

# University of South Florida

*Morsani College of Medicine*

*Lehigh Valley Campus*

## Clinical Urology

Fourth Year Acting Internship

*MDI8674*

### 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

**Acting Internship Catalog Description**

Students may choose to participate on the several services. On these services, the student is expected to function as an intern. Responsibility will vary with the ability of each student. The elective will afford the students an in depth experience in total patient management so that these responsibilities may be assumed with confidence in the internship year.

**Acting Internship Director/Coordinator contact information.**

**James Johannes, MD**

**Acting Internship Director**

LVHN, Department of Surgery

[J3459@lvh.com](mailto:J3459@lvh.com)

610-402-4417

**Anne F. Vanderpool**

Surgical Education Coordinator

LVHN, Department of Surgery

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**Acting Internship Director's Welcome/ How To Be Successful**

Welcome to your Urology Acting Internship! This rotation will provide you the opportunity to work closely with attending to experience the diverse field of Urology. Urology is unique as a surgical subspecialty in that there is a large variety of surgery ranging from minimally invasive to large, open abdominal surgery. There is a significant amount of medical management of conditions whether it is kidney stone prevention to treatment for advanced prostate cancer. Finally, urologist follow many of our patients well beyond surgery offering an opportunity to follow patients longitudinally.

Your four weeks is divided into week-long, subspecialty rotations. Our practice is divided to Centers of Excellence. You will spend a week each in the following centers: Endourology and Stone disease, Urologic Oncology, Female and Reconstructive urology, and Men's Health/Infertility. In each week you will be with the team in that center which is comprised of a physician and physician assistant. This will include OR time, office patients, and rounding in the hospital on post-op patients.

If you have any concerns prior to the start of your rotation, you may email the clerkship coordinator. You will also be meeting with me, the clerkship director, during your first week of your rotation. Please bring any questions to this meeting. If you have any questions or concerns, please text or call me at the number below. I look forward to meeting you, and I hope you enjoy your time at LVHN Family Medicine!

Sincerely,  
Jim Johannes, MD

**OBJECTIVES FOR ACTING INTERSHIPS**

<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 laboratory data, imaging, and other tests	EPA 1: Gather a history and perform a physical examination
Student will demonstrate the ability 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
	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	EPA 4: Enter and discuss orders and prescriptions

<p>Student will demonstrate the ability to create and implement a therapeutic plan based upon their differential diagnosis which includes entering orders and prescriptions.</p>	<p>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>2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations</p> <p>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</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>	
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<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 history taking, physical exam skills, ability to create a differential diagnosis and implementation of the clinical plan.</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 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>EPA 1-5</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 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>EPA 6: Provide an oral presentation of a clinical encounter</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 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</p>	<p>EPA 9: Collaborate as a member of an interprofessional team</p>
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	<p>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>
<p>Student will participate in obtaining consent for therapeutic care where verbal consent is required.</p>	<p>1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making</p>	<p>EPA 11: Obtain informed consent for tests and/or procedures</p>



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
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**CATALOG OBJECTIVES FOR THIS ACTING INTERNSHIP:**

1. Obtain a basic understanding of the pathophysiology and treatment of urologic conditions, especially in the subspecialties of stone disease, urologic oncology, female and reconstructive urology, and men's health.
2. Learn basic urologic skills such as foley catheter placement.
3. Learn to triage and evaluate common urologic patients including the stone patient, hematuria, BPH, female incontinence, elevated PSA, and renal mass.

**Acting Internship Design and Schedules**

This is designed as a mentorship based rotation. You will be paired with an attending/PA team within each center. You are expected to be present for all scheduled activities for each team. Expectations for the week will be discussed with each Attending on the Monday you start each service.

**Acting Internship Locations (address, room#, clinic phone #)**

LVPG Urology – Cedar Crest  
 1250 Building, Suite 215  
 610-402-4417  
 J3459@lvh.com

**Acting Internship Educational Sessions/Materials**

This is a clinical rotation. There are no formal didactic sessions. You will be expected to give a 20 minute presentation at the end of your rotation on a urology topic of your choice such as an interesting case or urologic topic of interest.

**ACTING INTERNSHIP FINAL GRADING AND RIME RUBRIC (H, PC, P, R, I, F)**

**Honors Eligibility**

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

- Consistently receives outstanding clinical evaluations from the residents and faculty
- Receives a final RIME scoring of at least a Manager.
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all portfolio assignments on time

**Pass with Commendation Eligibility**

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

- Consistently receive above average clinical evaluations from the residents and faculty
- Receives a final RIME scoring of at least Interpreter
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all portfolio assignments on time

### **Pass Eligibility**

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

- Consistently receive average clinical evaluations from the residents and faculty
- Receives a final RIME scoring of at least reporter with evidence of some interpreter skills
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all portfolio assignments on time

### **Remediation**

A student will receive a grade of remediation if any of the following occur:

- Consistently receive below average clinical evaluations from the residents and faculty
- Receives a final RIME score of reporter without evidence of advancement to interpreter.

### **Incomplete**

A student will receive an incomplete grade if any of the following occur:

- The student fails to make up any absent sessions
- The student fails to hand in their completed Portfolio

### **Fail**

A student will receive a grade of fail if any of the following occur:

- The student fails to make up any absent sessions after one month of the conclusion of the rotation
- The student fails to hand in their completed Portfolio after one month of the conclusion of the rotation
- The student consistently demonstrates unprofessional behavior

### **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 Acting Internship didactic conferences, lectures, workshops, and daily patient rounds. Mandatory sessions and participation requirements in the clinical years are determined for individual Acting Internships. 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 Acting Internship 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 Acting Internship 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 Acting Internship Director and coordinator.

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

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

### **Scheduling Time Off**

The student will submit a written request to the Acting Internship Director for permission to miss any clinic or ward experience, scheduled exams, Acting Internship 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 Acting Internship 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 Acting Internship.

Last minute requests (received after the start of the Acting Internship) will require supporting documentation. The decision to grant or deny the request and determine subsequent action will be at the full discretion of the Acting Internship 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 Acting Internship components and/or additional material (deemed necessary by the individual Acting Internship Director) will be scheduled so as to not impact the clinical experience of the other students in the Acting Internship or detract from the required components of the current Acting Internship or other Acting Internship they are enrolled. Written permission from the current Acting Internship 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 Acting Internship Director.

Students are expected to fulfill all time commitments for the Acting Internship. All missed time must be made up. The appropriate timing for the remediation will be subject to the Acting Internship 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 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 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 Acting Internship 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 Acting Internship 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, PXDX, 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 Acting Internship Director in consultation with the Acting Internship 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 Acting Internship

Director in consultation with the Acting Internship 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**

<https://usf.app.box.com/s/3f61yj1s6pifqi3y54g6ett1gvhp69vf>

### **LINK TO UNIVERSITY REGULATIONS AND POLICIES**

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

**List of Acting Internship Faculty / Conflict of Interest**

James Johannes, MD (Clerkship Director)

Anne F. Vanderpool (Clerkship Coordinator)

**Attendings:**

Angelo Baccala, MD

Courtney Phillips, MD

Maria Voznesensky, MD

Cliff Georges, MD

Jay Gupta, DO

Joe Pascal, MD

Joe Felicano, MD

Kiranpreet Khurana, MD

Mel Steinbook, MD