

University of South Florida
Morsani College of Medicine
Lehigh Valley Campus

Elective
Gynecologic Oncology
MDE 8162

Syllabus
2022-2023



COVID 19 COMPLIANCE STATEMENT

All students must be aware of and comply with university policies regarding Covid-19. They should also be aware of and comply with the policies at the clinical affiliates where their clinical training occurs. Failure to do so may result in disciplinary action

Elective Catalog Description

This elective is intended for those students who wish to obtain additional experience in gynecologic oncology and gynecology surgery and the perioperative management of these patients. Students will be exposed to both minor and major surgical procedures that are performed in gynecologic oncology and will learn the relevant anatomy. Students will participate in the preoperative evaluation, scrub into surgical cases, and help management postoperative care of patients on the gynecologic oncology service. Students will be expected to achieve a level of skill comparable to an intern. Supervision will be provided by the gynecologic oncology residents, advanced practice clinicians, and attending physicians.

This course would be most beneficial to those considering training in obstetrics and gynecology and enjoy the surgical aspect of gynecology and gynecologic oncology.

Elective Director/Coordinator contact information

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Gynecologic Oncology Elective Faculty Director
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Chief of Gynecologic Oncology Division

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Director's Welcome/How To Be Successful

Welcome to LVHN and the Gynecologic Oncology Elective! The Gynecologic Oncology Division is a part of the Lehigh Valley Topper Cancer Institute. We are excited to have you rotate with us and hope to show you the depth and breadth of gynecologic oncology surgery by having you participate in both inpatient and outpatient surgical cases, postoperative care, and the preoperative evaluation. The purpose of this rotation is to advance your knowledge of common gynecologic oncology cancers, types of surgeries performed, and the female anatomy. You will be successful by being an active member of the gynecologic oncology team, being prepared for the operating room by reading the patient's history and workup bringing them to the surgery at hand, advancing your level of care to Manager level (RIME score), completing the requirements of the rotation, and being both inquisitive and proactive in your learning. You can also demonstrate your interest in a surgical sub-specialty by learning how to tie surgical knots. You will be expected to give one 15 - 30-minute oral lecture on a gynecologic oncology topic that

you find interesting during your rotation. Please communicate with the residents and attendings if you have any questions, concerns, or issues that arise.

CATALOG OBJECTIVES FOR THE ELECTIVE:

1. Will participate in and develop an understanding for the principles of gynecologic oncology and gynecologic surgery.
2. Will participate in gynecologic oncology surgical procedures as level of training allows.
3. Will participate in and develop an understanding of the principles of robotic surgery.
4. Will develop an understanding of female pelvic and abdominal anatomy.
5. Will increase understanding and management of surgical complications.
6. Will follow, round on, and present assigned patients on the gynecologic oncology service during daily rounds.
7. Will see patients in the ambulatory gynecologic oncology office setting with faculty attending when assigned.

In addition to inpatient management of the gynecologic oncology service and assigned gynecologic oncology surgical cases, the student will be expected to participate in the ambulatory gynecologic oncology clinic with a designated faculty member on an average of 1-2 days per week as the schedule allows. In this setting, the student should focus on learning how to take a detailed history, performing a relevant physician exam including pelvic exam when possible, and determining the next steps of management. Ideally, the student will be able to describe a differential diagnosis for the common gynecologic oncology complaints and the workup that should be performed to evaluate them.

The student may volunteer to help round on gynecology oncology patients over the weekend, but this is not expected. Students are not expected to take call or work 24-hour shifts. The student may attend didactics on Thursday afternoons with the residents or may spend that time in outpatient clinic.

Rotation-Specific Entrustable Professional Activities expected to be met during this course:

EPA 1. Gather a general obstetrics and gynecologic history and a detailed history focused on the gynecologic issue bringing the patient to see a gynecologic oncologist.

EPA 2. Perform a pelvic examination including speculum and bimanual exam in a patient presenting to the gynecologic oncology clinic.

EPA 3. Provide an oral presentation following a clinical encounter including assessment, differential diagnosis and plan for further care.

EPA 4. Determine which tests are appropriate to order to further evaluate gynecologic oncology relevant complaints.

EPA 5. Determine which patients should be referred for genetic counseling based on family history or new cancer diagnoses.

EPA 6. Perform and receive patient handoffs effectively to transition care.

EPA 7. Understand the principles of informed consent and begin to explain the risks, benefits, and alternatives to gynecologic procedures.

EPA 8. Demonstrate basic GYN/GYN ONC surgical principles including:

- A. Patient positioning
- B. Sterile technique
- C. Sterile Draping

EPA 9. Demonstrate basic surgical skills including:

- A. Sterile Foley catheter insertion
- B. Knot tying
- C. Simple suturing

Requirements:

- Attend surgeries as assigned by chief resident unless otherwise noted on your schedule.
- Integrate self as a member of gynecologic oncology team (helping with various tasks including evaluating new consults, admitting patients, rounding, coordination of care, clinical tasks related to patient care).
- Attend weekly gynecologic oncology education sessions.
- Attend gynecologic oncology office hours as noted on your schedule
- Verbally present the comprehensive history of at least 1 patient per week to one of the gynecologic oncology attendings. This can be done during inpatient rounds or outpatient clinic sessions.
- Oral PowerPoint presentation to gynecologic oncology team on topic of choice (to be approved by Dr. Kim at midterm feedback).
- Attend midterm feedback.
- Maintain procedure log and weekly duty hours.

*** You must complete the 15-30 min oral presentation, be prepared for surgeries by pre-reading patient charts prior to the surgical cases and present the history of at least 1 patient to each attending during the time spent at an outpatient office setting in order to pass the rotation. Failure to do so will result in an incomplete.**

Elective Design and Schedule

You will receive your schedule via e-mail. Your schedule is subject to change. This is a four-week course.

The elective is designed to expose you to various aspects of gynecologic oncology. You will be assigned to surgical cases by the chief resident. Depending on the week of the month, various activities will be occurring for the 2 gynecologic attendings.

WEEKDAY	Scheduled Educ	Dr. THOMAS	Dr. KIM
MON		OR (CC)	OR (Pocono)
TUE	Weekly - 7 AM Gyn Onc Education	OR (CC)	Office (Pocono)
WED		OR (CC)	Office (Pocono) or OR (Muh)
THURS	2 nd Thurs of Month 5-6pm Gyn Onc Journal Club		Office (Muh)
FRI	3 rd Fri of Month 7:15 AM Gyn Onc Tumor Board	Office (CC)	OR (Muh)

Elective Locations

Personal transportation is required for this rotation. If you do not have access to personal transportation, please speak with your preceptor at least 1 week prior to the start of the location to discuss alterations to your schedule.

You will attend surgical cases at least at two main campuses including LVH-Cedar Crest and LVH-Muhlenberg. If you are unsure how to find the operating rooms at any of the locations, please ask the chief resident on your service or your preceptor or for directions. OR cases begin at 0730 across all campuses.

You may attend office hours with the attending providers at any of the three gynecologic oncology offices listed below. You are not expected to go to the Pocono Hospital for clinic or surgical cases, however, you are welcome to participate there as well. Currently, residents are not yet participating in the care of patients at the Pocono Hospital.

LVH Cedar Crest Hospital (Dr. Bijoy M. Thomas)

1240 S. Cedar Crest Blvd., Allentown, PA 18103

Gyn Onc Clinic is in the Cancer Center wing of the hospital, Suite 401, every Fri

OR is on ground floor behind the Pool Elevators.

LVH Muhlenberg Hospital (Dr. Christine H. Kim)

2545 Schoenersville Rd., Bethlehem, PA 18017

Gyn Onc Clinic is on the 3rd Floor (use the purple elevators), every Thurs & 1st Fri of the month

OR is on 2nd Floor

LVH Pocono Hospital (Dr. Christine H. Kim)

181 E. Brown St., East Stroudsburg, PA 18302

Gyn Onc Clinic is on the 2nd Floor of the Hughes Cancer Center, Mon (week 2), Tues (weeks 1, 3, 4, 5), Wed (weeks 1, 3)

OR is on the 1st Floor of the Main Hospital across the street from the Hughes Cancer Center and past the Radiology Dept.

Elective Educational Sessions/Materials

You may either attend gynecologic oncology clinic or gynecology related didactics for residents on Thursday afternoons. Timing and location of didactics is variable.

Recommended Readings:

PB 128: Diagnosis of abnormal uterine bleeding in reproductive aged women

PB 141: Management of menopausal symptoms

PB 147: Lynch syndrome

PB 168: Cervical cancer screening and prevention

Practice Advisory Cervical Cancer Screening (Update) August 2018

Practice Advisory Updated Guidelines for Management of Cervical Cancer Screening Abnormalities October 2020

PB 174: Evaluation and management of adnexal masses

PB 182: Hereditary breast and ovarian cancer syndrome

PB 195: Prevention of infection after gynecologic procedures

PB 206: Use of hormonal contraception in women with coexisting medical conditions

CO 601: Tamoxifen and Uterine Cancer

CO 619: Gynecologic Surgery in the obese woman

CO 631: Endometrial intraepithelial neoplasia

CO 734: The role of transvaginal ultrasonography in evaluating the endometrium of women with postmenopausal bleeding

CO 774: Opportunistic salpingectomy as a strategy for epithelial ovarian cancer prevention

CO 793: Hereditary cancer syndromes and risk assessment

CO 800: The use of hysteroscopy for the diagnosis and treatment of intrauterine pathology

Through the LVHN intranet, you should be able to access electronic textbooks through the LVHN Library: [Library Services – Your Every Day Source for Everything LVHN](#). The following are potential textbooks that may be helpful during your rotation to help build a foundation of knowledge.

Berek & Hackers Gynecologic Oncology, 2021 Ed. (Berek, Jonatha S.)

Atlas of Procedures in Gynecologic Oncology, 2008 Ed. (Levine, Douglas)

Clinical Gynecologic Oncology, 2012 Ed. (DiSaia, Philip J.)

MCOM Program Objectives

1. Patient Care

Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

1.1 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice

1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical

examination, and the use of laboratory data, imaging, and other tests

- 1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
- 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice
- 1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- 1.6 Develop and carry out patient management plans
- 1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making
- 1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
- 1.9 Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
- 1.10 Provide appropriate role modeling
- 1.11 Perform supervisory responsibilities commensurate with one's roles, abilities, and qualifications

SELECT 1.12 Perform values-based patient-centered comprehensive assessment, diagnosis and patient management, utilizing shared decision making in care of the patient.

2. Knowledge for Practice

Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care

- 2.1 Demonstrate an investigatory and analytic approach to clinical situations
- 2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations
- 2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care
- 2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- 2.5 Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, care compliance, and barriers to and attitudes toward care
- 2.6 Contribute to the creation, dissemination, application, and translation of new health care knowledge and Practices

SELECT 2.7 Examine national and international health systems, policy and finance.

3. Practice-Based Learning and Improvement

Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning

- 3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise
- 3.2 Set learning and improvement goals
- 3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes
- 3.4 Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement
- 3.5 Incorporate feedback into daily practice
- 3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems
- 3.7 Use information technology to optimize learning
- 3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals
- 3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- 3.10 Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

SELECT 3.11 Demonstrate advanced competency in self-assessing knowledge gaps and setting improvement goals, then perform activities to accomplish these.

SELECT 3.12 Analyze a health care environment or system and recommend changes to improve patient outcomes.

4. Interpersonal and Communication Skills

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

- 4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- 4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies
- 4.3 Work effectively with others as a member or leader of a health care team or other professional group
- 4.4 Act in a consultative role to other health professionals
- 4.5 Maintain comprehensive, timely, and legible medical records
- 4.6 Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
- 4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

SELECT 4.8 Demonstrate advanced team leadership skills that enhance team functioning, the learning environment, and/or the health care system.

SELECT 4.9 Communicate effectively and sensitively with patients, adjusting language and style in order to incorporate their knowledge, values, and culture.

5. Professionalism

Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

- 5.1 Demonstrate compassion, integrity, and respect for others
- 5.2 Demonstrate responsiveness to patient needs that supersedes self-interest
- 5.3 Demonstrate respect for patient privacy and autonomy
- 5.4 Demonstrate accountability to patients, society, and the profession
- 5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- 5.6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations

SELECT 5.7 Demonstrate advanced ability in all of the above [Core Professionalism objectives], and the ability to inspire and instruct peers in these areas

6. Systems-Based Practice

Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care

- 6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty
- 6.2 Coordinate patient care within the health care system relevant to one's clinical specialty
- 6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
- 6.4 Advocate for quality patient care and optimal patient care systems
- 6.5 Participate in identifying system errors and implementing potential systems solutions
- 6.6 Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications

SELECT 6.7 Show advanced ability to incorporate knowledge of health systems and cost of care into medical decisions.

SELECT 6.8 Strategize, practice, and advocate for quality improvement in patient care and health care systems.

SECECT 6.9 Integrate knowledge of healthcare systems into individual patient care.

7. Interprofessional Collaboration

Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care

- 7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
- 7.2 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
- 7.3 Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations
- 7.4 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

SELECT 7.5 Demonstrate advanced team competencies in assessment and coaching in order to achieve a common patient-centered end.

8. Personal and Professional Development

Demonstrate the qualities required to sustain lifelong personal and professional growth

- 8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors
- 8.2 Demonstrate healthy coping mechanisms to respond to stress
- 8.3 Manage conflict between personal and professional responsibilities
- 8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior
- 8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients
- 8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
- 8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease
- 8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

SELECT 8.9 Demonstrate emotional intelligence by showing awareness of strengths, weaknesses, and idiosyncrasies of self, team, and systems, and then show the ability to modulate one's behavior to positively affect each of these.

SELECT 8.10 Describe the basic competencies necessary for effectiveness as a potential future physician and leader.

SELECT 8.11 Implement the professional and personal development process.

SELECT 8.12 Actively participate in one's own personal and professional development through individual and group coaching.

MCOM Clinical – Specialty Track Phase Objectives

Track EPA 1.1 Student will demonstrate the ability to gather a history

Track EPA 1.2 Student will demonstrate the ability perform a physical exam

Track EPA 2 Student will demonstrate the ability prioritize a differential diagnosis following a clinical encounter

Track EPA 3: Student will demonstrate the ability to recommend and interpret common diagnostic tests

Track EPA 4: Student will demonstrate the ability to enter and discuss orders and prescriptions

Track EPA 5.1: Student will demonstrate the ability to document a clinical encounter in the patient record

Track EPA 5.2: Student will demonstrate the ability to see multiple patients in a clinical session while maintaining accuracy and thoroughness of their history taking, physical exam skills, ability to create a differential diagnosis, implementation of the clinical plan and documentation.

Track EPA 6: Student will demonstrate the ability provide an oral presentation of a clinical encounter

Track EPA 7: Student will demonstrate the ability to form clinical questions and retrieve evidence to advance patient care

Track EPA 8: Student will demonstrate the ability to give or receive a patient handover to transition care responsibly

Track EPA 9: Student will demonstrate the ability to collaborate as a member of an interprofessional team

Track EPA 10: Student will demonstrate the ability to recognize a patient requiring urgent or emergent care and initiate evaluation and management

Track EPA 11: Student will demonstrate the ability to obtain consent for tests or procedures

Track EPA 12: Student will demonstrate the ability to perform procedures appropriate for their track specialty

FINAL GRADING RUBRIC (H, PC, P, R, I, F, S, U)

<u>Clinical Evaluations</u>	<u>50%</u>
<u>Oral presentations</u>	<u>20%</u>
<u>Written work</u>	<u>20%</u>
<u>Log completion</u>	<u>5%</u>
<u>Professionalism</u>	<u>5%</u>

Requirements:

1. Attend surgeries as assigned by chief resident unless otherwise noted on your schedule.
2. Write a mock operative report for at least 1 surgical case (not part of medical record) and review with chief resident or attending.
3. Integrate self as a member of gynecologic oncology team (helping with various tasks including evaluating new consults, admitting patients, rounding, coordination of care, clinical tasks related to patient care).
4. Attend weekly gynecologic oncology education sessions.
5. Attend gynecologic oncology clinics as noted on your schedule
6. Verbally present the comprehensive history of at least 1 patient to each of the gynecologic oncology attendings. This can be done during inpatient rounds or outpatient clinic sessions.
7. Oral PowerPoint presentation to gynecologic oncology team on topic of choice (to be approved by Dr. Kim at midterm feedback).
8. Attend midterm feedback.

9. Maintain procedure log and weekly duty hours.

*** You must complete the presentation and operative note in order to pass the rotation. Failure to do so will result in an incomplete.**

Honors Eligibility

Students often ask about what preceptors look for in distinguishing the “average” from the “truly outstanding” or honors student. In order to be eligible for an Honors grade, a student must achieve ALL of the following:

10. Demonstrate honors level oral presentation skills.
11. Receive outstanding clinical evaluations from the resident team and faculty. Need to be consistently evaluated as a fourth year student or intern level.
12. Demonstrate professional behavior at all times.
13. Dress professionally when seeing patients in the outpatient setting.
14. Participate during scheduled activities except in case of an excused, documented absence.
15. Complete all clerkship requirements.
16. Demonstrate mastery of two-handed and one-handed surgical knot tying with both hands and demonstrate instrument tying.
17. Demonstrate mastery of closing superficial skin incisions in either interrupted or subcuticular fashion.
18. Demonstrate curiosity and self-directed learning by verbally sharing what was learned during independent reading outside of assigned topics.
19. Being inquisitive by asking thoughtful questions.
20. By the end of the rotation, becoming a team member who can find ways to contribute to the team without always needing detailed verbal instruction.
21. Adhere to the honor code.

Pass with Commendation Eligibility

In order to be eligible for a pass with commendations grade, a student must achieve ALL of the following:

22. Demonstrate honors level or high pass level oral presentation skills.
23. Receive above average clinical evaluations from the resident team and faculty. Need to be consistently evaluated as a beginning of fourth year, fourth year student, or intern level.
24. Demonstrate professional behavior at all times.
25. Dress professionally when seeing patients in the outpatient setting.
26. Participate during scheduled activities except in case of an excused, documented absence.
27. Complete all clerkship requirements.
28. Be inquisitive by asking thoughtful questions.

29. Demonstrate two-handed and one-handed surgical knot tying, and instrument tying at least with either right or left hand.
30. Demonstrating helpfulness to the gyn oncology team both on the floor and in the OR.
31. Adhere to the honor code.

Pass Eligibility

In order to be eligible for a grade of Pass, a student must achieve All of the following:

32. Demonstrate pass or higher level oral presentation skills.
33. Receive average evaluations (meet expectations) from clinical preceptors.
34. Complete all clerkship requirements.
35. Demonstrate professional behavior at all times.
36. Demonstrate adherence to the honor code.

Professionalism:

Any breach of the professionalism as described in the MCOM handbook including but not limited to the professionalism values section and the social media participation guidelines, may be grounds for remediation or failure of the course as determined by the course director in consultation with the Assistant Dean for the Clinical Curriculum.

Grade Appeal:

A student may appeal a course grade if the student has evidence that the grade was assigned in an erroneous manner. Within five (5) school days after the receipt of the grade, the student may appeal in writing to the responsible Course director any assigned grade that they dispute. See handbook for details of the process.

Students are expected to review and be familiar with the student handbook in general.

<https://health.usf.edu/medicine/mdprogram/student-affairs/handbook>

In particular for this course students are expected to review the following areas in the handbook for specific details:

MCOM Clinical Years Monitoring Student Time Guideline

COM students are held to the same work hour guidelines as are residents, per ACGME guidelines. Students are limited to a maximum of 80 duty hours per week including in-house call, *averaged* over four weeks. Students must be given one day out of seven free from all clinical and educational responsibilities, *averaged* over four weeks. Students cannot be scheduled for in-house call more than once every three nights, *averaged* over four weeks. Students may not work more than 28 consecutive hours. Students should be given at least ten hours for rest and personal activities between daily duty periods and after in-house call.

Students, residents, and faculty are not permitted to allow/require deviation from the above rules.

MCOM Medical Student Clinical Supervision Guideline

Medical students may not provide care in an unsupervised fashion. Supervisors must either hold a faculty appointment or be supervised in their teaching and assessment role by an individual who has a faculty appointment. This may include residents, fellows, and other licensed health professional faculty supervising an activity within their scope of expertise or practice. Medical students may be supervised at one of two broad levels: 1) Direct observation or 2) Immediately available indirect supervision.

Attendance

During the clinical years the student's responsibilities lie within the individual course. Attendance within a given course is a demonstration of attitude and professional behavior. This behavior impacts all members of the healthcare team, including fellow students and patients. Any absence from the course may have a direct impact on student performance, the clinical experience, the evaluation of professionalism, the overall grade, and the successful completion of the clerkship. Students who miss scheduled hours are expected to acquire the same level of competency as other students in the clerkship. Lectures, reading assignments and clinical duties will not be re-created or offset to accommodate any absences. All absences are at the discretion of the course director. Students should follow the procedure guidelines for obtaining an excused absence outlined in the handbook. The course director will use the guidelines outlined in the student handbook when determining if the absence is excused.

Residency Interviews

Students are expected to schedule residency interviews during months that they are not scheduled to have a clinical course. Student may miss up to 2 days for interviews, but those days must be made up.

Mistreatment guideline and procedure

USF Health's Morsani College of Medicine is committed to assuring a safe, encouraging, and supportive learning environment that reflects commitments to professionalism, respect, diversity, and virtues such as integrity, compassion, and kindness. All MCOM faculty and staff are expected to conduct themselves in a professional manner and contribute to creation of a culture that is supportive of learning. Mistreatment, bullying, discrimination, harassment, and sexual harassment are prohibited at MCOM. The student mistreatment policy, in accordance with LCME standard 3.6, ensures that concerns about the learning environment are promptly dealt with and resolutions reached in a fair and just manner. The College forbids any retaliatory action against students who present grievances in good faith.

The MCOM Student Mistreatment policy aims to safeguard medical students from mistreatment by any faculty member or staff associated with MCOM, including clerkship directors, attending physicians, residents, and other medical students by:

- educating members of MCOM about student mistreatment;
- prohibiting medical student mistreatment by anyone associated with MCOM;
- encouraging the early identification of medical student mistreatment as a preventative measure;
- identifying individuals to whom medical students can report mistreatment;
- requiring those who receive complaints regarding student mistreatment to report the complaint to the appropriate administrator;
- providing a confidential system for reporting mistreatment;
- assuring confidentiality to the fullest extent possible;
- assuring that all reports of mistreatment will be thoroughly and promptly addressed;
- providing an avenue for corrective action.

Reports of mistreatment will preferably be addressed within an informal framework when appropriate, but formal procedures are available for use when necessary.

MCOM is committed to preventing mistreatment of medical students through education of the MCOM community. The policy and related procedures will be disseminated among MCOM on an annual basis. Additionally, MCOM will periodically use varying methods (e.g., email, workshops, orientations) to inform medical students, faculty, and staff about medical student mistreatment and the MCOM policy on addressing mistreatment.

Professionalism guidelines and procedures

Professionalism is grounded in the fundamental values of honesty, integrity and fairness and is an essential part of the practice of medicine. Students are expected to display and will be examined by these exemplary behaviors. Students are expected to uphold their responsibility to their profession, and to appreciate that behaviors outside of the classroom and clinical learning environments can impact their progression through the program.

In addition to behavioral standards related to the medical profession, students are expected to uphold the principles of honor set forth by the University of South Florida in The Commitment to Honor code.

Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records; or other unprofessional conduct can be grounds for dismissal and will be reviewed by the APRC.

Title IX Guideline:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

Diversity, Equity, and Inclusion Statement:

The vision of the Morsani College of Medicine (MCOM) Student Diversity and Enrichment programs is to encourage and promote an environment that welcomes and embraces diversity in the student body. We diligently ensure that all students feel supported and accepted in order to optimize their educational experience. USF MCOM defines diversity not solely limited to race and ethnicity, but also encompass talents, life skills and special attributes.

Should you need further assistance or more information about our many USF Health Morsani College of Medicine's diversity-driven events, outreach, and support programs, please contact the Office of Student Diversity and Enrichment at (813) 396-9944 or visit the OSDE contact page directly. More information about USF Health and its commitment to diversity [can be found here](#).

For any disputes in which a student has allegedly violated USF policies or rules, please contact [The Office of the Student Ombudsman](#), at (813) 974-0835 or [Student Conduct and Ethical Development](#), ALN 109, (813) 974-9443 for assistance.

Evaluation Compliance Guideline

Student feedback is an essential component for continuous quality improvement of our teaching faculty and curriculum development. Morsani College of Medicine (MCOM) has implemented the following guidelines for all students currently enrolled:

1. Students will be required to complete a minimum of 80% of the evaluations assigned to them
2. All evaluations should be completed within 25 days upon receipt
3. Students may suspend evaluations only given the following circumstances:
 - a. The evaluation was assigned in error

- b. The student did not spend enough time with an educator to properly evaluate them
4. At most students will be permitted to suspend up to 20% of their evaluations. Once a student exceeds a 20% suspension rate their evaluations will be reviewed on a case by case basis
5. Comments provided on evaluations should be constructive, respectful, and made in a professional manner

Please note that levels of anonymity are strictly enforced and fail safes are put into place to ensure a student cannot be identified from their evaluation.

Student evaluation completion compliance rates will be monitored on a quarterly basis and any student found to be out of compliance at the time will be required to attend a mandatory one hour session to complete any pending evaluations. Students will receive a notice via email that they are required to attend the mandatory session to complete their evaluations. Failure to complete evaluations and/or attend the mandatory sessions may result in the following disciplinary actions:

1. A written notice from the Associate Dean of Undergraduate Medical Education
2. A mandatory meeting with the Associate Dean of Undergraduate Medical Education
3. Appearance before the Academic Performance Review Committee (APRC)

**Above is a summary of the USF Student Evaluation Guideline. Please review MCOM's Student Handbook for the full text of this guideline.*

Sessions Recording Guideline

In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Recording may be used in subsequent semester for instructional purposes in necessary. Participation in the sessions is considered consent for recording. In courses in which video of students might be captured due to online software being used, students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. A student's use of video during the session is considered consent for the video to be recorded and used as previously described.

This option to disable video will not apply to video proctored exams. Please discuss recording options with your instructor. Students may use the recordings as a resource to review content. Copying or distributing the video recordings by students is prohibited and considered a professionalism violation.

Student Accessibility and Accommodation

University of South Florida Morsani College of Medicine (MCOM) is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical).

To ensure access to this class, and program, please contact Student Accessibility Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively. Students are encouraged to register with Student Accessibility Services as soon as they begin their program. The University of South Florida Morsani College of Medicine encourages students to access all resources available through Student Accessibility Services for consistent support and access to their programs. More information can be found online at [Student Accessibility Services](#).

LINK TO UNIVERSITY REGULATIONS AND POLICIES

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/guideline-11-008.pdf>