advanced physical diagnosis learning and teaching at the bedside with emphasis on heart sounds and murmurs, liver and ascites, neck veins, pulmonary and thyroid modules.

[http://faculty.etsu.edu/arnall/www/public\\_html/heartlung/breathsounds/contents.html](http://faculty.etsu.edu/arnall/www/public_html/heartlung/breathsounds/contents.html)

This website provides you with pulmonary breath sounds with emphasis on normal and abnormal lung sounds.

<https://stanfordmedicine25.stanford.edu/videos.html>

This website offers videos that demonstrate a variety of physical exam techniques. While some may deviate slightly from our benchmarks, they include explanations of why the examinations are performed and can be used as a supplement.

[www.easyauscultation.com](http://www.easyauscultation.com)

You will find clinical information relevant to the most common heart and lung sounds, animated drawings and clinical text.

<http://www.wilkes.med.ucla.edu/intro.html>

The auscultation assistant provides heart sounds, heart murmurs and breath sounds in order to help medical and other medical professionals to improve their physical diagnosis skills.

<http://www.lumen.luc.edu/lumen/MedEd/MEDICINE/PULMONAR/PD/Contents.htm>

The Loyola University Medical Education Network reviews components of the screening physical exam.

<http://meded.ucsd.edu/clinicalmed/lung.htm>

This is a practical guide to clinical medicine with a comprehensive physical exam and clinical education site for medical students and other health care professionals.

<http://www.blaufuss.org/tutonline.html>



This online program focuses on the four common valve lesions in the left heart: aortic regurgitation, aortic stenosis, mitral regurgitation, mitral stenosis and illustration of high and low frequency sounds. It also includes electrocardiograms and arrhythmias and heart sounds quizzes.

## Instructor/Facilitator Contact Information

### Clinical Learning Groups (CLG):

1. Dr. Parvathi Perumareddi, [pperumar@health.fau.edu](mailto:pperumar@health.fau.edu)
2. Dr. Allison Holley, [holleya@health.fau.edu](mailto:holleya@health.fau.edu)
3. Dr. Dawn Sherling, [dsherling@health.fau.edu](mailto:dsherling@health.fau.edu)
4. Dr. [Mary](#) Labanowski, [mlabanowski@health.fau.edu](mailto:mlabanowski@health.fau.edu)

### Science of Clinical Practice (SCP):

1. Dr. [Marni](#) Gleiber, [gleiberm@health.fau.edu](mailto:gleiberm@health.fau.edu)
2. Dr. [Kari](#) Sutter, [ksutter@health.fau.edu](mailto:ksutter@health.fau.edu)
3. Dr. Kenneth Folsom, [folsom3902@aol.com](mailto:folsom3902@aol.com)
4. Dr. Ira Gelb, [ijgelb@health.fau.edu](mailto:ijgelb@health.fau.edu)
5. Dr. Debra Weiss, [weissd@health.fau.edu](mailto:weissd@health.fau.edu)
6. Dr. Stuart Rubinstein, [srmdobg@aol.com](mailto:srmdobg@aol.com)
7. [Dr. Michael Smith](#), [michaelsmith@health.fau.edu](mailto:michaelsmith@health.fau.edu),
8. Dr. Carrie Stucken, [cstucken@health.fau.edu](mailto:cstucken@health.fau.edu)

### Advanced Clinical Skills:

1. Dr. Peter Averkiou, [paverkiou@health.fau.edu](mailto:paverkiou@health.fau.edu)
2. Dr. [Ivan](#) Sandy Smith, [issmith543@comcast.net](mailto:issmith543@comcast.net)
- 3.
4. Dr. [Suzanne](#) Weiner, [sweine16@health.fau.edu](mailto:sweine16@health.fau.edu)
5. Dr. Mario Jacomino, [mjacomin@health.fau.edu](mailto:mjacomin@health.fau.edu)
6. Dr. Jay Kerzner, [jkerzner@health.fau.edu](mailto:jkerzner@health.fau.edu)
- 7.
8. Dr. George Luck, [gluck@health.fau.edu](mailto:gluck@health.fau.edu)
9. Dr. Parvathi Perumareddi, [pperumar@health.fau.edu](mailto:pperumar@health.fau.edu)
10. Dr. Phil Robinson, [flaphil@bellsouth.net](mailto:flaphil@bellsouth.net)
11. Dr. Dawn Sherling, [dsherling@health.fau.edu](mailto:dsherling@health.fau.edu)
- 12.
13. Dr. Debbie Weiss, [weissd@health.fau.edu](mailto:weissd@health.fau.edu)
14. [Dr. Robert Furlong](#), [rfurlong@health.fau.edu](mailto:rfurlong@health.fau.edu)
15. [Dr. Marni Gleiber](#), [mgleiber@health.fau.edu](mailto:mgleiber@health.fau.edu)

**Advanced Clinical Skills:** As listed on the session plan for each session (Refer to OwlMed).

## College of Medicine Policies:

### Disability Policy Statement

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS) in Boca Raton, SU 133 (561-297-3880) and follow all SAS procedures. <http://www.fau.edu/sas/#>.

### Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

- [Academic, Professional and Behavioral Requirements and Standards governing the College of Medicine](#)
- [Oath of Academic and Professional Conduct for Students in the College of Medicine.](#)
- [Code of Academic Integrity](#)

### Policy on Recusal from Academic Evaluation of Students by Faculty

#### Conflicts of Interest Related to Student as a Patient

Faculty members and residents or fellows with academic assessment/evaluation responsibilities for students are precluded from evaluating any students who are also their patients, because of dual-relationship and conflict of interest issues. The conflict created by this dual role could affect both the quality of medical care and the content of such evaluations in the following way:

- A student-patient might be less likely to report a sensitive medical issue (e.g., drug abuse) to his/her physician if that physician will be providing an evaluation or grade for the student; and
- A faculty member's evaluation or grade (which could include some subjective elements) could potentially be, despite the evaluator's commitment to neutrality, positively or negatively affected as a result of the therapeutic relationship.

In instances of pre-existing doctor-patient/student relationships, the physician must discuss with the student the potential for a dual relationship and inform the student that he/she will recuse him/herself from any situation in which a formal evaluation is required.

In emergent situations or other instances in which an appropriate referral is not available, a student can seek the care of any faculty member or resident. In this circumstance as well, the physician must discuss with the student the potential for a dual relationship and recuse him/herself from any situation in which a formal evaluation is required.

#### Conflicts of Interest Related to Student with a Close or Personal Relationship with Evaluating Faculty

In addition to conflicts due to a pre-existing doctor-patient/student relationship (as described above), other conflicts might exist as a result of familial relationships, close personal relationships, or other circumstances which might create a conflict of interest, or the perception of a conflict within the evaluation process of a student. It is a professional obligation of the student to choose objective learning environments that are free of bias or perceived bias, so that they can be evaluated fairly. When the potential for nepotism, or any other bias or perception of bias exists, it is required that the students and faculty notify the course and curriculum directors so that changes in assignments can be made.

#### Notification and Scheduling

At the beginning of each course, rotation, or clerkship at the College of Medicine, the Office for Medical Education provides students and faculty with small group facilitator, preceptor, attending, and/or clinical site assignments as a routine part of the scheduling process. Students and faculty must report any potential and/or actual conflicts of interest with one another that might necessitate a change in assignments.

If a change in assignment needs to be made as a result of any of the conflicts mentioned above, the type of conflict will generally not be disclosed to the individuals involved, in the interest of privacy. The course administrator(s) will be instructed to facilitate such requests without inquiring as to the nature of the conflict of interest. Students have the obligation to avoid small groups, preceptor assignments, clinical sites, as well as specific clerkship and elective rotations where evaluating faculty have a close or personal relationship with the student. Final schedules and assignments remain at the discretion of the College of Medicine.

See complete Recusal Policy in [Student Handbook](#).

#### Severe Weather Policy

Cancellation of required clinical activities due to severe weather or disaster will follow FAU Severe Weather Policy. Toll free hotline: 1-888-8FAUOWL (832-8695)  
<http://www.fau.edu/advisory/>.

Students are responsible for checking e-mails, and university or hospital websites for updated procedures and protocols. In the case of a loss of all methods of communication, students should follow general recommendations from the FAU Severe Weather Policy and exercise their own judgment in considering personal and public safety.

In the event of severe weather or a natural disaster that interrupts or has the potential to interrupt normal operations, students will be contacted by the Office of Student Affairs and/or the Office of Medical Education with instructions pertaining to class and clinical rotation attendance. If there are any questions, concerns, or doubts regarding travel to school or to a clinical rotation, students should always err on the side of caution and seek and remain in safe shelter.

Students will be notified as soon as possible if specific clinical sites are closed, or activities are cancelled with postings and updates on Owlmed or FAU e-mail account.

All other College of Medicine Policies are listed in the COM [Student Handbook](#) including:

- College of Medicine Attendance Policy
- College of Medicine Evaluation Completion Policy
- Academic Grievance Policy
- Standards of Conduct for Medical Students
- Student Mistreatment Policy
- Professional Dress Guidelines
- Policy on Scheduled Time in Years 1 and 2
- Religious Observance Policy
- Leave of Absence Policy
- Policy on Substance Abuse
- E-mail Policy
- Information Technology (IT) Policies
- Social Networking Policy
- Research Compliance Policy
- Policy on Communicable Diseases
- College of Medicine Self-Insurance Program (FAU SIP): Required Reporting

## University Policies:

The following [University Policies](#) are of particular significance to the College of Medicine; students are expected to be aware of these policies and adhere to them.

[FAU Policy on Consensual Relations](#)

[FAU Policy on Drug-Free Environment](#)

[FAU No Smoking Policy](#)

[FAU Regulation 4.007 \(Code of Conduct\)](#)

[FAU Emergency Policies](#)

[FAU Regulation 5.010 \(Anti-Harassment/Anti-Discrimination\)](#)

[FAU Regulation 4.002 \(Student Academic Grievance Procedures for Grade Reviews\)](#)

[FAU Regulation 4.013 \(Exceptional Circumstances Withdrawals\)](#)

[FAU Regulation 4.104 \(Involuntary Withdrawal\)](#)