EMERGENCY MEDICINE – PAS 5600

COURSE DETAILS

TERM: Clinical Term

CREDIT: 3 CREDITS

COURSE DURATION: 4 weeks

CLOCK HOURS: Student schedule is determined by clinical preceptor and clinical setting, with limitations of less than 80 hours per week with a minimum of one day off per seven days when averaged over the rotation period.

COURSE GOAL: Students will gain clinical exposure and instruction to be able to assess, diagnose, and initially manage patients needing urgent and emergent care. They will utilize clinical skills and techniques to provide high-quality patient care.

COURSE DESCRIPTION: The Emergency Medicine Rotation provides the student with access to patients of all ages in an Emergency Department (ED) setting. This clinical rotation introduces students to the busy emergency rooms to learn and practice principles of triage and acute care medicine. Students have the opportunity to evaluate patients and formulate effective testing and treatment strategies. Recognition of occult emergencies is an essential skill that will be taught in this course. Active participation in patient care and procedural skills are emphasized.

FACULTY & STAFF

FACULTY NAME	ROLES	PHONE	EMAIL
Susan Cooke, PA-C, MCMS, MBA	Course Director	(352) 294-8150	susan.cooke@pap.ufl.edu

Office Location: 1104 Newell Drive, Suite 425, Gainesville, FL, 32610
Office Hours: After morning rounds or at the end of clinic day. Arrange by email.

TEXTBOOKS AND OTHER RESOURCES

REQUIRED RESOURCES
NONE
THERE ARE NO MATERIAL AND SUPPLY FEES

RECOMMENDED RESOURCES:

Emergency Medicine PAS 5600	Current Diagnosis and Treatment: Emergency Medicine Stone. Lange 8th edition Online Tintinalli's Emergency Medicine Manual, 9th Edition	ISBN-13: 978-0071840613 ISBN-13: 978-1260019933

Readings for this course should be aimed at learning about patients you are assigned to care for and topics which will help you in preparation for summative testing. Readings for this course may include articles or book chapters that are critical to understanding Internal Medicine and subspecialties. All readings will be provided by the clinical service on which the student is working or will be freely available to students through resources such as the University Medical Library. Assigned materials may include peer-reviewed journal articles from respected sources such as the New England Journal of Medicine (NEJM), or Journal of the American Medical Association (JAMA).

Instructional Materials Attestation

Instructional materials for this course consist of materials reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials. Based on self-assessment of learning needs, students may identify other credible resources to augment the identification, analysis, and synthesis of relevant information.

EVALUATION CRITERIA

Assessment Name	% of grade
Preceptor Evaluation	50
End of Rotation Exam	40
Professionalism	10

Successful completion of this rotation will be evidenced by:

1. Preceptor Evaluation - Completion of the 4-week rotation with the preceptor evaluation scoring >70% in all components.

2. End of Rotation Exams – Given at the end of the completion of the 4-week rotation with a passing score of -1 SD from the national average.

3. Professionalism-
    a. Documentation of patient encounters (Case Logs) in the electronic database.
    b. Rotation attendance and behavior in keeping with program policy.
    c. Timely completion of clinical day forms (Clinical site eval, preceptor eval).

GRADING SCALE

Grade	Minimum Scale	Maximum Scale
A	90	100
B	80	89
C	70	79
E	0	69

Weekly Course Schedule of Topics & Assignments:

Included here is a representative schedule typical of clinical rotations. Clinic, ward and didactics timing will be determined with the preceptor. Assignments will be due on the final Wednesday of the clinical rotation.

Week	Topic	Assignments
1	Ward based clinical site with shifts as assigned by the preceptor. Clinical didactic presentation at noon twice weekly.	
2	Ward based clinical site with shifts as assigned by the preceptor. Clinical didactic presentation at noon twice weekly.	
3	Ward based clinical site with shifts as assigned by the preceptor. Clinical didactic presentation at noon twice weekly.	
4	Ward based clinical site with shifts as assigned by the preceptor. Clinical didactic presentation at noon twice weekly.	• Case logs, approved clinical documentation will be due in Canvas, on Wednesday of the final week.

LEARNING OUTCOMES:

UFSPAS Competency	Learning Outcome	Assessment
3.1	1. Construct a history that contributes to patient and care giver-centered decision making.	Preceptor Eval EOR Exam
3.1, 3.3	2. Prioritize a physical exam that meets the needs of the clinical encounter.	Preceptor Eval EOR Exam
1.2, 3.1, 3.3, 5.1	3. Interpret clinical data that aids in diagnosis.	Preceptor Eval EOR Exam
3.2	4. Demonstrate technical skills that support common patient care procedures.	Preceptor Eval
2.1, 2.2, 3.1, 4.1, 4.2	5. Demonstrate communication that facilitates patient care.	Preceptor Eval
1.1, 1.2, 3.1, 3.3, 5.1	6. Prioritize an evidence-based differential diagnosis following an encounter.	Preceptor Eval EOR Exam
1.1, 1.2, 2.2, 5.2	7. Propose an evidence-based management plan following an encounter.	Preceptor Eval EOR Exam
2.1, 4.2, 4.3	8. Collaborate as a member of an interprofessional team.	Preceptor Eval
2.2, 4.1, 4.2, 4.3	9. Practice ethical medical care with accountability.	Preceptor Eval
1.1, 1.2, 3.1, 3.2, 3.3, 5.1	10. Analyze the physiologic support needs of a patient needing emergent care.	Preceptor Eval
1.1, 1.2, 3.3, 5.2	11. Recommend emergent therapy for a patient that is acutely worsening in clinical status.	Preceptor Eval EOR Exam
3.2, 3.3, 4.3, 5.2	12. Construct a plan for a patient in need of an acute, invasive procedure.	Preceptor Eval EOR Exam
2.1, 2.2, 4.2, 5.2	13. Explain a treatment plan that promotes physical and emotional recovery across the life span.	Preceptor Eval
1.2, 3.2, 4.1, 4.3, 5.2	14. Apply steps in support of safe completion of procedures.	Preceptor Eval

Instructional Objectives:

1. LO 1
   - Develop a comprehensive patient history that fits the timing of the clinical visit.
   - Identify and prioritize patient concerns and create a focused history that addresses these concerns.
   - Document the patient's history in the electronic medical record (EMR) in a clear and concise manner.

2. LO 2
   - Perform a systematic physical examination that includes a thorough review of vital signs, and organ specific testing within the timeframe required of the clinical visit.
   - Identify and prioritize abnormal physical examination findings and develop a differential diagnosis.
   - Use physical examination tools typical of subspecialty care to aid in the assessment of organ function.
   - Document the physical examination findings in the EMR in a clear and concise manner.

3. LO3
   - Correlate normal and abnormal diagnostic tests.
   - Use knowledge of anatomy and physiology to explain the symptoms of common medical conditions.
   - Interpret organ specific laboratory tests (e.g., liver function, renal function, cardiac ischemia, coagulation panels) and understand the implications for patient care.

- Interpret imaging studies used to assess organ system function (e.g., PFT, Echocardiogram, EKG, CT abdomen, MRI brain, Endoscopy).
- Employ clinical decision support tools (e.g., UpToDate) to aid in the interpretation of clinical data.
- Develop a differential diagnosis based on clinical data and prioritize the most likely diagnosis.
- Correlate a clinical finding (PE or diagnostic testing) with the patient's symptoms or concerns.

4. LO 4
   - Demonstrate sterile or clean technique as appropriate in the support of procedures.
   - Employ equipment and technology (e.g., cardiac monitoring, pulse oximetry, blood pressure cuff) to aid in patient care.
   - Summarize the indications, potential side-effects, and expected benefit of recommended procedures in the EMR in a clear and concise manner.

5. LO 5
   - Present the patient's case to a preceptor in an organized, accurate, and concise manner befitting of the specialty and needs of the encounter.
   - Demonstrate active listening skills to ensure that the patient and guardian concerns are addressed.
   - Summarize the patient's concerns and communication plan in the EMR.
   - Execute clinical documentation that meets the needs of the encounter to include:
     - H&P, Progress notes, Consultation notes, Procedure notes, Discharge summaries
   - Develop a plan for patient education on organ specific conditions
   - Employ standardized materials (e.g., patient education handouts) to aid in patient education.
   - Collaborate with other healthcare professionals to ensure that the patient receives specialized care for their condition.
   - Foster discussion of problems and questions.
   - Recognize verbal and non-verbal clues.
   - Demonstrate the delivery of support and reassurance.
   - Practice active listening.

6. LO 6
   - Utilize population based epidemiologic principles to develop a differential diagnosis for patients with common medical conditions.
   - Prioritize the most likely diagnosis based on evidence-based literature.
   - Use clinical decision support tools (e.g., UpToDate) to aid in the development of a differential diagnosis.
   - Appraise common syndromes from the organ system of focus that incorporate the patient's symptoms.
   - Demonstrate evidence of academic inquiry in a medical subspecialty (eg. reading, research, utilizing principles of evidence-based medicine)

7. LO 7
   - Use knowledge of pharmacology and therapeutics to prescribe a management plan for patients with medical conditions
   - Modify care plans to include medication selection and dosing that is safe for the pediatric patient.
   - Use standardized treatment guidelines from specialty organizations (e.g., American Diabetes Association) to aid in the development of a management plan.
   - Illustrate the management plan in the EMR in a clear and concise manner.
   - Develop a plan for follow-up and monitoring of the patient's condition.

8. LO 8
   - Use standardized communication tools (e.g., SBAR, IPASS) to aid in communication with other healthcare professionals.
   - Use knowledge of healthcare systems and policies to develop a condition specific plan for patient care.
   - Construct a plan for coordination of care with other healthcare professionals.
   - Participate in multidisciplinary rounds and meetings to advance patient care.
   - Utilize self-reflection to identify areas needed for improvement.

9. LO 9

- Understand the principles of medical ethics (e.g., autonomy, beneficence, non-maleficence).
- Develop a plan for ensuring patient autonomy in informed consent.
- Employ knowledge of medical law and regulations in the care of patients.
- Identify opportunities for quality improvement to ensure that the patient receives high-quality care.
- Appraise one's limitations and inform preceptors when assigned task are not commensurate with current knowledge or skills.
- Execute all clinical activities with the awareness of and under the supervision of the site preceptor or his/her designee.
- Demonstrate receptiveness to constructive feedback.
- Demonstrate a reasoned manner in stressful or emergency situations.
- Convey respect for patients by maintaining confidentiality of the patient's record.
- Demonstrate awareness of patients' cultural beliefs and behaviors.
- Utilize self-reflection to identify areas needed for improvement.
- Display motivation and interest.
- Employ adequate precautions to avoid the spread of infectious disease.
- Demonstrate professional appearance.
- Adhere to the AAPA Code of Ethics.
- Conduct patient care activities in accordance with the assigned schedule, with punctuality

10. LO 10
    - Evaluate the physiologic support needs of acutely ill patients with ABCs deficits.
    - Analyze the critical care requirements of the emergency department patient with specific organ system dysfunctions.
    - Develop a comprehensive treatment plan for acutely ill patients with complex medical conditions.
    - Refine the treatment plan for high acuity patients based on ongoing evaluation of their vital signs and clinical status.
11. LO 11
    - Recommend immediate interventions to stabilize a patient with acute respiratory failure.
    - Develop a plan for emergent cardiovascular support in a patient with acute cardiac decompensation.
    - Strategize emergent interventions to manage a patient with severe bleeding or hemorrhagic shock.
    - Evaluate the need for emergent therapy in a patient with acute neurological deterioration and recommend appropriate interventions.
12. LO 12
    - Develop a thorough pre-procedure assessment and planning process for an emergent invasive procedure.
    - Construct a step-by-step plan for an emergent invasive procedure, including preparation of the patient, equipment, and team members.
    - Identify and prioritize potential complications and develop a plan for their management during an emergent invasive procedure.
    - Create a post-procedure plan for a patient undergoing an emergent invasive procedure.

13. LO 13
    - Develop a treatment plan that addresses the unique physical and emotional needs of infants and children in the emergency department.
    - Explain a treatment plan that promotes physical and emotional recovery for adults in the emergency department, including consideration of age-related changes and comorbidities.
    - Design a treatment plan that addresses the complex physical and emotional needs of older adults in the emergency department, including consideration of geriatric syndromes and polypharmacy.

14. LO 14
    - Explain how to prepare the emergency department for a procedure, including verification of necessary equipment and personnel.
    - Apply principles of sterile technique, including preparation of the patient and equipment, to support the safe completion of invasive procedures.
    - Identify potential hazards and complications that may arise during an invasive procedure.
    - Implement safety protocols and the use of emergency equipment to mitigate risks related to invasive procedures.

In reviewing instructional objectives for each clinical rotation course, PA students should also refer to the PAEA EOR and EOC exam blueprints, NCCPA Content Blueprint which identifies the percentage of task areas and organ systems included on the EOR, EOC and PANCE exam.

Topics List:

1. Wound Management
2. Overdose
3. Acute Trauma
4. Cardiac Arrest
5. Stroke
6. Respiratory Distress and Failure Management
7. Sepsis
8. Shock
9. Ventilator Management
10. Critical Care Lab Value Interpretation
11. Geriatric Syndromes
12. Fracture and Dislocation
13. Soft Tissue Trauma and Wounds
14. Orthopedic Procedures (e.g., splinting, reduction)
15. Seizure and Status Epilepticus Management
16. Psychiatric Emergencies- suicidal ideation
17. Meningitis
18. Encephalitis
19. Medication-Induced Arrhythmias and Cardiac Arrest
20. Acute Renal Failure
21. Acute Liver Failure
22. Emergency Ultrasound Applications
23. Central Line
24. Lumbar Puncture
25. Common Emergency Medications and their Indications
26. Medication Side Effects and Interactions
27. Poisoning
28. Toxin Exposure
29. Diverticulitis
30. Acute Pancreatitis
31. Gastrointestinal Bleeding
32. Intestinal obstruction
33. Effective Communication in Emergency Medicine
34. Interprofessional Team Dynamics and Collaboration
35. Conflict Resolution and Negotiation Techniques
36. Patient Safety Principles
37. Medical Error Reporting
38. Quality Improvement Initiatives in Emergency Medicine
39. Patient Autonomy, and Cultural Sensitivity
40. Medical Ethics
41. Professionalism
42. Substance Abuse
43. Addiction Medicine
44. Burn Care
45. Anxiety and Panic Disorder
46. Post-Traumatic Stress Disorder (PTSD)
47. Sickle Cell Crisis and Anemia
48. Anaphylaxis and Allergic Reactions
49. Opioid Overdose
50. Acid/Base Disorders
51. Angina
52. Arrhythmias
53. Cardiac Tamponade
54. Chest Pain
55. Conduction Disorders (e.g., atrial fibrillation/flutter)
56. Acute coronary syndromes
57. Dyspnea on Exertion
58. Edema
59. Heart Failure
60. Hypertensive Emergencies
61. Hypotension (e.g., cardiogenic shock)
62. Orthopnea
63. Palpitations
64. Pericardial Effusion
65. Peripheral Vascular Disease
66. Syncope
67. Valvular Disease (e.g., aortic stenosis)
68. Vascular Disease (e.g., aortic aneurysm/dissection)
69. Back Strain/Sprain
70. Bursitis/Tendonitis
71. Cauda Equina
72. Costochondritis
73. Ecchymosis/Erythema
74. Fractures/Dislocations (e.g., shoulder, hip)
75. Gout
76. Herniated Disk
77. Low Back Pain
78. Osteomyelitis
79. Pain
80. Septic Arthritis
81. Sprains/Strains
82. Abdominal Pain
83. Acute Appendicitis
84. Acute Cholecystitis
85. Acute Hepatitis
86. Anal Fissure/Fistula/Abscess
87. Anorexia
88. Change in Bowel Habits/Diarrhea/Constipation
89. Cholangitis
90. Cirrhosis
91. Diverticular Disease
92. Esophagitis
93. Gastritis
94. Gastroenteritis
95. Heartburn

96. Hematemesis
97. Hemorrhoids (Thrombosed)
98. Hernia (Incarcerated/Strangulated)
99. Infectious Diarrhea
100. Inflammatory Bowel Disease
101. Ischemic Bowel Disease
102. Jaundice
103. Mallory-Weiss Tear
104. Melena
105. Nausea/Vomiting
106. Peptic Ulcer Disease
107. Acute Bronchiolitis
108. Acute Bronchitis
109. Acute Epiglottitis
110. Acute Respiratory Distress Syndrome
111. Asthma
112. Croup
113. Foreign Body Aspiration
114. Hemoptysis
115. Influenza
116. Lung Cancer
117. Pertussis
118. Pleural Effusion
119. Pneumonia (Bacterial, Viral)
120. Pneumothorax
121. Pulmonary Embolism
122. Respiratory Syncytial Virus
123. Shortness of Breath
124. Tuberculosis
125. Altered Level of Consciousness
126. Bell Palsy
127. Encephalitis
128. Epidural/Subdural Hematoma
129. Guillain-Barré Syndrome
130. Head Trauma/Concussion/Contusion
131. Headache (Migraine, Cluster, Tension)
132. Intracerebral Hemorrhage
133. Loss of Consciousness/Change in Mental Status
134. Loss of Coordination/Ataxia
135. Loss of Memory
136. Numbness/Paresthesia
137. Seizure (Symptom)
138. Seizure Disorders
139. Spinal Cord Injury
140. Status Epilepticus
141. Stroke
142. Subarachnoid Hemorrhage/Cerebral Aneurysm
143. Syncope
144. Transient Ischemic Attack
145. Vertigo
146. Weakness/Paralysis
147. Acute Laryngitis
148. Acute Otitis Media
149. Acute Pharyngitis (Viral, Bacterial)
150. Acute Sinusitis
151. Allergic Rhinitis
152. Barotrauma
153. Blepharitis
154. Blow-Out Fracture
155. Conjunctivitis
156. Corneal Abrasion/Ulcer
157. Dental Abscess
158. Ear Pain
159. Epiglottitis
160. Epistaxis
161. Foreign Body
162. Glaucoma (Acute Angle Closure)
163. Hyphema
164. Labyrinthitis
165. Mastoiditis
166. Nasal Congestion
167. Optic Neuritis
168. Orbital Cellulitis
169. Otitis Externa
170. Papilledema
171. Peritonsillar Abscess
172. Retinal Detachment
173. Retinal Vein Occlusion
174. Sore Throat
175. Trauma/Hematoma (External Ear)
176. Tympanic Membrane Perforation
177. Vertigo
178. Vision Loss
179. Adrenal Insufficiency
180. Cushing Disease
181. Diabetes Insipidus
182. Diabetes Mellitus
183. Diabetic Ketoacidosis
184. Heat/Cold Intolerance
185. Hyperparathyroidism
186. Hyperthyroidism
187. Hypothyroidism
188. Nonketotic Hyperglycemia
189. Palpitations
190. Thyroiditis
191. Tremors
192. Acid/Base Disorders
193. Anemia
194. Aplastic Anemia
195. Clotting Factor Disorders
196. Easy Bruising
197. Fatigue
198. Hemolytic Anemia
199. Hypercoagulable States
200. Lymphomas
201. Polycythemia
202. Sickle Cell Anemia/Crisis
203. Thrombocytopenia
204. Acute Leukemia
205. Amenorrhea
206. Pelvic Inflammatory Disease
207. Dysfunctional Uterine Bleeding
208. Pelvic Pain/Dysmenorrhea
209. Ectopic Pregnancy
210. Placenta Abruption
211. Endometriosis
212. Placenta Previa
213. Fetal Distress

214. Premature Rupture of Membranes
215. Intrauterine Pregnancy
216. Spontaneous Abortion
217. Mastitis/Breast Abscess
218. Vaginal Discharge
219. Ovarian Cysts
220. Vaginitis
221. Anxiety Disorders
222. Bipolar and Related Disorders
223. Depressive Disorders
224. Neurocognitive Disorders
225. Panic Disorder
226. Posttraumatic Stress Disorder
227. Schizophrenia Spectrum and Other Psychotic Disorders
228. Spouse or Partner Neglect/Violence
229. Substance Use Disorders
230. Suicide

COURSE POLICIES

TEAMS Discussions

We will be using TEAMS for class discussion. The app will assist you in getting help fast and efficiently from classmates and faculty. Rather than emailing public questions only to the faculty, we encourage you to post your questions on TEAMS. This will allow all class members to view answers and contribute to discussions. Please feel free to give input and answer other students' posts. A good way to learn is to teach. Please be sure postings are HIPAA compliant and contain no protected health information (PHI). Private communication about sensitive material should be directed to the email of the course director. Technical issues may be resolved by visiting the helpdesk website https://it.ufl.edu/helpdesk/ or calling 352-392-4357.

Attendance

Attendance is mandatory for all exams, labs and clinical site sessions. Please see the School of Physician Assistant Studies attendance policy for additional guidance and detail.
https://pa.med.ufl.edu/student-support/policies-and-procedures/attendance-policy/

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the College of Medicine's ADA Representative, Mr. Jim Gorske (jgorske@ufl.edu), who will distribute the accommodation letter to either the didactic year coordinator or the clinical year coordinator, as well as the testing center. Students with disabilities should follow this procedure as early as possible. The University encourages students to register with the DRC as soon as they begin the School of Physician Assistant Studies or upon the verification of a disability.

UF Student Honor Code

"UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Class demeanor expectations include on-time arrival, minimizing disturbance to the presenter and surrounding students, and using electronic devices for academic purposes that are productive and on task while in the classroom.

Recording Policy

(https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf):

• Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular

subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Online Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction within the School of Physician Assistant Studies by completing course evaluations in a timely manner.

Evaluations are completed in one of three ways, depending on course:

1. GatorEvals - for didactic year courses and evaluation of lecturers
2. Exxat – for clinical year sites and preceptors
3. Qualtrics – for longitudinal assessments such as Special Topics, annual surveys and evaluation of residents.

Students will be notified when the evaluation period opens. Evaluations assigned through GatorEvals can be completed via the email sent from GatorEvals, the Canvas course menu under GatorEvals, or the central portal at https://ufl.bluera.com/ufl. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results. Evaluations assigned through Exxat are available via the student dashboard. Evaluations assigned through Qualtrics will be emailed by the PA School. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/.

Software Use Policy

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Campus Health and Academic Resources

Health and Wellness:

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student. Or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: https://counseling.ufl.edu/ 392-1575; for information on crisis services as well as non-crisis services. Dial the University Police Department: 392-1111 or 9-1-1 for emergencies.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273- 4450.

Academic Resources:
E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning- support@ufl.edu. https://lss.at.ufl.edu/help.shtml.Career Connections Center, Reitz Union, 392-1601.

Career assistance and counseling. https://career.ufl.edu/Library Support, https://library.health.ufl.edu/Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. http://teachingcenter.ufl.edu/Writing Studio, 302 Tigert Hall,846-1138. Help brainstorming, formatting, and writing papers. http://writing.ufl.edu/writing-studio/

Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

Sample clinical evaluation scale: Full preceptor evaluation tool available in Exxat.

Critical Deficiencies	**Needs Significant Improvement**	**Developing**	**Meets Expectations**	**Exceeds Expectations**	**Exemplary**
1 = 55	**2 = 65**	**3=75**	**4=85**	**5 = 90**	**6 = 100**