University of South Florida
Morsani College of Medicine

Doctoring IV
FOURTH YEAR
MDE 8090

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.

Contents

Course Overview

This course is designed to provide the fourth-year medical student with the tools they need to successfully navigate their fourth year setting them up with the various courses that will provide a successful transition from medical student to resident over the course of the year. Enabling the learner to choose when they will complete their various assigned courses and giving them tools that will help make them successful residents prior to their graduation.

Course Administration

Course Director	Antoinette Spoto-Cannons, MD (aspotoc@usf.edu)
Associate Course Directors	Andrew Galligan, MD
	Dawn Schocken, PhD (schocken@usf.edu)
Course Coordinator	Sasha Afanador (afanadors@usf.edu)

Any questions regarding medical education or overall questions about the longitudinal curriculum should be directed to the course directors and course coordinator. As this course is the umbrella for multiple different requirements throughout your fourth year, please direct questions to the Team Leaders listed below if your inquiry only involves a specific area.

Team Leaders for Curriculum Development for the following areas:

Basic Science	Ingrid Bahner, PhD
Capstone TIPS	Dawn M Schocken, MPH, PhD Jennifer Caputo-Seidler, MD
Career Advising/EPAs* *EPA tracks are part of I2D4 but not part of Doctoring IV	Jimmy Mayer, MD
Climate Change	Jennifer Caputo-Seidler, MD
Faculty Development	Shane Puckett, EdD
Financial Wellness	Dawn Schocken, , MPH, PhD
Intro to Doctoring Four (I2D4)	Dawn Schocken, MPH, PhD Antoinette Spoto-Cannons, MD
Leadership	Joann Quinn, , MBA, PhD Deborah DeWaay, MD Kira Zwygart, MD Andrew Galligan, MD
Life Support and Disaster Management	Fred Slone, MD

Medical Education	Antoinette Spoto-Cannons, MD
Pain Management/Substance Use Disorder	John Maye, PhD Deborah DeWaay, MD
Patient Safety	Dawn M Schocken, MPH, PhD
RISE	Roberta "Bobby" Collins
Scholarly Concentrations Program	Susan Pross, PhD SCP Co-Director Ingrid Bahner, PhD SCP Co-Director
Service Learning and Teaching Experience	Shirley Smith, MA
Student Affairs	Kira Zwygart, MD Amy Phillips, MPH

Welcome/ How to Be Successful

Hello and welcome to Doctoring IV!

As the Director and Associate Directors of the Doctoring IV Longitudinal Course we are pleased to welcome you. Doctoring IV encompasses many different courses/requirements including Basic Sciences, Capstone TIPS, Career Advising, Climate Change, Financial Wellness, Introduction to Doctoring IV (I2D4), Leadership, Life Support and Disaster Management, Medical Education, Pain Management/Substance Use Disorder, Patient Safety, Service Learning and Teaching Experience, Student Affairs, and RISE/ Scholarly Concentration. As these different courses have been incorporated into Doctoring IV, we are able to provide you with 14 weeks credit and house them in one place.

To be successful, we recommend that you pace yourself by devoting **4 hours per week** to Doctoring IV. Please note that as a resident and physician you will be asked to complete different requirements while balancing your clinical responsivities and personal life, this should help you to develop the skills needed as you progress in your career.

We truly hope this course will help keep you organized. Everyone is working hard to make Doctoring IV the best possible. We look forward to working with you and if you have any questions or concerns, please do not hesitate to contact us or Ms. Sasha Afanador.

Sincerely,

Antoinette Spoto-Cannons, MD
Director, Doctoring IV

Dawn Schocken, PhD
Associate Director, Doctoring IV

Andrew Galligan, MD
Associate Director, Doctoring IV

Course Objectives

Doctoring 4 Course Objectives	MCOM Program Objectives
Demonstrate understanding of requirements essential to graduate from the Morsani School of Medicine (MCOM) by completing assignments in Canvas.	1.11, 4.2, 4.3,4.7,5.1,5.4
Organize year to accomplish various course requirements essential to passing this longitudinal course	1.11, 4.2, 4.3,4.7, 5.1,5.4
Demonstrate teaching skills and techniques taught during Doctoring IV to become preceptor educators	1.11, 2.1,2.2,2.3,2.4, 2.5,2.6 4.2,4.3,4.7, 5.1,5.4
Develop and strengthen their leadership skills so that they feel prepared to lead themselves and others in the clinical setting	4.1, 4.2, 5.1, 7.1,7.3, 8.6, 8.7, 8.1, 8.2, 8.3, 8.4
Construct a Fundamental understanding of the pathophysiology, pharmacology, assessment, and interventions relevant for the treatment of pain through education regarding advanced pain management.	1.2
Determine the impact on patient care and accessibility to care through knowledge and education regarding advanced pain management.	1.1, 1.2, 2.2, 2.3
Analyze and produce effective process improvement projects utilizing PDSA evaluative tools to assure project feasibility.	6.1,6.2,6.3,6.4,6.5,6.6
Analyze the effectiveness of AHA Advanced Cardiac Life Support.	6.1,6.2,6.3,6.4,6.5,6.6
Demonstrate how to provide life-saving basic life support through CPR.	1.1, 1.3, 8.1,8,2,8.3,8.4,8.5,8.6,8.7,8.8
Describe the measurement and evidence for climate drivers	1.1, 1.3, 1.5, 2.3, 2.4

Discuss the major health effects of climate change.	1.1, 1.3, 1.5, 2.3, 2.4
Delineate the interface between clinical and foundational science.	2.1, 2.2, 2.3, 2.4, 2.5, 3.10
Apply analytical thinking to clinical problem solving.	2.1, 2.2, 2.3, 3.10
Demonstrate skills of literature review	3.3,3.6
Demonstrate self-learning skills	3.1,3.2,3.3,3.4,3.6,3.7,3.10,8.8
Evaluate and initiate management of common cross cover problems and medical issues appropriate to their planned specialties.	4.1,4.2,4.3,4.4,4.5,4.6,4.7. 5.1,5.2,5.3,5.4,5.5,5.6, 6.1,6.2,6.3,6.4,6.5,6.6, 7.1,7.2,7.3,7.4
Analyze their own personal financial health through a series of assessment tools offered in this module.	8.1, 8.4

Course Schedule

Intro to Doctoring Four Course - AY 2022 - 2023

Time:	Monday: 6/6	Tuesday: 6/7	Wednesday: 6/8	Thursday: 6/9	Friday: 6/10
8:00	Orientation to Doctoring Four - Overall Course Orientation. (In-person) Time: 0800 - 0930, MDD 240	Introduction to Medical Education all students Time: 0800 - 0830, MDD 240	Introduction to EPA Overview Time: 0800 - 0900, TEAMS	Intro to Basic Science Time: 0800 - 0900, TEAMS	Clinical Reasoning Workshop - all students with 12 small groups to diagnosis the learner's clinical reasoning errors and develop a remedicaion plan Time: 0800 - 1000, MDD 240
9:00	Organizational Skills Workshop / Tips to stay organized. Time: 0930 - 1100, MDD 240	Expectations Workshop - all student with 40 small groups to practice given expectations Time: 0830 - 1000, MDD 240	Baseline EPA Day - Students will meet with their Specialty Specific PD. Time & RM TBD per EPA Lead	Introduction to Opioid Curriculum Time: 0900 - 1000, TEAMS	
10:00		Feedback and Evaluation Workshop - all students with 40 small groups to practice feedback and evaluation Time: 1000 - 1200, MDD 240	OSTE Recordings Opening (30 minute session at CAMLS) Time: 1000 - 1200	Student Affairs - General Information Time: 1030 - 1130, TEAMS	PPD- TB Testing (Tentative)
11:00					
12:00	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
13:00	Leadership Course Orientation / Workshop Time: 1300 - 1500, MDD 240	One Minute Preceptor Workshop - all students with 40 small groups to practice teaching using the One Minute Preceptor Time: 1300 - 1500, MDD 240	Baseline EPA Day - Students will meet with their Specialty Specific PD. Time & RM TBD Per EPA Lead	Introduction to Patient Safety - General Overview of MCOM Objectives Time: 1300 - 1400, TEAMS	MD Career Advising (Doc 4 & Advising) Canvas Review Time: 1300 - 1400, MDD 240
14:00				OSTE Recordings Opening (30 minute session at CAMLS) Time: 1400 - 1500	MD Career Advisor Check -in Time: 1400 - 1500, meet in Collegia Room
15:00	Introduction to Doctoring Four Small Group Assignments - meeting with the Doctoring Course Directors Time: 1500 - 1700, MDD 240	Bloodborne Pathogen Training (Tentative)	OSTE Recordings Opening (30 minute session at CAMLS)		
16:00					
17:00					

Disclaimer: This is a tentative schedule. Modifications should be anticipated. The final version will be available in Canvas.

*See respective course overview and objectives where indicated.

Throughout the year:

Course	Semester 1	Semester 2
Basic Science	• Complete Modules 1-4, including module 1b • Submit completion quiz for module 1b, 3 and 4 • Submit discussion for module 1, 1b, and 2, and 4	• Complete Modules 5-8 • Submit completion quiz for module 6, 7 and 8 • Submit discussion for module 5
Capstone TIPS	• Complete six topics as offered in course calendar under Capstone TIPS.	• Complete six topics as offered in course calendar under Capstone TIPS.
Career Advising NRMP Match Applicants Other	• Demonstrate completion of 3 MD Career Advising one-on-one meetings (one being with a student selected specialty advisor), and 3 individual tasks. • Comprehensive checklist found on Canvas	• Attend one MD Career Advising one-on-one meeting • Comprehensive checklist found on Canvas
Financial Wellness	• Complete 5 of the financial modules as listed.	• Complete 5 of the financial modules as listed.
Leadership	Self-Awareness • Interprofessional Skills Learning Guide – Tasks 1-5 • Stinky Fish • Values Sort • Trust Battery Self-Management • SM Goal Worksheet • EI – What I See, What I Do Social Awareness • Can't Ventilate Case Social Skills	Self-Awareness • SMART Goal • SWOB Analysis Self-Management • SM Intervention and Reflection • SM Goal Reflection Worksheet • Trust and Integrity Exercises Social Awareness • Situational Judgment Test • Change Experience

	• Elevator Talk, Experience Statement, Branding • Empathy Reflection, Action Plan, Listening Questionnaire	• Team/Organization Building Social Skills • Action Plan Follow-up and Reflection
Life Support and Disaster Management	• Register and complete ACLS courses	• Complete ACLS

Medical Education	• Complete teaching self-reflection assignment
	• Complete Pre-OSTE (Observed Structured Teaching Encounter)
	• Complete one of two sample evaluations
	• Sign up for Clinical Reasoning PowerPoint Presentation which start in Semester 1
	• Record teaching hours monthly including documenting the setting where you are teaching and logging the number of opportunities you were able to give feedback, deliver expectations, teach clinical reasoning skills, and teach utilizing the One Minute Preceptor
	• Complete minimum of 40 hours of teaching
	• Online Optional Curriculum on Resident as Clinical Educators (RACE):
	   o RACE 1 - Learning Theory Basics
	   o RACE 2 - Learning Motivations and Barriers
		• Complete the second of two sample evaluations
		• Complete Post-OSTE (Observed Structured Teaching Encounter)
		• Complete Clinical Reasoning PowerPoint Presentation
		• Complete self-reflection of interaction with difficult learner
		• Record teaching hours monthly including documenting the setting where you are teaching and logging the number of opportunities you were able to give feedback, deliver expectations, teach clinical reasoning skills, and teach utilizing the One Minute Preceptor
		• Complete total of 80 hours of teaching
		• Complete teaching self-reflection assignment
		• Online Optional Curriculum on Resident as Clinical Educators (RACE):
		   o RACE 4 - Didactics and Curriculum Development
		   o RACE 5 – Feedback and Evaluation

	o RACE 3 – Teaching On-the-Fly	o RACE 6 – Academic Career Development
Opioids, Pain Management, and Substance Use Disorder	• *Module 1:* Pain Management/Pathophysiology of Pain (Mechanisms of Pain and Clinical Applications) • *Module 2:* Pain Management/Pathophysiology of Pain (Primary Afferent Fibers and Clinical Applications) • *Module 3:* Common Neuropathic Pain Syndromes • *Module 4:* Pain Management/Psychiatric Pain-Associated Co-Morbidity and Addiction • *Module 5:* Substance Use Disorder/Understanding Core Aspects of Addiction • *Module 6:* Substance Use Disorder/Patient Screening • *Module 7:* Substance Use Disorder/Proper Patient Referral • *Module 8:* Cannabis and Cannabinoids for Pain Management Overview	• *Module 9:* Pain Management/Pharmacology of Pain Management • *Module 10:* Pain Management/Mechanisms of Analgesia (Opioids) • *Module 11:* Pain Management/Antidepressant, Anticonvulsant, and Muscle Relaxants • *Module 12:* Opioid Use Disorder/American Society of Addiction Medicine Guidelines • *Module 13*: Opioid Use Disorder/Patient Education • *Module 14*: Opioid Use Disorder/Medication Assisted Treatment • *Module 15*: Opioid Use Disorder/Naloxone for Overdose • *Module 16*: Nutrition and Pain Management
Patient Safety	• Start IHI open school modules • Register and complete in person PSEP course	• Complete IHI open school modules • Complete in person PSEP Course

Scholarly Concentrations Program	• Verify SCP participation for MSPE prepared by the Office of Student Affairs – via Qualtrics link under Assignments
	
	• Recommended: Meet with your SC leader to discuss progress on capstone project
	
	• Complete the SCP Annual Progress report via Qualtrics link under Assignments
	
	• Upload the following under Assignments
	  o Capstone title
	  o Mentor names (max of 2 can be included) and their affiliation(s)
	  o Personal reflection (2-3 sentences) for the 2023 SCP Capstone book
	  o Photos that may be considered for putting in the book.
	  o Looking for group events, service project events, or presentation opportunities.
		• Get final approval on your Capstone Project from your SC Leader
		
		• Provide a final presentation on the capstone project to your peers
		
		• Upload the finished project/publication citation under Assignments. Copies of posters / PowerPoints are not accepted as completed projects. There must be a scholarly write-up of the findings to supplement the poster/PowerPoint presentation. Student must provide citation for where and when scholarly work was presented to support the poster or oral presentation
		
		• Complete SCP Exit Survey–via Qualtrics link under Assignments
		
		• Looking for group events, service project events, or presentation opportunities.

Service Learning and Teaching Experience	• Log onto Archivum and submit previous Service Learning and Teaching Hours performed during your MS1-MS3 years.
	   o Upload a screenshot of your Archivum Activity Tracker. The screenshot should include the date and time noted on your computer screen.
	• Complete minimum of 30 Service-Learning hours, complete minimum of 10 teaching hours, and record in Archivum.
		• Complete the required 40 hours of service learning, complete the required 20 hours of teaching, and record in Archivum.
		   o Upload a screenshot of your Archivum Activity Tracker. The screenshot should include the date and time noted on your computer screen.

Student Affairs/Wellness and Resilience	• Students will update emergency contact information • Students will purchase disability insurance coverage • Students will provide affirmation of continual health insurance coverage • Meet deadlines for SA-sponsored activities on the SA Checklist	• Students will attend Year 4 class meeting • Some students will participate in Match Day activities • Students will complete GQsurvey • Students will participate in end of the year activities • Meet deadlines for SA-sponsored activities on the SA Checklist

Course Modules: Overview and Objectives

Basic Science:

<u>Overview:</u>

The basic science courses are designed to demonstrate and enforce the interface between clinical and foundational science, and reinforce skills of literature review and mechanistic thinking about clinical problems

Objectives:

At the completion of this course, students will be able to:

1. Explain how the immune response to SARS-CoV-2 causes an initial mild presentation that is later followed by more severe disease.
2. Explain the current treatment options for COVD-19.
3. Explain the pathophysiologic mechanisms of thrombosis associated withCOVID-19 vaccines and assess the risk for the different vaccine platforms.
4. Discuss vaccine hesitancy.
5. Describe public health measures that are effective in controlling a pandemic caused by a respiratory virus.
6. Appreciate the complex and rapidly changing landscape of the COVID-19 pandemic as it stands in the U.S., as well as the adapting responses of the healthcare system and society as a whole.
7. Assess how the COVID-19 pandemic affects the mental health of patients and identify basic tools for responding to these changes in the clinical setting.
8. Explain to a patient how masks, including the different types, and social distancing are effective in a pandemic caused by a respiratory virus.
9. Develop technical know-how in preparation for roles that medical students may play in the clinical setting.
10. Explore collaborative innovation and shared experiences regarding optimizing "staff, stuff, space, and systems" between countries of all income levels as they relate to COVID-19.
11. Discuss various ethical controversies related to COVID-19 and apply ethical frameworks to examine the impacts of personal, medical, and governmental decisions related to the pandemic.

Capstone TIPS Course:

Overview:

Capstone TIPS has been designed to give the student an opportunity to hone their skills and insight to be a successful intern. A menu of key topics will be taught throughout the year primarily in small group and workshop format.

Objectives:
At the completion of this course, students will be able to:
1. Evaluate and initiate management of common cross cover problems and medical issues appropriate to their planned specialties.
2. Analyze essential roles and responsibilities for interns during residency training.

Career Advising:

Overview:

Dedicated to providing students with the necessary resources, and specialty exposure to make an informed decision regarding their residency match. The MD Career Advising program will prepare students for entry into their chosen specialty of interest, as well as introduce the idea of a comparable parallel plan. Additionally, guidance will be offered before and during the application and interview process. Specialized advising will be given to those participating in the San Francisco, AUA or Military match.

Objectives:
At the completion of this course, students will be able to:
1. Prepare for residency application process

Complete residency application, interviews, program selection

Financial Wellness:

Overview:

AAMC Financial Wellness is designed to improve financial capability in ways that are relevant to the students' lives. Understanding your financial well-being is the first step. The Financial Health Assessment program offers a broad measure of the student's financial well-being and tracks their progress over time.

Objectives:
At the completion of this course module, the students will be able to:
1. Analyze their own personal financial health through a series of assessment tools offered in this module.
2. Synthesize the knowledge learned in this course to assure financial success in their personal portfolio.

I2D4 Course:

Overview:

This course is designed to prepare and give the necessary tools needed for fourth year students to complete the Doctoring IV course.

Objectives:
At the completion of this course, students will be able to:
1. Recognize the requirements of Doctoring IV.
2. Demonstrate the ability to deliver expectations to learners
3. Demonstrate the ability to evaluate and give feedback to learners
4. Demonstrate the ability to evaluate clinical reasoning skills and develop an improvement plan
5. Demonstrate the ability to teach utilizing the One Minute Preceptor

Leadership Course:
Overview:
This course is designed to help fourth-year medical students develop their leadership skills so that they feel prepared to lead themselves and others in the clinical setting and equipped to strengthen their skills and apply them in leadership roles as they progress in their careers.

Objectives:
At the completion of this course, students will be able to:
1. Demonstrate confidence in interprofessional interactions
2. Demonstrate authentic, honest, sincere expressions to others
3. Demonstrate the ability to self-assess interpersonal strengths and weaknesses without judgment
4. Demonstrate the ability to respond instead of reacting to perceived negative occurrences
5. Demonstrate adaptability when encountering perceived obstacles
6. Demonstrate integrity, trustworthiness in all relationships including with patients, colleagues, and self
7. Demonstrate appropriate perspective taking and situational awareness
8. Demonstrate organizational awareness
9. Demonstrate ability to build collaborative relationships and find common ground.

Life Support and Disaster Management Course:
Overview:

This course will allow the students to register and complete their AHA Advanced Cardiac Life Support (ACLS), course to best prepare them for their roles as independent practitioners in the clinical realm.

Objectives:
At the end of the session, the students will be able to:
1. Analyze the effectiveness of AHA Advanced Cardiac Life Support.

2. Demonstrate how to provide life-saving basic life support through CPR.

Medical Education Course:

Overview:

This course is designed to inspire fourth-year medical students to become more effective teachers and utilize these skills in their residency and chosen careers. Training medical students as teachers not only enhances teaching abilities but also improves communication skills and promotes learning of themselves and others.

Objectives:

At the completion of the Medial Education course, the student will be able to:
1. Demonstrate the ability to deliver expectations to learners
2. Demonstrate the ability to evaluate and give feedback to learners
3. Demonstrate the ability to evaluate clinical reasoning skills and develop an improvement plan
4. Demonstrate the ability to facilitate small group and/or 1:1 sessions
5. Demonstrate the ability to teach in the ambulatory/inpatient clinical setting
6. Illustrate the ability to interact with and manage the difficult learner
7. Document successful completion of medical education assignments appropriately
8. Participate as preceptor educators within the Doctoring and EBCR courses offered at MCOM (Doctoring One, Doctoring Two, Doctoring Three, CAMLS IV DCE, and PBL)
   ➢ **Students are required to participate in 80 hours teaching to be recorded in Canvas.**
9. Utilize self-reflection to assess teaching skills, determine areas needing improvement, and build on strengths

Opioids, Pain Management, and Substance Use Disorder Course:

Overview:

These modules will enhance your knowledge and comprehension of the practical aspects of pain management/substance use disorder/opioid use disorder. The faculty sincerely believe that the completion of these modules and assignments will provide you with a distinct advantage as you move through your residency regardless of the specialty.

Objectives:

At the completion of the pain management/substance use disorder course, the student will be able to:

1. Develop a comprehensive integrative approach for pain management with modalities that disrupt sensory afferent conduction at different phases of pain transmission
2. Develop a multi-modal pain management plan which includes optimization, administration, and modification of analgesic therapy for patients with pain

3. Distinguish the key components of the pain focused physical examination to include general physical examination, and a detailed neurologic and musculoskeletal examination as it relates to a patient with pain as the primary complaint
4. Apply the best available clinical and diagnostic evidence and select an appropriate ultrasound guided interventional procedure that could be performed in an office setting
5. Apply measures to properly screen, diagnose, and evaluate patients with substance use disorder and subsequent expansion into the specifics of opioid use disorder
6. Apply measures for various treatment strategies for substance use disorder and subsequent expansion into opioid use disorder.

Patient Safety Course:

Overview:

The incorporation of unique miss and near miss scenarios, as evidenced in the practice of clinical medicine, along with the implementation of quality improvement processes, the learners will produce their QI projects in this unique one-day program to ensure they have the tools to become the stewards of their patients' safety as a resident and/or practitioner.

Additionally, each student will become certified in the IHI (Institute for Healthcare Improvement) Open School Basic Patient Safety Course.

Objectives:
At the completion of this course, students will be able to:
1. Actively participate in clinical experiences to identify high-risk situations, develop and implement solutions, and measure their impact.
2. Analyze and produce effective process improvement projects that are submitted by the teams during the workshop utilizing PDSA evaluative tools to assure project feasibility.

Scholarly Concentration Program:
Overview:

MSIV Core students must complete a series of required tasks in to be awarded the SCP Distinction at Graduation. This distinction is given to the student if they have satisfied both the participatory and capstone requirements of the program.

The capstone requirement is a scholarly project that Scholarly Concentrations Program (SCP) students must complete by Sunday, February 12th of their fourth year. Capstone projects may include original objective or hypothesis driven research, service, innovations, clinical experience, or case studies of a particular health issue. The capstone project must demonstrate scholarship by incorporating inquiry, analysis, and reflection.

Copies of posters / PowerPoints are not accepted as completed projects. There must be a scholarly write-up of the findings to supplement the poster/PowerPoint presentation. Write up can be the abstract used to submit to national/regional/international meeting. Provide citation for where and when scholarly work was presented to support the poster or oral presentation. Students must provide citations for all published works submitted as capstone.

Students must complete an SCP Exit Survey to evaluate the relationship of the student's individual Scholarly Concentration or the Scholarly Concentrations Program as a whole on their residency interviews and MATCH application process.

Service Learning and Teaching Experience:
Overview:
The Morsani College of Medicine requires all students participate in professional service learning and teaching activities. Students will engage in service learning that provides service in response to community-identified issues and to learn about the context in which the service is provided. Through these service activities students will build a connection between their service and their academic coursework and enhance understanding of their dual role as citizens and health professionals. (LCME, June 2013).

The teaching experience is a specific type of service to the campus or community. Teaching others has the ability to both test your own mastery, as well as provide the satisfaction of helping others. Note that this teaching requirement must be connected to medicine and must be in excess of the required patient teaching you do on clerkships and in other clinical courses.

Objectives:
At the completion of this course, students will be able to:
1. Increase knowledge base and develop positive perceptions of treating individuals from under-resourced communities.

2. Prompt deep thinking and analysis about oneself and one's relationship to society by linking service to professional and personal development.

Disclaimer: Teaching hours earned in Doctoring IV need to be recorded in Canvas as well as Archivum.

Student Affairs:
Overview:
The Office of Student Affairs is here to provide support and service to assist you while completing your fourth year. This includes providing guidance and coaching through the Residency Application process. Our office also has the pleasure of planning some of the milestone events that will take place during your final year including Match Day and Commencement. We will continuously provide updated resources and information to you with the anticipation that in return, each of you, will attend to the necessary documentation and registration that is required to complete these processes and events successfully.

Objectives:
At the completion of this course, students will be able to:
1. Identify important activities and special events
2. Identify class tasks
3. Review student handbook highlights

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, them 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

Rubric

FINAL GRADING RUBRIC
Grade options: S/U

Students are expected to demonstrate competency in all the components of the course in order to receive an overall passing score. Please note that serious lapses in professionalism will not be tolerated, and students exhibiting unprofessional behavior will receive a failing grade in the course.

Pass (Successful Course) Eligibility

> In order to be considered for a "S" grade, a student must achieve ALL of the following requirements:
> > 1) Demonstrate professional behavior at all times
> > 2) Complete all assignments on time
> > 3) Attend all scheduled activities
> > 4) Adhere to the honor code

Unsuccessful course

> An unsuccessful clerkship shall occur for ANY of the following:
> > 1) Unprofessional behavior, including failure to arrive promptly at all mandatory sessions, failure to be prepared for sessions
> > 2) Failure to appropriately complete any portion of the assignments
> > > ➢ The student will receive an "I" incomplete grade if all mandatory assignments are not completed by the end of each semester

> ➤ The student will receive an "R" remediation grade if any of the following:
>> o Failure to complete the missing assignments within 3 weeks of being notified of an "I" incomplete grade
>> o Remediation to be determined by the course directors

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 APPEALs:

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

Clinical Clerkships and Courses – Guidelines for Excused and Unexcused Absences

All 'Events' (see below) require submission of the appropriate Request Form. Events indicated below by an asterisk (*) are to be submitted at least 8 weeks in advance.

EVENT	ABSENCE EXCUSED? (Yes/No) MAKE UP TIME NEEDED?	Course Exams (attendance is required) Absence Excused? (Yes/No)
Student illness, including infections that could put patients or other staff at risk	**Yes** Yes, if > 1 day missed. Student responsible to reschedule missed experiences.	**Course Tests – Yes** **Clinical Practice/Oral Exams – Yes** Make-up arrangements coordinated with course director when circumstances permit. Make-up arrangements coordinated with Course Director when circumstances permit.
Illness or death of a close family member or close friend	Yes Yes, if > 1 days missed. Student responsible to reschedule missed experiences.	**Course Tests – Yes** **Clinical Practice/Oral Exams – Yes** Make-up arrangements coordinated with course director when circumstances permit. **Clinical Practice Exams or NBME Final Exams – Yes** Make-up arrangements coordinated with Course
*Birth of a child (student is the mother or father)	**Yes** Please see parental leave section	**Yes** **Please see parental leave section**

*Religious holidays	Yes, if > 1 day missed. Student responsible to reschedule missed experiences. Reasonable accommodation will be made to schedule around requested observed holidays during rotation.	**Course Tests – Yes** **Clinical Practice/Oral Exams – Yes** Make-up arrangements coordinated with course director when circumstances permit.
*Wedding – student is the bride or groom Please make arrangements in advance with the Office of Student Affairs	Yes, if > 1 day missed. Student responsible to reschedule missed experiences.	**Course Tests – Yes** **Clinical Practice/Oral Exams – Yes**
*Wedding – attending the wedding of an immediate family member or is a member of the wedding party.	Yes, if > 1 day missed. Student responsible to reschedule missed experiences.	**Course Tests – No** **Clinical Practice/Oral Exams – No**
*Presenting at a medical conference and the *student asked for permission prior to committing to the conference*.	Yes Attempts will be made to schedule the student so that the absence is minimally disruptive. Yes, if > 1 day missed. Student responsible to reschedule all missed experiences.	**Course Tests – Yes** **Clinical Practice/Oral Exams – Yes**
*Attending a medical conference and the *student asked for permission prior to committing to the conference*.	Yes Attempts will be made to schedule the student so that the absence is minimally disruptive. Student responsible to reschedule all missed experiences.	**Course Tests – No** **Clinical Practice/Oral Exams – No**

*Participation in a MCOM-sanctioned activity (i.e. IPE DAY, Black Robe Day, Day at the Capital, Research Day).	Yes, if > 1 day missed. Student responsible to reschedule missed experiences.	**Course Tests – No** **Clinical Practice/Oral Exams – No**
*Participation in committee meetings as an elected student representative (i.e. Committee on Curriculum, Committee for the Pre-clinical Course Directors etc).	**Yes** Student should only miss the minimal time necessary and is responsible to reschedule any necessary experiences.	**Course Tests – No** **Clinical Practice/Oral Exams – No**
Birthdays, Trips, Reunions, and other personal activities	**No, absence will impact final grade.** **Yes, for all days missed. Student responsible to reschedule all missed experiences.**	**Course Tests – No** **Clinical Practice/Oral Exams – No**
Significant personal event otherwise unspecified that is cleared with Doctoring 3 or SELECT 3 Director, clerkship director, and Associate Dean for Student Affairs	Yes, if notification is made 2 months prior to clerkship schedule completion.	**Course Tests – Yes** **Clinical Practice/Oral Exams – Yes**

Please note: Students may only miss the following number of days/rotation from any absence without having to make up the time:

# weeks in the course	# days of excused absence that does not need to be made up
4	1
8	1
12	2

For example, if a student is on an 8-week rotation with the following absences:
2 days for illness – excused
1 day for religious holiday – excused
The student would have to make up 2 days