

University of South Florida

Morsani College of Medicine

Surgical Transplant

FOURTH YEAR Elective

MEL 7819

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

Key Contacts

Director

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Course Description

This clinical elective affords the students an in-depth experience in total patient management as an acting intern on a Transplant surgery service in order to provide exposure to the daily responsibilities that are associated with a Transplant surgery intern year. Students may choose to participate in the TGH Transplant Surgery, Colorectal Surgery, Bariatric Surgery, Cardiothoracic Surgery, or JAHVA Transplant Surgery services. On these services, the student is expected to function as an intern. Responsibility will vary with the ability of each student.

Course Objectives

1. To expose the senior student to the role of a Transplant Surgeon
2. To afford the student an in-depth experience in total patient management so these responsibilities may be assumed with confidence.

Director's Welcome

Welcome to the Surgical Transplant elective. I hope the four weeks you spend on this elective will be rewarding and educational. This syllabus was designed to serve as a reference guide and it is the responsibility of every student to read it.

This four-week A.I. places the senior medical student on the Transplant Surgery service in the role of an intern. Responsibility will vary with the ability of each student, but the intent is for the student to assume all responsibilities usually assumed by an intern. This A.I. will provide you with an in-depth experience in total patient management so that these responsibilities may be assumed with confidence, regardless of career choice.

Attendance is required at the Department of Surgery's Monday morning Morbidity & Mortality (M&M) conference and Grand Rounds, as well as any other required resident activities. Throughout this elective, you will perform histories and physical examinations, write progress notes, and write orders for diagnostic and therapeutic interventions with supervision from house staff and attending faculty. You will be encouraged to assist with procedures such as central line placement, invasive line monitoring, chest tube placement, etc., as required on the particular service you choose. Operating room experience will be extensive and you can expect to participate at the discretion of the operating surgeon.

Acting Interns are also required to complete two 24-hour calls on both the first and third weekend of their elective. You should arrive for this shift on Saturday morning, stay at the hospital all day and night, then leave after Sunday morning rounds.

You will be evaluated based on your overall clinical performance. The length of the elective is a full 4-week rotation and you should expect to work approximately 70 hours per week (Monday- Friday and one weekend day). This A.I. should NOT be scheduled during a period when you expect to travel for interviews or during a time when you will be out of town for any reason. After completion of this A.I, you should be able to identify and understand the management of common surgical problems and be able to complete basic surgical procedures.

Should you have any questions, comments, suggestions, or problems, please feel free to contact me.

Chris DuCoin, M.D.

Course Objective	Program Objective	EPA
Student will demonstrate the ability to gather a history from patients with a variety of clinical conditions within the course's specialty	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	EPA 1: Gather a history and perform a physical examination
Student will demonstrate the ability to perform a physical exam with a variety of clinical conditions within the course's specialty	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	EPA 1: Gather a history and perform a physical examination
Student will demonstrate the ability to prioritize a differential diagnosis and give rationale for prioritization	1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice	EPA 2: Prioritize a differential diagnosis following a clinical encounter
Student will demonstrate the ability to recommend and interpret diagnostic tests for patients based upon their differential diagnosis	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 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice	EPA 3: Recommend and interpret common diagnostic and screening tests
Student will demonstrate the ability to create and implement a therapeutic plan based upon their differential diagnosis which includes entering orders and prescriptions.	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 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	EPA 4: Enter and discuss orders and prescriptions
Student will demonstrate the ability to document a clinical encounter in the patient record	4.5 Maintain comprehensive, timely, and legible medical records	EPA 5: Document a clinical encounter in the patient record
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 and implementation of the clinical plan.	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 3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care	EPA 1-5
Student will demonstrate the ability to provide a concise yet pertinent oral presentation of a clinical encounter	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 8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients 8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease	EPA 6: Provide an oral presentation of a clinical encounter
Student will demonstrate the ability to investigate clinical questions and apply evidence they obtained from the literature to patient care.	2.1 Demonstrate an investigatory and analytic approach to clinical situations 3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems 3.7 Use information technology to optimize learning	EPA 7: Form clinical questions and retrieve evidence to advance patient care
Student will participate in the patient handover process to responsibly transition care	1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient	EPA 8: Give and receive a patient handover to transition care responsibility
Student will demonstrate the ability to collaborate as a member of an interprofessional team	3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals 4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies	EPA 9: Collaborate as a member of an interprofessional team

	<p>4.3 Work effectively with others as a member or leader of a health care team or other professional group</p> <p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty</p> <p>6.2 Coordinate patient care within the health care system relevant to one's clinical specialty</p> <p>7.1 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust</p> <p>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</p> <p>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</p> <p>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</p>	
<p>Student will demonstrate the ability to recognize if a patient needs to be transitioned to an increased or decreased level of care.</p>	<p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p> <p>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</p>	<p>EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management</p>

Course Design

The Acting Intern on this elective will be assigned to a single Transplant surgery service, in which he/she will integrate for the entire four-week clinical experience. The knowledge, skills and attitudes expected on this elective are delineated below.

I. Communication

1. **Knowledge.** Acting Interns should demonstrate knowledge of:
 - a. Guidelines governing patient confidentiality regarding written communication and verbal communication with patient and family members
 - b. The importance of cultural issues governing health care decision making by patients
2. **Skills.** Acting Interns should demonstrate the ability to:
 - a. Communicate with patients and patient's family members
 - b. Summarize the reason for patient admissions and rationale for the clinical plan
 - c. Demonstrate the ability to present oral and written summaries of patients to members of the health care team
3. **Attitudes and professional behavior.** Acting Interns should demonstrate the ability to effectively and professionally communicate with physician and non-physician members of the health care team and consultants

II. Coordination of Care

1. **Knowledge.** Acting Interns demonstrate knowledge of:
 - a. How to contact members of the health care team, consultants, and other hospital personnel
 - b. How to transfer care throughout a patient's hospitalization including end of day and end of service coverage
2. **Skills.** Acting Interns should be able to:
 - a. Realize when consultant care is needed and utilize appropriate consultants
 - b. Cooperate with physician and non-physician members of the health care team including nursing staff, physician assistants and nurse practitioners, social workers, therapists, pharmacists, nutrition support staff, discharge planners and others as appropriate
 - c. Identify housestaff on-call and communicate transfer of patient's care responsibilities to other housestaff (e.g. "sign out") when transfer of patient care duties is required
 - d. Demonstrate proficiency in coordinating a comprehensive and longitudinal patient care plan
 - e. Communicate plan with outpatient health care provider and community resources when necessary, arranging for appropriate follow-up
3. **Attitudes and professional behavior.** Acting Interns should demonstrate:
 - a. Respect for all members of the health care team
 - b. Attributes of responsibility, dependability and patient respect

III. Information Management

1. **Knowledge.** Acting Interns should demonstrate knowledge of:
 - a. How to access the clinical information system in use at their hospital
 - b. How "panic values" are communicated from the hospital laboratory to the responsible intern
 - c. The necessity for a systematic method to track clinical/laboratory/radiologic data
 - d. Patient confidentiality regulations governing medical records and clinical information
2. **Skills.** Acting Interns should demonstrate the ability to:
 - a. Prioritize tasks for daily patient care in order to efficiently utilize time
 - b. Document in an organized and efficient manner – admission, daily progress, transfer, on-call and discharge documents/notes
 - c. Systematically organize daily tasks and be able to prioritize effectively
 - d. Demonstrate the ability to access evidence based medicine to solve clinical problems

IV. Procedures

1. **Knowledge.** Acting Interns should be able to describe:
 - a. The indications, contraindications, risks and benefits of commonly performed procedures as appropriate to the particular service
 - b. How the information obtained from these procedures will enhance the patient's care
 - c. How to assess patients' competence to provide informed consent for a procedure
 - d. Potential procedure related risks to the operator and the need for universal precautions
2. **Skills.** Acting Interns should be able to:
 - a. Recognize clinical situations where one or more procedures are indicated
 - b. Explain the rationale, risks and benefits of the procedure to the patient
 - c. Obtain and document informed consent
 - d. Perform, with supervision, the appropriate procedure
 - e. Write a procedure note
3. **Attitudes and professional behavior.** Acting Interns should demonstrate respect for patient autonomy and the principles of informed consent

Working Hours

Medical students are not allowed to work more than **80 hours per week** and should have at least **1 out of every 7 days off work**. If you find yourself working more than that, contact the A.I. director and coordinator immediately.

MCOM students are held to the same work hour guidelines as 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.
- **Holidays**
 - Thanksgiving: shall be observed beginning at 6pm on the Wednesday before Thanksgiving and ending on Sunday evening; these count as days off.
 - Students are not required to report to elective over the university winter break. In rare instances, students may opt to work over winter break to make up for any absences.
 - Other university holidays (e.g. Independence Day, Labor Day, Memorial Day, Martin Luther King Day) shall be treated like weekend days, on which students may be expected to work or be on call.

Where to Report / Who to Contact

Where to report and who to contact varies from rotation to rotation and from week to week. Contact the course coordinator 1-2 weeks prior to your start date to find out who your resident point of contact will be.

Locations

Efforts will be made to place the student on their desired service for their elective, if possible. The following services are available for elective selection:

- | | | |
|---|---|------------------------|
| ➤ Tampa General Hospital
Services: Transplant Surgery | 1 Tampa General Cir | Tampa, FL 33606 |
| ➤ James A. Haley VA Hospital | 13000 Bruce B Downs Blvd
Services: Transplant Surgery | Tampa, FL 33612 |

Dress Code & Scrub Wear

Elective students are required to dress professionally, either in professional dress attire or in professional looking scrubs, at all times. When in the operating room, surgical scrubs will be provided by the hospital. Professional attire for men includes dress shirts, ties, slacks, belts, and closed-toe dress shoes. Professional attire for women includes dresses or blouses with either dress pants or skirts, and closed-toe dress shoes. Jeans, shorts, short skirts, t-shirts, sandals and tennis shoes are not acceptable at any time. These dress code requirements are mandated without exception by the Elective Director, regardless of any other allowances by residents, preceptors, or faculty.

Note: Until further notice, the dress code has been altered during the COVID-19 outbreak to include the following rules:

- All clothing should be washable daily. Do not wear ties or coats to clinic. **Do not wear your white coats until instructed to do so.**
- Scrubs that are “professional looking” and in solid, dark colors (dark blue, dark green, black, brown, etc.) are acceptable for rounds.
- Identification badges should always be visible since white coats are not allowed.
- Check with your team about how you should dress for clinic.
- Masks should be worn at all times. If you are wearing a reusable mask, you should wash it daily.

Weekly Educational Conferences

Department of Surgery Morbidity & Mortality Conference

7am – 8am (Microsoft Teams) The purpose of this educational conference is to focus on patient safety improvement, effective communication and teamwork, epidemiology of patient injuries and medical errors, medical injuries, vigilance, attention and fatigue, checklists and inspections, automation, technological processes, and the psychological factors in human error and reporting systems. It is an integral part of the surgical teaching program. Acting Interns are expected to listen and learn during M&M.

Department of Surgery Grand Rounds

8am – 9am (Microsoft Teams) This conference is designed to help the department keep up-to-date in evolving areas of surgery and medicine. Presentations will be given about various current topics and often members from other departments or disciplines are invited to lecture. Acting Interns are expected to listen and learn during Grand Rounds.

Department of Surgery Resident Education

9am – 10am (Microsoft Teams) Medical students are invited to attend the residents’ weekly education meeting, which helps surgical residents prepare for board examinations.

Recommended Reading for the Elective

- Essentials of General Surgery, 5th edition; Peter F. Lawrence; Williams & Wilkens: 2013
- Essentials of Surgical Specialties, 3rd edition; Peter F. Lawrence; Williams & Wilkens: 2007
- Obstetrics and Gynecology, 7th edition; Charles R. Beckmann; Williams & Wilkens: 2009

**Note: these textbooks are held on course reserve at the Shimberg Health Sciences Library on USF campus. Please consult with the librarians at the front desk to check out.*

Grading Components

Grading Overview

Grades for the Transplant Surgery A.I. will be assigned after a holistic review of performance, including **Clinical Performance** (Preceptor Evaluations, Technical Skill Demonstration)

- **Professionalism**

Participation and Professionalism

Acting Interns are expected to consistently uphold a high level of professionalism at all times during the course of the A.I. This includes adhering to the dress code, arriving on time, and treating all preceptors, patients, hospital staff, and fellow medical students with respect. Professionalism accounts for a percentage of your final grade and acts of unprofessionalism will cause a reduction in your final grade. **A single act of unprofessionalism can be in and of itself a reason for Remediation or Failure of the A.I., at the discretion of the A.I. Director.**

Honors Eligibility

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

- Attend all scheduled clinical rotations and all required educational conferences
- Receive *outstanding* evaluations from clinical preceptors
- Demonstrate proficiency in clinical skills
- Demonstrate professional behavior at all times
- *Failure to adhere to the MCOM Honor Code will make one ineligible for a grade of H*
- **After a holistic review, the A.I. Director agrees that the student's performance has merited an Honors grade.**

Pass with Commendations Eligibility

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

- Attend all scheduled clinical rotations and all required educational conferences
- Receive *above-average* evaluations from clinical preceptors
- Demonstrate proficiency in clinical skills
- Demonstrate professional behavior at all times
- *Failure to adhere to the MCOM Honor Code will make one ineligible for a grade of PC*
- **After a holistic review, the A.I. Director agrees that the student's performance has merited a PC grade.**

Pass Eligibility

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

- Attend all scheduled clinical rotations and all required educational conferences
- Receive *average* evaluations from clinical preceptors
- Demonstrate proficiency in clinical skills
- Demonstrate professional behavior at all times
- *Failure to adhere to the MCOM Honor Code will make one ineligible for a grade of P*
- **After a holistic review, the A.I. Director agrees that the student's performance has merited a P grade.**

Unsuccessful A.I.: Incomplete, Remediation Required, Failure

An unsuccessful acting Elective shall occur for ANY of the following:

- Not attending all scheduled clinical rotations and all required educational conferences
- An overall cumulative performance that fails to meet the passing requirements of the course
- Unprofessional behavior
- Failure to adhere to the MCOM Honor Code
- **After a holistic review, the A.I. Director agrees that the student's performance has not merited a passing grade.**

The Surgical RIME Score

Acting Interns are expected to be performing as Managers on the RIME score. Consistent demonstration of all elements are required for each level and encounter. Each level requires completion of all previous levels.

REPORTER

- Gathers history information
 - Independently
 - Accurately
- Performs physical exams
 - Independently
 - Accurately
- Oral presentations
 - Pertinent
 - Uses appropriate terminology
- Written documentation
 - Pertinent for type of documentation
 - Uses appropriate terminology

INTERPRETER

- Creates a differential diagnosis of a new common surgical problem
 - Three reasonable explanations
 - Independently derived
 - Prioritized
- Interprets common diagnostic tests including laboratory and radiologic exams
- Recognizes a patient requiring urgent or emergent care
 - Requiring increased level of care or urgent operative management

MANAGER

- Recommends additional diagnostic options
 - Reasonable
 - Considers risks/benefits
 - Patient centered
- Recommends possible therapies
 - Reasonable
 - Considers risks/benefits
 - Patient centered
- *NO INFORMED CONSENT: Students cannot provide informed consent due to inappropriate considerations of risks, benefits and alternative therapies, including operative techniques*

EDUCATOR

- Independently collaborates as a member of the interprofessional healthcare team
 - Communicates with nursing staff to deliver healthcare plan and advance patient care
 - Communicates with other treatment teams to deliver healthcare plan and advance patient care
- Cites evidence of new or alternative therapies or tests relevant to specific patient cases
 - Disseminates acquired knowledge to healthcare team
 - Independently interprets acquired knowledge to educate patients
- Recognizes patient support persons as a treatment entity

Grade Appeals: Policy and Process

1. Basis for Appeal

A student may appeal a course grade if the student has evidence that the grade was assigned in an erroneous manner. This is not a process for appeal of established departmental grading policies. The following procedure provides guidelines for the appeal process. All persons concerned with this process should make every attempt to adhere to the approximate time schedule outlined in the following description of the appeal process.

2. Appeal to the Faculty Member for Review of the Assigned Grade

Within five (5) school days after the receipt of the grade, the student may appeal in writing to the responsible faculty member any assigned grade that they dispute. The faculty member will review the course grading guidelines with the student to ensure that the process is understood and has been followed. If it is found that the assigned grade is incorrect in the judgment of the faculty member, he/she will initiate the appropriate change. If the change is made at this point, the matter is concluded. The faculty member will respond in writing with the faculty member's resolution of the matter to the student within five (5) school days of the student's request for review. If the faculty member is no longer with the University, the student shall confer with the departmental chairperson who will then make every effort to receive written input concerning the matter from the former faculty member. If it is not possible to receive information from the former faculty member regarding the grade, then the student may appeal the grade as described below and the departmental chairperson will represent the interests of the faculty member who issued the grades.

3. Appeal to the Department Chairperson/Associate Dean for UME

If the question of the assigned grade cannot be resolved between the student and the faculty member, the student may appeal in writing to the Associate Dean for UME (all required courses and interdisciplinary electives) or the Chairperson of the department in which the course was taught. This appeal must be made within five (5) school days following the initial faculty member review. The student shall include all relevant information relating to the appeal with the written appeal. After receiving such an appeal in writing from the student, the UME Associate Dean or Chairperson shall review with the faculty member the substance of the student's appeal and seek to determine its validity. If the Associate Dean/Chairperson determines that the assigned grade is, in his/her judgment, inappropriate, the chairperson should recommend to the faculty member that the grade be changed. The faculty member may or may not concur with the chairperson's/Associate Dean's recommendation. The Associate Dean/Chairperson will notify the student in writing, within five (5) school days of receipt of the appeal, whether or not the assigned grade will be changed by the faculty member. If the grade is changed to the student's satisfaction, the matter is concluded. If the grade is not changed, the chairperson/Associate Dean will advise the student of the right of appeal to the Vice Dean for Educational Affairs. If the student elects to appeal, copies of all written communication mentioned above shall be sent by the chairperson/Associate Dean to the Vice Dean for Educational Affairs as described below.

4. Appeal to the Vice Dean for Educational Affairs

If the grade is not changed to the satisfaction of the student at the departmental level, the student may appeal the assigned grade, in writing, to the Vice Dean for Educational Affairs. This appeal must occur within five (5) school days of receipt of the decision of the chairperson/Associate Dean. The student will prepare an appeal in writing, which should be reviewed by the AD for SA of the MCOM as to form/sufficiency (satisfactory structure) The Vice Dean for Educational Affairs may discuss the case with the student, the faculty member, the chairperson of the department in which the course was taught or the Associate Dean for UME, the Associate Dean for Student Affairs and the Chair of the APRC. Following these discussions, the Vice Dean for Educational Affairs may make a recommendation to the faculty member, the student, and the department chairperson/Associate Dean. If this results in an acceptable solution to all parties, the matter is concluded. If not, then a Hearing Committee will be appointed. The Vice Dean for Educational Affairs may, if he/she chooses, appoint a Hearing Committee upon receiving the initial appeal. The appeal will be handled as expeditiously as possible by the Vice Dean for Educational Affairs. When the decision is made to establish a hearing to investigate an appeal, the Vice Dean for Educational Affairs shall convene an *ad hoc* committee comprised of three senior members of the faculty of the Morsani College of Medicine who had not previously been involved in issuing the grade or the appeal process and three medical students, all of whom shall have voting privileges. This Committee shall elect a chairperson and hold a hearing concerning the appeal at a time acceptable to all participants. At this hearing all material relevant to the appeal shall be presented by the student, the Associate Dean for Student Affairs, the Chair of the APRC, the faculty member issuing the grade or raising the concern, or the department chairperson/Associate Dean for UME. Others may be requested to assist the Committee. The student may request to have another individual present. The Hearing Committee will submit to the Vice Dean for Educational Affairs a written report containing a recommendation for a specific course of action regarding the student's grade appeal. If the Committee cannot reach a conclusion, the written report will be submitted to the Vice Dean for Educational Affairs who will consider the reason(s) why the committee failed to reach a decision. The Vice Dean for Educational Affairs will then recommend a solution, which may or may not contain some or all of the recommendations of the Hearing Committee. As delegated authority of the Dean, the decision of the Vice Dean for Educational Affairs is final.

Attendance and Absence Policies

Acting interns are expected to attend and be on time for all scheduled didactic conferences, lectures, simulations, activities, and clinical duties. Recognizing that situations arise that require students to miss time from their lectures/clinical responsibilities, the procedures presented below will be followed when an unplanned absence is necessary. ALL absences from the elective (whether planned or unplanned, full day or partial day) must be documented as soon as possible via the Online Absence Request Form:

<https://confluence.usf.edu/display/MCOM/Absence+Forms>

1. Unplanned Absences (Personal Illness, Family Emergencies, etc.)

The student will contact their direct supervising preceptor, the appropriate members of their clinical team, and the elective Director and Coordinator to report their absenteeism on the first day of being absent. The student should indicate the nature of the unexpected illness or emergency. The Office of Student Affairs must also be notified of all absences via the Online Absence Request Form:

<https://confluence.usf.edu/display/MCOM/Absence+Forms>

It will be the prerogative of the elective Director, following consultation with the student, to excuse the absence or request additional information about the absence. This may include requesting a physician's note or an explanation of the absence in detail. In order to be excused from mandatory elective activities, the student must contact the elective Director and Coordinator directly. The elective Director will make the determination to grant or deny a request, in addition to any required remediation.

At the full discretion of the elective Director, excused absences may require remediation of missed elective work, additional days and/or additional material, and may affect the final grade of the elective.

2. Planned Absences

The student will submit a written request to the elective Director and Coordinator for permission to miss any clinic or ward experience, scheduled exams, elective projects, or mandatory sessions for scheduled time off. The student will also submit a request to the Office of Student Affairs via the Online Absence Request Form: <https://confluence.usf.edu/display/MCOM/Absence+Forms>

The request should be submitted 6 weeks in advance or as soon as the student knows of the scheduled event PRIOR to the start of the elective. Last minute requests (received after the start of the elective) will require supporting documentation. The decision to grant or deny the request and determine subsequent action will be at the full discretion of the elective Director. As such any excused absences may require additional days and/or additional material and may proportionally affect the final grade. Opportunities for remediation of missed clinical time, mandatory elective components and/or additional material (deemed necessary by the individual elective Director) will be scheduled so as to not impact the clinical experience of the other students in the elective or detract from the required components of the elective. Written permission from the current elective Director is required for absences for any instances of remediation.

3. Holidays and Religious Observations

Students in the clinical years are expected to report to their scheduled clinical duties during secular holidays unless otherwise specified by the elective director. All students, faculty, and staff at the USF have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to attend classes and take examinations as determined by the University. The University will attempt, at the beginning of each academic term, to provide written notice of the class schedule and formal examination periods. The University, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the University's constituency.

No student shall be compelled to attend class or sit for an examination at a day or time prohibited by their religious belief. Prior to the scheduled religious holiday, students are expected to notify their directors and coordinators if they intend to be absent for clinical duties in accordance with this policy. Students absent for religious reasons will be given reasonable opportunities to make up any work missed. Students should also submit the Online Absence Request Form to request time off for religious holidays or observations:

<https://confluence.usf.edu/display/MCOM/Absence+Forms>

Any student who believes that he or she has been treated unfairly with regard to the above should immediately contact the Office of Student Affairs.

Excused vs. Unexcused Absences

EVENT	ABSENCE EXCUSED?	MAKE UP TIME NEEDED?
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.
Illness or death of a close family member or friend	Yes	Yes, if >2 days missed. Student responsible to reschedule missed experiences.
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.
Religious holiday	Yes, if notification is made 2 months prior to elective start date. Reasonable accommodation will be made to schedule around requested observed holidays during rotation.	Yes, if > 1 day missed. Student responsible to reschedule missed experiences.
Presentation at a medical conference	Yes, if notification is made 2 months prior to elective start date and no more than 1 day will be missed. 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.
Attending a medical conference	Yes, if notification is made 2 months prior to elective start date and no more than 1 day will be missed. 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.
Birth of a child (student is mother or father)	Yes, if notification is made 2 months prior to elective start date and no more than 1 day will be missed. Attempts will be made to schedule the student so that the absence is minimally disruptive.	Yes, if >1 day missed. Student responsible to reschedule missed experiences.
Wedding (student is bride or groom)	Yes, if notification is made 2 months prior to elective start date and no more than 1 day will be missed. Attempts will be made to schedule the student so that the absence is minimally disruptive.	Yes, if >1 day missed. Student responsible to reschedule missed experiences.
Attending the wedding of an immediate family member or extremely close friend	Yes, if notification is made 2 months prior to elective start date and no more than 1 day will be missed. 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.
Significant personal event otherwise unspecified	Yes, if notification is made 2 months prior to elective start date and no more than 1 day will be missed. 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.

Morsani College of Medicine Policies

Professional Behavior and Values Policy

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 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. 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; substance abuse; or other unprofessional conduct can be grounds for dismissal and will be reviewed by the APRC. In conferring the M.D. degree, the University of South Florida certifies that the student is competent to undertake a career as a Doctor of Medicine under supervised practice. The M.D. degree also certifies that, in addition to competency in medical knowledge and skills, the graduate possesses those personal traits and behaviors essential to the profession of medicine as judged by the faculty, residents and the student’s peers. Graduates will be able to demonstrate the following attributes:

Morsani College of Medicine Professional Attributes	
Value Anchor	Behavior
Responsibility and Accountability	Comes on time and is prepared
	Informs others when they will be unable to attend
	Assures continuity of patient care when absent
	Completes assignments, documentation and responsibilities on time
	Complies with rules/procedures
	Shares workload appropriately and takes on additional responsibilities when appropriate to help the team
	Responds to communications in a timely manner
	Acknowledges and accepts consequences of actions
Self-Assessment and Improvement	Accepts and modifies behavior in response to constructive feedback in an appropriate manner
	Acknowledges limitations of knowledge, authority and ability
	Shows the appropriate level of self-confidence
	Asks appropriate questions
	Consistently goes beyond the minimum in seeking knowledge and professional expertise
	Balances availability to others with care for one’s self
Ethical Behavior	Provides leadership or participates in outreach to the community
	Attributes ideas appropriately
	Demonstrates honesty and integrity
Appropriate Interactions with Others	Recognizes potential ethical dilemmas
	Demonstrates courtesy, politeness and patience
	Maintains appropriate boundaries
	Maintains appropriate appearance and demeanor
	Respects diversity
	Considers others’ points of view
Patient-Centered Care	Demonstrates insight into the impact of their communication & behavior on others
	Develops rapport with patients
	Incorporates patient’s views on health and illness into care
	Demonstrates compassion toward patients
	Advocates for the patient

During medical school, development of professional behavior is monitored by both faculty and students. Faculty and students can report professionalism concerns confidentially using the report below linked here: [Behavior Concern Report](#)

Student Mistreatment Policy & Procedures

Policy Objectives: 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. This policy aims to safeguard medical students from mistreatment by any faculty member or staff associated with MCOM, including elective 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.

Medical Student Mistreatment Defined: Mistreatment is any decision, act, or condition affecting a student that is determined to be illegal or unjust or that has created unnecessary hardship. Mistreatment may take the form of verbal or physical abuse, discrimination for any reason, or a requirement for individual service activity that is independent of requirements for other team members. When such an incident occurs, the student should take steps to address it. Students should be aware that medical student training is a rigorous process and feedback may occasionally be uncomfortable.

Examples of mistreatment include, but are not limited to:

- verbal attacks or speaking insultingly to or about a person public belittling or humiliation (e.g., beyond the appropriate use of the Socratic method)
- threat of harm or being physically attacked (e.g., hitting, slapping, or kicking a person, or throwing instruments at a person)
- requiring performance of personal services (e.g., shopping, babysitting)
- intentional neglect or lack of communication (e.g., neglect, in a elective, of students with interests in a different field of medicine) or other instances that cause unwarranted exclusion from reasonable learning or professional opportunities
- disregard for student safety
- denigrating comments about a student's field of choice
- threat of grading and other forms of assessment as a reward or punishment other than course/clinical performance

- assigning duties as punishment rather than education
- other behaviors which are contrary to the spirit of learning and/or violate trust between the teacher and learner

Examples of behavior that might be unpleasant but is not considered mistreatment include, but are not limited to:

- pointing out that a student's summary of a patient is inadequate in front of a group of her or his peers
- pointing out that a student's research seminar is inadequate in front of a group of her or his peers
- asking a student to stand for 45 minutes observing a surgical or laboratory procedure without assisting (in the context of having other learning opportunities)

Supervision Policy

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.

As defined below, medical students may be supervised at one of two broad levels: 1) Direct observation or 2) Immediately available indirect supervision.

- **Direct observation:** The supervising physician is physically present (or continually on virtual telehealth visits) with the medical student and the patient.
- **Immediately available indirect supervision:** The supervising physician is not physically (or continually on virtual telehealth visits) present with the medical student and the patient but is immediately available to provide direct supervision (or to join the telehealth visit) upon request, thus requiring that the supervising physician remain physically present within the hospital or other site of patient care.

Medical student education is progressively graduated in both experience and responsibility with primary attention to the benefit and safety of the patient. The level of responsibility delegated to a medical student should be appropriate to the student's level of training, the nature of a patient's condition, the complexity of care and the judgment of the supervisor. The supervisor is responsible for oversight and delineation of duties and graded responsibilities for care provided by the medical team. Students are responsible for being aware of their limitations, roles, and responsibilities and may not practice outside of that scope of service. Students who are asked to provide care outside of their scope of service or who have concerns about the level of supervision they are being given should contact the Associate Dean for Student Affairs, the Associate Dean for Undergraduate Medical Education, or their course/elective director if applicable.

Title IX Policy

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 Policy

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)

Sessions Recording Policy

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 professionalism violation.

Student Accessibility and Accommodations

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](#).

Canvas

This elective has a course Canvas page which can be accessed at the MyUSF website under “Learning and Teaching Tools” at the following link: <http://my.usf.edu>

University of South Florida’s Regulations and Policies

On this website you will find helpful links to University of South Florida regulations and University policies, information regarding new and proposed regulations and policies, as well as a searchable archive of regulations and policies that have been adopted or repealed:

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

Morsani College of Medicine’s Student Handbook

The MCOM Medical Student Handbook is available via the following link. This link is also located on your Canvas site: <https://confluence.usf.edu/display/MCOM/MD+Student+Handbook>

Office of the Provost’s Core Syllabus Policy Statement

The University of South Florida’s Core Syllabus Policy Statement from the Office of the Provost is available via the following link: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Tampa General Hospital’s Shuttle Tracker

When you are on-boarded for Tampa General Hospital, you will receive a parking pass and map for your parking lot assignment. Students will ride the shuttle bus to and from the hospital. TGH is now offering both a website and mobile app that says when the next shuttle will arrive or depart. The app is available for Apple and Android devices and can be found by searching “Team TGH Shuttle Service” in the App Store or Android Store. Key features include route tracking, arrival estimates, and information updates.

www.tgh.ridesystems.net