

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
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DEPARTMENT:	COLLEGE: COLLEGE OF MEDICINE
COURSE PREFIX AND NUMBER: BCC 7150	CURRENT COURSE TITLE: PSYCHIATRY CLERKSHIP
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SUMMER 2013	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: 6 TO: 15 CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Barry Linger, Ed.D., 297-0913, blinger@fau.edu

Approved by: Department Chair: <u>Barry Linger</u> College Curriculum Chair: <u>Angela Arrando</u> College Dean: <u>Shirley M. [Signature]</u> UGPC Chair: <u>Walter [Signature]</u> Graduate College Dean: _____ UFS President: _____ Provost: _____	Date: 3/19/13 3/19/13 3/19/13 3/27/13 _____ _____ _____	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHARLES E. SCHMIDT COLLEGE OF MEDICINE
COURSE SYLLABUS**

GENERAL INFORMATION

Course Number:	BCC 7150
Credit Hours:	15
Prerequisites:	Enrolled in 3 rd Year of MD program
Online:	Blackboard Learning System
Term:	All
Course Title:	Psychiatry Clerkship
Course Director:	Peter Holland, M.D.
Office:	BC-71 Room 325
Office Hours:	Tuesday 1:00 – 5:00 p.m.
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COURSE DESCRIPTION

The Psychiatry Clerkship is part of the 6 month longitudinal integrated clerkship experience (FCHS). The clerkship is divided into 2 sections. A four-week inpatient experience and integrated outpatient/subspecialty experience. The psychiatry clerkship is designed to help students develop clinical skills and a knowledge base in Psychiatry. In addition to the inpatient, outpatient, C-L Substance Abuse and off-campus experiences, students will attend regular didactic lectures.

COURSE OBJECTIVES

Clerkship Objectives:

- demonstrate knowledge of the components of the mental status examination;
- appropriately assess the psychiatric patient;
- apply the bio-psycho-social model in psychiatric assessments;
- document complete history, physical and mental status examinations;
- formulate a comprehensive treatment plan for psychiatric patients addressing the patient's psychiatric, medical, and psychosocial needs as well as elements needed for ongoing care;
- select appropriate psychotropic medications for specific patients; employ the diagnostic classification system (DSM-IV) used in psychiatry;
- apply specific diagnostic criteria for common psychiatric disorders across the life span;
- describe appropriate boundaries in the physician/patient relationship;
- commit patients to involuntary mental health treatment;

- recognize psychiatric symptoms and signs that may be induced by other medical illnesses or the use of substances.

Psychiatry Competencies:

- I. Patient Care
 - A. Perform a thorough psychiatric interview of a patient with mental illness.
 - B. Perform and describe a mental status examination.
 - C. Appraise the information obtained in a psychiatric interview.
 - D. Formulate a psychiatric differential diagnosis including all 5 diagnostic axes.
 - E. Appraise the appropriate treatment modalities for psychiatric disorders.
 - F. Demonstrate the ability to educate patients and their families/support systems about diagnoses, and subsequent care or mental disorders.

- II. Medical Knowledge
 - A. Recognize the pathophysiology, epidemiology, clinical picture, and principles of treatment for the following disorders:
 - Psychiatric aspects of medical disorders
 - Psychotic disorders
 - Mood disorders
 - Anxiety disorders
 - Personality disorders
 - Substance abuse/dependence disorders
 - Childhood and adolescent psychiatric disorders
 - B. Appraise that indications, contraindications, and possible side effects of the following drug classes in formulating a treatment plan:
 - Antipsychotic
 - Anti-anxiety
 - Mood stabilizers
 - Antidepressants
 - Sedative/hypnotics
 - Other drug classes that display psychiatric side effects
 - C. Distinguish the indications for the major types of psychotherapy occurring in individual or group format:
 - Supportive
 - Cognitive
 - Behavioral
 - Psychodynamic

- III. Practice-Based Learning and Improvement
 - Choose and appraise medical literature that pertains to at least 1 (one) of their patient's mental illness.

- IV. Interpersonal Communication Skills
 - Give an oral presentation of a patient in a succinct and organized manner using findings from the psychiatric interview and mental status exam.
 - Write complete histories, exams and progress notes in succinct and organized manner using findings from the psychiatric interview and mental status exam.
 - Communicate empathetically with patients with mental illness and their families or support system members.

V. Professionalism

- Demonstrate utmost respect for all with whom they interact (patients and their families and support system, colleagues and team members).

EVALUATION

Grading Policy for M3

Grades in the third year clerkships

Student will receive grades in the following Clerkships based on an Honors, High Satisfactory, Satisfactory, Unsatisfactory scale:

Medicine
Surgery
Geriatrics
Pediatrics
Obstetrics and Gynecology
Psychiatry
Community and Preventive Medicine/Longitudinal Preceptorship

Students will receive a Satisfactory/Unsatisfactory grade for each Longitudinal Integrated Clerkship.

A target will be set for a maximum of 25% Honors for each graded clerkship. This will be decided by the members of each discipline specific Clerkship Grading Committee.

Grading requirements

Performance in all aspects of the clerkship will be monitored. Students are required to pass all components stipulated in the clerkship syllabus in order to pass the clerkship. The clerkship grade will be determined by components that will assess medical knowledge, clinical skills, professionalism, and discipline-specific skills.

Clinical Performance Evaluation by Faculty Preceptor (Clinical skills)
NBME Subject Examination (Medical Knowledge)
Professionalism (attendance, patient logs, participation, communication skills)
Presentations, Oral Exams, OSCEs and Projects (Clerkship dependent)

Performance in a clerkship that is below expectations or unsatisfactory in any of the components of the clerkship, as defined in the discipline handbook, will result in grade of "Unsatisfactory".

Expectations for the assignments and projects

Clerkship Directors will determine the specific formative and summative requirements for their clerkship including write-ups, OSCE's, presentations, assignments, oral examinations etc. Determinates of the final grade in all clerkships will be clearly stated in the handbook for that discipline. Students should review the handbook for each clerkship so they understand the ways in which they will be assessed and how the final grade will be determined.

Clinical Performance Evaluations

Evaluation forms will be completed by clinical attendings and/or faculty preceptors.

Clinical Evaluations will assess students based on the following categories:

- (1) History Taking
- (2) Physical Examination
- (3) Record Keeping
- (4) Oral Presentation
- (5) Clinical Problem Solving

- (6) Fund of Knowledge
- (7) Professional Attributes and Responsibility
- (8) Self-Improvement
- (9) Interpersonal Communication Skills (Patients and Families)
- (10) Interpersonal Communication Skills (Relations with Health Care Team)
- (11) Narrative Assessment

The achievement of educational objectives in these areas defines the successful development of the physician-in-training and occurs during the course of a student's progress in medical school and beyond.

The Clerkship Evaluation Form is located in handbook.

Determining Final Core Clerkship Grades

All final core clerkship grades will be determined by the Grading Committee for that discipline. Further details on how grades are determined in each clerkship will be defined in that discipline's handbook. Grading Committees for each discipline will consist of the Clerkship Directors, Site Directors, and/or faculty members in that discipline. The final grade will reflect the totality of the experiences with that student. The Clerkship Directors have the authority to disregard an individual assessment based on judgment of the preponderance of the evidence. All grades for a given LIC will be reported to students no greater than six weeks after the completion of that LIC.

An **Honors** grade will be given to students for superior or outstanding achievement in all of their components for that clerkship, as determined by the Discipline Grading Committee. Ordinarily, Honors grades will be given to no more than 25% of a class.

A **High Satisfactory** grade will be given to students with superior achievement in several, but not all components of the clerkship.

A **Satisfactory** grade will be given to students who demonstrate satisfactory achievement in all components of the clerkship.

A grade of **Unsatisfactory** will be given to students whose performance is unsatisfactory or because of important deficiencies in some or all aspects of their clerkship performance.

Grade Descriptors

The qualitative descriptors below will be used for grade determination by the Psychiatry Clerkship Grading Committee:

Unsatisfactory:

This student has shown significant deficits in any one of the major areas of assessment including history taking, physical examination, clinical problem solving, record keeping, presentation skills, fund of knowledge, professional attributes and responsibility, self-improvement, interpersonal skills, communication skills with patients, families, and the health care team. The student did not complete patient logs, or required Clinical Skills Assessments in a satisfactory manner. The student failed to pass the Psychiatry NBME Shelf Exam (< 5th percentile). The deficit(s) observed cause serious concern about the student's ability to deliver appropriate care to patients and/or to conduct themselves with the professionalism expected of third year medical students as determined by the Psychiatry Clerkship Grading Committee.

Satisfactory:

This student has generally demonstrated proficiency with the basic material and skills expected of a student at this level of training but has shown limited motivation to learn during the rotation and has demonstrated

one or two areas which though not frankly deficient would benefit from continued improvement. Examples include occasionally superficial or disorganized write-ups or presentations, occasional notable omissions or errors in a history, some gaps in knowledge of basic pathophysiology or therapeutics, occasional difficulty in interactions with patients, family or staff. This student met expectations for their exams, assignments, and patient logs. Any significant deficits that raise serious concern about the student's ability to function appropriately in a clinical setting warrant a grade of Unsatisfactory rather than Satisfactory.

High Satisfactory:

This student's work consistently exceeds expectations in all respects; in at least several areas, the student's work has been very good to outstanding. Although not truly exceptional, the student is consistently motivated, reliable, and organized, and works well with patients, staff and faculty. By the end of the rotation, he/she can be trusted to perform and present a thorough, reasonably efficient evaluation on a complex patient and generate an appropriate differential diagnosis and treatment plan. He/she has completed all expected tasks during the rotation and has sometimes sought out additional opportunities for learning and contributing during the rotation. This student performed adequately to extremely well on their Psychiatry NBME shelf exam, and completed all assignments and patient logs in a timely manner. This student demonstrates strong professionalism skills.

Honors:

This student has consistently performed at levels that far exceed the expected level for their level of training. He/she has consistently demonstrated excellent to outstanding clinical skills, presentations, write-ups and fund of knowledge, is highly motivated, reliable and well attuned to patients, families and staff, reads widely, and shows a consistent interest in seeking out and incorporating feedback, extending skills and knowledge, and contributing to the team. This student completed all assignments and patient logs in an exemplary manner. This student has impeccable professionalism. High scores (particularly above 50th percentile) on the Shelf Exam, while not required, are a plus that may be considered when other areas of performance are in the range between Honors and High Honors. The student has demonstrated performance that would typically merit enthusiastic recommendation to a leading residency training program.

Passing/Failing/Remediation policies

Students are expected to pass all of the components of the clerkship including clerkship evaluations, NBME subject exam, professionalism, and other assignments in order to pass the clerkship:

Expectations for the NBME Subject Examination in each discipline: Failure on the NBME shelf exam will result in a grade of "I" providing that performance in all other components of the clerkship is judged satisfactorily. Passing a re-examination will enable the "I" to be converted to a "P." No more than two such "I's" will be allowed during an academic year.

Students are expected to prepare independently. All examinations will be administered at FAU at the dates and times assigned in your clerkship schedule. A student must sit for all examinations as scheduled. *A student must obtain permission for an excused absence from the clerkship director* and notify the Dean for Student Affairs prior to the time for sitting for a scheduled examination. In the event of a personal emergency, the course clerkship director and the Dean for Student Affairs must be notified of the absence as soon as possible. A missed examination will be rescheduled at the discretion of the clerkship director, at a time that does not interfere with other clinical work. Unexcused absences will result in a grade of zero (0) for the missed examination.

Criteria and Policies Regarding Failing the NBME

To pass the clerkship you must "pass" the NBME, defined as scoring at or above the 5th percentile nationally compared to first takers at a similar period of the academic year. If you fail to do so, you will receive an incomplete grade for the clerkship. You will be required to re-take the exam during one of the preferred NBME Remediation Dates, unless approved by the Clerkship Director to take it later at another time. If you fail to score at or above the 5th percentile on your second attempt, you will receive a failing grade and remediation

(which may include repeating the entire clerkship) will be determined by the Clerkship Discipline Coordinator in conjunction with the Clinical Promotions Committee.

Preferred Shelf Exam Remediation Dates

Upon notification of failing the NBME, the student must contact the LIC Director/or the Clerkship Director to set a date to retake the exam. To avoid having to study for and take the makeup exam while actively in another clerkship, the following dates have been set as preferred Shelf Exam Remediation Dates:

- The 1st Monday afternoon upon return from Winter Break
- The 1st Monday afternoon after return from Summer Break
- Two weeks after the completion of M3, prior to start of 4th year.

Ideally, the earliest one of these dates should be chosen. However, the student should have enough time to study for the exam, preferably spending one-to-two weeks of unscheduled time to do so. The date is to be determined by the Clerkship Director, after consultation with the student, and if necessary, with the M3/M4 Committee.

Remediation of a Failing grade

If a student fails a clerkship, remediation will be determined by the Clerkship Director in conjunction with discipline specific Clerkship Grading Committee. If remediation includes additional time in clinical experiences, the scheduling of this time will be set by the LIC Directors, after consultation with the student, the Clerkship Directors, and the student's Learning Community Advisor. Exceptions will be at the discretion of the Clerkship Director and the discipline specific Clerkship Grading Committee. If a student fails 2 clerkships within a given LIC, the student will be required to re-take the LIC in the next calendar year.

Professionalism

Students whose professionalism prompts concerns will see that reflected in their grade for the clerkship. Major professionalism issues may result in a Fail for the clerkship regardless of clinical grades or final exam performance.

The following is a list of some of the reasons for which the clerkship director will bring student up for discussion at the Clerkship Directors meeting and the students' grade may be impacted.

- Any unexcused absences to didactic sessions or clinical duties
- Any excused or unexcused absences to orientation
- Any excused or unexcused absences to exams (including exams rescheduled for valid reasons)
- Any excused or unexcused absences to simulation exercises
- Any comment of unprofessional behavior on evaluations or otherwise reported to the clerkship director
- Late, incomplete, or unsatisfactory submission of electronic patient log reports
- Recurrent tardiness
- Any late or incomplete assignments

Attendance Policy

Student attendance and participation in all scheduled learning sessions are important to students' academic and professional progress and ultimate success as physicians. **Attendance at all activities is mandatory.**

For an absence to be excused, a request must be made to the Clerkship Directors. Only a Clerkship Director can excuse an absence. No missed work associated with a specific session can be made up without loss of credit for satisfactory completion unless an excused absence has been granted.

Unexpected absences: If a student is absent unexpectedly from the scheduled daily activities of the rotation, the clerkship director and the supervising attending should be notified by phone as early as possible. If the

clerkship director is unavailable, the LIC Director should be called. Failure to notify the appropriate individual will result in the absence being unexcused.

All absences will be recorded and reviewed at the monthly Clerkship Director meeting. Repeated absences from required curricular activities may result in disciplinary action, up to and including dismissal from the CESCO.

Monitoring Student progress/performance:

Weekly informal discussions on student progress between clerkship directors, site directors, and clinical faculty. These discussions will occur at the various clinical sites and also from 1 to 1:30 on Tuesdays at FAU prior to start of didactic afternoons.

Every two weeks the students' discipline specific patient log lists will be sent to each clerkship directors for review.

Monthly in person, email or phone communication will occur between clerkship directors/site directors and the clinical faculty and preceptors to hear how students are performing, and assure that they are meeting expectations.

Monthly clerkship directors meeting at FAU on Tuesday from 12 to 1 to officially review each student's progress and discuss curricular issues. Final monthly meeting of each LIC will be used as the grading committee meetings to discuss LIC grades for each student. The final meeting of each 6 months will be for discipline specific grading committee meetings and will be used to determine Honors /High Satisfactory/Satisfactory/Unsatisfactory grades for each clerkship.

Every 2 months an on-line evaluation form will be filled out by all clinical faculty/preceptors that will be sent to clerkship directors/LIC Directors for review. First 2 bimonthly on-line evaluations in LIC will be formative, final evaluation will be used for grading/narrative purposes.

Feedback to students:

Students will receive daily/weekly informal feedback from the clinical attendings and preceptors they are working with. Faculty development sessions will be used to educate faculty on how to give feedback to students in their offices and in the hospitals.

LIC Directors, Clerkship Directors, and /or designated Site Directors will meet individually every 2 months with students to give them formal feedback on their performance during the LICs. All attending evaluations, patient logs, assignments/projects, and participation in didactic sessions will be reviewed, as well as a student's own self-assessment. These meetings will occur after the on-line evaluations are received from the clinical faculty, so that this information can be reported to students and any plans for improvement/remediation can be implemented.

Students who have concerns or questions about their progress can at any time contact their clerkship director/LIC director individually to set up a meeting.

Student Appeal of a Grade

Students who do not feel that their summary evaluation or grade accurately reflected their performance should follow the policies defined in the FAU student handbook.

COURSE INFORMATION

Clinical Experiences:

Psychiatry Clerkship Overview: The Psychiatry Clerkship will be divided into three components within the six month Family and Community Health Sciences (FCHS) Integrated Clerkship. Those experiences will be an inpatient psychiatry experience, an outpatient psychiatry experience, and psychiatry subspecialty exposures.

Inpatient Psychiatry Experience: Each third year student will spend 4 weeks assigned to an inpatient Psychiatry rotation. The two psychiatric inpatient facilities are Memorial Hospital and Fair Oaks at Delray Medical Center. This is expected to be a hands-on patient care experience focused on evaluating and managing psychiatric patients in an acute care setting. Students will be assigned in groups of 4 for their 4 week block of inpatient psychiatry. In the afternoons, students will go as assigned to either their longitudinal preceptor's office, didactics at FAU (on Tuesdays), or they will have "white space" time to see their continuity patients, read, or complete assignments.

Outpatient Psychiatry Experience: This exposure to outpatient psychiatric care will occur scattered throughout the 24 week FCHS outpatient clinic blocks during the outpatient clinic weeks. Each student will be scheduled to spend 6-8 designated half days during the integrated clerkship in an outpatient psychiatric setting. This will be a hands-on clinical experience closely supervised by their psychiatry attending and/or clinic staff.

Psychiatric Subspecialties: Each student will spend two or three scheduled half-days exposed to psychiatric sub-specialties exposures during their FCHS integrated clinic weeks. Students will be assigned to a few subspecialty exposures, including possibly an ECT experience, an addiction clinic, child/adolescent psychiatry clinic, and/or equine therapy experience (To be decided). These exposures will allow students to shadow a psychiatrist sub-specialist during patient encounters either in their office, at the hospital, or while performing procedures.

Assignments:

Patient Logs: All pediatric patients seen must be logged and submitted in a timely manner.

Psychiatry Write-ups: Each student will be assigned one inpatient write-up and one outpatient write-up to be submitted to the clerkship director for grading.

Student report: All the students will present a case based teaching presentation during the Tuesday didactic afternoons at FAU. The topic will be a case from one of the FCHS disciplines: Pediatrics, Ob/Gyn, and Psychiatry. Appropriate current references and journals must be utilized.

Direct observation of Clinical Skills ("DOCS" cards): All students are required to be observed interviewing and/or examining patients by their supervising attendings. Students are responsible to hand in their assigned Direct Observation of Clinical Skills cards to the clerkship director before the end of the clerkship.

Psychiatry NBME Shelf Exam: The final week of the rotation all students will take the Psychiatry subject exam at FAU.

Didactics: Teaching sessions will be held at FAU on Tuesday afternoons. All the topics within Family and Community Health Sciences will be integrated over the 6 month clerkship. The psychiatry topics will be:

Intro Week One Lectures:

- Mental Status Examination – S/H assessment
- Psychiatric Diagnostic Interview/Basic Interview Skills – DSM IV Multi-axis System

- Psychiatric Case Presentations and Documentation
- Personal Safety
- Dealing with personal issues: Boundaries, “Countertransference”, “Transference”

Psychiatry Didactic Topics:

- General Principles of Psychopharmacology
 - Risk vs. Benefit – Informed Consent
 - Engage Patient as Ally in the Treatment Process
 - Compliance
 - Trial and Error – One Change at a Time
 - “Intelligent” Polypharmacy -know receptors
 - Some Psychotherapy must e utilized – collaborating with non-medical therapists.
- General Principles of Psychotherapy
 - Insight Oriented-Dynamic
 - Behavioral-Cognitive
 - Supportive
 - Group-addiction treatment
- Mood Disorders Diagnosis and Treatment
 - Unipolar
 - Dysthymic Disorder
 - Major Depressive Disorder
 - Bipolar
 - Type 1
 - Type 2
- Psychotic Disorders Diagnosis and Treatment
 - Brief Reactive
 - Schizophrenia
 - Mood Related
- Anxiety Disorders Diagnosis and Treatment
 - Generalized Anxiety
 - Panic Disorder
 - Posttraumatic Stress Disorder
 - Social Anxiety Disorder
 - Obsessive-Compulsive Disorder
- Psychiatric Emergencies
 - Rapid Tranquilization
 - Suicidality/Homicidality
 - Neuroleptic Malignant Syndroem
 - Involuntary Hospitalization-Baker Act
- Personality Disorders
 - All about Axis II (coexisting with axis I and III)
 - General Types
 - General Treatment Approaches
- Child/Adolescent
 - Psychopharmacology in this Population
 - Counseling Parents/Guardians
 - PDD
 - Behavioral Disorders
 - ADD
 - ODD
 - Conduct Disorder

- Separation Anxiety

- Eating Disorders
 - Anorexia
 - Bulimia
- Substance Abuse/Dependence
 - Recreational
 - Prescription Abuse
 - Ethanol
 - Opioid
 - Cocaine
 - Miscellaneous
 - Treatment approaches/Dealing with Dual Diagnoses
- Shelf Exam Review

Psychiatry References and resources:

Title	Author	Publisher	Available at
Introductory to Psychiatry, 5 th ed.	Donald W. Black, Nancy C. Andreasen	American Psychiatric Publishing	
Diagnostic and Statistical Manual of Mental Disorders: DSM-IV-TR, 4 th ed.	American Psychiatric Association	American Psychiatric Association	
First Aid for the Psychiatry Clerkship	Stead, Latha; Kaufman, Matthew and Yonofski, Jason	McGraw-Hill Medical, 2011	
Patient Interview and Note Guides	UNC School of Medicine	http://www.med.unc.edu/psyclerk/resources/soap-notes	http://www.med.unc.edu/psyclerk/resources/soap-notes
4Psych –Undergraduate Psychiatry	University of Auckland	http://flexiblelearning.auckland.ac.nz/4Psych/	http://flexiblelearning.auckland.ac.nz/4Psych/

Religious Observance (Adapted from the FAU Policy)

The College of Medicine recognizes that students, faculty and staff observe a variety of religious faiths and practices. Although many religious holidays are observed with time off, a few of the religious days of observance may be part of the academic calendar. The College respects the religious beliefs and practices of its students and seeks to accommodate them within the requirements of the academic schedule. As a result, a student who must be absent from a class requirement will not be penalized. Students who anticipate absence should notify the OSA and the supervising faculty in advance. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the Director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. The College will follow the established FAU policy regarding absences due to personal observances of religious holidays.

To review the policy, access the Leave of Absence Policy: http://www.fau.edu/policies/files/PM76_OCR.pdf

Disability Support Services

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU133 (561-297-3880 and follow all OSD procedures.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

1. *The Policy on Academic, Professional and Behavioral Requirements and Standards governing the College of Medicine*
2. *Oath of Academic and Professional Conduct for Students in the College of Medicine*
3. *University Regulation 4.001*