

# **University of South Florida**

## *Morsani College of Medicine*

# **Ambulatory**

# **Hematology/Oncology**

## **Fourth Year Moffitt Elective**

## **MEL8309**

## **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

# ***Moffitt Elective Syllabus Template***

Provide the student with a basic understanding of the principles of medical management evaluation and management of hematologic and cancer related problems in the inpatient setting.

The objective of this elective is to provide the student with a basic understanding of the principles of medical management evaluation and management of hematologic and cancer related problems in the inpatient setting. Students will participate with hematology/oncology fellows and faculty members in the care of patients seen at the H. L. Moffitt Cancer Center James A. Haley VA Medical Center, Tampa General Hospital and/or University of South Florida. There will be scheduled conference activities in which the student will participate. The student will see approximately 15 patients per week. The student will be required to present and discuss, in depth, patient evaluation and management issues. The student will be evaluated on the basis of the adequacy of patient evaluation and case presentations.

Michael Jaglal, MD, MS  
 Contact Martin Kramer  
 Contact [martin.kramer@moffitt.org](mailto:martin.kramer@moffitt.org)

Welcome to MEL 8309. I am looking forward to learning with you in our inpatient hematology course. This course requires discipline, self-motivation, collaboration, and organization. You will enjoy learning while you help manage complicated hematology/oncology patients.

**ELECTIVE OBJECTIVES MAPPED TO PROGRAM OBJECTIVES (PCRS)**

**OBJECTIVES FOR Moffitt Electives**

<b>Course Objective</b>	<b>Program Objective</b>	<b>EPA</b>
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 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	EPA 1: Gather a history and perform a physical examination

	laboratory data, imaging, and other tests	
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	EPA 4: Enter and discuss orders and prescriptions

	<p>emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care</p> <p>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</p> <p>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</p>	
<p>Student will demonstrate the ability to document a clinical encounter in the patient record</p>	<p>4.5 Maintain comprehensive, timely, and legible medical records</p>	<p>EPA 5: Document a clinical encounter in the patient record</p>
<p>Student will demonstrate the ability to see multiple patients in a clinical session while maintaining accuracy and thoroughness of their</p>	<p>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</p> <p>1.3 Organize and prioritize responsibilities to provide</p>	<p>EPA 1-5</p>

<p>history taking, physical exam skills, ability to create a differential diagnosis and implementation of the clinical plan.</p>	<p>care that is safe, effective, and efficient</p> <p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice</p> <p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</p> <p>1.6 Develop and carry out patient management plans</p> <p>3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care</p>	
<p>Student will demonstrate the ability provide a concise yet pertinent oral presentation of a clinical encounter</p>	<p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.3 Work effectively with others as a member or leader of a health care team or other professional group</p> <p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when</p>	<p>EPA 6: Provide an oral presentation of a clinical encounter</p>

	<p>one is responsible for the care of patients</p> <p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease</p>	
<p>Student will demonstrate the ability to investigate clinical questions and apply evidence they obtained from the literature to patient care.</p>	<p>2.1 Demonstrate an investigatory and analytic approach to clinical situations</p> <p>3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems</p> <p>3.7 Use information technology to optimize learning</p>	<p>EPA 7: Form clinical questions and retrieve evidence to advance patient care</p>
<p>Student will participate in the patient handover process to responsibly transition care</p>	<p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient</p>	<p>EPA 8: Give and receive a patient handover to transition care responsibility</p>
<p>Student will demonstrate the ability to collaborate as a member of an interprofessional team</p>	<p>3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals</p> <p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies</p> <p>4.3 Work effectively with others as a member or</p>	<p>EPA 9: Collaborate as a member of an interprofessional team</p>

	<p>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-</p>	
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	and population-centered care that is safe, timely, efficient, effective, and equitable	
Student will demonstrate the ability to recognize if a patient needs to be transitioned to an increased or decreased level of care.	1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient  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	EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management
Student will participate in obtaining consent for therapeutic care where verbal consent is required.	1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making	EPA 11: Obtain informed consent for tests and/or procedures
Student will demonstrate the ability to perform procedures appropriate for their track specialty	1.1 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice.	EPA 12: Perform general procedures of a physician

**CATALOG OBJECTIVES FOR THIS MOFFITT ELECTIVE:**

The clinical experience should allow the student to gain additional knowledge and experience in the following areas:

Morphology, physiology, and biochemistry of blood, bone marrow, lymphatic tissue and spleen.

Etiology, epidemiology, natural history, diagnosis, pathology, staging and management of a wide variety of neoplastic and hematologic disorders.

Chemotherapeutic drugs, growth factors and their mechanisms of action, clinical indications, and limitations.

Assessment of tumor imaging by CT, MRI and nuclear imaging techniques.

Students should be able to recommend when to order diagnostic tests and be able to interpret the laboratory test results.

Pain management, palliative care and psychosocial management of patients with hematologic and neoplastic disorders.

Rotations can be for 2 weeks or 4 weeks

#### Elective Locations

Moffitt Inpatient at Magnolia 12902 Magnolia Drive, Tampa FL 33612.

Tampa General inpatient at 1 Tampa General Circle Tampa FL 33606

#### **Elective Educational Sessions/Materials**

Grand Rounds Hematology/oncology

Lectures Hematology/Oncology Fellowship Lecture series

Textbooks- Williams hematology, Devita Cancers and Principles

Reading Assignments from Attending's specific to cancer

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

Pass/ Fail

#### **Clinical Duty Hours:**

**MCOM 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.

### **Attendance Guidelines**

Students are expected to attend all scheduled Moffitt Elective didactic conferences, lectures, workshops, and daily patient rounds. Mandatory sessions and participation requirements in the clinical years are determined for individual Moffitt Electives. 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.

### **Emergencies for Personal Illness, Family Illness, etc.**

The student will contact the direct supervising preceptor and resident/intern/rotation or section head and the Moffitt Elective Director in charge to report his/her absenteeism on the first day of being absent. He/she should indicate the nature of the unexpected illness or emergency. The Office of Student Affairs must be notified of all absences by telephone (813-974-2068) or via e-mail ([kkz@usf.edu](mailto:kkz@usf.edu)) or on the Lehigh campus Dr. Melissa Brannen ([Melissa.L.Brannen@lvhn.org](mailto:Melissa.L.Brannen@lvhn.org)). It will be the prerogative of the Moffitt 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. The [Absence Report](#) form will be completed by the student and forwarded to the Office of Student Affairs and copied to the Moffitt Elective Director and coordinator.

In order to be excused from a mandatory Moffitt Elective event the student must first contact the Moffitt Elective Director directly and the Moffitt Elective coordinator. The Moffitt Elective Director will make the determination to grant or deny a request in addition to any required remediation.

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

### **Scheduling Time Off**

The student will submit a written request to the Moffitt Elective Director for permission to miss any clinic or ward experience, scheduled exams, Moffitt Elective projects, or mandatory sessions for scheduled time off. The forms are called [Absence Request](#) form and [Exam Absence Request](#) form.

A copy of the written request must be sent to the Office of Student Affairs Moffitt Elective and the coordinator. 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 Moffitt Elective.

Last minute requests (received after the start of the Moffitt 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 Moffitt 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 Moffitt Elective components and/or additional material (deemed necessary by the individual Moffitt Elective Director) will be scheduled so as to not impact the clinical experience of the other students in the Moffitt Elective or detract from the required components of the current Moffitt Elective or other Moffitt Elective they are enrolled. Written permission from the current Moffitt Elective Director is required for absences for any instances of remediation.

Excused absences may proportionally affect final grade and/or may require remediation of missing course work, additional days and/or additional material at the discretion of the Moffitt Elective Director.

Students are expected to fulfill all time commitments for the Moffitt Elective. All missed time must be made up. The appropriate timing for the remediation will be subject to the Moffitt Elective Director's discretion and should be fulfilled within a 2-month period.

**M4 – GUIDELINES FOR EXCUSED AND UNEXCUSED ABSENCES**

EVENT	ABSENCE EXCUSED?	MAKE UP TIME NEEDED?
Student illness, including infections that could put	Yes	Yes, if > 1 day missed. Student responsible to

patients or other staff at risk		reschedule missed experiences.
Illness or death of a close family member or close friend	Yes	Yes, if > 2 days missed. Student responsible to reschedule missed experiences.
<b>Birthdays, Trips, Reunions, and other personal activities</b>	<b>No, absence will impact final grade!</b>	<b>Yes, for all days missed. Student responsible to reschedule all missed experiences.</b>
Religious holidays	Yes, if notification is made 2 months prior to Moffitt Elective schedule completion. 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 Moffitt Elective schedule completion. Attempts will be made to schedule the student so that the absence is minimally disruptive. Proof of registration must be provided.	Yes, if > 1 day missed. Student responsible to reschedule all missed experiences.

**Participation and Professionalism Policy**

**Participation Grade** shall include but is not limited to:

- Unexcused absence, late attendance in the classroom or clinical activity, late or delinquent assigned curriculum assignments (self-learning assignments, PDX, etc), late Absence Request Forms and Absence Report forms.
- The delay in any assignment, activity, or clerkship particular policy is left to the discretion of the Course Director.

- Each participation violation without the approval of the Course Director will be subject to a decrease in the Participation Grade.
- Serial participation citations will be subject to a review in professionalism by the Moffitt Elective Director in consultation with the Moffitt Elective Director at the alternate campus [if applicable] and the applicable Assistant Dean of Curriculum.

**Professionalism Policy:**

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 Moffitt Elective Director in consultation with the Moffitt Elective Director at the alternate campus [if applicable] and the applicable Assistant Dean of Curriculum.

**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 student the student's peers.

Professionalism – Graduates will be able to demonstrate the following attributes:

<b>MCOM Professional Attributes</b>	
<b>Value Anchor</b>	<b>Behavior</b>
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
	Provides leadership or participates in outreach to the community
Ethical Behavior	Attributes ideas appropriately
	Demonstrates honesty and integrity
	Recognizes potential ethical dilemmas
Appropriate Interactions with Others	Demonstrates courtesy, politeness and patience
	Maintains appropriate boundaries
	Maintains appropriate appearance and demeanor
	Respects diversity
	Considers others' points of view
	Demonstrates insight into the impact of their communication & behavior on others
Patient-Centered Care	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's 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 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.

### ***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 clerkship, 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/clerkship director if applicable. This policy also applies to medical students on rural or global health rotations.

**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](mailto: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)

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

### **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 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 MCOM STUDENT HANDBOOK](#)**

**[LINK TO UNIVERSITY REGULATIONS AND POLICIES](#)**

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

**[List of Elective Faculty / Conflict of Interest](#)**

Michael Jaglal, MD, MS COI filled out and available thru Moffitt Website.  
Please refer to Moffitt Website for hem onc faculty.