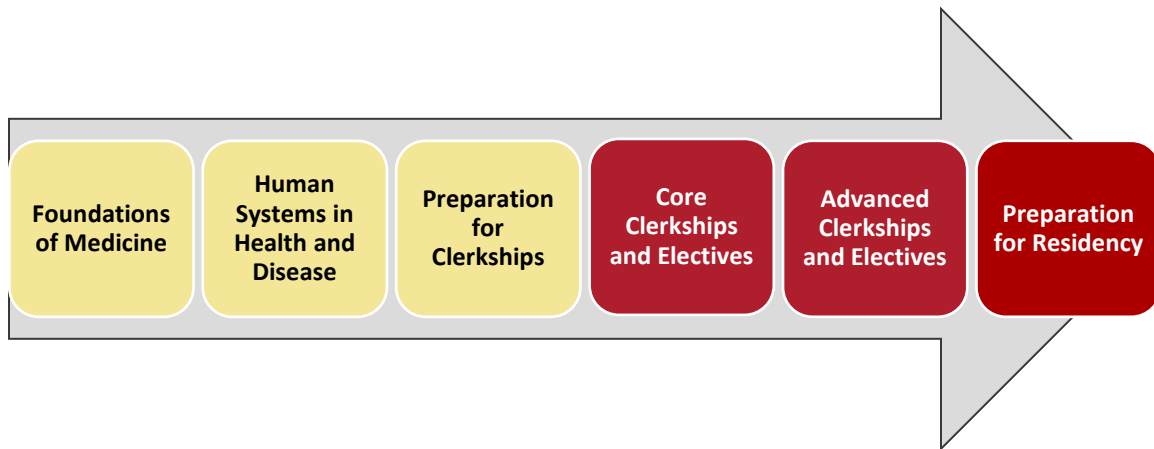


COLLEGE of MEDICINE



Human Systems in Health and Disease BMS 6046C Neuroscience: CNS and Behavior



Except for changes that substantially affect implementation of the evaluation (grading) system, this syllabus is a guide for the course and is subject to change with advance notice.

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Overview

Course Goals

In **Neuroscience: CNS and Behavior** students acquire a fundamental knowledge of the structure and function of the human central nervous system and behavior in the context of caring for patients. Through active exploration of case-driven problems, students discover how the foundational sciences (neuroscience, behavioral science, and the traditional domains of pharmacology, pathology, and microbiology) explain the signs and symptoms of common neurological and psychiatric problems, the processes of development, learning and memory, and the complexities of human behavior. In a similar way, they learn to perform, assess and report the results of the basic neurological exam through an “evidence-based” approach. Attention is given to integrating concepts and knowledge from all disciplines and domains of the biopsychosocial approach. Students will have the opportunity to study the human brain in 3 dimensions in brain dissection lab sessions. COM mission-based domains are underscored in specific objectives that address important issues in geriatric, rural, minority, and other underserved populations, such as distinguishing between delirium and dementia in elderly patients, increased risks of polypharmacy in geriatrics, and disparities in diagnosis, treatment options, and outcomes. Curricular themes such as cultural issues, ethics, and public health are developed as essential components in clinical encounters with standardized patients and in literature and case studies, for example, cultural attitudes to mental disorders and disparities in neurologic and mental health care based on race and socioeconomic status. Students who complete the **Neuroscience** course will not only understand the anatomy and physiology of the central nervous system in health and disease but will also have a strong appreciation of how the brain determines *what we do, why we do it, and who we are*. Mastery of these concepts will enable students to localize pathology in the central nervous system based on observed signs, to predict the neurological deficits associated with pathology, to predict the consequences of non-biological factors on the structure and function of the nervous system, and evaluate the results of clinical trials. Our goal is to help our learners acquire a mastery of neuroscience concepts that will allow them to perform as exemplary clinicians in any area of practice, long after the course has been completed.

Professionalism

Medicine is a Profession, which means it entails unique responsibilities and obligations as well as unique privileges. “**Professional identity formation**” is an objective as important as learning the sounds and anatomy of the heart, but requires a different set of learning skills. Important among those are **reflection, self- and peer assessment, deliberate practice, and learning for mastery** (not grades).

Core Attributes of Medical Professionalism

FSU COM Educational Program Objective 5: Professional Identity Formation

Demonstrate a commitment to personal and professional growth and to carrying out professional responsibilities with integrity, adherence to ethical principles and codes of conduct, and respect for differences in values, beliefs and experiences in all interactions.

Medical professionalism is a cornerstone of the practice of medicine, embodying the values, behaviors, and responsibilities that are essential to building and maintaining trust between physicians, patients, and society. As a medical student and future physician, understanding and demonstrating professionalism is vital to your personal development.

Across the 4-year curriculum you will be continuously evaluated according to these core attributes of Medical Professionalism:

- **Commitment to Professional Behavior and Ethical Practice**

Adherence to ethical principles, such as beneficence, nonmaleficence, justice, and respect for autonomy.

Examples: Maintaining confidentiality by avoiding discussing patient cases in public areas, even in CLC. Taking responsibility for personal lapses in Professionalism, and taking steps to address them, incorporating feedback.

- **Accountability**

Medical professionals are accountable to their patients, peers, society, and the profession itself.

Examples: Engaging responsibly with the FSUCOM curriculum, including demonstrating effort when preparing for required learning sessions or completing assignments. Arriving on time to required sessions, completing assignments by deadlines, and seeking feedback to improve your performance.

- **Honesty and Integrity**

Acting with honesty, transparency, and moral courage, even in challenging situations.

Examples: Acknowledging when you do not understand instead of pretending you do, seeking help when needed, crediting the contributions of others, and reporting lapses when appropriate.

- **Compassion and Respect for Others**

Treating patients, colleagues, and team members with dignity, empathy, and cultural sensitivity.

Examples: Actively listening during team discussions, valuing diverse perspectives, values and beliefs, being aware of bias in self and others, and avoiding disruptive behaviors like silencing your phone during classes and meetings.

- **Excellence, Self-discovery, and Personal Well-Being**

A commitment to lifelong learning and the pursuit of the highest standards in medical knowledge, clinical skills, and patient care.

Examples: Taking the initiative to go beyond required readings by exploring additional resources to deepen your understanding of challenging topics, applying metacognitive approaches to self-evaluate learning.

Why Professionalism Matters

Professionalism fosters trust, ensures accountability, and enhances the quality of care delivered to patients. It also strengthens the medical profession's role in society.

Throughout your medical education and career, you will encounter situations that challenge and refine your understanding of professionalism. These experiences are opportunities to practice and internalize these values as part of your journey toward becoming a competent and compassionate physician.

Confidentiality:

Patients — including Standardized Patients — deserve to be treated with respect. Respect for patients includes keeping all patient information confidential. Patient information may be shared with other health care professionals that have a legitimate, professional “need to know,” or with specific family members or others **who have permission from the patient** for access to the information.

Be especially conscious about discussions of patients in public places. Even when patient names are not used, the discussion may reveal the patient's identity to others who overhear the discussion. Rather than risk a violation of patient confidentiality, discuss patients only in a private setting and only with individuals who have a legitimate need to know. Be careful to keep all patient notes, reports and materials confidential. Patient records, should be returned to faculty, destroyed, or kept in a secure place.

Similarly, your classmates deserve to be treated with respect. Information learned about your classmates and their families while in class is considered confidential. You are not free to disclose this material to others without the specific consent of the person.

Violation of confidentiality may result in a [Report of Concern for Unprofessional Behavior](#) and may be referred to the Student Evaluation and Promotion Committee (SEPC). Egregious unprofessional behavior of any variety may result in suspension of the student, a failing grade for the course, and/or referral to SEPC for consideration of dismissal.

Team work:

Another essential aspect of medical Professionalism is Team work. Modern Medicine is a team activity requiring constant interactions of numerous members of the health care team and collaborative decision-making. Team work is about more than simply working well with others. **A Team practices both individual and mutual responsibility and accountability.** Over the semester you will be assigned to a number of groups. Small groups work with a pair of clinical and behavioral science faculty each week to develop knowledge, skills, and attitudes essential to your professional development. Other groups work together to solve problems and cases.

“Groups become teams when team members develop trust and feel free to voice opinions and work with classmates to solve complex problems.” (Winter, et al. 2021 in [Resilient Pedagogy](#), Creative Commons license). When a group of students collaborates to solve a problem or answer a difficult or ambiguous question, all students benefit. Peers are often better at understanding another learner's difficulty than a content expert would be. Sharing our knowledge with others solidifies and often improves our own understanding of complex material.

Professional Attire:

Medical students, faculty and staff are all ambassadors and representatives of the College of Medicine and of the medical profession. Appearance and behavior should at all times demonstrate respect for the profession and for our patients as well as attention to safety. The needs of patients must always come first, and any barriers to meeting those needs (including attire, appearance and grooming) must be removed.

Professional attire should be worn in settings where students interact with people from outside the COM, and particularly when interacting with Standardized Patients (SPs) in the CLC, on a “house visit,” or when in a preceptor's office or clinic, a hospital or nursing facility. Professional attire should also be worn when patients, guests, or visitors are present in large or small group sessions.

[Specific standards for professional attire](#) are detailed at the end of this document and can always be found on the course Canvas site.

Course Objectives mapped to Education Program Objectives (EPO)

	Course Objectives	EPOs	Means of Assessment
1	Demonstrate effective communication with patients and their families from diverse backgrounds, including culturally and linguistically appropriate interviewing skills, appropriate use of an interpreter, and culturally appropriate verbal and non-verbal behaviors that promote building rapport and trust, and using accurate and appropriate vocabulary and concepts about neurological and psychiatric disorders and diseases, mental health issues, sexuality, and sex and gender identity	4	CLC checklist; Observation by faculty, preceptor, staff and standardized patients
2	Demonstrate the ability to perform, interpret, and report the results of the neurological exam, including assessment of developmental milestones and behavioral stage across the lifespan, assessment of mental status and ability to distinguish delirium from dementia.	1	CLC checklist; Observation by faculty, preceptor, staff and standardized patients; Formative quizzes and NBME CAS exams
3	Describe the basic physical properties and imaging characteristics of ultrasound, and identify opportunities, advantages, and limitations for its point-of-care use related to the central nervous system.	2	Formative quizzes; Observation by faculty in CLC and small groups
4	Demonstrate clinical skills and clinical reasoning necessary for diagnosis, evaluation, and management of neurological and psychiatric disorders and diseases and mental health issues, including selection, explanation, and interpretation of appropriate diagnostic imaging and testing, provision of rationales for treatment and management options, and communication of diagnostic information and reasoning, intervention options, and a suggested plan of care with truthfulness, sensitivity and empathy.	2	CLC checklist; Observation by faculty and preceptor in CLC and small groups
5	Describe the normal structure and function of the brain and spinal cord in the context of how these structure/function relationships result in observable behaviors across the lifespan, and predict the location, appearance on imaging, etiology and disease course of pathologies in the CNS based on clinical signs and symptoms and underlying neuroscience concepts and details.	2	Formative quizzes and NBME CAS exams; small group problem solving exercises
6	Identify, describe and distinguish tissue and cell types using photomicrographs and by virtual microscopy	2	Formative quizzes and NBME CAS exams
7	Anticipate the consequences in motor, sensory, and cognitive domains expected to result from injury, disease, central effects of medical and other drugs, and environmental and social conditions that impact the nervous system and health behaviors, based on mechanisms and underlying neuroscience concepts and details, and identify opportunities for mitigation and prevention as well as treatment.	2	Formative quizzes and NBME CAS exams
8	Describe the mechanisms and clinical, cognitive, and behavioral effects of pharmacological and non-pharmacological therapies used in the treatment of pain (e.g. opioids), headache, neurodegenerative disorders, infectious, inflammatory and autoimmune disorders, metabolic disorders, movement disorders, cognitive disorders, disorders of mood, psychotic disorders, substance abuse disorders, seizure disorders, and disorders of sleep, using the principles of high value care.	2	Formative quizzes and NBME CAS exams
9	Discuss the biological and non-biological (socio-behavioral) factors that contribute to mental illness and mental health across the lifespan, including neurodevelopmental disorders, mood disorders, psychotic disorders, substance abuse and addiction, the disparities in occurrence, recognition and treatment of these disorders, and their impact on	2	Formative quizzes and NBME CAS exams; Observation by faculty in small groups

	individuals, families, society and the health care system		
10	Identify psychopathological diagnosis in children, adolescents, young adults, and adults according to DSM V and describe appropriate pharmacologic and non-pharmacologic treatment modalities	2	Formative quizzes and NBME CAS exams
11	Discuss the disparities in occurrence, recognition and treatment of neurological disorders and diseases across the lifespan based on biologic and non-biologic factors including: sex, gender, age, socioeconomic status, culture, geography, past experience, and lifestyle	2	Formative quizzes and NBME CAS exams; participation in small group discussions
12	Discuss the neuroscience concepts underlying the methods of motivational interviewing and apply behavioral, psychological, social and developmental concepts in the description and analysis of patient behaviors and in patient care	2	Formative quizzes and NBME CAS Exam; CLC checklist; Observation by faculty
13	Demonstrate the habits of life-long learning – the identification of personal knowledge gaps and application of strategies to find and interpret information to address those gaps	3	Observation by faculty; participation in case-based learning activities; PICO assignment
14	Demonstrate an understanding of biostatistics and epidemiology concepts and their application in health care, the ability to interpret and appraise the validity of study design and results in the medical literature, and the ability to apply these skills in a systematic approach to clinical problem solving.	2	Formative quizzes and NBME CAS exams; Critical analysis of literature assignment; PICO assignment
15	Apply the principles and methods of Evidence-Based Medicine to acquire, appraise, and assimilate new clinical information to improve patient care	3	PICO assignment
16	Demonstrate effective communication with peers, faculty and other health professionals, including use of accurate and appropriate vocabulary and concepts related to sexuality, sex and gender identity, neurological, psychiatric and mental health disorders, and the ability to clearly and accurately summarize patient findings in verbal presentations and common written formats.	4	Observation by faculty and Preceptor; SOAP note; Interprofessional Collaborative Skills modules and ICS simulation event
17	Identify social determinants of health and discuss their relationship to health and wellness, including for underserved populations	7	Formative quizzes and NBME CAS exams; participation in small group discussions
18	Engage in self-evaluation and reflection, including related to cultural, moral and ethical issues encountered in the care of patients, to identify biases, to develop self-awareness of knowledge, skill and emotional limitations, to set learning and improvement goals, and to engage in appropriate help-seeking behaviors	3	Observation by faculty, staff and advisors; participation in small group discussion and case-based learning activities; ICS reflections
19	Demonstrate professional values, attitudes and behaviors in all interactions with faculty, staff, peers and patients and in all activities, including: maintaining confidentiality for patients who participate in the course; demonstration of respect, empathy, compassion, responsiveness and concern regardless of the patient's problems or personal characteristics; integrity and adherence to ethical standards including informed consent; and completion of all required activities in a timely fashion	5	Observation by faculty, staff, and peers; ICS assignment; tracking of required activities

Detailed learning objectives are provided for each session in the course. Exam questions are mapped to these learning objectives.

Course Format

Neuroscience: CNS and Behavior is organized and structured based on our understanding of how the brain learns best, applying paradigms demonstrated to result in better, more efficient learning, and increased retention:

- **Active learning** is essential because – despite what you may think – you learn best from effortful retrieval of information and from your mistakes.

- **Collaborative (group) learning** is essential because that's where you make or recognize your mistakes (and gaps) and receive real time correction in a context that supports retention
- **Spaced learning** is essential because the brain actively forgets things, and synaptic networks tire. Again – despite what you think – you will learn and retain something better by studying it for 10 minutes on 3 separate days instead of 30 minutes at one time.
- **Ownership and accountability** – are pretty self-explanatory.

The course emphasizes engaged and active learning through a variety of individual, interactive large group, and case-based small group learning activities as well as standardized patient encounters in the Clinical Learning Center and a Preceptorship experience in the office of a primary care physician in the community. The purpose of the preceptorship is to provide the student with the opportunity to practice history taking, physical examination skills, clinical reasoning skills, documentation skills and to observe patient care being delivered in a community-based setting. Students will be scheduled to spend a minimum of 3 hours with the preceptor every other week. Weekly formative on-line assessment materials include significant experience with NBME/USMLE-type questions. Students are expected to self-assess their learning needs and set goals to address them with the aid of faculty and their learning groups. **The emphasis is on developing integrated basic and behavioral science concepts in a clinical context.**

Large Group Sessions (1200)

Formal lectures are limited in favor of interactive large group sessions. This learner-centered model uses the principles of active learning, where students consolidate their understanding and identify gaps in understanding as a session evolves, by answering questions and solving problems individually and through peer discussion, with immediate input of faculty expertise. Pre-class preparation recommendations prime students for learning with basic didactic material presented through [OnlineMedEd](#) and a variety of additional materials including interactive modules, self-assessment exercises, video and PowerPoint presentations, textbook and journal readings, and structured vertical reading exercises. Advanced preparation and trust in the safe environment we maintain to encourage students to be curious and even to take intellectual risks allows students to be active participants in large group sessions. Clinical Skills activities each week include a 50 minute lecture or large group session before the Clinical Reasoning small group session. One or more relevant journal articles will be analyzed in sessions on critical reading of the literature and evidence-based medicine. Whenever possible, real patients will be presented to share their stories and demonstrate signs of their disease, associated with sessions that explore the underlying mechanisms of the neurological condition. Whenever patients are present, we ask that students wear their white coats as demonstration of respect for these wonderful patients who are willing to help us learn.

Collaborative Learning (Small Group) Sessions (LCs) (required)

Small group exercises are case- and/or problem-oriented and focus on discovering **similarities and differences** of presentations or aspects of disease – the basis of differential diagnosis. Small group exercises are designed for **engaged and active learning** and emphasize reasoning, hypothesis formation, and hypothesis testing. For Jigsaw exercises each small group (5-6) of students will master one topic, subtopic, or case and teach that information to others in re-mixed groups. In all small group exercises, **all members of the group share responsibility for analyzing and explaining the clinical presentations**. The value of small group exercises is not always the “answer,” but the **reasoning** behind it. Basic and clinical science faculty will be present to ask helpful questions if your group is “stuck” and to encourage curiosity. During small group exercises, students are free to use any resources (unless otherwise instructed), including high yield point of care informatics resources. **Summarizing and paraphrasing in your own words is a powerful learning tool**, and students are encouraged to summarize the small group learning, and submit the “muddiest points” to faculty for clarification. A post-small group session will provide “take home points” from the small group. Morning small groups will be comprised of 6-7 students, with 1-2 faculty available in each LC. Clinical reasoning (afternoon) small groups will be comprised of ~10 students working with the same clinical faculty throughout the course.

Brain dissection laboratory

Whole and half brains and prepared slabs in 3 planes of section will be available for study. The purpose of the lab is to help students develop a 3-dimensional appreciation of the central nervous system and of the “neighbor” relations between structures that are needed to facilitate clinical problem solving. Links to excellent videos from outside sources are provided as a supplement to learn the material outside of lab.

Preceptorship (attendance required)

Approximately every other week each student will spend a half day in the office of a community physician assigned as their Preceptor. Attendance at these sessions and documentation of patient encounters in the Encounter Tracking System (ETS) no later than midnight of the day of each preceptor visit are required.

Self-directed Learning

Time has been included on the pre-clerkship calendar for **self-directed learning**. While independent study time focuses on achieving the learning objectives of courses, completing assignments and activities, and preparing for assessments, self-directed learning (SDL) focuses on the **process of learning** and the **development of broader, deep learning skills and habits**. For SDL, students take the initiative to identify their learning needs, formulate goals, identify resources, select and implement learning strategies, and evaluate the outcomes. These are the skills of life-long-learning that are essential for all physicians, given the rapidly evolving nature of medical knowledge and advancements in health care.

Continual self-reflection on how you learn develops your critical thinking and problem-solving skills and prepares you to adapt to new information and new situations. Essential to that process is feedback. **Seek** and recognize feedback in its many forms – from faculty, advisors, mentors, and peers – and incorporate it in your reflection and in making adjustments to your learning strategies. The weekly self-assessments should be part of your SDL process – not just to identify knowledge gaps, but to reflect on the effectiveness of your learning strategies. Documentation of your SDL activities will be housed in your [FSU Career Portfolio](#). (see [instructions for Career Portfolio](#) at the end of this document) You may make as many additions to your Career Portfolio as you wish, but at least once during each course there will be a SDL submission link on Canvas (for instructions see [Submitting to a Career Portfolio Canvas assignment](#)) through which you will receive feedback on your SDL. (see [Suggestions for SDL](#))

According to the LCME standards (Element 6.3): Self-directed learning involves **ALL** of the following:

- medical students' **self-assessment** of learning needs
- **independent** identification, analysis, and synthesis of relevant information
- **appraisal of the credibility** of information sources; and
- **feedback** on these skills from faculty and/or staff.

The Curriculum Committee requires that [PICO assignments](#) are a component of courses throughout the pre-clerkship curriculum. In these assignments you directly apply SDL skills to evidence-based, clinical decision making, related to a topic of personal interest.

PICO Assignment

PICO is a format physicians can use for converting clinical scenarios to **researchable** and **answerable** questions to provide evidence-based care of patients. This format can be used to answer questions about treatment, diagnosis, risk factors, etiology, statistics and phenomena.

- **P** = Patient, Population and/or Problem
- **I** = Intervention, treatment, Prognostic factor, and/or Exposure (Which specific are you considering?)
- **C** = Comparison and/or Control (What is the main alternative to the above?)
- **O** = Outcome (What are you trying to accomplish, improve, or effect?)

During the **Neuroscience: CNS and Behavior** course each student will develop a clinically relevant question, framed using the PICO format. Students will independently research the answer to their question, evaluate, and report the results of their search. The completed assignment is to be submitted *via* Canvas **no later than 5:00 pm, Friday, September 12, 2025**. Supporting materials and suggestions about PICO questions and EBM resources for answering these questions are available with the assignment on Canvas.

Critical Reading/Critical Analysis of Literature Assignment (aka Journal Club)

Each course in the fall and spring semesters of the pre-clerkship curriculum includes one or more large or small group sessions related to the interpretation of primary literature. Prior to each of these required sessions, each student reads the assigned paper and completes and submits the guided reading template posted on Canvas. This guided reading template – which reflects the organization of the *New England Journal of Medicine Quick Takes* format – helps develop student skills that are critical for interpreting primary literature necessary for practicing Evidence-based Medicine and for keeping up with important biomedical research. Completion of the template by all students prior to the session assures readiness for meaningful in-class analysis and discussion.

Interprofessional Collaborative Skills (ICS)

All ICS assignments, templates, links and submissions are through the [Class of 2028 Interprofessional Collaborative Skills course site on Canvas](#).

Interprofessional immersion simulation activity (attendance required)

On **Friday, October 3, 2025**, all students will participate in an interprofessional simulation activity, working with students from PA, nursing and social work programs from FSU and Pharmacy from FAMU. **These activities will be scheduled from 8 AM to 7 PM, and students are advised to keep this entire day free until the special schedule is published.** In preparation, students will individually complete a set of 6 online interprofessional education modules (**due no later than 5 PM Friday, September 19, 2025**) and will participate in the *Expanding the Team to other professions* on-line collaborative exercises through Canvas discussion boards. Medical students will be assigned to IP Teams (PharmD,

PA, Nursing, Social Work) to explore the unique and overlapping knowledge and skills of each and to develop a plan and assign responsibilities for the immersion encounter. The post-event reflection is due **Saturday, October 4, 2025 at 11:59 PM**. The post-event collaborative summary is due **Monday, October 6, 2025 at 11:59 PM**.

Clinical Learning Sessions (CLC) (attendance required)

Throughout the course learners will continue to develop their clinical skills and clinical reasoning during individual SP encounters in the CLC. These encounters will not be restricted to the neurological exam or problems associated with the nervous system. They will often include reviews of organ systems studied previously, demonstrations of how the central nervous system intersects with other systems, and how behavior both impacts and is impacted by medical conditions.

Suggestions for Self-directed Learning

Documenting your SDL activities can take many different forms – from a defining a succinct goal and strategy to attain it to a detailed, comprehensive analysis and reflection on your approach to learning. You should select the approach that best contributes to your self-awareness, development of a **mastery mindset**, and personal growth. Here are just a few ideas and examples you may consider or adapt:

- Keep a **“learning journal”** – what you did, sequence of activities, time spent on each, thoughts on effectiveness, etc.
- **Reflect on the successes and challenges** of your learning week/month/course (e.g., time management, content retention, mastering/integrating concepts)
- Keep a **list of questions, ideas, or wish to know “more”** about topics presented in class. Schedule a given amount of time (e.g., 30 minutes) each week to explore one or more of those questions and write up a brief summary, reflecting on how it relates to your course work. The questions can be almost anything. Share this summary with your faculty, academic advisor, or study group.
- Pursue a **personal interest** – e.g., history of medicine, career goal (what increases/decreases the chance of matching in X?), a challenging (“wicked”) social problem impacting health and/or health care (e.g., climate change, social media, misinformation, gun violence, racism)
- **Identify feedback** you’ve received (source – peer, faculty, self-assessment, exam) **and how you used/will use it to improve**
- Consistently employ a new or changed strategy (e.g., concept mapping, flashcards, pre-class preparation, forced recall, app reminder to change topics, prioritized sleep, etc.) for a specific time (2 weeks, 4 weeks, 1 course) and **evaluate the outcomes** (strengths, weaknesses)
- Focus on retention of content (e.g., from previous courses): strategy, time spent, outcome, identification of continued areas of weakness
- Use AI (e.g., ChatGPT, CoPilot, Claude, Genesis, etc.) to write your own practice questions on a topic, then **identify and correct any misinformation, missing or misleading information**. Write your own rationales for correct/incorrect responses BEFORE you ask AI to provide them – or compare your rationales with those from AI. Note: if using AI to generate practice question, be sure to get advice on prompt engineering and best practices. AI is a powerful and extremely useful tool, it depends on rigorous human guidance and validation. Learning from a flawed question or explanation is not justification for knowledge gaps or exam errors.

Course Content

The course purposefully integrates and further develops content introduced throughout the Year 1 curriculum, including major topics from *Foundations of Medicine 1: Organization and Structure*, *Foundations of Medicine 2: Molecules to Mechanisms*, *Host-Defense*, *Cardiovascular and Pulmonary Systems* and *Endocrine and Renal-Urinary Systems* while retaining a focus on the central nervous system (CNS) and human behavior. Content clusters in several domains:

What makes the nervous system

- Neurons, glia and neural networks
- Basic neuroanatomy & development
- Injury and repair
- Clinical impact and manifestations of the above

What we do

- Motor systems and central regulation
- Sensory systems and the conversion of sensation to action/behavior
- Basic and higher cognitive function
- Clinical impact and manifestations of the above

Why we do it

- Learning and memory
- Emotion and drive
- Homeostasis
- Consciousness
- Clinical impact and manifestations of the above

Who we are

- Higher cognitive function
- Neurodegenerative disease and dementia, delirium
- Executive function
- Personality and social cognition
- Mood, psychosis, and psychopathology
- Clinical impact and manifestations of the above

Throughout the course, continued development of clinical reasoning and clinical skills focuses on advanced history taking, advanced physical exam maneuvers, and the interpretation of common diagnostic tests relevant to these systems. Standardized patient interactions continue with emphasis on clinical reasoning skills using problem oriented and chronic disease encounters that are not limited to block-specific content.

Required Materials (All required texts are available as ebooks through the COM library with exceptions as noted *)

[OnlineMedEd](#) – Individual subscription provided by the COM (login with your COM email address xx@med.fsu.edu)

Basic and Clinical Pharmacology (Katzung)

Bates Guide to Physical Examination and History Taking

Behavioral Science in Medicine (Fadem)

Clinical Neuroanatomy (Waxman)

Diagnostic and Statistical Manual of Mental Disorders: DSM-5

Histology: A Text and Atlas With Correlated Cell and Molecular Biology (Ross)

Neuroanatomy, An Atlas of Structures, Sections and Systems (Haines)

Robbins and Cotran Pathologic Basis of Disease (Kumar)

Sherris Medical Microbiology (Ryan)

Smith's Patient-Centered Interviewing: An Evidence-Based Method (Fortin)

Understanding Health Policy: A Clinical Approach (Bodenheimer)

Recommended:

Neuroanatomy Through Clinical Cases* (not available as an institutional ebook)

[Neuroanatomy Video Lab: Brain Dissections](#) (University of Utah School of Medicine)

Additional required readings will be assigned from a variety of sources and will be provided through links on Canvas.

1. Other materials required for clinical sessions

- a. Clinical examination equipment: Each student must purchase and/or have available the following clinical examination equipment: stethoscope with diaphragm, bell and pediatric option. Bring your examination equipment with you to each CLC session.
- b. Also bring the following to each session in the CLC:
 - A watch capable of measuring seconds
 - A pen for writing (blue or black ink)
 - The student's personal mobile device loaded with the appropriate medical software/applications.

2. Other materials for optional dissection laboratory sessions

- a. Lab coat or scrubs
- b. Dissection gloves (provided)
- c. Eye protection – this can be glasses or safety glasses (required)

Grading System

Assessment Methods

Written assessments

Multiple choice and other question formats are used to assess both content knowledge and application skill (ability to solve problems, demonstration of clinical reasoning, interpretation of images and laboratory results, etc.). Questions may be drawn from material presented in any activity or assignment, from assigned readings and videos, and from CLC sessions.

Students must score a cumulative average of $\geq 70.0\%$ ([see Grading below](#)) to pass the written assessment component of the course. Students with a written assessment score below 70.0% risk failing **Neuroscience: CNS and Behavior** and being referred to the Student Evaluation and Promotions Committee. A student who achieves an overall passing score ($\geq 70.0\%$) but has demonstrated a significant deficit in one or more content areas will be required to develop and complete a Performance Improvement Plan in consultation with the course directors. The purpose of the Plan is to assure the student has the requisite knowledge base to succeed in subsequent courses in the curriculum.

Customized NBME exams

There will be a mid-block exam and a final exam comprised of questions from the NBME (National Board of Medical Examiners) question bank. The questions on the customized NBME exams will be selected by course faculty as appropriate assessment of course learning objectives. **Exams are cumulative across the curriculum**, i.e., main concepts, content and skills from material presented in prior courses may be included in questions. Most written questions are presented in the context of a clinical scenario or problem. The midblock exam contributes 40% and the final exam 60% to the course written exam average.

Formative Self-assessments

Throughout the course there will be faculty-written quizzes, delivered on Canvas over weekends. These formative tools are “assessments for learning” that allow students to self-assess mastery of the material and their own learning needs and to assume responsibility for their own learning ([EPO 3 Practice Based Learning and Improvement](#)). Therefore, students should approach the quiz in the same way as any other assessment and should complete it without using any references (peers, notes, videos, websites, ChatGPT, etc.). **Completion of the formative self-assessments is optional; however, > 75% of students reported last year that weekly completion of the quiz was helpful in keeping them up to date in the course.**

Clinical skills exams / Objective Structured Clinical Examination (OSCE)

Formative and summative assessment of clinical skills occurs periodically throughout the pre-clerkship phase. OSCEs are skills-based examinations conducted in the CLC to assess the student's ability to demonstrate clinical skills and behaviors. OSCEs typically consist of several “stations.” Each station will require the student to demonstrate one or more clinical skills/behaviors that will be assessed by a trained observer using established performance criteria for that assessment. The OSCE will provide students with feedback on their ability to perform an organized medical interview.

Students must score $\geq 80\%$ on the OSCE in order to pass the course in which the OSCE occurs. Students who do not achieve a score of 80% or higher on the OSCE must remediate these clinical skills. An OSCE remediation plan must be determined prior to the beginning of the next semester. An OSCE is part of the final assessment for **Neuroscience: CNS and Behavior**. It will emphasize the medical interview and history. Students scoring below 80% who are unable to successfully remediate these deficits before the end of the course will receive a grade of “Fail” for **Neuroscience: CNS and Behavior** and be referred to the Student Evaluation and Promotions Committee.

Specifications Grading

The FSU COM has adopted a pass/fail grading system which is used in the curriculum for the first and second years (See [Student Handbook](#)). To achieve a grade of Pass in BMS 6046C (**Neuroscience: CNS and Behavior**) a student must earn **a minimum of 209 points as described in the table below**, including a **minimum of 95 points from the assessment category**. The final grade of a student who accumulates 209 total points but has not achieved the minimum required number of points in any non-assessment category will be at the discretion of the course directors following discussion and any required remedial action:

Category	Criteria for points	Points	MINIMUM REQUIRED	MAXIMUM POSSIBLE
ASSESSMENTS (Minimum total points required = 95)				
	Overall score of $\geq 75\%$	100 points	90	100
	Overall score 70-74.9%	90 points		

End of course NBME exam average (40% midblock, 60% final)	Score < 70.0%	0 points		
CLC sessions	0 sessions < 80%	7 points	5	7
	1 sessions < 80%	7 points		
	2 sessions < 80%	5 points		
	3 sessions < 80%	0 points		
TOTAL ASSESSMENT			95	107
NON-ASSESSMENT CATEGORIES (Minimum total points required =114)				
Required small group Jigsaw <ul style="list-style-type: none">• Lesion localization 8/28• CNS infections 9/4• Lesion localization 9/11	Part 1 assignment submitted on-time no later than 5 PM on 8/27, 9/3 and 9/10 with evidence of contribution	1 point each	12	15
	Participation in Part 2 break out small group	2 points each		
	≥ 80% on post-activity Quiz	2 points each		
	Interprofessional Collaborative Skills			
ICS on-line modules	On-time completion due 9/19 at 5 PM	1 point each	6	6
ICS immersion event 10/3	On-time see special schedule 10/3	1 point	7	8
	Adequate effort	1 point		
	Post event survey	1 point		
	On-time submission due 10/4 at 11:59 PM	1 point		
ICS post-event reflection	Adequate effort and resubmission if needed	2 points		
	Evidence of participation	1 point		
ICS post-event collaborative summary	On-time submission due 10/6 at 11:59 PM	1 point		
	Assignments			
PICO assignment	On-time submission due 9/12 at 5 PM	1 point	1	1
	Adequate effort and resubmission if needed	RUBRIC	16	22
Critical reading template	On time submission 9/24 at 11:59 PM	1 point each	1	1
	Adequate effort; resubmission if necessary	RUBRIC	18	26
Professional Identity Formation (Minimum = 53)				
On time arrival, preparedness, and professionalism are expected for ALL required sessions. Includes, but not limited to, all activities at right:	General professionalism: Includes proper attire and behaviors not covered below	-1 point / lapse		
	CLC (x 7): On time	1 point each	7	14
	CLC (x 7): Evidence of preparation	1 point each	7	
	Small groups (x 4): On time	1 point each	4	8
	Small groups (x 4): Evidence of preparation	1 point each	4	
	Required large groups (x 21): On time and present for entire session	1 point each	21	21
	Preceptorship: attendance and logged encounter, <u>no later than midnight of the day of each preceptor visit</u>	2 points each	10*	10*
	TOTAL NON-ASSESSMENT			114
TOTAL			209	239

*The number of Preceptor visits in Neuro will vary for different students and will be calculated at the end of the course.

For your convenience – here is a table of the due date and time for all **REQUIRED large group sessions**. **MARK YOUR CALENDARS.**

Required LARGE GROUPS	Date	Time
Course orientation	Thursday, August 19	8:30-9:20 AM
Patient presentation #1	Thursday, August 19	9:30-10:50 AM
Pediatric neurodevelopment	Thursday, August 21	1:00-1:50 PM
Neuro Exam workshop #1	Thursday, August 21	2:00-3:50 PM
Note Writing Workshop and CLC debrief #1	Thursday, August 28	1:00-2:20 PM
Patient presentation #2	Friday, August 29	10-11:20 AM

PE workshop and CLC debrief #2	Thursday, September 4	1:00-2:20 PM
Patient presentation #3	Friday, September 5	10:30-11:50 AM
Patient presentation #4	Wednesday, September 10	10:30-11:50 AM
Neuro Exam workshop #2 and CLC debrief #3	Thursday, September 11	1:00-2:20 PM
Patient presentation #5	Friday, September 12	9:00-9:50 AM
Student Choice	Monday, September 15	9:00-11:50 AM
Orientation to IPE immersion event	Tuesday, September 23	11:00-11:50 AM
Cognitive assessment workshop and CLC debrief #4	Thursday, September 25	1:00-2:20 PM
Critical review of literature	Thursday, September 25	2:30-3:50 AM
Patient presentation #6	Friday, September 26	11:00-11:50 AM
Suicidality panel discussion	Thursday, October 2	1:00-2:20 PM
Childhood trauma	Wednesday, October 8	10:00-10:50 AM
Clinical Psychiatry and CLC debrief #5	Thursday, October 9	1:00-2:20 PM
Patient presentation #7	Thursday, October 9	2:30-3:50 PM
Patient presentation #8	Friday, October 10	10:30-11:50 AM

For your convenience – here is a table of the due date and time for Canvas assignment submissions above. **MARK YOUR CALENDARS.**

Assignment	Date due (no later than)	Time due
Self-directed learning: Progress	Sunday, August 24	11:59 PM
Lesion localization #1 Part 1	Wednesday, August 27	5:00 PM
CNS infections Part 1	Wednesday, September 3	5:00 PM
Lesion localization #2 Part 1	Wednesday, September 10	5:00 PM
PICO	Friday, September 12	5:00 PM
ICS modules (ICS Canvas site)	Friday, September 19	5:00 PM
Critical reading template	Wednesday, September 24	11:59 PM
ICS post-event reflection (ICS Canvas site)	Saturday, October 4	11:59 PM
ICS post-collaborative submission (ICS Canvas site)	Monday, October 6	11:59 PM
Qualtrics post-course evaluation	Sunday, October 19	5:00 PM

1. An end of course written assessment score between 70.0% and 74.9% (90 points) is considered a “marginal” pass. **An end of course assessment < 70.0% (0 points) will receive a grade of fail*** (see [Grading Policy](#) below), which will require remediation or repetition of the course, as proposed by the course directors and determined by decision of the Student Evaluation and Promotion Committee.
2. A student whose performance is < 70.0% (below passing) on any individual exam during the course is encouraged to consult the academic counselors in Student Affairs as well as the course faculty for advice on study and test-taking skills.
3. Students who do not achieve a score of 80% or higher on a CLC session
 - Will be required to review their performance video and/or note and meet with an assigned faculty member to discuss their performance. After meeting with the faculty member, the student will develop a process improvement plan.
 - If a student scores <80% on a second CLC session, the student will be required to review their video but, will meet with the Clinical Skills Director instead of an assigned faculty member.
 - If a student scores <80% on a third CLC session, CLC performance will be rated as **Unsatisfactory** (see table below).
4. Punctuality (on time attendance), professional behavior, and satisfactory preparation and participation are required for all CLC sessions, Discussion Rounds, small groups, patient and panel presentations, Preceptorship, and all other required activities as determined by the course directors and clinical skills director. Failure to meet these expectations may result in a designation of Unsatisfactory Professionalism and failure of the course.
 - A student who does not have a prior excused absence and is unable to attend or will be late for a reason beyond their control, must contact the Clinical Skills Course Director (for afternoon sessions – charles.fleischer@med.fsu.edu) or Course Director (for morning sessions - gregg.stanwood@med.fsu.edu) as early as possible.
 - Unexcused absence from an activity may require remediation as determined by the course directors. Multiple unexcused absences may result in a [Report of Concern for Unprofessional Behavior](#) and referral of the student to the Student Evaluation and Promotions Committee.
 - A repeat lapse in professionalism following a warning will be considered **Unsatisfactory Professionalism**, and will result in a course grade of IR or F (see [Grading Policy](#) below).

5. Demonstration of the attitudes and behaviors of Medical Professionalism is expected at all times in all aspects of the course, including adherence to the Honor Code in all course activities, adherence to safety protocols and behaviors, and observation of the dress code.. Professionalism concerns may generate a [Report of Concern for Unprofessional Behavior](#).
6. Satisfactory completion of all assignments, including interprofessional education activities and Preceptorship, as determined by the course directors.
7. **Timely completion of the post-course evaluation, no later than 5 PM ET, October 19, 2025.**

Preclerkship course grading policy – Year 2

Course written exam score:

- The course **exam average** is comprised of 40% midblock + 60% final.
- Pass = $\geq 70.0\%$; NBME exam scores are integers (rounded by NBME). **The exam average is recorded to 1 decimal place and is not rounded.**

Course grade: Pass, Fail, IR – All grades are determined by the course directors

- If the course written assessment score is $\geq 70.0\%$ **and** all other aspects of the course have been satisfactorily completed as per the Specifications Grading table for the course, a grade of **Pass** will be recorded.
- If the course assessment score is $< 70.0\%$ **and** all other aspects of the course have been satisfactorily completed, a temporary grade of **IR** will be recorded.
- For an M2 course, a student may be allowed to attempt to remediate the temporary IR grade for no more than one (1) course according to the [policy](#) below, if recommended by the course director AND approved by the Student Evaluation and Promotion Committee (SEPC). A passing performance on the remediation exam is $\geq 70.0\%$ (no rounding). The grade will convert to **Pass** or **Fail** based on the remediation exam score.
- If the student has IRs in two (2) M2 courses, the grades will revert to Fail, and the student will be referred to the SEPC for consideration of either repeating the year or dismissal.

In courses that include an OSCE:

- If the OSCE score is $< 80\%$, and the course written assessment score is Pass (*see above*) a temporary grade of **IR** will be recorded and the student may be allowed to remediate the clinical performance as determined by the Clinical Skills Directors.

In courses that include Preceptorship (M1 Spring, M2 Fall)

- If the performance in the Preceptorship is Unsatisfactory (US), as determined by the Director of Pre-clerkship Preceptorships, and the course written assessment score is Pass, a temporary grade of **IR** will be recorded and the student may be allowed to remediate the deficit as determined by the Director of Pre-clerkship Preceptorships.

In all cases of Unsatisfactory Professionalism, the recorded grade will be either **IR** or **Fail**, depending on the nature of the Professionalism concern – **irrespective of the grade in the other categories**. (Professionalism includes timely completion of all assignments and responsiveness to communication from course directors.)

In any course in which the student's performance merits a grade of IR in 2 or more of the above categories (written assessment score, OSCE, Preceptorship, Professionalism), a grade of Fail may be awarded, and the student will be referred to the SEPC. (see table below).

Written assessment	OSCE or 3 CLC session scores	Preceptorship	Professionalism	Course Grade
$\geq 70.0\%$	$\geq 80\%$	S	S	Pass
$\geq 70.0\%$	$< 80\%$	S	S	IR
	$\geq 80\%$	US	S	IR
	$\geq 80\%$	S	US	IR or Fail
	$\geq 80\%$	US	US	IR or Fail
	$< 80\%$	S	US	IR or Fail
	$< 80\%$	US	S	IR or Fail
$< 70.0\%$	$\geq 80\%$	S	S	IR
$< 70.0\%$	$< 80\%$	S	S	IR or Fail
	$\geq 80\%$	US	S	IR or Fail
	$\geq 80\%$	S	US	IR or Fail
	$\geq 80\%$	US	US	Fail
	$< 80\%$	US	US	Fail

Pre-clerkship course remediation policy – Year 2:

A student who has completed all the assessments and activities of a course and has not achieved a passing score (*see above*), will be required to demonstrate competence through an assessment which is consistent with the original course objectives. Remediation activities, including final testing, may involve other students. For an M2 course:

- Students remediate by taking an open-ended, short-answer (essay) format exam developed by the course directors.
- Remediation occurs in the first 2-4 weeks of the Step 1 dedicated study block (< 3 weeks for a 4 week course; ≤ 4 weeks for Neuroscience). Course remediation may be integrated with the student's use of UWorld blocks as part of the study plan.
- A student who scores < 70.0% on the remediation assessment or does not adequately engage in the remediation process (as monitored by the course directors) will receive a grade of Fail for the course and be referred to the SEPC.
- If recommended by the course directors and approved by the SEPC, a student who has failed the remediation exam of an M2 course will remediate by retaking the full content of the course during a customized period (< 3 weeks for a 4 week course, ≤ 7 weeks for Neuroscience) and taking another customized NBME exam equivalent to the original course exam in scope and difficulty.
- Students are not eligible to take the Step 1 exam prior to completing all course remediation activities.

Course Evaluation

Students are required to complete and submit the post-course evaluation.

- Evaluations are delivered on-line through Qualtrics surveys comprised of radio-button questions and free response text.
- Students will receive an email directly from Qualtrics which allows tracking of completion of the survey INDEPENDENT from survey responses.
- **Survey responses are both anonymous and confidential.** Comments and ratings are shared in aggregate with course directors and the curriculum committee on a need to know basis. No responses are associated with student identity.
- Evaluations are made available no later than Friday prior to the week of the exam and must be completed within 10 days. (Automatic reminders will come from Qualtrics only to those who have not submitted the survey.)
- Failure to complete the survey will be considered Unsatisfactory Professionalism and will result in a grade of IR or Fail (*see table above*).

Additional feedback is encouraged at all times on all components of the course and will assist the course directors in providing timely and continuous quality improvement. Feedback through email or meetings with faculty is always welcome.

Detailed Schedule - AY2025-2026

Week 1	Monday, August 18 CBSE-“lite” EXAM – comprehensive M1 content Clinical skills: <ul style="list-style-type: none"> • CLC: fundoscopic exam • Large group: pediatric neurologic developmental milestones • Workshops: neuro exam Neuroscience: <ul style="list-style-type: none"> • Large group: brain cells, neural properties and neurotransmission, neuroimages, fluid compartments, concepts and cases, pathways, morphological development of the CNS • Patient presentation: stroke Formative Self-assessment 1
Week 2	Clinical skills: <ul style="list-style-type: none"> • CLC: advanced neuro exam • Large and small group: clinical reasoning Neuroscience: <ul style="list-style-type: none"> • Large group: motor and somatosensory systems, visual system, demyelinating diseases • Patient presentation: multiple sclerosis • Small groups: lesion localization Formative Self-assessment 2
Week 3	Clinical skills: <ul style="list-style-type: none"> • CLC: head to toe exam • Large and small group: clinical reasoning Neuroscience: <ul style="list-style-type: none"> • Large group: CNS infections, cerebellar/vestibular function, stroke, CNS tumors • Patient presentation: tumors • Small groups: clinical reasoning; CNS infections Formative Self-assessment 3
Week 4 (Labor Day)	Clinical skills: <ul style="list-style-type: none"> • CLC: problem focused encounter • Workshop: neuro exam 2 • Small group: clinical reasoning Neuroscience: <ul style="list-style-type: none"> • Large group: brainstem, diencephalon, limbic system, basal ganglia, movement disorders • Patient presentation: dystonia, ataxia • Small group: lesion localization 2 Formative Self-assessment 4
Week 5	Clinical skills: <ul style="list-style-type: none"> • CLC: carotid ultrasound Neuroscience: Pain - mechanisms and treatments, dizziness Choose your own neuroscience sessions Midblock exam
Week 6	Clinical skills: <ul style="list-style-type: none"> • CLC: problem focused encounter • Workshop: cognitive assessment Neuroscience: <ul style="list-style-type: none"> • Large group: headache, learning and memory, sleep/sleep disorders, seizure and epilepsy, reward circuit • Patient presentation: seizure Behavioral health: anxiety disorders, mood disorders, substance use disorders

	Formative Self-assessment 5
Week 7	Clinical skills: <ul style="list-style-type: none"> • Patient presentation: suicidality panel • Small group: clinical reasoning • Interprofessional immersion event Neuroscience: higher cortical function, neurobiology of dementia, language and aphasia, Behavioral health: stress, PTSD, psychosis, cognitive bias Patient presentation: poverty Formative Self-assessment 6
Week 8	Clinical skills: <ul style="list-style-type: none"> • CLC: problem focused encounter • Large group: clinical psychiatry • Patient presentation: psychiatric condition Neuroscience: neurodevelopmental disorders, stress, TBI, concussion, CTE, cellular neuropathology, neurobiology of sex, gender, and sexuality, general anesthetics, toxic exposures Behavioral health: clinical reasoning in mental health, childhood trauma Patient presentation: poverty Formative Self-assessment 7
Week 9	Neuroscience: levels of consciousness, coma, brain death Final exam

Policies

Americans with Disabilities Act

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course. Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's [Director of Student Counseling Services](#) and the FSU Office of Accessibility Services to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician.

[The Office of Student Counseling Services](#)

Medical Science Research Building, 2301

Phone: (850) 645-6475

Students with disabilities needing academic accommodation should:

1. register with and provide documentation to the Office of Accessibility Services (OAS);
2. request a letter from Office of Accessibility Services to be sent to the instructor indicating the need for accommodation and what type; and
3. meet (in person, *via* phone, email, skype, zoom, etc.) with each instructor to whom a letter of accommodation was sent to review approved accommodations.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

[Office of Accessibility Services](#)

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566 TDD: (850) 644-8504

oas@fsu.edu

<https://dsst.fsu.edu/oas>

Academic Honor Code

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Attendance Policy

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. See [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation. Students with a legitimate reason to miss a required activity must request an approved absence through [Secure Apps](#).

Unexcused absence from a scheduled examination or quiz may result in a score of zero (0 %) being assigned for that assessment. Unexcused absence from an activity for which attendance is required (for example, Small Group session) may be considered as an issue of Professionalism. Any unexcused absence may require completion of the Performance Improvement Plan (see [Grading section](#), above).

Academic Success

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Department of Student Support and Transitions to learn more.

Confidential campus resources:

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program

University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365|Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

Counseling and Psychological Services (CAPS)

Florida State University's Counseling and Psychological Services (CAPS) primary mission is to address psychological needs and personal concerns, which may interfere with students' academic progress, social development, and emotional well-being. The following in-person and virtual (tele-mental health) services are available to all enrolled students residing in the state of Florida:

1. Individual therapy
2. Group therapy
3. Crisis Intervention
4. Psychoeducational and outreach programming
5. After hours crisis-hotline
6. Access to community providers for specialized treatment

Call 850-644-TALK (8255) for more information on how to initiate services.

Counseling and Psychological Services
250 Askew Student Life Center
942 Learning Way
(850) 644-TALK (8255)
Walk-in and Appointment Hours: M-F 8 am – 4 pm
<https://counseling.fsu.edu/>

University Health Services

Services at UHS) are available to all enrolled students residing in Florida:

The mission of University Health Services (UHS) is to promote and improve the overall health and well-being of FSU students. UHS provides a coordinated continuum of care through prevention, intervention, and treatment. Services include general medical care, priority care, gynecological services, physicals, allergy injection clinic, immunizations, diagnostic imaging, physical therapy, and a medical response unit. The Center for Health Advocacy and Wellness (CHAW) assists students in their academic success through individual, group, and population-based health and wellness initiatives. Topics include wellness, alcohol and other drugs, hazing prevention, nutrition and body image, sexual health, and power based personal violence prevention. For more information, go to uhs.fsu.edu.

University Health Services
Health and Wellness Center
960 Learning Way
Tallahassee, FL 32306
Hours: M-F, 8 am – 4 pm
(850) 644-6230
<https://uhs.fsu.edu/>

Clinical Learning Center (CLC) Specific Absence Policy

CLC scheduled activities

Students with a legitimate reason to miss a scheduled session in the CLC must request an approved absence through the [secure apps link](#) Student Request for Absence from Educational Activities. Students with approved absences will be allowed to reschedule or participate in a make-up session. **Unapproved absences may not be rescheduled or made up.** Repeated unapproved absences may result in a failing grade for the course and a [Report of Concern for Unprofessional Behavior](#).

If you know you will be absent from a scheduled CLC session, please complete the absence approval request at least two weeks in advance. For absences that are approved at least two weeks in advance, a change in CLC schedule assignment will be arranged.

One method for addressing a planned and approved absence is to identify a classmate willing to exchange scheduled sessions with you. In this situation, both students (the student with the approved absence and the willing classmate) should send a request via email to the [CLC Team](#) at least two weeks in advance. Students will be notified re: approval of these requests. Please note: Sending a request is NOT equivalent to receiving approval.

Unplanned but excusable absences from CLC sessions are absences due to circumstances *beyond the student's control*. Examples include student illness and/or family death. When such a situation occurs, please contact the [CLC Team](#) **as soon as possible**, to inform her that you will not be present. Then, submit an absence request through Student Academics. Student Affairs will classify the absence as excused or unexcused.

If the absence qualifies as an “excused” absence, the student must contact the [CLC Team](#) to develop a plan to make up the missed session. These sessions may require the presence of an SP and / or CLC faculty member. Any excused absence will not impact the student's grade.

Unexcused absences generally involve circumstances *within the student's control*. Examples of unexcused absences include the student who forgets about a scheduled CLC session, the student who skips the session to study, and/or any absence where an able student fails to contact Student Affairs and the [CLC Team](#) to inform them that the student will not be present for the session.

If the absence is unexcused, the clinical skills director will discuss the situation with the student. Any further unexcused absences will result in the notification of Student Affairs, a [Report of Concern for Unprofessional Behavior](#), and referral of the student to the Student Evaluation and Promotions Committee. Students with unexcused absence(s) will still be responsible for the missed material in future OSCE's and written examinations.

Objective Structured Clinical Examination (OSCE)

If a student knows he/she will not be able to participate in the formative OSCE, he/she should complete and submit the appropriate forms to Student Affairs, and, if within 24 hours of the time he/she is scheduled for the OSCE, contact the [CLC Team](#). If the absence is excused by Student Affairs, the student will receive an “I” (incomplete) grade and be required to complete a make-up OSCE at a designated time after the course has ended.

Any excused absence—whether planned or unplanned—will not impact the student's grade.

Any absence that does not qualify as an excused absence per Student Affairs is an unexcused absence. These generally are due to circumstances within the student's control. Examples of unexcused absences include the student who forgets about an OSCE session, the student who skips an OSCE to study for an exam and/or any absence where an able student fails to follow the procedures above if they are not able to participate in the OSCE. An unexcused absence from the formative OSCE will result in a [Report of Concern for Unprofessional Behavior](#).

Preceptorship

Planned preceptorship absences require students to complete the proper forms and obtain the required permissions prior to the absence. **The student must submit a Request for Absence from Educational Activities through [Secure Apps](#), including the date of the rescheduled session. In addition, the student must inform the [Preceptor Team](#) of the session to be missed and the rescheduled date.**

Schedule changes or session remediation for planned preceptorship absences are negotiated in advance. It is the student's responsibility to arrange for a make-up session within one week of the missed session. The student will not incur a grading penalty for an approved absence, providing the session is completed by a schedule change or via remediation session.

Unplanned, but excused, preceptorship absences: In addition to requesting approval of an unplanned absence through [Secure Apps](#), students are expected to contact the [Preceptor Team](#) and the **preceptor** as soon as possible, with the goal of alerting the preceptor in advance that the

student will not be coming. This must be completed as soon as possible to avoid impacting successful completion of the preceptorship component of the course.

Impact of excused absence on the student's grade: Absence with a preceptor must be rescheduled as quickly as possible and notification of the rescheduled date completed via the intranet survey. The student will not incur a grading penalty for an excused absence, provided it is rescheduled or remediated.

Unexcused preceptorship absences: In addition to absences not approved by Student Affairs, an absence will be considered to be unexcused if an able student fails to contact the preceptor directly and in advance of the expected time of arrival to inform him/her that the student will not be at the preceptor's site that day.

Impact of unexcused absence on the student's grade: The student may not be allowed to reschedule the missed session and could receive a grade of fail for the course

Professional Attire

Professional attire consists of clothes consistent with community norms for health care providers. The COM CLC simulates the health care environment. Length and fit of all attire is to be in accordance with that acceptable for providers in a professional healthcare environment; oversized, undersized, tight-fitting, seductive, and/or revealing clothing is not acceptable.

Fit

Make sure your clothing fits properly.

Tight fitting clothes may hinder your range of motion and prevent you from reaching, bending, twisting, kneeling or squatting. You need to ensure you're able to perform any physical exam or patient care activity without limitations. This also applies to loose fitting clothes as they also may interfere with patient care. When it comes to jewelry, wear a minimal amount. Jewelry can harbor microorganisms, contributing to the spread of disease. Large or loose jewelry can also get tangled or pulled on, possibly causing injuries to the patient or the provider.

Exposure and Safety

Make sure you're conscientious about which parts of your clothing, skin, or hair are exposed to the environment and visible to, and/or touching your patients and colleagues.

For example, open-toed shoes are prohibited by OSHA regulations in clinical settings and places like the anatomy lab where bodily fluids or sharp objects may contact one's body. This is also true for hair. If you have long hair, make sure it's pulled back and secured so it won't touch surfaces or the patients. Artificial nails are prohibited by CDC recommendation as they are more likely to harbor gram-negative pathogens, even after handwashing.

Modesty

Make sure you're dressed in a way that maintains appropriate boundaries and makes you, the patient, and staff feel safe.

Aside from work-related exposure described above, clothing that reveals a lot of skin may make your patient uncomfortable for a variety of reasons (culture, religion, values, etc). Clothing that reveals arms, legs, midriff or chest areas may also pose a safety risk for the student in terms of harassment; some patients may erroneously misinterpret revealing clothing as an invitation to flirt or pursue the student.

Presentation

Remember: you are a representative of the FSU COM and the profession.

This means neatly groomed hair, including facial hair, ironed clothing AND white coat. Refrain from using cologne or hygiene products with strong fragrances as they may trigger medical conditions (e.g. asthma, migraines). Nails should be trimmed to not extend past finger's edge to avoid causing pain with palpation and other maneuvers.

Suggested clothing

- Slacks or skirt and a collared shirt, blouse, or sweater.
- Length for dress/skirt edge should be no higher than 2" above the top of the knee-cap (patella) as garments move higher during examinations and sitting down.
- Ties may be either required or forbidden in some clinical situations.
- Footwear: dress or closed-toe shoes (no sandals, no open-toe footwear).
- Recommended flat or low heel height (no more than 2").
- Body art should be covered, and visible piercings should be removed while on duty.
 - Ear piercings are allowed but are limited to two per ear. ***This is a common hospital policy that we are following to get you used to it.***
- Neutral tones for nail polish.

Unacceptable attire includes, but is not limited to, the following:

- Jeans of any style or color, denim material or "denim look" material
- Sheer or see-through fabrics
- Gym attire including shorts, leggings, yoga pants, sports bras, tank tops unless otherwise specified for a given activity (*see below*).

The established "norms" of certain clinical settings may modify these standards for professional attire, but any variations in professional attire must be approved in advance by the student's supervisor.

For curricular activities where guests or patients are present: Expectation is business casual with a white coat on.

On those occasions when students examine each other, you will be informed of the appropriate apparel for that session. Consult your supervisor to clarify expectations for student attire in any ambiguous or new situations.

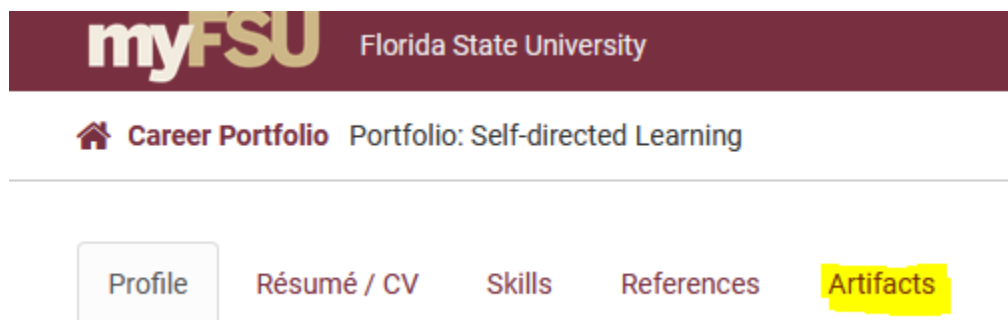
FSU COM Education Program Objectives

EPO 1	<p>PATIENT CARE: Provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health</p> <p><i>Performs history and physical, demonstrates clinical reasoning and judgment, and incorporates guidance for health promotion and wellness.</i></p>
EPO 2	<p>KNOWLEDGE FOR PRACTICE: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences and the application of this knowledge to patient care</p> <p><i>Applies scientific and clinical knowledge to explain the normal and abnormal function of organ systems across the lifespan, mechanisms of disease, and the mechanisms and rationale of clinical diagnostic tests and therapeutic interventions. Applies knowledge of biostatistics and epidemiology to identify health problems and risk factors for patients and populations.</i></p>
EPO 3	<p>PRACTICE-BASED LEARNING AND IMPROVEMENT: Demonstrate reflective practice for life-long learning and improvement of patient care through continuous self-evaluation, evaluation of one's care of patients, and appraisal and assimilation scientific evidence</p> <p><i>Demonstrates reflective practice and commitment to personal growth and improvement. Utilizes information resources to locate and appraise evidence to guide clinical decisions.</i></p>
EPO 4	<p>INTERPERSONAL AND COMMUNICATION SKILLS: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other health professionals</p> <p><i>Communicates effectively with patients, families, health professionals, health agencies, and the public across a wide range of socioeconomic and cultural backgrounds. Manages patient and family values, goals, and preferences. Demonstrates sensitivity, honesty, and compassion in interpersonal interactions, including in difficult situations. Delivers organized and accurate presentations.</i></p>
EPO 5	<p>PROFESSIONAL IDENTITY FORMATION: Demonstrate a commitment to personal and professional growth, and to carrying out professional responsibilities, adherence to ethical principles, and respect for codes of conduct</p> <p><i>Demonstrates professional behavior and respect for all. Acknowledges differences in values and beliefs, and demonstrates willingness to critically analyze one's own personal views. Demonstrates honesty and integrity in all activities. Performs tasks and responsibilities in a timely manner. Takes responsibility for lapses in professionalism. Participates in developmental coaching to develop values, mission, goals, and career exploration.</i></p>
EPO 6	<p>SYSTEMS-BASED PRACTICE: Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care</p> <p><i>Participates in identifying system errors and potential systems solutions. Incorporates considerations of cost awareness and risk-benefit analysis in patient and/or population care. Demonstrates skill in team building and leadership. Identifies key elements for safe and effective transitions of care. Describes how components of a complex health care system are interrelated and how they impact patient care.</i></p>
EPO 7	<p>FSU COM MISSION: Demonstrate knowledge of the structural, systems, and personal contributors to the social determinants of health and health equity, especially in elder, rural, minority and underserved populations</p> <p><i>Identifies social determinants of health and how they create opportunities for and barriers to wellness for underserved populations. Identifies opportunities for physicians to partner with community resources to improve individual and population health. Explains the process of community health assessment to improve population health status. Applies the geriatric principles of care, and identifies the systems and social contributors to the well-being of older adult populations. Identifies the social, cultural, and systems factors associated with the health status of rural populations. Identifies factors contributing to racial and social justice in medicine. Demonstrates knowledge of the ways intersectionality, implicit and explicit bias relate to clinical decisions and quality care.</i></p>

FSU Career Portfolio and Canvas Submissions

All COM students will create an **FSU Career Portfolio** prior to the start of Fall semester. The portfolio is “yours” and can be used to compile information and documentation of accomplishments so they will be easily accessible when you need them. During M1 and M2, it will be used to document Self-directed learning (SDL) activities and receive feedback on Canvas.

Go to <https://career.fsu.edu/portfolio> and create your Portfolio. **No one has access to your Portfolio unless and until you provide them with the link.** And the access can be “turned off” when you want. You can make multiple portfolios, so it’s recommended that you create one just for your SDL activity.



The **Artifacts** tab will be the most useful for documenting your SDL activities. You can upload documents there in whatever format you choose. At least once during each course, there will be a SDL submission link posted on Canvas (Assignments). The “assignment” is to document your SDL activities and be able to receive feedback from faculty.


Instructions for submitting a Canvas assignment through the Career Portfolio *(can also be found [here](#))*

1. **Upload** your SDL document(s) to the Artifacts tab. (see [Suggestions for SDL](#))
2. Go to the **Home** page.
3. Click on the **Portfolio name**, then click “Share.”

Welcome to FSU Career Portfolio

The Career Portfolio is a tool created by The Career Center to present your skills, experiences, and accomplishments to prospective employers, graduate schools, and other organizations. You can reflect on your experiences in a variety of areas, such as jobs/internships, courses, service/volunteer work, membership/activities, and other interests or life experiences.

Preparing students and alumni for the future through planning, reflection, skill development, and portfolio documentation.



Create Portfolio

Portfolios	Created	Last Modified	Shared
Self-directed Learning	July 10, 2024	July 10, 2024	N

Edit

Share

Options

Preview

Download PDF

Delete

FSU Directory Assistance
Questions or Comments

4. **Create an Access Password/Key** – enter one word, no special characters, case sensitive.

Please note that the access key is case sensitive.

Create an Access Password/Key (e.g., accounting)

5. **SAVE.** The Access Password/Key now appears in the box below:

Send Portfolio & View Access Details

In this section you can see which Access Keys have been used and when referred users have accessed your portfolio. Click "send access key" to email a link to your referred user.

metacognition	<input type="button" value="send access key"/>	<input type="button" value="get shareable link"/>	<input type="button" value="0 views"/>	<input type="button" value=""/>
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6. Click on **"get shareable link"**

Share With Others

<https://apps.its.fsu.edu/CareerPortfolio/public/view/197746/metacognition>

7. **Copy the URL and paste it into the Assignment in Canvas and Submit.**

Self-directed Learning

Due No Due Date **Points** 0 **Submitting** a website url

Submit evidence of your most recent SDL activities. This may take many different forms including, but not limited to:

- reflection on learning strategies and outcomes to date
- analysis of past goals and proposed adjustments
- identification of learning needs, resources, plans to address them
- reflection on feedback received and how it was/will be incorporated
- goals and strategies for current period (i.e., SMART goal - specific, measurable, achievable, relevant, time-bound),
- weekly learning journal
- reflection on self-awareness and personal development

Website URL

Google Drive JoVE LTI Tool Office 365

Copy and paste the link to the web site you'd like to submit for this assignment.

Website URL

Comments...