

**Policy: Mandatory Sessions**

<b>INITIAL EFFECTIVE DATE:</b>  October 2017	<b>LAST REVISION DATE:</b>  May 23, 2025	<b>RESPONSIBLE DIVISION/DEPARTMENT/COMMITTEE</b> <ul style="list-style-type: none"> <li>• Curriculum Committee <ul style="list-style-type: none"> <li>○ Foundational Education Subcommittee</li> </ul> </li> </ul>
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<b>POLICY STATEMENT</b>
In-person attendance is highly recommended for all sessions. Attendance at active learning sessions that cannot be reproduced outside the class is mandatory, while attendance at other active learning sessions may be required at the discretion of the course director. Attendance at lectures is not mandatory.

<b>SCOPE</b>
This policy applies to all Academic Year 1 and 2 courses.

<b>REASON FOR POLICY</b>
To support curriculum management

<b>DEFINITIONS</b>	
<b>TERM</b>	<b>DEFINITIONS</b>

<b>RESPONSIBLE PARTIES</b>
Course Directors (for courses) or Unit Directors (for units) Course Coordinators Associate Director for Academic Support Services Assistant Dean for Foundational Education Foundational Education Subcommittee

#### RELATED RESOURCES

#### CONTACTS

Questions about this procedure should be directed towards the Assistant Dean for Foundational Education and Associate Director, Academic Support Services, Office of Medical Education.

#### POLICY HISTORY

**Initial Effective Date:** October 2017

**Review Dates** (*review performed, no updates*):

**Revision Dates** (*updates made to document*): May 23, 2025

**Comments on Revision** (*if applicable*):

### Procedure: Mandatory Sessions

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#### PROCEDURE STATEMENT

- A. Mandatory attendance is deliberate, monitored and enforced.
- Mandatory attendance is determined as specified below (B-D).
  - All sessions with mandatory attendance should be clearly specified in the syllabus, as "Mandatory". This is reviewed and approved during the syllabus review process.
  - Mandatory attendance is monitored by the course coordinator.
  - Sessions with mandatory attendance are not recorded, unless specified by the course director (CD) or Assistant Dean for Foundational Education.
  - Students missing a mandatory session:
    - Are responsible for contacting the CD and obtaining the missing information.
    - Those with excused absences are provided with a makeup assignment. Makeup assignments are at the CD's discretion and may include a quiz, assigned readings, completion of worksheet, project or other assignments.



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- Those without an excused absence forfeit the points for the session. A professionalism incident report may be submitted.
  - Students not attending three or more mandatory sessions are reviewed during the course director meetings.
- B. Lectures are not mandatory.
- Exceptions may be granted by the Assistant Dean for Foundational Education.
  - All lectures are recorded (unless they include patient videos or other sensitive information). Recording should be released to students within 24h after the lecture.
- C. The following active learning sessions are mandatory:
- Laboratory. Students meet in a laboratory where they use specimens to practice their skills.
  - Small-group case-based learning (CBL). Students meet in groups of fewer than 15 and discuss a case. Each small group is facilitated by a faculty.
  - "Meet the Patient". Patients are brought to class to interact with students.
  - Standardized patient encounter (SPE). Standardized patients are brought to class (large- or small- group).
  - Simulation (SIM). Simulation aids and role play situations are used to replicate clinical and household scenarios, allowing students to acquire skills through deliberate practice.
- D. The following active learning sessions may be mandatory, as specified by the CD:
- Flipped classroom (FC). Students prepare for class through readings or by watching recorded material; during class, students solve problems and cases and/or answer questions.
  - Team-based learning (TBL). Like the FC except it has a set format: Individual followed by a Group Readiness Assurance Test (IRAT/GRAT), followed by application exercises.
  - Problem based learning (PBL). Students work in small groups to define their own learning objectives as they discuss the case. Subsequently they do independent, self-directed study before returning to the group to discuss and refine their acquired knowledge.
  - Application exercises (AE). Students work in groups or individually to complete a worksheet or concept map, solve a problem, or answer questions. Preparation is highly recommended but not required.
  - Large-group CBL. Students meet in groups of three to five within the large classroom and discuss a case using the same format as small groups CBL. The activity has only 1-3 facilitators for the entire class
  - Large-group case-based discussion (CBD). Students meet in the large classroom to discuss clinical cases or scenarios, current events, policy or procedures. CBD discussions are guided by faculty; the format may vary, and include questions, worksheets, etc.
- E. Compliance with this policy is reviewed by the Foundational Education Subcommittee at the end of the year during the annual report and based on needs.