STUDENT HANDBOOK

2016 – 2017

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# TABLE OF CONTENTS

Message from the Dean .......................................................... 8

UNIT I: INTRODUCTION TO THE CENTRAL MICHIGAN UNIVERSITY ................................................. 9

COLLEGE OF MEDICINE ......................................................................................................................... 9

   OUR HISTORY ........................................................................................................................................ 9

   THE COLLEGE OF MEDICINE ........................................................................................................... 9

   ACCREDITATION STATUS ............................................................................................................... 10

   THE COLLEGE OF MEDICINE MISSION .......................................................................................... 11

   THE COLLEGE OF MEDICINE VISION ............................................................................................ 11

   THE COLLEGE OF MEDICINE ........................................................................................................... 11

   THE COLLEGE OF MEDICINE CAMPUSES – MOUNT PLEASANT, SAGINAW, AND DETROIT ....... 11

   COLLEGE OF MEDICINE ADMINISTRATIVE AND ACADEMIC LEADERSHIP .................................. 12

   OSA AND OME STAFF AND ADMINISTRATION ............................................................................. 12

   ADMISSIONS ...................................................................................................................................... 13

   FINANCIAL AID ............................................................................................................................... 13

   OFFICE OF THE DEAN .................................................................................................................... 13

   MEDICAL EDUCATION ...................................................................................................................... 13

   OFFICE OF ADMINISTRATION ......................................................................................................... 13

   OFFICE OF STUDENT AFFAIRS ........................................................................................................ 13

   CLINICAL SKILLS CENTER ............................................................................................................. 13

   OPPERMAN LEARNING COMMONS .................................................................................................. 13

   CMED RESEARCH BUILDING ........................................................................................................... 13

UNIT II: THE LEARNING ENVIRONMENT ............................................................................................. 14

   THE TECHNICAL STANDARDS ........................................................................................................... 14

   ASSESSMENT OF STUDENT’S ATTAINMENT OF APPROPRIATE PROFESSIONAL ATTRIBUTES ........ 19

   MECHANISMS FOR FACULTY AND/OR STUDENTS TO REPORT UNPROFESSIONAL BEHAVIOR .19

   MAINTAINING APPROPRIATE CANONS OF PROFESSIONAL BEHAVIOUR IN EDUCATIONAL AND CLINICAL SETTINGS .................................................................................................. 19

   ATTRIBUTES OF COLLEGE OF MEDICINE MEDICAL STUDENTS .................................................... 20

   CENTRAL MICHIGAN UNIVERSITY CODE OF ACADEMIC AND PROFESSIONAL INTEGRITY ......21

   THE HONOR CODE PLEDGE FOR CLINICAL SKILLS AND SIMULATION PROGRAMS .................. 22

   COLLEGE OF MEDICINE CLASS OATH ........................................................................................... 23
REFUND POLICIES FOR UNIVERSITY CHARGES ................................................................. 52
CONSULTATIONS ON LEARNING AND STUDY STRATEGIES ........................................ 53
LEARNING AND STUDY STRATEGIES SELF-ASSESSMENTS ....................................... 53
PEER TUTORING ............................................................................................................. 54
REQUEST A TUTOR .......................................................................................................... 54
BOARD PREPARATION RESOURCES FOR THE USMLE STEP 1, STEP 2 CK, AND STEP 2 CS ... 54
ONLINE RESOURCES ON LEARNING AND STUDYING ................................................ 55
UNIT V: ASSISTING WITH COMPLIANCE ...................................................................... 55
IMMUNIZATION AND TESTING ....................................................................................... 55
HEALTH/DISABILITY/NEEDLESTICK INSURANCE INFORMATION FOR NEW AND RETURNING COLLEGE OF MEDICINE STUDENTS ........................................................................ 58
NEEDLESTICK AND DISABILITY INSURANCE ................................................................ 59
RESPIRATOR FIT TESTING AND UNIVERSAL PRECAUTIONS TRAINING ...................... 60
   CRIMINAL BACKGROUND CHECKS – US STUDENTS .................................................. 60
   CRIMINAL BACKGROUND CHECKS – CANADIAN STUDENTS ................................... 60
UNIT VI: OFFICE OF STUDENT AFFAIRS ........................................................................ 60
AND OFFICE OF MEDICAL EDUCATION SERVICES ..................................................... 60
FINANCIAL AID COUNSELING ....................................................................................... 60
CAREER COUNSELING .................................................................................................. 61
FACULTY ADVISOR PROGRAM ...................................................................................... 61
MENTOR PROGRAM ....................................................................................................... 62
NAME CHANGE REQUESTS ........................................................................................... 62
COLLEGE OF MEDICINE TRANSCRIPTS/LETTERS OF GOOD STANDING/ENROLLMENT VERIFICATIONS ....................................................................................................................... 62
STUDENT INTEREST GROUPS (SIG) AND ORGANIZATIONS ........................................... 63
STUDENT KEY FOBS (STUDENT ACCESS TO COLLEGE OF MEDICINE) ....................... 63
COLLEGE OF MEDICINE STUDY ROOMS ........................................................................ 63
LOCKERS – MOUNT PLEASANT CAMPUS ...................................................................... 64
CENTRAL MIGHGAN UNIVERSITY ID .......................................................................... 64
ID FOR CLINICAL SITES ................................................................................................. 64
GLOBAL ID ...................................................................................................................... 64
CENTRALLINK ................................................................................................................. 65
STUDENT DRESS CODE AND PERSONAL APPEARANCE ................................................ 65
RESIDENCY APPLICATION ASSISTANCE ........................................................................................................... 65
REQUEST FOR REIMBURSEMENT FOR STUDENT EXPENSES FOR TRAVEL AND COSTS TO PRESENT RESEARCH AT REGIONAL AND NATIONAL MEETINGS .................................................................................. 66
MEDICAL SERVICES ON CAMPUS AT CMU ........................................................................................................... 66
COUNSELING SERVICES ON THE MOUNT PLEASANT CAMPUS ........................................................................ 67
HOURS/LOCATION ................................................................................................................................................ 68
AFTER HOURS/EMERGENCIES ............................................................................................................................. 68
EXPOSURE TO INFECTIOUS AND ENVIRONMENTAL HAZARDS ........................................................................ 69
EFFECTS OF INFECTIOUS/ENVIRONMENTAL DISEASE OR DISABILITY ON EDUCATIONAL ACTIVITIES ........................................................................................................... 69
UNIT VII: CENTRAL MICHIGAN UNIVERSITY RESOURCES ............................................................................. 72
FOR MEDICAL STUDENTS .................................................................................................................................... 72
COUNSELING (CMU) .................................................................................................................................................. 72
PSYCHOLOGY TRAINING AND CONSULTATION CENTRE (CMU) ...................................................................... 72
SUCCESS COACHES (CMU) .................................................................................................................................... 72
UNIVERSITY HEALTH SERVICES (CMU) ................................................................................................................ 72
WRITING CENTRE (CMU) ....................................................................................................................................... 72
STUDENT DISABILITY SERVICES ........................................................................................................................ 73
MARY ELLEN BRANDELL VOLUNTEER CENTER .................................................................................................... 73
WELLNESS PROGRAM (CoM) ................................................................................................................................... 73
CENTRAL MICHIGAN UNIVERSITY OFFICE FOR INSTITUTIONAL DIVERSITY ................................................. 74
MULTICULTURAL ACADEMIC STUDENT SERVICES .......................................................................................... 74
OFFICE OF DIVERSITY EDUCATION ................................................................................................................ 74
NATIVE AMERICAN PROGRAMS .......................................................................................................................... 74
OFFICE OF LESBIAN GAY BISXUAL TRANSGENDER QUEER SERVICES .......................................................... 75
PARK LIBRARY .............................................................................................................................................................. 75
DINING ............................................................................................................................................................................ 75
STUDENT ACTIVITY CENTRE (SAC) ........................................................................................................................ 75
HOUSING ....................................................................................................................................................................... 75
CHILD CARE ................................................................................................................................................................. 76
PARKING ........................................................................................................................................................................ 76
STUDENT SAFETY ON CMU CAMPUS – MOUNT PLEASANT ............................................................................. 76
STUDENT SAFETY OFF CAMPUS ........................................................................................................................... 76
MESSAGE FROM THE DEAN

Dear students:

It is my honor to officially welcome you to the Central Michigan University College of Medicine. We are a young medical school, and you are partners in a mission vital to the region, state and beyond. You are invited to collaborate with our team of dedicated faculty and staff to ensure our curriculum and support help you thrive in your education and training. You are part of a student group immersed in a novel, evidence-based curriculum that I believe will prepare you for a lifetime of success in the practice of medicine. Our team will facilitate your success and help you experience the joy present in the noblest of all professions. Again, welcome to the CMU College of Medicine.

Sincerely,

George Kikano, MD
Dean
OUR HISTORY Central Michigan University (CMU) opened its doors in 1892, as the College of Education and Business Institute. It was founded to answer a teaching shortage in rural and northern areas of Michigan. In 1895, the Michigan State Board of Education assumed control of the school, renaming it Central Michigan Normal School. On June 1, 1959, with 40 buildings standing on a 235-acre campus and an enrollment of 4,500 students, Central was renamed Central Michigan University, a designation that reengineered the growth in complexity of the school’s academic offerings as well as its physical growth in the post-war period.

Even though so much has changed over the last two centuries, our values today do not stray from those inscribed upon our seal in 1892: Sapientia, Virtus, Amicitia – wisdom, virtue, and friendship. Today, Central Michigan University is one of the nation’s 100 largest public universities, with 20,000 students on its Mount Pleasant campus and another 7,000 enrolled online. CMU encompasses more than 60 locations across the U.S., Canada and Mexico, including 18 centers and cites across the state of Michigan.

CMU offers 200 academic programs at the undergraduate, masters, specialist and doctoral levels. This remarkable university contains nationally recognized programs in entrepreneurship, journalism, music, audiology, education, psychology and physician assistant studies. CMU’s unique offerings also include the only meteorology major in Michigan and the only bachelor’s degree concentration in microscopy in the nation. With accomplished professors, opportunities for students to engage in applied research and world-class facilities, CMU is committed to providing students with a superior learning environment and global perspective to compete in an increasingly complex world.

THE COLLEGE OF MEDICINE Central Michigan University responded to the growing statewide and national physician shortage when its board of trustees approved a medical school in 2008. The CMU College of Medicine building on the campus of CMU opened in 2011 and, with Saginaw hospitals Covenant HealthCare and St. Mary’s of Michigan in place as partners for educating students and residents, the college welcomed its first class of 64 students in August 2013. In 2014, the College of Medicine welcomed St. Johns Hospital and Medical Centre in Detroit MI as a branch campus of the school. In 2015, a 46,000-square foot educational facility with a 10,000-square foot simulation center opened in Saginaw on the campus of Covenant HealthCare.
The demand for physician services is growing faster than supply, and there is a projected national shortfall of 46,100 to 90,400 physicians by 2025, according to an Association of American Medical Colleges report in March 2015. The same report noted a need of 90,000 to 100,000 primary care physicians by 2025. The Michigan Department of Health and Human Services reported in 2008 that 62 percent of Michigan physicians said their practice is full or nearly full, and most expected to retire from the profession in the next one to 10 years.

There is increasing concern that the communities of central and northern Michigan – including the state’s Upper Peninsula – will be disproportionately affected. Although 20 percent of the U.S. population lives in rural communities, research shows just 9 percent of physicians practice in these areas. In Michigan, the mostly rural central and northern regions of the state’s Upper and Lower Peninsulæ represent a population base of more than 2,000,000 residents. CMU’s location as a gateway to central and northern Michigan, combined with a foundation of health sciences programs and facilities, offers an unrivaled opportunity to train physicians for practice in the state’s most underserved region.

The CMU College of Medicine curriculum incorporates the health issues and concerns prevalent in central and northern Michigan and the Upper Peninsula as the core for student learning of the foundational (basic) and clinical sciences. Clinical skills work begins in the first year and includes training in understanding the patient’s perspective in health care, in how to diagnose and care for patients in medical clinics, state-of-the-art simulations and broad technology integration throughout the learning process.

Additionally, third-year students participate in Comprehensive Community Clerkships, where they are embedded with physicians to care for patients. They obtain in-depth knowledge of the communities and patients and see how a primary practice physician conducts business. These rotations include community involvement at meetings, service opportunities and more. The school’s community-engaged emphasis serves to stimulate research in important diseases that impact residents of central and northern Michigan, such as stroke, diabetes, cancer, heart disease and chronic obstructive pulmonary disease.

**ACCREDITATION STATUS** All North American medical schools offering an MD degree program must receive accreditation by the Liaison Committee on Medical Education (LCME), a joint body made up of equal representation from the American Medical Association (AMA) and the Association of American Medical Colleges (AAMC). Additionally, universities such as Central Michigan University (CMU) must receive accreditation from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Thus CMU is required by the HLC to obtain accreditation for the College of Medicine.
In August of 2009, following CMU Board of Trustees approval, the College of Medicine became an Applicant School approved by the LCME.

THE COLLEGE OF MEDICINE MISSION The CMU College of Medicine will prepare diverse, culturally-competent physicians focused on improving access to high-quality health care in Michigan with an emphasis on rural and medically underserved regions. Our graduates will aspire to excellence in providing patient-centered and evidenced-based care to their patients and communities. We will engage physicians in leading health care transformation, lifelong learning, and team-based education.

THE COLLEGE OF MEDICINE VISION We will facilitate the transformation of health care in mid- and northern Michigan through:

- Delivering innovative programs in medical education;
- Preparing our students to incorporate the College of Medicine values into their daily lives;
- Promoting inter-professionalism and team-based approaches in progressive health care;
- Presenting team-based educational opportunities and programs;
- Creating an inclusive environment supportive of lifelong learning for our graduates, faculty, staff, and partners; and
- Supporting and serving community educational needs across the continuum of medical education.

THE COLLEGE OF MEDICINE VALUES In all that we do we strive for integrity, respect, compassion, inclusiveness, social responsibility, excellence, and innovation.

THE COLLEGE OF MEDICINE CAMPUSES – MOUNT PLEASANT, SAGINAW, AND DETROIT The College of Medicine has three campuses – namely the Mount Pleasant, the Saginaw and the Detroit campuses. The Mount Pleasant campus houses a 60,000 square-foot building designed to provide a variety of study spaces, lounge areas and storage for medical students. In Saginaw, the 46,000-square-foot CMU College of Medicine educational building is located on the campus of Covenant HealthCare. Students and residents train primarily at Covenant Healthcare and St. Mary’s of Michigan. Combined, the hospitals draw patients from 15 surrounding counties with a total regional population of almost 1 million people. With a combined bed capacity of nearly 1,000 (15 percent of which are critical care beds), both hospitals are Level II Trauma Centers. In Detroit, the St. John Hospital and Medical Centre serves as a branch campus for third and fourth year medical students. This facility is a regional-referral teaching hospital with 772 licensed beds with more than 50 medical and surgical specialties.
COLLEGE OF MEDICINE ADMINISTRATIVE AND ACADEMIC LEADERSHIP

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Ed McKee, PhD, Senior Associate Dean, Research/Foundational Sciences Discipline Chair
Marilyn Haupt, MD, Medical Discipline Chair
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(989) 774- 1633

OPPERMAN LEARNING COMMONS
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CMED RESEARCH BUILDING
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(989) 774- 2901
THE TECHNICAL STANDARDS The Technical Standards (Standards of Conduct) were designed by the College of Medicine faculty and administration to ensure students at the College of Medicine were prepared for the study and practice of medicine. As such, the approved standards require students to demonstrate capacity/ability in five broad areas:

1. Perception/Observation
2. Communication
3. Motor/Tactile function
4. Cognition
5. Professionalism (Mature and Ethical Conduct)

Each technical standard will be described in terms of opportunities for development, and examples of materials/encounters in which students throughout the four-year program will have the ability to meet each standard.

1. Perception/Observation: Students must be able to accurately perceive, by the use of senses and mental abilities, the presentation of information.

<table>
<thead>
<tr>
<th>Opportunities for Development</th>
<th>Materials/Encounters throughout the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group discussions and presentations; Large-group, team-based learning sessions; One-on-one interactions; Demonstrations; Patient encounters in the clinical and classroom settings; Diagnostic findings; Procedures; Written material; Audiovisual material</td>
<td>Books; Diagrams/Photographs; Discussions; gross and microscopic studies of organisms and tissues; Diagnostic imaging scans (X-ray, MRI, CAT); Cadaver dissections; Live human case presentations; Patient interviews and physical exams; Examinations with stethoscopes, otoscopes, fundoscopes, sphygmomanometers, and reflex hammers; Verbal communication and non-verbal cues (as in taking a patient’s history or working with a medical team); Live and televised surgical procedures; Childbirth; Online computer searches.</td>
</tr>
</tbody>
</table>
2. Communication: Students must be able to communicate skillfully (in English) with faculty members, other members of the healthcare team, patients, families, and other students, in order to elicit, convey, and clarify information, as well as create rapport, develop therapeutic relationships, and demonstrate each of these competencies.

<table>
<thead>
<tr>
<th>Communication requirements in the first two years of the program</th>
<th>Communication requirements in the last two years of the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answering oral and written exam questions;</td>
<td>Answering oral and written exam questions;</td>
</tr>
<tr>
<td>Eliciting a complete history from a patient;</td>
<td>Eliciting a complete history from a patient;</td>
</tr>
<tr>
<td>Presenting information in oral and written form to preceptors;</td>
<td>Presenting information in oral and written form to preceptors and other members of the health care team;</td>
</tr>
<tr>
<td>Participating in sometimes fast-paced, small-group discussions/interactions;</td>
<td>Participating in sometimes fast-paced, small-group discussions/interactions;</td>
</tr>
<tr>
<td>Participating in group dissections; and</td>
<td>Participating in pathology labs</td>
</tr>
<tr>
<td>Participating in pathology labs</td>
<td></td>
</tr>
</tbody>
</table>

3. Motor/Tactile Function: Students must have sufficient motor function and tactile ability to acquire the knowledge and skills required for the practice of medicine.

<table>
<thead>
<tr>
<th>Opportunities for motor/tactile function Development</th>
<th>Activities designed to assist students in the development and refinement of motor/tactile functions throughout the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend (and participate in) all classes, groups, and activities that are part of the curriculum;</td>
<td>Transporting themselves from location to location;</td>
</tr>
<tr>
<td>Perform a physical examination on a variety of patients;</td>
<td>Participating in classes, small groups, patient presentations, review sessions, dissections, laboratory work, and microscopic investigations;</td>
</tr>
<tr>
<td>Perform diagnostic procedures and tests;</td>
<td>write proficiently; Using a computer;</td>
</tr>
<tr>
<td>Provide general and emergency patient care;</td>
<td>Performing a complete physical exam including observation, auscultation, palpation, percussion, and other diagnostic maneuvers;</td>
</tr>
<tr>
<td>Function in outpatient, inpatient, and surgical venues;</td>
<td>Performing simple lab tests;</td>
</tr>
<tr>
<td>Perform in a reasonably independent and competent way in sometimes chaotic clinical environments;</td>
<td>Using light microscopes; and</td>
</tr>
<tr>
<td></td>
<td>Performing cardiopulmonary resuscitation.</td>
</tr>
<tr>
<td></td>
<td>Accompanying staff on rounds and conferences;</td>
</tr>
<tr>
<td></td>
<td>Performing venipunctures, thoracenteses, paracenteses, endotracheal intubations, arterial punctures, Foley catheter insertions, and nasogastric tube insertions;</td>
</tr>
<tr>
<td></td>
<td>Taking overnight call in the hospital;</td>
</tr>
</tbody>
</table>
Demonstrate these competencies. | Performing physical, neurological, gynecological, pediatric, and obstetric examinations (with the appropriate instruments); Maintaining appropriate medical records; Acting as second assistant in the OR (retracting, suturing, etc.).

4. Cognition: Students must be able to demonstrate higher-level cognitive abilities.

<table>
<thead>
<tr>
<th>Required Cognitive Abilities</th>
<th>Examples of opportunities to develop and demonstrate required cognitive abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rational thought</td>
<td>Understanding, synthesizing, and recalling material presented in classes, labs, small groups, patient interactions, and meetings with preceptors;</td>
</tr>
<tr>
<td>Measurement</td>
<td>Understanding 3-dimensional relationships, such as those demonstrated in the anatomy lab;</td>
</tr>
<tr>
<td>Calculation</td>
<td>Successfully passing oral, written, and laboratory exams;</td>
</tr>
<tr>
<td>Visual-spatial comprehension</td>
<td>Understanding ethical issues related to the practice of medicine;</td>
</tr>
<tr>
<td>Conceptualization</td>
<td>Engaging in problem solving, alone and in small groups;</td>
</tr>
<tr>
<td>Analysis</td>
<td>Interpreting the results of patient examinations and diagnostic tests;</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Analyzing complicated situations, such as cardiac arrest, and determining the appropriate sequence of events to effect successful treatment; and Working through genetic problems;</td>
</tr>
<tr>
<td>Organization</td>
<td>Integrating historical, physical, social, and ancillary test data into differential diagnoses and treatment plans;</td>
</tr>
<tr>
<td>Representation (oral, written, diagrammatic, 3-dimensional)</td>
<td>Understanding indications for various diagnostic tests and treatment modalities - from medication to surgery;</td>
</tr>
<tr>
<td>Memory</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td></td>
</tr>
<tr>
<td>Clinical reasoning</td>
<td></td>
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<tr>
<td>Ethical reasoning</td>
<td></td>
</tr>
<tr>
<td>Sound judgment</td>
<td></td>
</tr>
</tbody>
</table>
Understanding methods for various procedures, such as lumbar punctures and inserting intravenous catheters; Ability to think through medical issues and exhibit sound judgment in a variety of clinical settings, including emergency situations; Identifying and understanding classes of psychopathology and treatment options. Making concise, cogent, and thorough presentations based on various kinds of data collection, including web-based research; Knowing how to organize information, materials, and tasks in order to perform efficiently on service; Understanding how to work and learn independently; and Understanding how to function effectively as part of a healthcare team.

5. Professionalism (Mature and Ethical Conduct): The four year undergraduate medical education program has established a set of seven general competencies from which all educational program objectives are derived. In keeping with the mission, vision, and social accountability mandate of the school, these seven general competencies provide the framework for all teaching and learning activities. One of these competencies is professionalism. In keeping with our mission and vision, all students must be able to:

- Consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication;
- Promptly complete all assignments and responsibilities attendant to the diagnosis and care of patients (beginning with study in the first year);
- Communicate with, examine, and provide care for all patients—including those whose gender, culture, sexual orientation, or spiritual beliefs are different from students’ own;
- Develop mature, sensitive, and effective relationships, not only with patients but with all members of the medical school community and healthcare teams;
- Maintain sobriety in all academic and clinical environments, refrain from illegal substances at all times, and refrain from inappropriate, illegal or excessive use of legal substances;
- Abide by all state, federal, and local laws, as well as all CMU and CMED codes of conduct;
- Tolerate physically, emotionally, and mentally demanding workloads;
- Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health;
- Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty;
- Take responsibility for themselves and their behaviors;
- Recognize that involvement in patient care is a privilege and must be treated this way at all times; and
- Embrace a service orientation toward patient care.

<table>
<thead>
<tr>
<th>Examples of professional behavior expected throughout the program</th>
<th>Examples of professional behavior aligned with the clinical years of the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending required experiences on time and with an appropriate level of preparation;</td>
<td>Maintaining a professional demeanor on service (e.g. white coat, name tag, appropriate attire, neat appearance, respectful speech, sobriety);</td>
</tr>
<tr>
<td>Handing in assignments on time;</td>
<td>Representing one’s self accurately;</td>
</tr>
<tr>
<td>Zero tolerance for plagiarizing or cheating;</td>
<td>Appreciating and preserving patient confidentiality;</td>
</tr>
<tr>
<td>Treating faculty, staff, patients, their families, and other students with respect;</td>
<td>Responding sensitively to patients’ social and psychological issues;</td>
</tr>
<tr>
<td>Accepting constructive feedback from faculty with open-mindedness and the intention to improve;</td>
<td>Developing empathetic listening skills;</td>
</tr>
<tr>
<td>Making an effort to understand prejudices and preconceptions that might affect patient interactions or collegial relationships (especially in the areas of race and ethnicity, sexual orientation, gender, disability, age, socioeconomic status, and religious differences);</td>
<td>Understanding social biases and stigmas, and not reinforcing them;</td>
</tr>
<tr>
<td>Developing successful working relationships with preceptors, staff, and peers by accepting constructive feedback.</td>
<td>Advocating for patients when appropriate;</td>
</tr>
</tbody>
</table>

Using hospital/clinic resources responsibly;
Being present, prepared, and on time for rounds, lectures, conferences, and procedures;
Obtaining advice when handling ethical dilemmas;
Accepting constructive feedback from attending physicians and residents with
open mindedness and the intention to improve; and
Contributing to the effectiveness, efficiency, and collegiality of healthcare teams.

ASSESSMENT OF STUDENT’S ATTAINMENT OF APPROPRIATE PROFESSIONAL ATTRIBUTES

Professionalism is a competency that is integrated throughout the four year program, but is formally taught in the two-year longitudinal course, the Art of Medicine. Observation of student professional behavior is an ongoing process at the College of Medicine. There are formal assessments of professional behavior throughout the curriculum. Professionalism is one of the competencies that students will be required to master, and both students and residents in training will be expected to display the elements of professional behavior at all times. Students will be asked to demonstrate their knowledge and understanding of professionalism and professional behavior as part of the assessment of the student performance plan. Failure to achieve a satisfactory summative grade for the professionalism component of the program may result in student dismissal from the program.

MECHANISMS FOR FACULTY AND/OR STUDENTS TO REPORT UNPROFESSIONAL BEHAVIOR

The safety and security of the learning environment is of paramount importance to the College of Medicine. As such, the College has effective mechanisms for the reporting of, and prompt response to, any complaints by students, faculty, staff, and/or administration concerning unprofessional behaviors of faculty, staff, administration and students. All students receive an orientation to these reporting mechanisms during their first week of medical school. The mechanisms to report unprofessional behavior are described in the College of Medicine policy entitled Reporting Allegations of Mistreatment of Faculty, Staff, and Students. http://med.cmich.edu/policy/ome/report-mistreatment

MAINTAINING APPROPRIATE CANONS OF PROFESSIONAL BEHAVIOUR IN EDUCATIONAL AND CLINICAL SETTINGS

The College of Medicine faculty established the canons of professional behavior, which are included in the faculty bylaws and endorsed by all faculty and students at the College. Faculty agree to abide by them as one of the conditions of the College of Medicine faculty appointment. The faculty bylaws regarding professionalism include a requirement that all faculty abide by the policies set forth in the AAMC’s Teacher-Learner Compact. Discipline chairs are responsible for ensuring the maintenance of professional behavior by all faculty members in their discipline. All educational settings that are affiliated with the College of Medicine endorse the canons of professionalism set forth by the faculty. All College of Medicine physician affiliation agreements and the affiliation agreements with clinical partner organizations include the requirement that physicians (who are appointed as CMU faculty and are engaged in the instruction of CMU medical students) comply with the College of Medicine bylaws, which includes the Teacher-Learner Compact. Every faculty member receives a copy of the faculty
bylaws. These bylaws are reviewed in faculty orientation sessions, and in annual faculty development sessions.

http://med.cmich.edu/policy/ome/teacherlearner-relationship

**ATTRIBUTES OF COLLEGE OF MEDICINE MEDICAL STUDENTS** The mission of the College of Medicine is to graduate well-educated physicians who strive to attain the highest standards of academic and personal honesty, compassion, integrity, dependability and self-awareness. The College intends that its students are immersed in a safe and positive learning environment, and follow in the altruistic tradition of medicine, placing the welfare of their patients and society above self-interest. The College supports the development of professional behavior through integrated curricular, mentoring, advising, and co-curricular activities. The College of Medicine students are also required to comply with the College of Medicine technical standards for professionalism (mature and ethical conduct).

The College of Medicine is committed to creating an environment that promotes academic and professional success in students and teachers at all levels. This success is dependent on an environment free of behaviors that can undermine the important missions of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although both teachers and students bear significant responsibility in creating and maintaining this atmosphere, teachers bear particular responsibility for modeling appropriate professional behaviors. Teachers must be mindful of this responsibility in their interactions with their colleagues, their patients, and those whose education has been entrusted to them.

It is the responsibility of the College of Medicine to ensure that the learning environment is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty and staff at all locations and is one in which all individuals are treated with respect. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards.

In keeping with the goal of establishing a positive learning environment, the faculty leadership team at the College of Medicine, including the dean, developed a list of personal attributes, interpersonal attributes, and attributes related to the learning environment, medicine and patient care. The College of Medicine expects medical students to develop these attributes as part of their educational experience and contributes to the learning environment:
**Personal Attributes**
- Intellectual curiosity
- Demonstration of strong skills in critical thinking
- A dedication to lifelong learning and self-improvement
- Ethical values, such as honesty, integrity, fairness, and truthfulness
- Demonstration of maturity and emotional stability

**Interpersonal Attributes**
- Strong interpersonal and communications skills
- An appreciation and/or commitment to diversity
- Collegiality and a spirit of teamwork
- Respect for self and others

**Attributes Relational to Medicine and Patient Care**
- Motivation and interest in medicine
- Dedication to duty and a sense of calling and commitment to serve others as a first priority
- Sensitivity, compassion, and interest in patients and others

These medical student attributes and the College of Medicine technical standards are discussed with students during Year 1 orientation, and reviewed again during the Year 3 orientation. Professionalism as a program competency and a required technical standard is formally taught in the Art of Medicine course, with integration of these principles and practices integrated throughout the entire program.

**CENTRAL MICHIGAN UNIVERSITY CODE OF ACADEMIC AND PROFESSIONAL INTEGRITY**
All Central Michigan University students are expected to conduct themselves in an exemplary fashion, according to the standards of conduct articulated in the Central Michigan University Code of Student Rights, Responsibilities, and Disciplinary Procedures. This document pertains to the entire University and all colleges and programs in its domain, establishes the procedures followed and outlines the possible consequences for students found in violation of the "Code of Conduct." The disciplinary procedures outlined in this document do not replace or substitute for filing charges through law enforcement agencies if it is determined that such action is appropriate.

https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx

Additionally, a description of academic integrity and dishonesty is outlined for all Central Michigan University faculty, staff, and students in the Central Michigan University Policy on Academic Integrity. This policy applies to any and all student experiences in which academic credit is involved (e.g., courses, internships, practical, theses).

Because academic integrity is a cornerstone of the University’s commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community, the high value
placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work that students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, as defined by this policy includes:

- Cheating on examinations
- Plagiarism
- Fabrication, forgery, and obstruction
- Multiple submissions
- Complicity
- Misconduct in Research and Creative Endeavors
- Computer Misuse
- Misuse of Intellectual Property

The Central Michigan University Policy on Academic Integrity includes the definition and clarification of each area of academic dishonesty. The policy also outlines expectations for ethical and professional behaviors, the discretion of instructors, Academic Consequences of Violations of the Policy on Academic Integrity, Procedures for Handling Alleged Violations of this Policy, Appeal of an Instructor’s Decision, Formal Proceedings in the Office of Student Conduct, and Proceedings With a Department or Program. Questions regarding this policy or requests for additional clarification can be directed to the Office of Student Life (989-774-3016) or the College of Graduate Studies (989-774-4723). [http://med.cmich.edu/policy/osa/student-misconduct](http://med.cmich.edu/policy/osa/student-misconduct)

**The Honor Code Pledge for Clinical Skills and Simulation Programs** This pledge articulates professional obligations and expectations for student conduct when participating in a Standardized Patient and/or Simulation encounter. In making this pledge, and by signing this pledge, students agree to take responsibility for their own actions. They also accept the responsibility of helping their classmates and colleagues develop professionally.

The Honor Code Pledge reads:

As a member of the Central Michigan University College of Medicine community I will strive to:

- Acknowledge that quality health care and patient safety will always be my prime objective;
- Put forth my utmost effort to acquire the knowledge, clinical skills, attitudes and behaviors required to fulfill all objectives of the educational program and to achieve the competencies deemed appropriate for our chosen discipline;
- Embrace the professional values of honesty, compassion, integrity, and dependability;
- Demonstrate respect for all patients and members of the health care team without regard to gender, race, national origin, religion, economic status, disability or sexual orientation;
• Understand the need for faculty to supervise all my interactions with patients and, as a physician-in-training, learn most from being involved in the direct care of patients and from the guidance of faculty and other members of the health care team;

• Welcome candid and constructive feedback from faculty and all others who observe my performance, recognizing that objective assessments are indispensable guides to improving my skills; and

• Provide candid and constructive feedback on the performance of my fellow students recognizing my life-long obligation as physicians to participate in peer evaluation and quality improvement;

• Address actions or practices on the part of a colleague that significantly breach the principles of honor and integrity. If I believe that another student’s behavior violates the Honor Code, I am bound by this Code to contact the Essentials in Clinical Skills Director and/or the Director of Standardized Patients.

**COLLEGE OF MEDICINE CLASS OATH**

We, the class of the Central Michigan University College of Medicine, are honored to accept the responsibility to set the foundation on which future classes are to follow. In concordance with the mission of the College of Medicine and with great humility, we swear to uphold these values.

We will recognize our moral and ethical obligation to be honest, truthful and to place patient needs above our own. We will exceed expectations in order to reflect positively on our institution and while doing so, we will hold ourselves to the highest standard of integrity.

Wherever our services may be needed, we will arrive with enthusiasm and exercise our minds’ full potential. We will maintain our physical presence, as well as our mental and emotional connection to our patients. And in doing so, we will strive each time to heal with compassion, not just to provide a cure.

We commit to serving our communities and to embracing the social responsibility to those around us. Our hands, minds, and voices have the ability to alleviate suffering, and we will use these tools to reach underserved areas in our time here and hereafter.

We will strive for novel ways to promote and maintain better health in our practice of medicine. With a firm belief in our skill set, we will not be afraid to challenge the status quo. We will remain conscientious that our purpose is to serve others in the best ways possible and with this, our spirit of innovation will be clear to our communities, peers and patients.

We will respect the privacy of our patients as they disclose personal information to us in complete confidence. Furthermore, patient autonomy will be in the forefront of our decision making and we
will treat all patients and colleagues, regardless of background or circumstance, with the utmost respect and humanity. We will treat our own selves with similar respect, so that we may strive for wellness and be in a position to treat others.

We will forge a new path in healthcare and this must include the knowledge of many. We will work to hear the needs of our community. We will work to distribute and promote resources to all communities and to be inclusive in our medical endeavors. We value the scientific rigor necessary for our success and we will work to maintain the highest medical knowledge, so that our patients will receive excellence in their care. We commit to lifelong learning and teaching.

We will appreciate the art as well as the scientific practice of medicine, in the best interest of our patients, our teachers and those to follow in our path. It is with gratitude for our loved ones and for our supporters that we take this oath.

RESPONSIBILITIES OF FACULTY AND STUDENTS IN MAINTAINING PROFESSIONAL RELATIONSHIPS The expectations of the conduct of students and faculty regarding the teacher-learner relationship fall under the responsibilities regarding professionalism that are outlined in the faculty bylaws and the CMU student handbook. Expectations of faculty and student conduct are included in the faculty bylaws and this Student Handbook. These expectations are grounded in the AAMC’s Teacher-Learner Compact and adapted for use with both medical students and residents, who are designated as ‘learners’ and ‘physicians-in-training.’ Click on the following link to open the College of Medicine policy entitled Standards of Conduct for the Teacher Learner Relationship.

http://med.cmich.edu/policy/ome/teacherlearner-relationship

REPORTING OF ALLEGATIONS OF MISTREATMENT OF STUDENTS, FACULTY, STAFF, AND/OR ADMINISTRATION Students, faculty, staff, and/or administrators who feel they have witnessed or been the subject to conduct outside of a respectful teacher/staff – learner relationship including discrimination, harassment, or abuse are encouraged to submit their concern. Concerns may be submitted anonymously through the Praise/Concern Card process. This process allows an individual to provide the College of Medicine Office of Student Affairs with pertinent information about the alleged mistreatment incident. The Office of Student Affairs is required to investigate the allegation as outlined in the College of Medicine policy entitled Reporting Allegations of Mistreatment of Students, Faculty, and/or Staff.

http://med.cmich.edu/policy/ome/report-mistreatment

To submit a concern anonymously, click here. To submit a concern without remaining anonymous, email CMEDsecure@cmich.edu or discuss the report or alleged violation with one of the following individuals:
- Director, Student Affairs
- Senior Associate Dean, Academic Affairs
• Associate Dean, Clinical Education
• Director, Student Affairs
• Assistant Director, Student Affairs
• Dean, College of Medicine
• small group facilitators (faculty)
• Course directors
• Clerkship directors
• Preceptors
• CMU Human Resources
• Research Advisor
• Faculty Advisor

These individuals may intervene in an informal fashion to provide feedback to faculty members with the goal of improving the teacher-learner interaction and the learning environment. If an initial investigation identifies the possibility of faculty misconduct that may represent a violation of the Standards of Conduct for the Teacher-Learner Relationship or CMU policies, a formal review will be immediately initiated following the procedures outlined in the College of Medicine Bylaws and Faculty Handbook. If the severity of the conduct clearly violates the expectations for the performance of faculty as outlined in the faculty bylaws, the chair of the faculty member’s discipline will be asked to review information related to the incidents. Possible outcomes include warnings, formal sanctions (resulting in a letter that will remain in the faculty member’s file for the purposes of monitoring and documentation), or faculty dismissal and/or nonrenewal of the faculty contract.

In any event, if the conduct is of a criminal nature the CMU Police or other appropriate law enforcement officials will be contacted immediately:
https://www.cmich.edu/fas/police/Pages/default.aspx

In addition, students are encouraged to report possible sexual, racial, or ethnic discrimination, including harassment to the CMU Office of Civil Rights and Institutional Equity:
https://www.cmich.edu/office_president/OCRIE/Pages/default.aspx

STUDENT, FACULTY, STAFF, AND/OR ADMINISTRATION MISCONDUCT Personal conduct and professional behavior are among the competencies assessed for all College of Medicine courses and are among the benchmarks for recommendation of the Student Performance and Conduct Committee (SPCC) for student promotion.

At the College, misconduct may be observed in the area of academic misconduct (e.g., plagiarism, cheating, etc.), professional misconduct (e.g., failure to respect patient confidentiality, misuse of a computer information system, misuse of an on-call room, etc.), or personal misconduct. The SPCC has the responsibility for dealing with all categories of Student Performance. The College of Medicine allegations are subject to SPCC review procedures. The CMU Code of Student Rights, Responsibilities and Disciplinary Procedures is found in the CMU Graduate Bulletin, as well as on the CMU website:
This code applies to all College of Medicine students. In certain circumstances, if a College of Medicine student is found in violation of the CMU code, the SPCC will refer that student to CMU’s Office of Student Conduct and they will decide the appropriate disciplinary action. This will be determined on a case by case basis.

**Reporting of Alleged Student, Faculty, Staff, and/or Administration Misconduct**

1. Anonymous complaint/allegations relating to student, faculty, staff, and/or administration misconduct, will be considered to the extent possible but may not result in any formal action. Complaints can be made by clicking here.

2. Complaints may be made to the Dean, College of Medicine, Senior Associate Dean, Academic Affairs, Course Director, Clerkship Director, Director, Student Affairs, Director, Student Affairs, or Assistant Director, Student Affairs in writing, orally, or by email. When a complaint is received by someone other than these, it shall be referred to the aforementioned faculty and administrators for review. Each complaint will be addressed on a case by case basis.

3. Praise and Concern cards may be filed as hard copy or electronically via CMEDsecure@cmich.edu. Hard copies of the praise and concern cards will also be available in the student lounge in the College of Medicine building, in the Office of Student Affairs, and on the Saginaw Campus in the medical education office. They can be returned in a drop box in the College of Medicine student lounge and medical education office on the Saginaw campus. Faculty and staff can access a drop box in the faculty and staff kitchen, located on the 2nd floor of the main building.

4. Potential criminal misconduct should be reported to the proper legal authorities.

5. Once complaints are made via online cards, orally, or verbally, the person (first point of contact) receiving the complaint information will fill out a complaint form (found in the Office of Student Affairs) and submit it to the Office of Student Affairs for tracking purposes; i.e. date of initiation, complaint itself, persons involved, next steps/resolution, if any. The person can also meet with Office of Student Affairs staff who can assist them in filling out the complaint form.

6. The process for review/reconsideration of allegations will follow the procedures outlined under the Student Review, Remediation, and Promotion found in Section Three of this handbook.

**CHEMICAL IMPAIRMENT** The College of Medicine Technical Standard of Professionalism described in the Section two of this Handbook, state that all students must “Maintain sobriety in all academic and clinical environments, refrain from illegal substances at all times, and refrain from inappropriate, illegal or excessive use of legal substances.” Sobriety is expected in all academic and clinical environments. Chemical impairment is considered an inability to perform the duties fully expected of medical students due to the acute or chronic use/abuse of alcohol or drugs, including inappropriate use/abuse of prescription drugs.
The College of Medicine administration, staff, and faculty believe healthy medical students learn and prosper in their profession and life. We want to assist our students in creating a life balance that carries them through and beyond medical school. Challenges to this may surface on occasion, including issues dealing with illicit substances. The College of Medicine and the Office of Student Affairs want students to be aware they are not alone in dealing with these issues and referral resources are available to them both on and off campus.

Educational programs and resource information will be posted and made available through the Office of Student Affairs. CMU and community resources including, but are not limited to, University Health Services, CMU Counseling office, and Addiction Solutions. Students with any specific concerns are encouraged to meet with the Director, Student Affairs. Discussions will be confidential and, depending on the circumstances, efforts will be made to assist the student with continuation of their schooling.

Students may be asked to undergo a drug screening if there is suspicion of substance use and/or before they enter a clinical setting. Any refusal to test is considered a positive result. Full details and information on this policy can be found here.

Chemically impaired students who have not sought or are not receiving assistance currently will be immediately referred to the SPCC for violation of professional conduct.

PLEASE SEE THE INTERNAL C WEBLINK FOR FORMAL POLICY AND PROCEDURES: http://med.cmich.edu/policy/osa/chemical-impairment

DIVERSITY AT CENTRAL MICHIGAN UNIVERSITY COLLEGE OF MEDICINE  A diverse campus community is inclusive of different backgrounds, religions and cultures, as well as a diversity of opinions. Central Michigan University welcomes and promotes the rich tapestry of humanity - taking the collective talent and knowledge of a diverse body of students from all walks of life to make the world a better place in which to live, work, play and prosper with dignity and respect for the world in which we live. Diversity prepares CMU students to compete and live in a global economy and a global village. It reflects the university’s mission of providing student-centered education and fostering personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.

This mission and commitment to a welcoming and inclusive environment is achieved through the Office for Institutional Diversity and the Office of Civil Rights and Institutional Equity. The Office for Institutional Diversity (OID) periodically assesses the institution's long-term diversity goals. Through its offices and services, OID offers campus-wide programs and activities for students, faculty, and staff that foster better understanding across diverse groups. Programs and activities include:

- 4S Pathways to Academic Student Success program;
• MI GEAR UP;
• Native American Programs Office;
• Office of Lesbian Gay Bisexual Transgender Queer Services;
• Office of Diversity Education;
• Office of Multicultural Academic Student Services;
• Student Transition Enrichment Program; and
• Upward Bound.

The Office of Civil Rights and Institutional Equity coordinates and monitors CMU’s affirmative action/equal opportunity efforts and programs to assure compliance with the Americans with Disabilities Act, Title VII of the 1964 Civil Rights Act, Executive Order 11246, and other relevant state and federal statutes. The office supervises the maintenance of related reports and records, and provides and develops related educational programs and materials. The office also offers guidance and advice to all community members on the university's nondiscrimination and affirmative action policies and procedures, assists departments with recruitment and retention activities, and receives and resolves complaints of discrimination from students, employees, and others.

In particular, five goals or actions articulated in the mission statement directly address the importance of diversity at Central Michigan University:

1. Encourage the practice of values pertaining to professionalism, character and citizenship, including concern for the welfare of humanity, dedication to public service and awareness of the social issues confronting a diverse global society.
2. Create and nurture an environment that attracts and retains students, faculty and staff who embody and promote cultural, racial and global diversity.
3. Provide educational experiences and programs to enhance mutual trust, respect, understanding and sense of community with people from all backgrounds and cultures and to ensure an international and global perspective.

https://www.cmich.edu/office_provost/OID/Pages/default.aspx

The College of Medicine defines diversity for its students, faculty, and staff with the following statement:

“The Central Michigan University College of Medicine strives to develop a culture of inclusion and mutual respect. As a core value of the College, diversity encompasses inclusiveness, mutual respect, and varied perspectives. In order to develop an inclusive culture the College recognizes the importance of varied perspectives and experiences in the students we admit and the faculty and staff we recruit and retain. Striving for diversity and embracing inclusiveness in these groups
enriches the learning environment across the continuum of medical education, fosters a more enriching workplace for faculty and staff may help reduce healthcare disparities in the patients that we serve.”

As a cornerstone of creating a diverse and inclusive student body, the College utilizes a holistic admissions program. In particular, we seek to admit students with emphasis on gender, underrepresented groups in medicine, and alignment with the geographic footprint of the college which encompasses medically underserved rural and urban areas in the Upper Peninsula, Mid & Lower Northern Michigan, and the Thumb of Michigan. In our faculty and staff we aim to recruit and retain with an emphasis on gender, underrepresented groups in medicine and veteran status. The College believes that these groups will enhance and enrich the culture of the institution and aligns with the core mission of the College of Medicine – to address the healthcare shortage in rural and urban underserved areas in the College footprint.

**CMU BOARD OF TRUSTEES’ NONDISCRIMINATION STATEMENT** Central Michigan University is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. Unlawful acts of discrimination or harassment by members of the campus community are prohibited.

In addition, even if not illegal, acts are prohibited if they discriminate against any university community member(s) through inappropriate limitation of access to, or participation in, educational, employment, athletic, social, cultural, or other university activities on the basis of age, color, disability, gender, gender identity/gender expression, genetic information, height, marital status, national origin, political persuasion, race, religion, sex, sexual orientation, veteran status, or weight. Limitations are appropriate if they are directly related to a legitimate university purpose, are required by law or rules of associations to which the Board of Trustees has determined the university will belong, are lawfully required by a grant or contract between the university and the state or federal government. Limitations of current facilities related to gender identity/gender expression are excluded from this policy. The president is directed to promulgate practices and procedures to realize this policy. The procedures shall include the identification of an office to which persons are encouraged to report instances of discrimination and a process for the investigation and resolution of these reports/complaints.

[https://www.cmich.edu/office_president/OCRIE/Pages/Nondiscrimination-Statement.aspx](https://www.cmich.edu/office_president/OCRIE/Pages/Nondiscrimination-Statement.aspx)
INTRODUCTION TO THE OFFICE OF MEDICAL EDUCATION The Office of Medical Education is responsible for the oversight of development, organization, and implementation of medical student education. These activities include are class scheduling, evaluation and assessment of students and the education program, and academic success. The office manages the day-to-day administration of the curriculum, the committees, and the individuals responsible for supporting student learning activities. Students are welcome to drop into the office or make an appointment with questions and suggestions or just to learn more about the College of Medicine learning experience.

OVERVIEW OF THE COLLEGE OF MEDICINE FOUR YEAR UNDERGRADUATE MEDICAL EDUCATION PROGRAM

College of Medicine General Competencies and Educational Program Objectives: The four year undergraduate medical education program has established a set of seven general competencies from which all educational program objectives are derived. In keeping with the mission, vision, and social accountability mandate of the school, these seven general competencies provide the framework for all teaching and learning activities throughout the four year program as follows:

1. Patient Care: Students must provide patient-centered, individualized care that is compassionate and effective for the treatment of health problems and the promotion of health.
   - Gathers essential and accurate information about the patient
   - Provides guidance to patients regarding diagnostic and therapeutic decisions based on patient information, current scientific evidence, and clinical judgment
   - Develops and carries out patient management responsibilities completely
   - Provides effective health maintenance and anticipatory guidance
   - Performs medical and invasive procedures competently
   - Uses information technology to optimize patient care
   - Counsels and educates patients and their families

2. Medical Knowledge: Students must demonstrate knowledge regarding clinical, and cognitive (epidemiologic and social/behavioral) sciences and the application of this knowledge.
   - Demonstrates an inquisitive and analytic thought process to clinical situations
   - Demonstrates knowledge of the normal and healthy structure and function of the body (as an intact organism) and each of its organs
   - Demonstrates knowledge of various causes of disease and the ways in which they impact the body (pathogenesis) including genetic, developmental, metabolic, toxic, microbiologic, autonomic, neoplastic, degenerative, immunologic, and traumatic etiologies
   - Demonstrates knowledge of the altered structure and function (pathology and pathophysiology) of the body and organ systems.
   - Therapeutics with Pharmacologic Interventions and Medication Classes
• Recognizes acute life threatening patient presentations and institutes fundamental life support

3. Practice-Based Learning and Improvement: Students must investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices.

• Locates, appraises and assimilates evidence from scientific studies related to health problems.
• Analyzes practice experience and performs practice-based improvement.
• Demonstrates professional behaviors
• Applies knowledge of study design and statistical methods to evaluate
• Uses information technology to manage information, access online medical information, and support one’s own education.

4. Interpersonal and Communication Skills: Students must be able to demonstrate interpersonal and communication skills that result in effective information exchange and collaboration with patients and those important to patients (spouses, caregivers, family, trusted friends, significant others, etc.) and with professional associates.

• Communicates effectively to create and sustain a therapeutic and ethically sound relationship with patients
• Uses effective listening skills and elicits and provides information using effective nonverbal, explanatory, questioning, and writing skills
• Works effectively with others as a member or leader of a health care team or other professional group

5. Professionalism: Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

• Demonstrates respect, compassion, accountability, integrity, and responsiveness to each patient's needs and to society's needs while superseding self-interest; demonstrates a firm commitment to excellence and ongoing improvement
• Demonstrates respect for confidentiality of patient information
• Demonstrates sensitivity and responsiveness to a diverse patient population including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation

6. Population and Community Health: Students must demonstrate knowledge of public health methods and research and the application of each to improving the care of patients in their practice. In addition, students must demonstrate knowledge of application of these same methods and research to improving the health of their local communities.

• Obtains and uses population health principles and information about populations of patients in the communities to provide care for both individuals and groups of patients
• Obtains and uses information about populations of patients in the base communities of their medical education as a member of the practice team designing programs to improve local community health
• Applies knowledge of population health study designs and statistical methods to evaluate results of clinical studies and other information on diagnosis and therapeutic interventions to create clinical decisions rules and clinical care guidelines
7. **Systems-Based Practice:** Students must demonstrate an awareness of and responsiveness to the larger context and system of healthcare and the ability to effectively call on system resources to provide care that is of the optimal value.

- Works as a team member and develops team leadership skills
- Knows how types of medical practice and delivery systems differ from one another. Understands methods and the corresponding demand to control health care costs and allocates resources to maximize value-based outcomes.
- Advocates for quality patient care and assists patients in navigating system complexities
- Understands the impact of health care delivery on other providers, society, and systems and how these factors affect individual practices.

**DESIGN OF THE CURRICULUM – THE PROGRAM EDUCATIONAL PRINCIPLES**

The mission of the CMU College of Medicine is to prepare physicians who will work to improve access to high quality health care throughout Michigan. The emphasis therefore in the MD program is on rural and medically underserved regions. The graduates of this program will aspire to excellence by providing patient-centered and evidence-based care to their patients, and their communities. The program will prepare these graduates to lead the transformation of health care by instilling the skills of lifelong learning and team-based approach to health care.

The Curriculum Committee of the College of Medicine has approved and adopted the following principles that shape its curriculum development and implementation:

1. The curriculum will reflect the Mission and Vision of the College of Medicine.
2. The curriculum will be learning and learner-centered.
3. All instructional activities will be objectives-based and learners will be assessed on those objectives.
4. Instructional activities will be patient- or community-focused, using cases, the Clinical Presentation model, simulations, etc.
5. There will be early clinical experiences in community physician offices starting in Year I.
6. Faculty will employ multiple learner and learning-centered, active instructional strategies
   - Large group interactive sessions (including Team-Based Learning and the Clinical Presentation Model)
   - Small group case-based sessions (PBL and team based cases)
   - Standardized patients, manikin-based simulation, and psychomotor task training
   - Self-study
   - Tutorials (electronic and/or face-to-face)
   - Formative assessments and feedback
7. We will seek community engagement in all four years.
8. Normalcy, health and wellness, and human growth and development will be emphasized throughout the curriculum.
9. Student assessment data and program evaluation data will be used for course revision to ensure the curriculum goals are met.
10. Each course will provide students the opportunity to develop and practice the skills necessary to become lifelong, independent learners.

11. The curriculum committee will conduct regular systematic reviews of the curriculum (course objectives, content, instructional activities and assessment/feedback) and will make recommendations for improvement.

12. Foundational sciences and clinical sciences will be integrated throughout the curriculum as defined in the following diagram:

| Vertical Integration -- (integration of the medical school curriculum across all 4 years) | Horizontal Integration -- (integration of the medical school curriculum across courses and disciplines) |
| True vertical integration refers to the interweaving of clinical skills and knowledge into the basic science years and, in turn, reinforcing and continuing to teach basic science concepts as they apply during the clinical years. | Horizontal integration refers to identifying concepts or skills, particularly those that are clinically relevant, that cut across, for example, the basic sciences and then using these as an integrated focus for presentations, clinical examples, and course materials. |

YEARS ONE AND TWO OF THE PROGRAM

Orientation Week: The program begins with a one-week student orientation to, and overview of, the four-year curriculum and to the various learning modalities including the Problem-Based, Case-Based, Clinical Correlates, and Team-Based models they will encounter while at the College of Medicine.

Orientation of Year 2: The second year of the program begins with a four hour student orientation to curriculum and USMLE Step 1 exam preparation.

Foundational Sciences of Medicine: The 18 week Foundational Sciences course is divided into two 8-week blocks with a CARES week at week 9 and week 18. In addition, three longitudinal courses: Society and Community Medicine, Essentials of Clinical Skills, and the Art of Medicine begin at this time and continue throughout the first two years.

In keeping with the integrated model of medical education, the Foundations of Medicine course includes content in Anatomy, Embryology, Physiology, Biochemistry, Cell Biology, Microbiology, Nutrition, Genetics, Immunology, Pathology, Pharmacology, and Neurology, presented in an integrated fashion around common clinical presentations. As a foundational course focused on normal human functions, it is designed to provide a common baseline of information for students prior to beginning the organ systems courses.
Each of the three longitudinal courses have a focus for further horizontal and vertical integration in student learning of content, skills, and behaviors. The **Society and Community Medicine** course integrates population and public health concepts with individual and community needs, health, and healthcare access, providing essential context for ethical, cultural, legal and organizational concepts.

The **Essentials of Clinical Skills** is an integrated clinical, diagnostic, and therapeutic skill development course. Emphasis is placed on history-taking, physical examination, and diagnostic skills presented by body systems. Within the Essentials of Clinical Skills course there is a longitudinal half-day clinical placement in a primary care physicians practice in the Mount Pleasant area. This placement is called the **Initial Clinical Experience (ICE)** and serves as the Clinical laboratory in which students apply the content behavior and skills learned in the other Foundational Course and Organ Systems Courses. Students in ICE learn to become keen observers of the clinical environment and the healthcare team from the patients’ perspective as well as that of the health care team. As interviewing and physical examination skills increase, students will begin to interact with patients, always aware of the multi-faceted patient care environment.

The **Art of Medicine** course explores foundational elements of professionalism, ethics, humanities and self-care in the medical profession.

Interspersed between courses are a series of week-long experiences known as **CARES** as an acronym for:

- Continuous Improvement/Curriculum
- Assessment
- Reinforcement/Remediation
- Evaluation
- Skills

As envisioned, **CARES** weeks serve as a means of continuous quality improvement by providing an opportunity for student input and evaluation of their curricular experiences, opportunity for assessment of student progress, reinforcement of learning concepts and skills, and remediation if necessary.

**Organ systems courses** begin following the winter break and Transition week in Year 1. In order, the first-year organ systems courses are **Reproductive/Human Development – 6 weeks**; **Cardio/Pulmonary – 7 weeks**; and **Renal/Endocrine – 6 weeks**. Each course focuses on wellness and disease and is followed by a C.A.R.E.S. week. While all of the medical sciences are integrated in each module, the focus is upon anatomy, physiology, and pathology. A six-week summer recess follows Year 1 and leads to Year 2.

In order, the second-year organ systems courses are **Neurosciences/Behavior – 8 weeks**; **Gastro-Intestinal – 6 weeks**; **Musculoskeletal/Dermal – 4 weeks**; and **Hematology/Oncology – 4 weeks**
The organ systems courses are followed by SYNAPSE, four-week block of experiences focused on transition to clinical work, studying for the national board examinations, and review of the major content and concepts in the first two years.

Course schedules for Year 1 and Year 2 are found at:
https://www.cmich.edu/colleges/cmed/Education/MDProgram/OME/Pages/Curriculum.aspx

YEARS THREE AND FOUR OF THE PROGRAM

Years three and four of the program are the logical extension of clinical and basic science courses of the first two years. The curriculum for years three and four includes a 6-month Integrated Longitudinal Clerkship, which CMED calls the Comprehensive Clinical Clerkship (CCC), a series of 7 required clerkships and 24 weeks of electives which CMED calls the Clinical Clerkship.

The Comprehensive Community Clerkship (CCC) refers to a model of clinical education and training for medical students which occurs in the third or fourth year of medical school. At CMU, the CCC will occur in the third year. The key features of the CCC are: objectives-based; major clinical specialties and their objectives are learned in parallel, rather than in separate “silos”. The CCC is 24 weeks in duration and students are based in primary care practices but learn all specialties. Assessment of content, knowledge, and clinical skills and performance is accomplished using a variety of methods including written examinations, clinical observation and feedback and objective structured clinical examinations (OSCEs).

The CCC at is a clinical experience based in a large rural, small urban, or larger urban Michigan communities. Students are based in primary care practices in groups of 2 as an immersion experience – i.e. that is, they live in and experience the communities to which they are assigned. Rather than learning the major specialties of medicine in separate rotations, the learning experience is integrated in that the specialties are learned in parallel based on the practices in which the student is located. The CCC is based upon specific learning objectives from each of the major specialties and disciplines including obstetrics, gynecology, surgery, psychiatry, pediatrics, and radiology. Students are expected to follow patients that they have seen in the primary practice as they are referred to other specialists for further care. This provides students with an opportunity to follow the course of a patient’s illness and to understand the context in which the patient lives in their community. The CCC communities in which students are placed are carefully selected on the basis of ICD-9 categories to assure the correct mix of patients, presenting problems, health care facilities, and health care providers are available within easy access for them.

The Clinical Clerkship is comprised of a series of seven required clerkships and 24 weeks of electives.
Students have opportunities to complete these clerkships at the following clinical sites:
Saginaw: There are two principal hospitals in Saginaw; Covenant HealthCare and Saint Mary’s of Michigan that will host year 3 and year 4 CMED students. Both sites are referral centers for most of the complex medical care in the region including:

- Pediatric Intensive Care Unit
- Regional Neonatal Intensive Care Unit
- Neuro Intensive Care Unit
- Regional Cancer Treatment Center
- Frank Anderson Regional Eye Institute
- Regional Hemodialysis Center
- Regional Trauma Referral Centers
- 24-hour Cardiac Cath Labs

Detroit: St. John Hospital and Medical Center is a 772-bed teaching hospital in Detroit, known for excellence in cardiology, oncology, neurosciences, minimally invasive and robotic surgery, women’s services, pediatrics, and medical education. The Emergency Center, a Level II Trauma Center, has both Chest Pain Center and Heart Failure Center accreditations. It offers an excellence in cancer treatment at the Van Elslander Cancer Center. There is a wide array of pediatric specialists that work in large inpatient pediatric units, PICU, and Level III NICU and Level II Special Care Nursery. This site was named a Blue Distinction Center in both cardiovascular and orthopedic care by Blue Cross Blue Shield of Michigan and Blue Care Network.

Students are assigned by the program to a specific clinical site. Each hospital site meets the International Classification of Diseases (ICD)-9 requirements of CMED – i.e. they all have the required patient base and variety of clinical presentations, in order for each student to achieve the learning objectives developed for each rotation and/or elective experience.

1. General Surgery 4 weeks – Year 3
2. OB/GYN 4 weeks – Year 3
3. Psychiatry 4 weeks – Year 3
4. Hospitalist (Internal Medicine) 4 weeks – Year 3
5. Pediatrics 4 weeks – Year 3
6. Emergency Medicine 4 weeks – Year 4
7. Medicine Sub-Internship 4 weeks – Year 4
   --OR--
   Surgery Sub-Internship 4 weeks – Year 4
8. Electives** 20 weeks – Year 3 and Year 4

** For the electives, students must participate in one four-week elective related to medical patient care, and one four-week elective related to surgical patient care
THE CLINICAL CLERKSHIP ROTATIONS

Surgery: The clerkship is a 4-week rotation on an active general surgery service. This experience serves as an introduction to the foundations of surgery. The time is spent on in-patient service (combined operating suite, emergency room, and in-patient nursing unit, including “on call” experience) and out-patient settings (either academic clinic or private physician practice), divided approximately 80% in-patient and 20% out-patient.

Hospitalist (Internal Medicine): This 4 week course teaches the basic competencies of Hospitalist (IM) pertinent to the care of patients in a clinical setting. Students develop skills for the admission and management of acutely ill patients admitted to the hospital as well as coordinating care in the hospital and discharge planning. Students will be provided with opportunities to develop a problem-oriented method of patient evaluation, and develop a differential diagnosis based on the history, physical examination, laboratory results, and clinical judgement.

Psychiatry: The rotation is a four-week clinical training experience designed to prepare medical students to promote positive behavior changes necessary for the most effective patient care regardless of the students’ ultimate specialty choice. Students will also have the opportunity to observe, interview, examine, and manage a variety of patients with common neuropsychiatric disorders under the supervision of clinical faculty/preceptor.

Obstetrics/Gynecology: Students will provide obstetric and gynecologic care during this four-week long clerkship. As primary care physicians they assume responsibility for primary-preventative health care, including screening testing, counseling, health promotion and patient education, behavioral intervention, an/or consultation to address the major causes of morbidity and mortality in woman. Students will participate in a variety of experiences throughout the clerkship to impact their knowledge, skills, and attitudes regarding health care for woman.

Pediatrics: This four-week clerkship will enable the student to develop core competencies of Pediatrics that are fundamental to all medical students. To accomplish this, it is critical that the student clearly identify the core skills necessary to function as an effective clinician, develop explicit strategies/approaches to performing the core skills of an effective clinician, and perform these core skills in a consistent manner in different contexts.

Surgery – Sub-internship and Medicine – Sub-internship: The overarching goal of the sub-internships is to better prepare graduating students for residency training. Students will be required to manage their patients in a more independent manner than they had at the clerkship level – i.e. they will play a more active role in the work-up, management, and care of their patients. Sub-interns will be required to further develop the cognitive, technical, interpersonal and communication skills with members of the health care team, as well as with patients and families. Sub-interns are expected to provide high-quality care that is evidence-based, cost-effective and individualized to each patient.
Please see the internal College of Medicine weblink for formal policy and procedures: https://med.cmich.edu/policy/ome/elective-rotations

**Program Requirements and Degree Completion Time** Students must successfully complete all required course and clinical work for Years 1 through 4 in order to be awarded the MD degree. These requirements are outlined on the College of Medicine website. Requirements include remaining in good academic and professional standing. Any changes in program policies or requirements are made known to students via several lines of communication, including electronic updates through the Offices of Medical Education and Student Affairs, the College of Medicine website, and student CMU email accounts.

Curriculum website

The standard and preferred time for medical school completion is four academic years. Certain extenuating circumstances may increase this time, however. The maximum time allowed is six academic years. Years 1 and 2 must be completed within three years and Years 3 and 4 must also be completed in three years.

Possible reasons for extension may include remediation, leave of absence, or rarely, a deceleration or reduced academic program. The Student Performance and Conduct Committee (SPCC) will have oversight of any extension of degree completion time. If the student does not complete the program requirements in six academic years, the SPCC will review the student’s record and may request the student withdraw from the program.

https://med.cmich.edu/policy/ome/completion-time

**Deferment Policy** An accepted student may opt to defer their first year. The student must submit a letter to the Office of Admissions stating the reason for deferment. Each request will be reviewed on a case-by-case basis by the admissions committee with final review by the Director, Student Affairs. Requests are granted for only one academic year at a time. Requests for an additional academic year deferment will only be granted in extenuating circumstances. No deferments beyond a total of two academic years will be granted.

https://med.cmich.edu/policy/osa/deferment

**Deceleration/Extended Program Policy** Deceleration (i.e. taking fewer courses than the curriculum schedule dictates) will be difficult due to the integrated nature of the College of Medicine curriculum. This may rarely occur in atypical circumstances at the discretion of the Senior Associate Dean, Academic Affairs, with involvement of the Director, Student Affairs and review by the SPCC. https://med.cmich.edu/policy/ome/deceleration

**Student Assessment and Grading in Year 1-4** The College of Medicine policy entitled Student Assessment and Grading in Years 1-4, outlines the guidelines and procedures followed for the reporting and promotion of students throughout the four-year program.

http://med.cmich.edu/policy/ome/assessment
Required courses in Years 1 and 2 are assessed as Pass and No Pass (Fail). Required clerkships in Years 3 and 4 are assessed as Pass, No Pass (Fail), and Honors. The final grade represents the global assessment of a student in the areas of medical knowledge, skills, and behavior as determined by the approved assessment methods specific to that course or clerkship. For all courses that use numeric marks, the passing standard is 70%; Objective Structured Clinical Exam (OSCE) and/or Essentials of Clinical Skills examinations may define the requirements for a ‘competent candidate’, which may vary from station to station and exam to exam. These will be determined in advance of the exam. For Program Requirements that are not given a numeric mark, the expectations for students to achieve a “Pass” will be explicitly defined in advance and communicated to students.

Prior to the start of each academic year, each required clerkship follows the guidelines approved by the College of Medicine Curriculum Committee to set their specific criteria for pass, no pass, and honors. These criteria are shared with students at the beginning of each clerkship. [https://med.cmich.edu/policy/ome/34promotion](https://med.cmich.edu/policy/ome/34promotion)

**TIMING OF GRADES** Years 1 and 2 grades are expected within 14 business days of course end; Years 3 and 4 grades are expected within 4 weeks of clerkship end. Final course grades will be posted in Central Line and reported to the Office of the Registrar. [https://med.cmich.edu/policy/ome/grade-timing](https://med.cmich.edu/policy/ome/grade-timing)

**DETERMINATION OF GRADES** Grades for each course will be calculated as prescribed in the approved Assessment Plan for each course for that academic year. Any numeric grade will be rounded to a whole number (up from 0.5 or above, otherwise rounding down) and converted to a final “Pass” or “No Pass” determination for reporting on the academic transcript for the corresponding course code.

**GOOD ACADEMIC STANDING** Good academic standing is the designation given when a student has achieved either a “Pass” or “Honors” in a given course and has completed all other program requirements satisfactorily. A student with a “No Pass” in a course(s), un-remediated coursework, or any outstanding misconduct issues is not considered to be in good academic standing. The designation of good academic standing is required for student leadership roles, internships, and research opportunities. On an annual basis, the SPCC will make this designation for each student based upon their academic conduct record.

**EARLY ALERT SYSTEM FOR SUMMATIVE ASSESSMENTS**

1. For courses that have more than two written examinations, a student at risk for academic difficulty will be notified by letter from course directors of the need to discuss performance. At this meeting, faculty members will provide students with a list of additional resources available to the student, depending on the nature of the issue.
2. For courses with only one written examination, student performance in other summative assessments will be monitored for risk of academic difficulty and course
directors will notify students by letter of the need to make an appointment with them to discuss performance.

**Narrative Feedback** When it is possible for faculty to interact with an individual student over time, the course will provide students with a narrative (written) summary of their individual performance in the course. This narrative may include both comments intended for formative feedback and comments intended as a summative description. Summative comments are eligible for inclusion in the medical student performance evaluation (MSPE).

**Course Failure** A student is assigned No Pass if a grade less than the College of Medicine passing standard is earned in any required component of the course, or a single required component of the course is not completed. Additionally, a student is eligible to be assigned No Pass, according to the criteria put forward by the College of Medicine if the student receives one of the following:

- Exceeds the threshold set for comments and concerns for professional behavior as defined by the expectations outlined in Section Two of this Handbook.
- Evidence of cheating or academic dishonesty on any component of the course.

**Deferred Grade/Retake Exams** If a student does not meet the grading requirements in a course, a student may achieve a “No Pass” at the end of a course. In this case, in consultation with the Office of Medical Education, the course directors may assign the student a “deferred” grade for the course. If this is the student’s first deferred grade, the student will be offered an appropriate retake examination. The deferred grade will stand until he/she passes the retake examination. The time of the retake examination is negotiated with the course directors and cannot interfere with any other course (e.g. time of exam cannot be during formal curriculum times). Acceptable times include a CARES week, vacation, or independent study time. Please note, students must achieve a pass score on a retake examination prior to promotion to the next academic semester (promotion period).

The format of the retake exam is at the discretion of the course directors in consultation with the Associate Dean of Compliance, Assessment, and Evaluation.

- If successful in the retake, the student achieves a Pass for the course and the deferred grade is removed.
- If not successful in the retake, the student achieves a No Pass for the course and is referred by the Office of Medical Education to the SPCC. Students will not be allowed

**Review of Grades** Students have the right to request the review of a component of a grade or a final course or clerkship grade as outlined in the College of Medicine policy entitled Review of Course, Clerkship, and Capstone Grade. [https://med.cmich.edu/policy/ome/grade-review](https://med.cmich.edu/policy/ome/grade-review).
FORMATIVE ASSESSMENT AND FEEDBACK Although there may be variation across courses/clerkships in terms of implementation, it is required that formative assessment and feedback be provided to each student during the progression of each course, at the midpoint of the hospital-based clinical clerkship, and monthly during the Comprehensive Community Clerkship. [https://med.cmich.edu/policy/ome/formative-assessment](https://med.cmich.edu/policy/ome/formative-assessment)

EXAMINATIONS IN YEAR 1 AND 2 The timing and number of assessments for all courses is regulated by the Curriculum Committee. All assessments are listed in the course syllabus at the beginning of each course. The frequency of assessments must be sufficient such that faculty and students have a sense of progress towards the required outcomes. All guidelines and procedures followed for the timing of examinations in Year 1 and 2 of the program are found in the College of Medicine policy entitled Scheduling of Assessments and Examinations in Years 1 and 2. [https://med.cmich.edu/policy/ome/scheduling](https://med.cmich.edu/policy/ome/scheduling)

MISSED EXAMINATIONS At the beginning of the academic year, each student will receive a copy of the schedule of summative assessments taking place during the academic year. It will be the responsibility of each student to ensure that no conferences, meetings, appointments or other events are scheduled during these examination time periods. If a student misses an examination due to illness/medical emergency, the student should follow the procedure outlined under Attendance Years 1 and 2 or Attendance Years 3 & 4 to request an excused absence. The student will need to arrange any make-up examinations with the course director. The course director’s decision of date and time will be final. If the required documents are not submitted within the allowable time frame or the absence is not determined to be valid, this will result in an automatic grade of No Pass for the missed examination.

EXAMINATION GUIDELINES At the beginning of each course, the course directors will describe the manner in which students will be assessed. This will include a schedule of major examination dates and times.

The following guidelines apply during every written examination:

- For computer based exams, students will be issued instructions to run an exam compatibility check prior to the exam date. For NBME customized examinations, a sample exam may also be provided. It is the student’s responsibility to complete this compatibility check a minimum of three business days prior to the exam to ensure their computer meets the technical specifications. Student laptops should be equipped with their own power cord.

- Unauthorized personal items and/or devices are not permitted in the testing room. These items include, but are not limited to the following:
  - cell phones
• watches with alarms, computer, or memory capability
• recording/filming devices
• iPods/iPads/other tablets or devices
• beverages or food
• reference materials (books, notes, papers)
• paging devices
• backpacks, briefcases
• calculators
• coats, outer jackets, or headwear (exceptions may be made for religious or medical considerations)

• Students are required to bring their CMU identification card to the exam.
• Beginning and end times for the exam will be strictly enforced. Should a student arrive late for an exam, the student will not receive additional time to complete the exam. Appropriate arrival time will be announced prior to the exam date.
• Proctors will be present during every examination. Students are also expected to abide by the examination guidelines and report any inappropriate behavior during the examination.
• Examinees must be escorted, one at a time, on all personal breaks taken during an examination session. Additional testing time to make up for time lost during absence from the room is not permitted.
• During a scheduled break, students are required to remain in the immediate area of the testing room. Use of electronic devices and communication is prohibited during these breaks.
• Laminated erasable note boards and dry erase markers will be provided for note taking and calculations during the exam. These will be returned to the proctor upon completion of the exam.
• If technical issues arise during the examination, a student will raise his/her hand for proctor assistance.
• No examination question will be changed, interpreted or deleted during an exam. Students will not be allowed to ask questions of the proctors or faculty once the exam has begun. If a student feels a question is written incorrectly, is ambiguous, or has other flaws, he/she can make note of the concern during the challenges. Concerns will be reviewed by the course directors.
• An absence from an exam is addressed in the student attendance policy.

**STUDENT ATTENDANCE IN YEARS 1 AND 2** It is required that The College of Medicine students attend all small-group sessions, Team-Based Learning Sessions, Problem Based Learning Sessions, Initial Clinical Experiences (ICE), Standardized Patient encounters, simulations, labs, all summative examinations, formative quizzes, longitudinal courses. Many sessions are participatory and opportunities for make-up will not be possible. Requirements for attendance are outlined in the
College of Medicine policy titled Attendance – Years 1 and 2. https://med.cmich.edu/policy/ome/12attendance

**Student Attendance in Year 3 and Year 4**
The College of Medicine policy entitled Attendance – Years 3 and 4 applies to required clinical clerkships and the Capstone course during the third and fourth year of the curriculum. Students may be excused for absence for up to 10% of any scheduled clerkship or course days within a given clerkship or course schedule. For example, a student may be excused for up to two days out of 20 during a particular course or rotation. This applies to excused absences, separate from scheduled time off covered in the Duty Hours policy. Missed time in excess of 10% must be remediated for clinical courses and clerkships. This will be alone on a schedule devised by the clerkship or course director. The student will receive a deferred grade until all time is remediated. Attendance is required for all examinations in Year 3 and 4. There are three CMED events for which students are excused from duties: CMU Residency Fair, Match Day and Research Day. https://med.cmich.edu/policy/ome/34attendance

**Duty Hours**
Medical students will be scheduled for clinical duties in compliance with the College of Medicine policy entitled Duty Hours, and may not exceed the duty hour parameters outlined here by schedule or expectation of attendance. https://med.cmich.edu/policy/ome/duty-hours

**Requesting an Excused Absence for Personal/Family Illness or Medical Emergencies**
In circumstances involving illness or other medically related issues that prevent a student from attending a class or completing a mandatory assignment or assessment, he or she must inform the Office of Student Affairs by telephone/email within 24 hours of the scheduled activity/due date. The contact number is (989) 774-7880. Students missing more than 1 day of class due to illness are required to contact the Office of Student Affairs as above. If the student is out for more than 3 days due to illness, the student (or a representative for the student, if the severity of illness requires such) must obtain a Request for Interruption in Student Attendance (RISA) form online or from the Office of the Director, Student Affairs. This form must be presented to the Director, Student Affairs accompanied by a statement from an appropriate licensed health care professional who will be required to indicate that the illness of the student rendered the student incapable of completing the assignment/assessment at the scheduled date and time. All documentation must be submitted to the Director, Student Affairs within one week of the missed assignment/assessment (excluding weekends and statutory holidays). The Director, Student Affairs will document in writing that this was a valid absence. If the required documents are not submitted within the allowable time frame or the absence is not determined to be valid, this will result in an automatic grade of No Pass for the missed assignment/assessment.
In the event of emergencies, for example birth, sudden serious illness, or death of an immediate family member, students should initially inform both the course director and the Office of the Director, Student Affairs of the situation at hand. Documentation verifying the student’s absence must be provided to the Director, Student Affairs within 3 weeks of the event. The Director, Student Affairs will document in writing that this was a valid absence. Timelines may be flexible as the need dictates when extenuating circumstances are present and verifiable. Click here for the RISA form

**LATE ASSIGNMENTS** Mandatory assignments that are handed in past the deadline may receive a “0”/No Pass for the late assignment. Students requesting an extension of the deadline for an assignment must make their request in writing or by email, prior to the due date to the Course director(s).

**ACADEMIC EVENTS** In circumstances involving individual arrangements for a student to attend academically-relevant events, a request for approval must be directed to the Office of the Director, Student Affairs for review and consideration at least 4 weeks in advance of the event using the “Event Approval Form” available online or from the Office of Student Affairs. The Director, Student Affairs, in consultation with any course directors leading course activities affected by the student’s absence, will approve or disapprove the request. It is the responsibility of the student to also provide the Office of Medical Education a written notice at least 4 weeks prior to the scheduled event. It is at the discretion of the Director, Student Affairs to determine whether an approved absence is granted. In determining whether an approval will be granted, the Director, Student Affairs will take into consideration the ongoing performance of the student, the nature of the event, and the justification provided by the student. The Director, Student Affairs will notify the Office of Medical Education and the student of his/her decision within 10 days of receiving the form.

**ADJUSTMENT FOR APPROVED ABSENCES** In the case of valid absences as detailed in this document, and depending on the weight of the missed assignment/assessment, the Course director in consultation with the Director, Student Affairs, and Associate Dean, Compliance, Assessment and Evaluation will determine, taking into account the academic performance and academic need of the student, and in a manner consistent with these Regulations, which one of the following options will be exercised:

i) The student will be given the opportunity to take another comparable examination or assessment, either immediately before the regular assessment or within 10 working days following the end of the missed assessment;

ii) The student may complete a written assessment as part of the remedial exam cycle if assessments cannot be completed within the 10-day period;
iii) In the case of other examinations (such as laboratory exams or OSCEs) an oral examination of the material may be chosen.

**Other Absences** All other absences not falling into the categories above, both excused and unexcused, will be tracked by the Office of Student Affairs. The number of these unexcused absences are up to the discretion of the course directors. Students must also request approval to be excused for these events. An “Event Approval Form” should be turned into the Director, Student Affairs and Office of Medical Education at least 4 weeks prior to the event for review and consideration. The procedure outlined above will be followed.

**Leave of Absence** A leave of absence (LOA) is a temporary suspension of medical school studies for a period of one month or longer, not to exceed one year. [http://med.cmich.edu/policy/osa/leaveofabsence](http://med.cmich.edu/policy/osa/leaveofabsence) Brief absences are addressed in Student Assessment Regulations, in detail, earlier in this section of the handbook. A leave of absence may be voluntary or involuntary. Students may request a voluntary leave of absence from school due to, but not limited to, the following situations:

- Personal illness/health related
- Family illness
- Crisis of personal or family nature
- Research or clinical fellowship programs
- Military duty

A student may request a voluntary LOA to the Director, Student Affairs by completing a Leave of Absence Form. The request form must be completed fully and signed. Students may contact any member of OSA for help with this form and process.

A personal medical leave requires a supporting letter from the student’s personal physician. A second opinion from a physician selected by the College of Medicine may also be required. A ‘release to return to work/school’ letter from the student’s physician is required 6 weeks prior to return. Depending on the individual case and after review by the Advisory Committee, a medical LOA may be renewed.

Under certain circumstances involving academic or professional deficiencies or other concerns, the SPCC may place a student on an involuntary LOA for a period of one month or longer, not to exceed one year. A recommended plan for that student’s LOA and possible return will be developed by the SPCC and given to the student.

If it is determined that a student is a threat to themselves or others, and/or the student could pose other safety issues, the Dean, the Senior Associate Deans, Director, Student Affairs, and/or SPCC has the right to place that student on immediate involuntary LOA, with the SPCC review to take place after this decision and immediate action. Based on the situation, the SPCC will determine the further actions. Please refer to the Financial Aid section of the handbook concerning tuition and leaves of absence.
**VOLUNTARY WITHDRAWAL** Instituted by the medical student, Voluntary Withdrawal is a permanent and voluntary termination of studies. Students wishing to withdraw must submit a written request to the Director, Student Affairs. The request must include the reason(s) for withdrawal and a statement that the student understands that withdrawal is voluntary and permanent. In addition to the written request, it is advised that the student meet with the Director, Student Affairs as well. Students who withdraw will have to reapply to the College of Medicine if they decide to return.

**INVoluntary withdrawal** The SPCC may recommend a student withdraws from the medical education program. Withdrawal in this sense would be permanent termination of studies as a result of failure to demonstrate adequate progress related to academics or conduct at any point in the curriculum. Details about recommendations of withdrawal are found below under Student Promotion, Review, and Remediation Policy.

**Student Promotion, Review and Remediation** The overall policy on assessment and the planning of programs of study leading to the MD degree is the responsibility of the Curriculum Committee. [https://med.cmich.edu/policy/ome/remediation](https://med.cmich.edu/policy/ome/remediation) (policy currently under review)

The Student Performance and Conduct Committee (SPCC), in consultation with the Associate Dean, Compliance, Assessment, and Evaluation, will throughout the academic year monitor the progress of students on a quarterly basis and, where required, provide guidance and direction for the students to assist them in attaining promotion to the next level of their medical school education. The Terms of Reference for the SPCC are found in the [College of Medicine Bylaw document](https://med.cmich.edu/policy/ome/remediation)

The SPCC will be responsible to quarterly and annually review the academic performance of all students. The committee will also be responsible for the review of student conduct. The purview of the committee includes but is not limited to:

- Poor academic performance and failure to achieve a grade of Pass
- Unprofessional conduct
- Behavior that may jeopardize the safety or well-being of any patient or others
- Demonstration of any unethical behavior or activity
- Violation of the Codes, Compact, and Responsibilities as outlined in the College of Medicine Student Handbook, Standards, Conduct, and Professionalism.

A failure to demonstrate adequate progress at any point in the curriculum may be grounds for a recommendation of remediation or withdrawal from the College of Medicine program. The SPCC will recommend to the dean, via the Faculty Council, student promotion, candidate receipt of the MD degree, and disciplinary action related to its purview which may include suspension, censures, and dismissal.
USMLE Step 1 and Step 2 Requirements for Promotion

Students must take the USMLE Step 1 examination prior to starting the year 3 curriculum. Students must take and pass both components (CK - Clinical Knowledge and CS - Clinical Skills) of Step 2 of the USMLE as a graduation requirement. The College of Medicine requirements for both the USMLE Step 1 and Step 2 are outlined in the following policies:

http://med.cmich.edu/policy/ome/step1

http://med.cmich.edu/policy/ome/step2

Graduation

All students, regardless of instructional site/campus, are required to complete all of the requirements as outlined in the College of Medicine policy entitled Promotion and Graduation Requirements. Upon successful degree audit, the SPCC will provide the names of each student recommended for graduation to the College of Medicine faculty for notification to the graduates.

Accomodations in Assessment for Students with Disabilities

The College of Medicine is committed to facilitating the integration of students with disabilities into the university community. Students with disabilities are entitled to reasonable accommodation that will assist them to meet the academic standards as defined in these regulations and to facilitate the student’s progress. Reasonable accommodation may require those responsible for student assessment to exercise creativity and flexibility in responding to the needs of students while maintaining academic and technical standards.

All College of Medicine students, including those with a disability, must be able to meet the technical standards of the medical field and perform the necessary skills required for a practicing physician. All candidates must demonstrate appropriate cognitive skills, perform physical tasks, and demonstrate appropriate or in any way supplement clinical judgment: all of which are requirements for the occupational role of physician.

All College of Medicine students who have been admitted to the program must continue to meet the essential functions and technical standards of the medical curriculum. The College recognizes, however, that some individuals may have disabilities or be temporarily limited in terms of their ability. In order to reasonably accommodate such individuals, some modifications to the assessment process will be considered. However, no accommodation that alters the essential functions or the technical standards of the curriculum will be approved, and accommodations will not compromise patient safety and well-being.

A wide variety of conditions and impairments are defined as a disability. Central Michigan University and the College of Medicine recognize and use the definition of disability as defined by the Americans with Disabilities Act Amendment Act found at:

http://www.ada.gov/pubs/adastatute08.htm#12102
Please see the internal college of medicine weblink for formal policy and procedures:
https://med.cmich.edu/policy/osa/accommodations

Additional information and documentation guidelines can be found at the CMU Office of Student Disability Services:  https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

**ACADEMIC RECORDS** The College of Medicine adheres to a policy of compliance with the Family Educational Rights and Privacy Act (FERPA). The policy (1) permits students to inspect their education records, (2) limits disclosure to others of personally-identifiable information from education records without student’s prior written consent, and (3) provides students the opportunity to seek correction of their education records where appropriate. For more information about FERPA, visit https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Confidentiality.aspx.

**UNIVERSITY RECORDS** Students can access university records such as course registrations, unofficial transcripts, biographical data, and student billing information through the university student portal CentralLink, found at http://centrallink.cmich.edu. Students can submit address changes and obtain proof of enrollment certificates through CentralLink. The College of Medicine Assistant Registrar can assist with university record changes related to name, date of birth, or social security number.

**REVIEW OF COLLEGE OF RECORDS** Student records unique to CMED are currently stored in the ImageNow electronic repository. Such records include matriculation documents, evidence of health insurance, immunization compliance forms, photo release form, verification of criminal background checks, HIPAA and Blood Borne Pathogen review and completion forms, MSPE, Student Promotions and Conduct Committee actions and recommendations and student response (if applicable). Honors and other recognitions, such as acceptance into research, special programs, or honor societies, as well as CVs or personal statements may also be included in the student record. Requests for access specifying the records to be inspected should be made in writing to the College of Medicine Assistant Registrar. The College will comply with a request within a reasonable time, at most within 10 days. Upon reasonable request, a College of Medicine staff member will provide an explanation and interpretation of the educational record. http://med.cmich.edu/policy/osa/academic-review

**DIRECTORY INFORMATION** Directory information may be published or released by the university. Directory information includes such items as: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (of members of athletic teams), dates of attendance, degrees and awards received, and previous educational institution attended by the student.

A student has the right to refuse the designation of all categories of personally identifiable information. If a student exercises this right, no directory information pertaining to the student
will be published or otherwise released to third parties without consent, court order, or subpoena. Any student wishing to exercise this right should contact the College of Medicine Assistant Registrar in writing by September 1 regarding the withholding of all categories of personally identifiable information with respect to that student. This will ensure that their name will not appear in the printed Central Michigan University Directory. Requests after this date will be processed, and although it will not impact the printed directory, it will remove the student’s information from the on-line directory. Once a student has requested the withholding of information, "Directory Information” will be withheld until they submit another request in writing to release it.

UNIT IV: FINANCIAL AID AND DEBT MANAGEMENT

The College of Medicine Financial Aid Office is located in the College of Medicine building in room 1401B. Questions, comments or concerns regarding the financial aid process should be directed to this office. The contact number is (989) 774-1495. The office is open from 8:00 am to 5:00 pm, Monday-Friday on a walk-in or appointment basis. The staff is available to assist students in all aspects of the financial aid process including general information, financial counseling, debt management and loan processing. Please feel free to stop by or call with your questions.

APPLICATION PROCESS After October 1 of each year, the Free Application for Federal Student Aid (FAFSA) will be available online at www.fafsa.gov. By submitting the FAFSA, students will be considered for the loans outlined below. A new application must be submitted each year. The majority of the students who attend the CMED receive financial aid in the form of loans. While scholarship opportunities do exist, the primary funding is from loans. There are no deadlines for filing financial aid applications but the preferred date is March 1. The Central Michigan University school code is 002243.

Upon completion of the FAFSA application, students will be considered for financial aid. The award package is determined according to federal, state, and university regulations and available funding levels for each aid year. The Financial Aid Office considers loan and scholarship eligibility in the order most beneficial to students. Students will be sent an e-mail notice of financial aid, which they must accept or decline. Before accepting the award, students should assess their actual needs. We strongly recommend students establish a budget that is less than the school approved budget. If students are able to live on less than the school approved budget or have outside resources (savings, help from relatives, etc.), they should not
automatically accept the entire award. This will help keep indebtedness to a more manageable level. Students are advised to consider actual needs and accept only what is needed.

UNIVERSITY RESIDENCE POLICY AND INFORMATION Central Michigan University College of Medicine follows the University’s Residence Policy. The policy is found at: https://www.cmich.edu/ess/registrar/RegistrarRegistration/REGREC-- ResidencePolicy/Pages/default.aspx.

The following individuals shall be charged the in-state tuition: Individuals using educational assistance under either Chapter 30 (Montgomery GI Bill® – Active Duty Program), Chapter 33 (Post-9/11 GI Bill®), of title 38, United States Code, and/or the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b) (9)) who lives in the State of Michigan while attending Central Michigan University College of Medicine regardless of their formal state of residence.

TUITION, FEES AND ESTIMATED COSTS FOR FIRST YEAR STUDENTS:

<table>
<thead>
<tr>
<th></th>
<th>Estimated In-State Costs</th>
<th>Estimated Out-of-State Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$39,523</td>
<td>$73,522</td>
</tr>
<tr>
<td>Living Expenses/Transportation</td>
<td>$18,299</td>
<td>$18,299</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$2,630*</td>
<td>$2,630*</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$1,215**</td>
<td>$1,215**</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$64,467</td>
<td>$98,466</td>
</tr>
</tbody>
</table>

* Health Insurance is not provided by the College of Medicine. This is included in the student budget to assist students who do not have coverage to purchase health insurance via the Federal Health Insurance Exchange

** Fees charged by the Direct Loan program at disbursement.

LOANS Several federal loans are available for medical students. These loans are awarded to students each year depending on individual student need and according to current federal regulations. Included in this category are:

- Ford Federal Direct Unsubsidized Loan
- Direct Graduate PLUS Loan

ALTERNATIVE LOANS Alternative loans are those that generally require separate application. These are generally higher interest loans and are not automatically awarded as part of the initial award process.
SCHOLARSHIPS AND GRANTS Most scholarships and grants do not require repayment. These are awarded on the basis of financial need and donor determined academic and/or geographic criteria.

The College of Medicine uses a generic application form that encompasses the required documentation needed for all scholarships. This will include a listing of the required essay question(s). Accepted students will receive an email with both a scholarship application, as well as information on scholarship availability.

SCHOLARSHIP PHILOSOPHY AND SELECTION PROCESS To be considered for need-based awards and scholarships, students must complete the (FAFSA). www.fafsa.gov The philosophy in awarding scholarships is to priority to applicants who best meet the stated scholarship criteria.

NOTIFICATION OF AWARD Recipients will be sent an email to notify them they have been selected to receive the named scholarship, the estimated amount of the award, and whether full disbursement will all take place in the fall or be split equally between the fall and spring. In the fall the recipients will be provided with the name and address of the donor, except in cases where the donor prefers to remain anonymous. This will allow the student to send the donor a letter of appreciation which should include biographical data and career goals. All College of Medicine scholarships that are restricted to Central Michigan University students must be treated as a financial resource. The award will reduce student financial need, and will be included as aid in meeting the student’s overall cost of attendance.

DISBURSEMENT SCHEDULE Financial aid generally begins disbursing on the first day of a new term. To have your aid disbursed, you must have:

- been awarded and have accepted your aid,
- not have any holds on your aid,
- completed required entrance counseling and signed promissory notes (students with loans, only)

If these conditions have been met, aid will disburse first to your University account to pay your tuition, late charges, and other university charges. If the amount of your aid is greater than the charges on your student account, the difference will be sent to your bank account via direct deposit. Note: Year 3 and/or 4 students that are on a vacation period at the start of a term will not have their aid disbursed until they have started an approved clerkship.

MAINTAINING RENEWABLE AWARDS Part time attendance or withdrawal from the college and the university will result in cancellation of any current or future College of Medicine scholarship. Students must maintain good academic standing with the College of Medicine in accordance with the Committee on Student Performance and Conduct Academic
Performance and Conduct Standards to have their scholarship renewed. If financial need is a scholarship requirement, the student must complete a new FAFSA each year.

**PRIVATE SCHOLARSHIPS** Private scholarship may be found on your own or by searching the Web for graduate/professional scholarship opportunities. The Office of Student Affairs is able to assist students with this search.

**SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY FOR FINANCIAL AID** All medical students enrolled at the College of Medicine are considered to be making satisfactory academic progress unless otherwise determined by the Student Performance and Conduct Committee (SPCC). The College of Medicine policy entitled Satisfactory Academic Progress describes the policies and procedures the College abides by in determining student academic progress. [https://med.cmich.edu/policy/osa/academic-progress](https://med.cmich.edu/policy/osa/academic-progress)

**TUITION REFUND POLICY** Information on tuition refund policies specific to students on a Leave of Absence is outlined in the College of Medicine policy entitled Tuition Refund. [https://med.cmich.edu/policy/osa/tuition-refund](https://med.cmich.edu/policy/osa/tuition-refund)

For students who withdraw prior to the first day of classes, 100% refund of tuition will be issued. Once classes begin, refunds will be calculated as follows:
- A refund of 100% for withdrawal during the first week of the term
- A refund of 50% for withdrawal during the second through fourth week of the term
- No refund will be made after the fourth week of the term

**REFUND POLICIES FOR UNIVERSITY CHARGES**
- Students who purchase health and disability insurance will receive a full refund during the first week of class
- University Housing charges a prorated daily rate for time in housing
- Students who purchase a campus parking permit can receive a refund within two weeks of purchase

**ACADEMIC SUCCESS**
Academic Success is led by the Director of Academic Success in collaboration with staff from the Office of Student Affairs and the Office of Medical Education. The goal of Academic Success is to work with medical students and residents and to assist them in developing effective learning and study strategies in support of their academic and professional goals. By offering a variety of learner-centered programs, services, and resources, Academic Success strives to enhance students’ and residents’ academic and clinical learning experiences. Using research-based methods and strategies, educational opportunities include programs, confidential consultations, and online instructional resources focused on timely and relevant topics. Example topics include, but are not limited to, the following:
1. Creating a study plan and daily schedule
2. Developing an academic or educational learning plan
3. Developing study aids and tools (e.g., graphic organizers, flash cards, diagrams, tables)
4. Enhancing retrieval of essential concepts
5. Enhancing team processes and performance
6. Enhancing test-taking strategies (including how to read and answer NBME-style questions and how to enhance performance on standardized tests)
7. Enhancing intensive study approaches and plans for board preparations
8. Implementing evidenced-based learning and study strategies
9. Implementing strategies for effective use of question banks
10. Improving note-taking approaches
11. Improving strategies for review and self-testing
12. Managing time effectively and efficiently
13. Organizing and synthesizing information
14. Prereading techniques
15. Reading strategies to enhance comprehension and speed
16. Reducing test anxiety
17. Studying during busy rotations
18. Transitioning to Medical School
19. Understanding learning style preferences and implications for learning
20. USMLE Step 1, 2, and 3 strategies and resources
21. Referrals to other CMED or CMU resources

CONSULTATIONS ON LEARNING AND STUDY STRATEGIES

Students are encouraged to contact the Director of Academic Success directly at drakelee@cmich.edu to make an appointment or to stop by the office in 2421 CMED for a confidential consultation to explore strategies to enhance their academic performance. The Director typically meets with a student for about an hour to learn more about their academic goals, prior knowledge, approaches to learning, and current needs or interests. Then, depending upon the student's goals, a customized learning plan is developed, which can include the identification of various faculty specialty experts, peer tutors, or other CMU resources. Consultations can occur face-to-face or by way of Skype for Business at a time that works best for students in consideration of their course and rotation schedules.

LEARNING AND STUDY STRATEGIES SELF-ASSESSMENTS

Learning and studying in medical settings can be very challenging. Due to this fact, it is important that students’ learning and study methods include strategies that ensure long-term retention of concepts and the ability to reason critically and clinically. To help students identify their interests and preferences for learning, we offer a variety of assessments and additional resources such as the Learning and Study strategies Inventory (LASSI) and the Myers Briggs Type Indicator (MBTI).
To schedule a self-assessment and/or to learn about additional assessments, contact the Director of Academic Success or visit the Academic Success SharePoint site: Learning and Study Strategies Self-Assessments.

**PEER TUTORING**

Academic Success offers a free Peer Tutoring Program for students enrolled at any level in our medical school program. Through this program, students have the opportunity to work individually or within a small group setting with trained students who have a sincere interest in helping their colleagues and who have excelled in their coursework.

This program serves to supplement existing academic success and support services provided by Faculty, Course Directors, and Academic Success. In addition, this program provides the opportunity for tutors (who are also medical students) to reinforce their medical and clinical knowledge, enhance critical thinking, and improve leadership skills while simultaneously helping their peers to achieve similar goals.

In order to provide a quality experience for both tutors and tutees, prospective tutors are required to complete a training and information session to help them develop or reinforce their teaching skills. Tutees should expect tutors to strongly encourage them to utilize active learning and study strategies, conceptualize their understanding of science knowledge using graphic organizers and whiteboards, and practice recall and application of their knowledge utilizing practice questions. Tutoring sessions are typically scheduled weekly and may continue for most of a term, or last only a few weeks, depending upon need. Tutoring sessions are limited to a maximum of three hours per week.

**REQUEST A TUTOR**

Students may request a tutor at any time and are encouraged to do so proactively at the earliest indication of difficulty in a course by completing the Peer Tutor Request Form: Peer Tutor Request Form.docx.

To learn more, visit the Academic Success SharePoint site: Peer Tutoring Program.

**BOARD PREPARATION RESOURCES FOR THE USMLE STEP 1, STEP 2 CK, AND STEP 2 CS**

The United States Medical Licensing Exam (USMLE) is a three-step exam required for medical licensure in the U.S. At the College of Medicine, students will have early and varied opportunities to practice for this exam including, but not limited to, USMLE-type exam questions within course assessments, opportunities to sit for the Comprehensive Basic Science Test (CBSE) within the first two years, experiences with standardized patient encounters, and the end-of-clerkship Objective Structured Clinical Exams (OSCEs). In addition, Academic
Success and the Office of Student Affairs offer workshops, webinars, simulations, and online resources to support students as they prepare for these exams.

The following is an outline for the USMLE Steps:

- Step 1 is taken near the end of Year 2 of medical school. It is a multiple choice exam which assesses if students can apply the scientific concepts from the first 2 years to medical practice.
- Step 2 is taken in Years 3 or 4 of medical school. It is divided into two exams: Step 2 CK (Clinical Knowledge) and Step 2 CS (Clinical Skills). Step 2 CK is a multiple choice exam which assesses if students can apply knowledge they have acquired from their clinical work to medical practice. Step 2 CS is an assessment of students’ clinical skills via patient scenarios with standardized patients. Students are assessed on their clinical, communication, and interpersonal skills.
- Step 3 is taken during at the end of the first year of residency.

For more information about the USMLE and all of its components, please refer to the following link: http://www.usmle.org/.

To learn more and to find online USMLE guides and resources, visit the Academic Success SharePoint site: USMLE Prep, Learning Resources, and Workshop Materials.

ONLINE RESOURCES ON LEARNING AND STUDYING

Visit the Academic Success SharePoint site to find information about upcoming events, learning and study resources, relevant research, workshop/webinar materials, information about the Peer Tutoring program and more. Please email the Director of Academic Success if you have questions about specific topics and/or recommendations for additional resources.

UNIT V: ASSISTING WITH COMPLIANCE

The Office of Student Affairs oversees compliance of all matriculated College of Medicine students. The following requirements must be met to be in good standing: documentation of required immunizations and health insurance coverage, yearly TB testing, universal precautions training, respirator fit testing, and criminal background checks. Some of the training/testing takes place during the first semester.

IMMUNIZATION AND TESTING Protection against infection is critical to protect students and the patients they care for. All medical students must provide evidence of adequate
immunization prior to beginning classes. Proof of immunity includes written documentation of immunizations (dates of vaccines) or positive antibody titers. The College of Medicine now uses the AAMC Standardized Immunization Form. Incoming students are asked to upload immunization records and/or serologic proof of immunity to a secure folder and fill out the AAMC form online. CMU’s University Health Services (UHS) nursing staff will review, contact students who are not up-to-date, and notify the Office of Student Affairs prior to orientation. The vaccines can be administered at University Health Services, the students’ primary care providers, or local health departments. Please remember that the hepatitis B series is given over 6 months. Health care workers, including medical students may only begin clinical experiences after 2 doses have been administered. Utilizing guidelines from the CDC, Immunization Action Coalition, and other expert recommendations, the following are required:

**Tetanus/diphtheria and Tdap:** All students need to have documentation of the childhood series and need to have a Tdap booster in the past 10 years, not a standard Td booster.

**MMR (Measles, Mumps, and Rubella):** Students must provide proof of either: two doses of live attenuated measles, mumps, rubella vaccine or if no combined vaccines, then 2 doses of live measles and mumps, at least 28 days apart after the age of 12 months and at least one dose of live rubella vaccine OR proof of positive immune titers. Please note: we prefer proof of 2 MMR vaccines over the serologic proof. If you cannot locate the MMR records, we will accept serologic proof.

**Meningococcal:** Students age 21 years and under must provide proof of immunization against meningococcal meningitis (Menactra, Menveo, or Menomune) since turning 16 years of age even if a vaccine dose was given at an earlier age.

**Varicella:** All students must provide proof of Varicella immunity either by provider-documented proof of disease, proof of having received the two-shot series, or a positive immune titer.

**Hepatitis B:** All students must provide proof of having received the 3-shot Hepatitis B series, or proof of immunity.

Students completing their vaccine series must obtain a Hepatitis B titer (Hepatitis B surface antibody) 1 to 2 months after their third vaccine to determine if additional doses are necessary.

Titer testing is not routinely recommended for previously vaccinated health care workers/students who were not tested 1–2 months after their original vaccine series. These workers/trainees should be tested for the antibody when they have an exposure to blood or body fluids. If found to be antibody negative, they should be treated as if susceptible.

Students with a negative Hepatitis B surface antibody titer after the initial 3-dose series, tested 1 to 2 months after the third dose will require Hepatitis B surface antigen testing to
rule out acute or chronic Hepatitis B infection. Those with a positive Hepatitis B surface antigen will have appropriate counseling and a recommendation to seek medical evaluation will be made.

**Polio:** All students must provide proof of immunization for polio. Childhood immunization series meets requirement.

**Influenza:** All students are required to have the vaccine annually. This will be arranged through University Health Services along with TB testing during the first two years. Instructions for obtaining and reporting proof of influenza vaccine during all four years is found in “Medical Student Compliance with Health Requirements Including Health Insurance Coverage” in this handbook.

**Tuberculosis Test:** Students will receive the 2 step TB test as this is the preferred initial test for adults who will be tested on a regular basis such as health care trainees/workers. This will be coordinated through UHS in the first two years. In Years 3 & 4, it will be set up through the Saginaw campus. The 1 step TB test will be performed annually after this. A history of BCG vaccine does not exempt you from completing the 2 step test.

Students will fall into one of these categories:
- If you have no history of a 2-step TST (TB skin test), you will need to complete two TST’s
- If you have had a 2-step TST in the past, please provide this documentation of your 2-step TST – only one TST is required to be completed annually after a 2 step
- If you have had a previous TST within the current year, please provide this documentation - only one TST is required to be completed in the same year (this will be the second step)

A negative Quantiferon TB Gold Test is also acceptable instead of negative TB tests, as is a negative T-Spot test.

If a student has had a positive skin test prior to matriculation, a documented treatment plan and a negative chest x-ray are required. A negative or non-reactive skin test or chest x-ray reports done outside the United States will not be accepted.

Students with a history of a reactive Tuberculin skin test or blood test must provide a current chest x-ray (taken since their last positive TB test but within three months prior to enrollment or visiting), indicating that the person is free of active tuberculosis.

Any students with a positive TB screening test or positive TB test in the past will be referred to University Health Services for further instruction and follow up.

Students without immunization documentation, and/or negative titers are considered **nonimmunized** and will be required to have the following vaccines:
- Hepatitis B vaccines: 3 doses within 6 months
- MMR: 2 doses
- Varicella: 2 doses
- TD/Tdap: 3 doses: 1 of these being Tdap, other 2 doses TD
- Polio (if born outside US): 3 doses
- Influenza: annually

**HEALTH/DISABILITY/NEEDLESTICK INSURANCE INFORMATION FOR NEW AND RETURNING COLLEGE OF MEDICINE STUDENTS** Please read all information below carefully. Health insurance is required for all new and returning medical students.

The College of Medicine does not offer a plan, however students have many options available from obtaining coverage through parents or spouses’ plans, getting coverage from the Affordable Care Act (ACA) marketplace, or finding an individual or family health insurance plan outside of the Marketplace that meets the essential benefit requirements of the ACA (see link below). Further details can be found at [https://www.healthcare.gov/](https://www.healthcare.gov/). Many Students may qualify for the Healthy MI plan: [http://michigan.gov/healthymiplan](http://michigan.gov/healthymiplan).

The **Affordable Care Act** ensures that health plans offered in the individual and small group markets, both inside and outside of Health Insurance Marketplaces, offer a core package of items and services, known as “essential health benefits.” These benefits closely parallel the College of Medicine insurance requirements listed here: [https://www.healthcare.gov/glossary/essential-health-benefits/](https://www.healthcare.gov/glossary/essential-health-benefits).

**Students may satisfy the health insurance requirement by documentation of a valid medical insurance plan already in effect or by documentation of a new plan.** Evidence of current coverage that meets the requirements must be supplied. Acceptable evidence of coverage includes a letter from the current insurance company on their letterhead stating a student is covered or proof of eligibility benefits from the employer of the individual who lists the student as a dependent. This should also be on the employer’s letterhead. For both, the effective dates of the plan should be included. Returning students will need to submit updated information each year. Documentation of comparable coverage should be mailed to the following address: College of Medicine, Office of Student Affairs, 1401 College of Medicine Bldg., Mt. Pleasant, MI 48859, Attention: Director of Student Affairs. Students may also fax the information to the Office of Student Affairs at (989)774-7881.

Students need to check into their current plan to see it meets the following requirements:
1) Covers the student over a 12-month period.
2) Provides coverage of medical expenses at a minimum of 80% of the preferred allowance with an unlimited maximum benefit.
3) Covers pre-existing conditions.
4) Covers some inpatient and outpatient mental health visits.
5) Provides prescription drug coverage.
6) The policy deductible is $500.00 or less.
7) Provides coverage while student is on approved rotation in another state.
It is the student’s responsibility to review their insurance coverage and make sure their policy meets the requirements or the essential health benefits as mentioned above.

**Canadian residents** studying in the US will need health insurance as well. There are plans available, including through TIC travel insurance (www.Travelinsurance.ca) which offers plans for Canadians living abroad. The College of Medicine does not endorse any one plan/company. It is the student’s responsibility to find a plan that covers them year to year while at the College, offers preventive health care and emergency care, some coverage for mental health (inpatient/outpatient), and prescription coverage (as listed in requirements above). A resource site for Canadian residents is: [http://travel.gc.ca/travelling/publications/well-on-your-way](http://travel.gc.ca/travelling/publications/well-on-your-way). Pay particular attention to “Obtain travel health insurance” on this site.

**NEEDLESTICK AND DISABILITY INSURANCE** All medical students are required to have additional needle stick coverage and disability insurance. Students will automatically be billed for the cost of both plans. Below you can find details of the needle stick and disability plans, as well as claim forms.

Any student on a leave of absence remains covered by this plan provided the annual premium is paid. As long as a position is reserved for the student at the medical school and they do not have to reapply to return to classes, they can continue on the plan. However, if a student separates from the medical school, the coverage would be terminated.

Expenses incurred for testing, counseling, and post-exposure prophylaxis after a needle stick will be billed to the student’s health insurance carrier. Any remaining expenses, including co-pays or co-insurance, will be paid by the College. Students must bring copies of any bills received to the Office of Student Affairs.


Needlestick Claim Form: [http://med.cmich.edu/policy/osa/medical-claim](http://med.cmich.edu/policy/osa/medical-claim)
Medical Student Compliance with Health Requirements Including Health Insurance Coverage Policy:
http://med.cmich.edu/policy/osa/health-compliance

**RESPIRATOR FIT TESTING AND UNIVERSAL PRECAUTIONS TRAINING** These sessions are arranged and scheduled by the Offices of Medical Education and Student Affairs.

**CRIMINAL BACKGROUND CHECKS – US STUDENTS** The Association of American Medical Colleges (AAMC) strongly recommends that all US medical schools require and procure a national background check on applicants upon their conditional acceptance to medical school. The rationale for performing criminal background checks on accepted medical school applicants is based on a number of issues, including the need to enhance the safety and well-being of patients and, in so doing, to bolster the public’s continuing trust in the medical profession, and to ascertain the ability of accepted applicants to eventually become licensed physicians. Criminal Background Checks are required by the College of Medicine for all students. The College of Medicine participates in the AAMC-facilitated Criminal Background Check service, Certiphi. This service is conducted in recognition of the desire of medical schools to procure appropriate national criminal history reports and to prevent applicants from paying additional fees at each medical school to which they are accepted. For more details regarding the criminal background check process, please visit:
https://www.aamc.org/students/applying/amcas/how_to_apply/134176/background_check_details.html

**CRIMINAL BACKGROUND CHECKS - CANADIAN STUDENTS** Canadian criminal record searches are generally performed by the student who will be required to obtain an official Police Clearance or Police Certificate from their local law enforcement agency. Canadian students are asked to secure this certificate and submit to the College of Medicine.

Please see the internal college of medicine weblink for formal policy and procedures:
http://med.cmich.edu/policy/osa/background-check

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**UNIT VI: OFFICE OF STUDENT AFFAIRS**

AND OFFICE OF MEDICAL EDUCATION SERVICES

**FINANCIAL AID COUNSELING** Christopher Brown is the Senior Associate Director of Financial Aid. His office and contact information on campus is College of Medicine 1401B, Phone (989) 774-1495, Fax (989) 774-7881, and email: brown2ca@cmich.edu Please refer to
Financial Aid in Section Four of this handbook for more information. The financial aid website is:

https://www.cmich.edu/colleges/cmed/Education/MDProgram/FinancialAid/Pages/default.aspx

**CAREER COUNSELING** The College of Medicine is utilizing the Careers in Medicine, CiM, program offered through the Association of American Medical Colleges or AAMC. The program guides students from Year 1 through 4 and offers exercises to assist students with self-exploration to find the path in medicine that suits them. CiM activities begin during orientation. Students will have their own log in for the AAMC CiM site as well. Please follow link for more information on CiM: www.aamc.org/cim. The site offers up to date information on medical specialties and is tailored to medical students.

The Office of Student Affairs notifies students of these CiM workshops and events, including brown bag “lunch and learn” career sessions during Year 1 and 2. Students are encouraged to attend these sessions, where physicians from various specialties are invited to discuss their specialty, training, and answer student questions.

The College of Medicine mentor bank is another opportunity for students to connect with clinical faculty about medical careers. This is mentioned further down in this section. In the faculty advising program for Years 3 and 4, students will be assigned an individual advisor. Their focus is to guide their advisees through residency and specialty selection.

There are also events for students to interact with residency program directors from East Campus throughout the year. Students are encouraged to engage clinical faculty who are the SIG faculty advisors as resources for career information as well.

**FACULTY ADVISOR PROGRAM** The advising process engages faculty and students to assist students in setting and reaching their goals in medical school. Beginning in the first semester, advisors are available to assist with school transition, and provide guidance as students progress in their training.

The advising program strives to build faculty/student connections, assist with identifying student needs early in the curriculum, connect them to proper resources, and reflect the College of Medicine values and mission in the advising relationship.

Faculty advisors are assigned to a group of students. These advisors are distinct from their Foundations Course PBL small-group facilitator. Students are required to meet with their advisor twice each semester in Year 1 and in Year 2. Early in the semester, each advisor will inform students of an advising schedule, any contact information, and/or office hours and how
students may meet with them at additional times. The goal of meetings is to “check in” with students and help them learn more about themselves in the process.

Students are assigned individual advisors in Years 3 and 4. Their focus is to guide their advisees through specialty and residency selection.

MENTOR PROGRAM A mentor “bank” is available for students made up of faculty from Saginaw and the Mt. Pleasant campus and the surrounding communities. Each mentor profile includes their title, role at the College of Medicine, specialty area of practice, other professional interests, and contact information. The mentor bank can be found on the College of Medicine website under Office of Student Affairs:

https://www.cmich.edu/colleges/cmed/Education/MDProgram/OSA/Pages/Mentors.aspx

NAME CHANGE REQUESTS

Students may submit name change requests by completing the following form:

Once completed, please email a copy to the Assistant Registrar for the College of Medicine and the CMU Registrar’s Office. The University reserves the right to require proof that the individual requesting a name change is known by and using the name requested for University records, you must attach a copy of your new driver’s license, id, or court papers.

COLLEGE OF MEDICINE TRANSCRIPTS/LETTERS OF GOOD STANDING/ENROLLMENT VERIFICATIONS

A transcript is a complete account of each student’s academic history at CMU’s College of Medicine. Courses along with grades are listed for all periods of time in which the student has been registered.

CMU’s College of Medicine transcripts can be requested by providing a written request to the Assistant Registrar in the College of Medicine. There is no charge for transcripts. Processing takes 3-5 business days. Processing requests may vary depending on the time of year and volume of requests, so it is advisable to send in your request 1-2 weeks in advance of your deadline.

Academic standing refers to the standard of achievement you obtained based on grades earned. A letter of good academic standing is frequently requested to accompany internship, scholarship, and community service, etc. application documents.
Enrollment Verifications serve as documentation that a student is currently enrolled at the University for a particular semester(s) as a full-time, half-time, or less than half-time student. It is frequently requested to prove enrollment to health insurance and housing agencies, employers, or others.

Letters of good standing/Enrollment Verification can be requested by providing a written request to the Assistant Registrar for CMU’s College of Medicine. Processing takes 3-5 business days.

**STUDENT INTEREST GROUPS (SIG) AND ORGANIZATIONS** Participation in student organizations is a great way to get involved with your colleagues at the College of Medicine as well as involvement on a state and national level. The Office of Student Affairs will assist with oversight of these developing chapters. A Student Activities Fair is held early in fall semester to introduce new students to interest groups, organizations, and committees. The Medical Student Council (MSC) is the organization that represents the College of Medicine student body. All student organizations, including the MSC, are under the auspices of the Office of Student Affairs. Please find more information about the College of Medicine Student Organizations here: [https://www.cmich.edu/colleges/cmed/Education/MDProgram/OSA/SIG/Pages/default.aspx](https://www.cmich.edu/colleges/cmed/Education/MDProgram/OSA/SIG/Pages/default.aspx).

**STUDENT KEY FOBS (STUDENT ACCESS TO COLLEGE OF MEDICINE)** Students will receive individual key fobs during orientation. The fobs will allow access to the College of Medicine building and designated study areas. A review of access will take place during orientation week. Students will be required to sign a form stating they understand there will be a charge for a lost fob. Included in this form is an agreement not to loan, transfer, misuse, or alter the key fob. Any violations of this agreement will be treated as student misconduct.

A student should report a lost fob to the Office of Student Affairs promptly (within 24 hours if possible) so the fob can be deactivated. Students requiring new fobs are asked to contact Angela Fischer, (989) 774-7547, to determine time and location they may pick a new one up (replacement fee may apply). The College of Medicine reserves the right to reserve any room for specific events, and early notice will be posted to avoid student inconvenience.

**COLLEGE OF MEDICINE STUDY ROOMS** Located in the College of Medicine, the Opperman Learning Commons, an annex of University Libraries, is designed to be a 24 hour/7 day-a-week group study space, with 32 seats, an 8 seat Group Study Room, and 12 secure Internet connections available for student laptops. The medical library collection is nearly 100% electronic, in order to provide 24/7 on-site and off-site access to library resources. Opperman Learning Commons is supported by an onsite faculty-level medical librarian, in addition to support and services offered through University Libraries. Additionally, at the Saginaw Campus, College of Medicine Knowledge Services also provides library support.
For more information about available College of Medicine Library Services and hours, please visit the Medicine Library Guide: http://libguides.cmich.edu/medicine

There may be space set aside at the College of Medicine to reserve for group study, school related group meetings, or tutoring when not in use for designated class sessions. Students are asked to check with the Office of Student Affairs about availability and reserving space. Availability would be on a first come, first serve basis and it is the responsibility of students to leave the space clean and in order after use.

**LOCKERS – MOUNT PLEASANT CAMPUS** Students will be assigned lockers located on the first floor of the College of Medicine (Mount Pleasant) building during orientation. Students must supply their own stainless steel combination lock. Key locks are not allowed.

**CENTRAL MICHIGAN UNIVERSITY ID** Students will be issued an ID card and an ID badge during orientation. They will be required to carry the ID card on their person during class time on the main campus and wear the badge while at away assignments such as ICE and at clinical affiliates. The campus ID card will allow students to use various student services as well as banking services. The first card is issued to the student at no charge. There will be a fee assessed for a replacement ID card due to loss or damage. Contact the Campus ID Office for additional information at 989-774-3484. ID cards and badges will be distributed during orientation week.

**ID FOR CLINICAL SITES** Individual ID cards or badges for clinical work may be issued at designated clerkship sites. Students will be asked to adhere to the specific site’s instruction, regarding wearing the ID badge while working at the facility.

**GLOBAL ID** All CMU students, faculty, and staff are issued what is referred to as a “Global ID”. Your Global ID consists of the first five letters of your last name, a number, and your first and middle initials (e.g. Jones1aa.). Activating your Global ID and password is an important and required first step in connecting to CMU’s virtual infrastructure and services, including email. Your Global ID and password provide secure access to a variety of systems via Centrallink. If you experience difficulty using your Global ID and/or password, contact the CMU Information Technology Help Desk for assistance (989-774-3662 or online at the following link: http://helpdesk.cmich.edu

When you activate your Global ID, you also activate your **CMU email account**. Your CMU email account provides a means for delivery of communications from CMU. Each time you wish to log into your CMU e-mail account you will need your Global ID and password. You can access your CMU e-mail account via the Central link portal. It is vital that you check your CMU e-mail account on a daily basis. If you choose you can forward your CMU e-mail to another account or vice versa. However, official University communications are sent only to your CMU e-mail account and the University expects that students are accessing their CMU e-mail.

Examples of CMU communications sent only to your CMU e-mail account.
• Tuition Statements and Payment Deadlines
• Financial Aid Updates
• Registration Notifications
• Faculty-Student Correspondence
• Academic Progress Communications
• Course-related Information

CENTRALLINK Central Link is CMU’s web-based information portal which puts CMU at your fingertips! Students are able to access the items below via one mail log-in.

Accessing the Centrallink portal:
• Visit http://Centrallink.cmich.edu
• Enter your Global ID and password

Via your Global ID and password, the Central Link portal provides easy access to:
• CMU e-mail
• CMU directory
• Grades
• Registrar’s Office
• Course registration
• View/pay bill
• Academic history

STUDENT DRESS CODE AND PERSONAL APPEARANCE The personal appearance of staff, physicians and other health care providers, students and volunteers is important in our interactions with patients and visitors. Employees will dress in a way that establishes confidence and respect for the institution, while maintaining the health and safety of patients, visitors and employees. Guidelines apply to all staff, physicians and other health care providers, students and volunteers on both East and West Campuses in the administrative, clinical, and educational spaces. In addition to the formal College of Medicine policy, the inaugural class created guidelines which are posted in the student lounge and also available with in the Office of Student Affairs. https://med.cmich.edu/policy/osa/dress-code

RESIDENCY APPLICATION ASSISTANCE The Office of Student Affairs and the Office of Medical Education are able to assist students with their choice of residency programs. Utilizing Careers in Medicine and other resources, including their clinical experiences and advisors, students will eventually decide on a specialty that fits their interests and skills. Careers in Medicine offers detailed specialty information including length of post graduate training required, typical hours worked/week, amount of call expected and other information.

Students receive information on the application process through the Electronic Residency Application Service (ERAS) and the National Residency Matching Program (NRMP). Information sessions will be held during Year 3 to prep students. The application process begins during the fourth year of medical school.
REQUEST FOR REIMBURSEMENT FOR STUDENT EXPENSES FOR TRAVEL AND COSTS TO PRESENT RESEARCH AT REGIONAL AND NATIONAL MEETINGS

The College of Medicine encourages medical students to present their research at regional and national scientific meetings. To this end the College of Medicine – Research has established a limited fund to support such presentation costs (e.g. poster printing) and travel by students. Its primary purpose is to support students that are presenting their research for which no other resources are available, and to match the Office of Research and Graduate Studies (ORGS) travel funding, if provided. If the work being presented was done with a faculty investigator that has presentation and travel funds allocated by a grant, those are expected to be the first source of funding for student travel and presentation costs. Travel requests will be reviewed on a case by case basis and funding is not guaranteed. Depending on travel cost and demand for funds, requests may not be funded in full. Travel requests must be made in advance of the meeting. The Travel request form can be found here. The student research reimbursement form for non-travel costs related to the presentation can be found here.

MEDICAL SERVICES ON CAMPUS AT CMU

Students at CMU are eligible to receive on-campus services from the University Health Services Medical Clinic. The clinic is located on the second floor of Foust Hall, which is directly across the street from the College of Medicine building. The physicians at the clinic are board-certified family practice specialists. They work in teams with physician assistants who are also fully qualified, licensed, and certified to provide primary care services. It is highly advised to identify yourself as a College of Medicine student so scheduling is done with providers who are not responsible for student evaluations. All students are required to carry health insurance. University Health Services will bill the student’s health insurance provider for services. A psychiatrist is also on staff and referrals may be made through the UHS clinicians. UHS has an in-house lab that takes orders from UHS providers and outside providers.

The University Health Services include:

- Care for acute and chronic illness and injuries
- Physical exams
- Laboratory testing
- Gynecological exams
- Birth control
- Sexually transmitted infection testing
- Allergy injection administration
- Travel health clinic and immunization clinic
- TB Testing
Students who have health issues that fall outside of the scope of University Health Services will be referred to a local specialist. These clinicians will have no involvement with student evaluation or other aspects of the student’s medical school experience. Students are free to seek care from other area physicians as needed.

**Hours/Location:** Students are advised to call for a future or same day appointment: 989-774-5693. UHS is open Monday-Friday 8:00am – 5:00pm and is located at Foust Hall 200. The only time UHS is closed is CMU winter break.

UHS website:  
[https://www.cmich.edu/colleges/cmed/CMUHealth/CMUHealthMP/UHS/Pages/default.aspx](https://www.cmich.edu/colleges/cmed/CMUHealth/CMUHealthMP/UHS/Pages/default.aspx)

After hours care is available at McLaren Central Michigan ER, 1221 South Drive, Mt. Pleasant: (989)-7726700. There are also several urgent care clinics are also located in Mount Pleasant. Students are advised to call 911 for an emergent health concern.

Students at other clinical sites are provided with a list of local health care resources they can utilize.

**COUNSELING SERVICES ON THE MOUNT PLEASANT CAMPUS** The CMU Counseling Center provides confidential services for undergraduate and graduate students for personal counseling. Students may be seen for personal issues such as an urgent situation or crisis, anxiety, depression, homesickness, loneliness, identity concerns, alcohol/drug abuse, eating concerns, school transitions, stress management, relationship concerns, couples concerns, family stress, grief/loss, relapse prevention, sexual orientation, strengthening coping skills, and person growth and development.

The center also offers ways to improve academic success by reducing stress and focused anxiety, and learning study and time management skills. Additionally, the center offers support for primary and secondary survivors of sexual and domestic violence, stalking, and harassment.

Other services offered by the center include:

- Referral assistance for students, parents, faculty and staff
- Referral to appropriate off-campus agencies and other CMU services and resources
- Consultation with students, parents, faculty and staff
- Groups and workshops
- Mental health screening
- Outreach programs (may be available upon request)
- After hours emergency on-call during fall & spring semesters

Information about the CMU Counseling Center services website:  
[http://www.counsel.cmich.edu](http://www.counsel.cmich.edu)
**HOURS/LOCATION** The Counseling Center is located in 106 Foust Hall, directly across the street from the CMED building. The center is open Monday through Friday from 8am-noon and 1-5pm and appointments can be made for immediate assistance during those times by calling (989) 774-3381. Students may self-refer or be referred through a health care provider or through the Office of Student Affairs. There are no fees charged for individual or group counseling. A modest fee is charged to cover our expenses for some testing.

**AFTER HOURS/EMERGENCIES** If there is concern about immediate or imminent violence by the student to his/herself or others, a call may be placed to 911. For counseling emergency or urgent situations that occur during regular office hours, the Counseling Center may be contacted at 989-774-3381.

During the fall and spring semesters when classes are in session, counselors are available to assist university personnel and CMU students for regular and after hours serious mental health related conditions and emergencies. Counselors may be contacted through the CMU police at (989) 774-3081, if on campus by dialing 911, or for students living on campus by contacting an apartment manager. Counseling Center after hours emergency on-call services are limited to assisting university personnel in their work with CMU students and assisting currently enrolled CMU students.

The CMU Counseling Center also posts other resources that are available in the community for various emergencies:
- Listening Ear Crisis & Referral Helpline (open 24 hrs./day) (989)772-2918
- Sexual Aggression Peer Advocates: (989) 774-CALL (2255)
- Women’s Aid Crisis Helpline (open 24 hrs./day) (989) 772-9168
- McLaren Central Michigan Hospital Emergency Room, 1221 South Drive, Mt. Pleasant (open 24 hrs/day) (989) 772-6700
- Community Mental Health of Central Michigan on-call mental health professionals may be reached at (989) 772-5938.
- The National Suicide Prevention Lifeline is a national, 24-hour, and toll-free suicide prevention service available to all those seeking help in suicidal crisis. Individuals seeking help can dial 1-800-273-TALK (8255). They will be routed to the closest possible provider of mental health and suicide prevention services. The NSPL website is [www.suicidepreventionlifeline.org/about/default.aspx](http://www.suicidepreventionlifeline.org/about/default.aspx)

The Office of Student Affairs will ensure that CMU counseling center providers do not have involvement with a student’s education or evaluation.

Students in Years 3 and 4 are provided access to Encompass, a service which provides 24 hour, 7 day a week online and phone counseling and wellness support resources. The service also contracts with local certified professional counselors and students have access to five 1:1 counseling sessions per year.
EXPOSURE TO INFECTIOUS AND ENVIRONMENTAL HAZARDS Students receive education and training regarding methods of prevention of exposure to infectious and environmental hazards throughout their coursework, beginning during Essentials of Clinical Skills. Training will occur before the start of any clinical experiences. Instruction will include use of adequate barrier protection (gloves, safety glasses, mask, gown, etc.), sharps precautions, and hand washing/hygiene, as well as other relevant health care worker standards put forth by OSHA. Respirator fit testing will be coordinated for the students as well. This personal protective device is to guard against inhalation of hazardous and infectious respiratory agents. Post exposure evaluation and initiation of prophylaxis therapy, if indicated, are available to those students who have sustained exposures to blood or body fluids that may be infected with blood borne pathogens.

The College of Medicine policy entitled Exposure to Infectious and Environmental Hazards outlines the policy and procedures to be followed in the event students are exposed to blood or body fluids that may be infected with blood borne pathogens. http://med.cmich.edu/policy/osa/exposure

Throughout the program students demonstrate understanding of the pathophysiology of infectious diseases that can be transmitted in a clinical care setting (for example, hepatitis B, hepatitis C, tuberculosis (TB), varicella, influenza, and HIV) and the methods that decrease their transmission.

EFFECTS OF INFECTIOUS/ENVIRONMENTAL DISEASE OR DISABILITY ON EDUCATIONAL ACTIVITIES Students with certain communicable diseases should not engage in patient contact until such conditions have been adequately treated as documented by a physician. These include:

1. varicella, measles, rubella, mumps, herpes zoster (shingles), acute hepatitis, diphtheria, and tuberculosis;
2. oral herpes with draining lesions;
3. group A streptococcal disease (i.e., strep throat) until 24 hours of treatment received, meningococcal infections; and
4. draining or infected skin lesions.
5. HIV/AIDS

If an ill student is unsure if they should participate in patient care, he/she should contact their personal physician or a University Health Services (UHS) physician. http://med.cmich.edu/policy/osa/effectsofdisease

ACADEMIC ADVISING
The College of Medicine is committed to the academic and professional success of each of student. Thus, to promote a learner-centered environment, students are encouraged to take responsibility for achieving their goals by being self-directed and taking advantage of opportunities to engage with course directors, faculty, small-group leaders, peer tutors, and Academic Success programming and other resources as presented below.
<table>
<thead>
<tr>
<th>Academic Support</th>
<th>Individual(s) or Resource(s)</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance with student learning objectives (SLOs), specific course or clerkship</td>
<td>Course or Clerkship Director, Faculty Member</td>
<td>Review the course syllabus for posted office hours and preferences for scheduling appointments.</td>
</tr>
<tr>
<td>content, or questions about assigned readings or course requirements</td>
<td></td>
<td></td>
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<tr>
<td>Advice and support for content-related academic difficulties or challenging</td>
<td>Course or Clerkship Director</td>
<td>Review the course syllabus for posted office hours and preferences for scheduling appointments.</td>
</tr>
<tr>
<td>subject matter</td>
<td>*The course or clerkship directors can advise and make appropriate referrals to other faculty,</td>
<td></td>
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<tr>
<td>*Note: We encourage students to meet with the course or clerkship director when</td>
<td>CMU resources, or Academic Success for Peer Tutoring assistance</td>
<td></td>
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<td>they first experience academic difficulty.*</td>
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<tr>
<td>Advice and strategies for enhancing team-based (PBL, TBL, CBL, etc.) learning</td>
<td>Course Director, PBL facilitator, TBL facilitator, or the Director of Academic Success</td>
<td>Review the course syllabus for posted office hours and preferences for scheduling appointments for Course Directors and faculty. Contact the Director of</td>
</tr>
<tr>
<td>processes and performance</td>
<td></td>
<td>Academic Success at <a href="mailto:drake1ee@cmich.edu">drake1ee@cmich.edu</a></td>
</tr>
<tr>
<td>Advice and strategies for learning and studying</td>
<td>The Director of Academic Success offers customized consulting for medical students on learning and study strategies, assessments on learning style preferences, reading and note taking, time management, test-taking strategies, board exam preparations, and more.</td>
<td>Eron Drake, Director of Academic Success, <a href="mailto:drake1ee@cmich.edu">drake1ee@cmich.edu</a> or 989.774.3338.</td>
</tr>
<tr>
<td>Guidance related to required and elective curricular decisions</td>
<td>Members of the Office of Medical Education staff, including Course and Clerkship Directors, are available to assist you with information and/or advice related to your progression through the required and elective curriculum courses, clerkships, and electives. The Office of Medical Education staff can also provide assistance with contact information required for registering to retake a board exam, if applicable.</td>
<td>Marie Matte, Associate Dean of Compliance, Assessment and Evaluation, <a href="mailto:Matte1mc@cmich.edu">Matte1mc@cmich.edu</a> or 989.774.3156</td>
</tr>
<tr>
<td>Academic Support</td>
<td>Individual(s) or Resource(s)</td>
<td>Contact Information</td>
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<tr>
<td>Advice and strategies related to effective reading skills, goal setting, memory enhancement, and transitions</td>
<td>The CMU <a href="#">Office of Student Success</a> offers coaching and resources focused on providing assistance with the transition to the University, time management, study skills, prioritizing workloads, and/or test anxiety.</td>
<td>The Office of Student Success, <a href="mailto:oss@cmich.edu">oss@cmich.edu</a> or 989.774.3401</td>
</tr>
<tr>
<td>Assistance with developing and enhancing writing and proofreading skills and strategies</td>
<td>The CMU <a href="#">Writing Center</a> offers free resources for assistance with writing at any level, including non-native speakers of English.</td>
<td>Visit the Writing Center website for hours and locations across campus.</td>
</tr>
<tr>
<td>Assistance and resources for academic accommodations</td>
<td>The <a href="#">Office of Student Disabilities Services</a> assists students with disabilities with academic accommodations and/or auxiliary aids necessary to ensure access to all university programs and activities. To learn more visit the Office of Student Affairs or contact the Office of Student Disabilities Services directly at <a href="mailto:sds@cmich.edu">sds@cmich.edu</a> or 989.774.3018.</td>
<td>Student Disability Services, <a href="mailto:sds@cmich.edu">sds@cmich.edu</a> Voice: 989.774.3018 TTY: 989.774.2569 Sarah Yonder, Assistant Dean, Office of Student Affairs, <a href="mailto:yonde1sa@cmich.edu">yonde1sa@cmich.edu</a> or 989.774.6877.</td>
</tr>
<tr>
<td>Advice and/or referrals for other personal or professional topics that may also affect academic success (e.g., anxiety, test-taking anxiety, depression, stress management, grief/loss, learning challenges or learning disabilities).</td>
<td>Contact the <a href="#">Office of Student Affairs</a> if you are experiencing personal issues or learning challenges that may be interfering with your academic progress. The Office of Student Affairs staff can refer you to the appropriate CMU resource, such as the <a href="#">Counseling Center</a>, the <a href="#">Psychology Training and Consultation Center</a>, or <a href="#">University Health Services</a>.</td>
<td>Mount Pleasant area: Charmica Abinojar, Director of Student Affairs, <a href="mailto:abino1cl@cmich.edu">abino1cl@cmich.edu</a> or 989.774.7880. Saginaw area: Michele Reynolds, Assistant Director of Student Affairs and Financial Aid, <a href="mailto:sanch3m@cmich.edu">sanch3m@cmich.edu</a> or 989.746.7508</td>
</tr>
<tr>
<td>Resources for Non-native Speakers of English</td>
<td>The <a href="#">Carls Center for Clinical Care and Education</a> provides services related to literacy, language usage, and/or pronunciation on a fee basis.</td>
<td><a href="#">Carls Center for Clinical Care and Education</a>, 1280 East Campus Drive, CMU, Mount Pleasant</td>
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</tbody>
</table>
Some academic performance concerns or issues may require more assistance than the course directors or other faculty can offer. In these cases, the students are referred to appropriate staff in the Office of Student Affairs in collaboration with the Director of Academic Success.

UNIT VII: CENTRAL MICHIGAN UNIVERSITY RESOURCES FOR MEDICAL STUDENTS

COUNSELING (CMU)  Offering free short term, counseling for personal issues, and assistance with academic success by reducing stress and focused anxiety (e.g., test, math, speech), and learning study and time management skills. See Section Five for more details. [https://www.cmich.edu/ess/studentaffairs/CounselingCenter/Pages/default.aspx](https://www.cmich.edu/ess/studentaffairs/CounselingCenter/Pages/default.aspx)

PSYCHOLOGY TRAINING AND CONSULTATION CENTRE (CMU) Offering outpatient mental health services for a fee, as well as assessments for learning disorders. [https://www.cmich.edu/colleges/chsbs/Psychology/Centers/psychologyclinic/Pages/default.aspx](https://www.cmich.edu/colleges/chsbs/Psychology/Centers/psychologyclinic/Pages/default.aspx)  (or call 989-774-3904)

SUCCESS COACHES (CMU) Services include: time management, study skills, test anxiety, prioritizing workload, assisting with transition. [https://www.cmich.edu/ess/oss/Pages/Success-Coaching.aspx](https://www.cmich.edu/ess/oss/Pages/Success-Coaching.aspx)

UNIVERSITY HEALTH SERVICES (CMU) Offering health care to students on campus. Psychiatry services available as well. [https://www.cmich.edu/colleges/cmed/CMUHealth/CMUHealthMP/UHS/Pages/default.aspx](https://www.cmich.edu/colleges/cmed/CMUHealth/CMUHealthMP/UHS/Pages/default.aspx)

WRITING CENTRE (CMU) Writing is a skill that students will use as a professional in any field, and it is important that you write well. No matter what degree you’re pursuing - the Writing Center is free to all CMU students and can assist you with any writing project. With three locations on campus and extended hours, writing assistance is more available than ever.
Center services include one-on-one consulting, online, for-credit classes, workshops, and outreach. During the academic year, the Center is open over 125 hours weekly among the four sites: Sunday 5:00 p.m. to 9:00 p.m., Monday through Thursday 9:00 a.m. to 9:00 p.m., and Friday 9:00 a.m. to 1:00 p.m. While the on-site hours are substantially reduced for summer (approximately 30 hours/week), the online service operates 24/7, 51 weeks of the year.

https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/default.aspx

STUDENT DISABILITY SERVICES The Central Michigan University is committed to providing students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs and activities. In addition to the university’s campus-wide efforts to promote access and inclusion, students with disabilities are further accommodated based on specific individual needs. The Office of Student Disability Services is responsible for determining these accommodations and providing services and assistance to enrolled students who are either permanently or temporarily disabled. The SDS office is located in Park Library, Suite 120, and is part of the Office of the Dean of Students.

The Central Michigan University has many services for students, offered by various offices. Decisions regarding disability specific accommodations are made on a case-by-case basis. The registration process is a complex and lengthy one (4-6 weeks) so students are encouraged to start the process early. For the first step, students with a disability are encouraged to meet with a member of the College of Medicine Office of Student Affairs who can advise on how to notify Student Disability Services (SDS) when they are enrolled in course work. Please refer to the policy, “Accommodations for Students with Disabilities” in Section 3.

For further information regarding CMU’s Student Disability Services please see the following link: https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

MARY ELLEN BRANDELL VOLUNTEER CENTER Become involved with service beginning at orientation! The Volunteer Center at CMU can connect you with our community. The Volunteer Center is your connection to various volunteer opportunities across the Mid-Michigan area. To sign up for events, log volunteer hours, and hear the latest news, join the Volunteer Center’s OrgSync page! https://orgsync.com/26702/chapter

WELLNESS PROGRAM (COM) It is important to learn and practice techniques that emphasize self-care. As future physicians, students will continually be caring for others, but can only do so if they take care of themselves: mind, body, and spirit. The Wellness Program offers events, classes, and resources including a website with a focus on wellbeing tips and helpful links: https://www.cmich.edu/colleges/cmed/students/Pages/Wellness.aspx.

A required wellness curriculum along with optional wellness activities is in place for students. The introduction will occur during orientation.
CENTRAL MICHIGAN UNIVERSITY OFFICE FOR INSTITUTIONAL DIVERSITY

The Central Michigan University Office for Institutional Diversity (https://www.cmich.edu/fas/ras/urec/university_events/bovee/Pages/student_services.aspx) leads CMU in promoting and fostering an inclusive and respectful culture that values and supports diversity. The following units fall under the guidance of the Office for Institutional Diversity that strive to create a diverse university culture:

- Multicultural Academic Student Services
- Office of Diversity Education
- Native American Programs
- Office of Lesbian Gay Bisexual Transgender Queer Services

MULTICULTURAL ACADEMIC STUDENT SERVICES Office of Multicultural Academic Student Services (MASS) assists students in acclimating to the cultural, racial, and ethnic diversity climate at CMU. The office coordinates a variety of services, programs, and activities designed to assist students academically, socially, professionally and personally. In particular, MASS focuses on the needs and concerns of African American, Asian American, Hispanic/Latino American, and Native American students. The office works closely with diverse student groups in planning implementing academic, social, and recreation activities. Specific programs and initiatives offered through MASS include, but are not limited to, cultural celebrations, Supplemental Instruction, Men About Change mentoring program, and retention initiatives for the Multicultural Advancement, Distinction and Lloyd M. Cofer scholarship recipients. MASS actively promotes the appreciation and pride for cultural diversity on campus and in the Mount Pleasant community. https://www.cmich.edu/office_provost/OID/MASS/Pages/Default.aspx

OFFICE OF DIVERSITY EDUCATION The Office of Diversity Education (ODE) represents diverse backgrounds and cultures on campus and helps fulfill the university’s mission to increase students’ respect, acceptance, and understanding of diverse people. The office coordinates diversity training and workshops conducted on and off campus. The ODE also provides co-curricular activities that complement CMU’s academic programs. These activities include art exhibits from around the world, concerts by contemporary blues, jazz, and other musicians, workshops on multicultural education, presentations by guest speakers, and more. https://www.cmich.edu/office_provost/OID/ODE/Pages/default.aspx

NATIVE AMERICAN PROGRAMS The Native American Programs Office (NAP) focuses on the recruiting and retention of Native American students to higher education, creating a comfortable environment on campus, and assisting students in their programs and life endeavors. NAP seeks to increase awareness of cultural, social, and artistic traditions of the Native American culture on campus and through community outreach.
OFFICE OF LESBIAN GAY BISexual TRANSGENDER QUEER SERVICES This office coordinates programs that raise the awareness about lesbian, gay, bisexual, and transgender (LGBTQ) concerns. In addition to its important educational roles, this office supports and gathers resources to meet the needs of these communities. The office holds programs, classroom presentations, and forums addressing various topics related to sexual orientation/identity and gender identity/expression. Office resources include literature on social and political issues and subscriptions to a number of journals and publications.

PARK LIBRARY The University Center (UC) across from the Park Library has several helpful services for students including a post office, bank, the CMU bookstore, and CMU student service offices. See the link below for more information:

DINING There are many choices for dining as a College of Medicine student. The following link will allow you to access dining on campus: http://www.campusdish.com/en-US/csmw/cmu/ A coffee and snack shop, Java City, is located in the adjacent College of Health Professions for student convenience. The local area has a variety of places to dine in or take out, as well as plenty of stores to purchase groceries for home dining.

STUDENT ACTIVITY CENTRE (SAC) this centre is considered one of the finest college recreational facilities in the Midwest. The SAC was built in 1990 as an addition to Rose Center. It covers 175,000 square feet and is fully accessible to people with disabilities. The facility houses a swimming pool, racquetball, basketball and volleyball courts, a bowling alley and fitness centers with strength training equipment and free weights. Students and community members use the SAC for a wide variety of activities including aquatics, group fitness, personal training, jogging, billiards, indoor soccer, archery, table tennis, badminton, tennis, floor hockey, dancing and leisure activities. https://www.cmich.edu/fas/ras/urec/Pages/default.aspx

HOUSING New graduate housing, in close proximity to the College of Medicine building, may be available for medical students. Please call (989) 774-3111 or visit the following site for more details: https://www.cmich.edu/ess/ResLife/Apartment_Living/About/Pages/Graduate_Housing.aspx

There are many types of off-campus housing available in the local Mount Pleasant community within walking and driving distance of campus. The following site has an up-to-date list of area housing: http://www.centralmichiganapartments.com.
CHILD CARE  CMU does have a day care center with limited availability. The following site has more details:  https://www.cmich.edu/colleges/ehs/unit/cdll/Pages/default.aspx

PARKING  The Parking Services division of the CMU Police Department distributes parking permits for CMU affiliates and campus visitors while maintaining all related records. This area is also responsible for the collection efforts associated with parking citations and citation appeals. For questions concerning billing, parking permits, citations and locations, contact us at (989) 774-3083 Monday-Friday, 7:30am-5:00pm or email parking@cmich.edu.  https://www.cmich.edu/fas/police/Pages/Parking_Services.aspx  It is imperative to contact CMU Parking Services and register your vehicle before you arrive on campus to be in the system. Once registered, apply for your parking pass.

CMU parking information can be found at:  https://www.cmich.edu/fas/police/Pages/Parking_Services.aspx

STUDENT SAFETY ON CMU CAMPUS – MOUNT PLEASANT  CMU police urge students, employees and visitors to report crimes or suspicious activities as soon as possible. When emergencies such as injury, fire or crime occur on campus, persons should call 911. For non-emergency situations on campus, CMU police can be reached by dialing 3081 from campus phones or (989) 774-3081 from off-campus. Several campus offices are responsible for notifying CMU police when criminal acts come to their attention. Locations included are the offices of Student Life and Residence Life. Most crimes committed by CMU students on the university campus are also violations of the university’s Code of Student Rights, Responsibilities and Disciplinary Procedures. Victims are encouraged to report incidents to the Office of Student Life to register a complaint.

STUDENT SAFETY OFF CAMPUS  Incidents and emergencies that occur near campus but not on university property should be reported to Isabella County Central Dispatch by calling 911. Non-emergency situations occurring at off-campus locations should be reported by calling (989) 773-1000.

CENTRAL UNIVERSITY POLICE  The Central Michigan University Police Department works in partnership with the entire university to maintain a safe, secure and orderly living and learning environment. In addition to traditional responsibilities, the department offers many other services, including speaking to student groups and providing night time escorts. In the event of an emergency, the University’s Emergency Management Plan can be found at https://www.cmich.edu/about/emergency_management/Pages/default.aspx. While emergency
action plans for each building on campus can be found at

More information about CMU’s police force and the services they provide the community,
please visit their website at: https://www.cmich.edu/fas/police/Pages/default.aspx

SAFE RIDES Students who would like to use Safe Rides, the on-campus evening ride service
from 8 p.m. to 1 a.m., should call HELP (4357) from campus phones or (989) 774-4357 from a cell
phone. For more information, please review the following link:
https://www.cmich.edu/fas/police/Pages/Safe_Rides.aspx

STUDENT SAFETY AT THE SAGINAW CAMPUS Covenant Healthcare and St. Mary’s
of Michigan are responsible for ensuring a safe and secure environment for customers, patients,
students, residents, and employees. The hospitals urge students, employees and visitors to
report crimes or suspicious activities as soon as possible.

To contact security at Covenant Cooper, Harrison, Irving, Houghton, and Michigan campuses,
please call extension 3-6149 or if using an outside line, dial (989) 583-6818. Security at Covenant
Mackinaw can be reached at extension 3-5010 or if using an outside line, dial (989) 583-5010.
Security at St. Mary’s of Michigan can be reached at (989) 907-8128.
Students, faculty, and staff that would like an escort to their vehicles should contact the security
office of each hospital campus using the numbers listed above.

** Please note, all clinical sites, despite geographical location, will orient each student to the
safety procedures and guidelines specific to each site during student orientation at the
clinical site.

INCLEMENT WEATHER For medical students attending classes on the Mount Pleasant
campus, the College of Medicine will close or delay school according to CMU direction.
Updates will be available on the main CMU website, or by calling the CMU information line at
989-774-7500. The process of setting up text, email, and cell phone notification can be found via
this link: https://www.cmich.edu/about/emergency_management/Pages/Central_Alert.aspx

Additional class days may be added to the College of Medicine schedule if the school is closed
due to inclement weather. This decision is under the purview of the Senior Associate Dean of
Academic Affairs. If students are participating in clinical clerkships or other assignments off-
campus, they are asked to follow the direction of that facility, whether it be an assigned
hospital, clinic, or away rotation. If CMU’s campus is closed, but an assigned facility is open,
students working at these facilities are expected to attend.
For students at the Distributed Campus in Saginaw, please see the following Covenant policy
Covenant inclement weather.
UNIT VIII: TECHNOLOGY

COMPUTER REQUIREMENTS  Students are required to have a computer. The following is an outline from our IT experts and faculty regarding recommendations for incoming students that will satisfy CMU College of Medicine platform requirements for curriculum materials.

Recommended Hardware Configuration:
- 13” – 15” internal display
- Intel Core i5 Processor
- 4 GB RAM (Memory)
- Wi-Fi 801.11 a/g/n enabled (Dual Band 2.4Ghz and 5Ghz Wi-Fi enabled)
- Webcam and Mic

Preferred Laptop Computers: CMU IT does not require or prefer students purchase a particular make and model of computer, however, we do want students to have a computer that meets the hardware requirements above and is a platform that is comfortable to use.

Provided below are a few models that the IT team recommends:
- Microsoft Surface Book
- Microsoft Surface Pro 4
- Lenovo X1 Carbon
- Macbook Pro

Portability While there isn’t a set requirement for laptop size, it is important to weigh the pros and cons when picking a device (especially size and weight). A 15” laptop will provide a larger desktop, but is more difficult to transport. A 13” laptop is easier to transport, but offers less screen real estate.

PC or Mac? This is up to you. Pick a platform that you are most comfortable with. The College of Medicine will provide student access to web-based applications that are platform independent. A MacBook Pro may cost more than a Lenovo, but can run both Windows and Mac OS. The Lenovo Platform is CMU’s standard business laptop, and has proven to be a reliable computer.

ACCESSORY RECOMMENDATIONS
**External monitor** An external monitor may be a good addition to your desk at home. Being able to plug your computer into a second display will allow you to view additional application windows. For example, lecture notes could be opened on one screen, and Microsoft Word could be opened on another. In order to gain benefits from an external monitor, consider the following:

- The monitor is 20” or larger. A monitor smaller than 20” may not provide much added benefit.
- Your laptop should come with a VGA adapter, if it is needed. But, if it doesn’t, adding one as an accessory is a good idea. It can also be used when hooking your laptop to a projector or TV.

**Portable mouse** A portable mouse may be a good inclusion to your computer bag. A wireless or USB mouse may come in handy at your desk or on the go.

**External hard drive and/or flash drive** CMU does provide 1 TB of cloud storage in Microsoft OneDrive, but it is good practice to have a flash drive or possibly an external hard drive in your computer bag. If you need to quickly copy files or backup important data, portable media will be nice to have on hand.

**SOFTWARE**

**Microsoft office** Probably the most important software that can be installed on a student’s computer is a productivity suite. We recommend Microsoft Office. It is used across campus, and is most compatible with our systems. Microsoft Office is available free to students. Visit [http://cmich.edu/msoffice](http://cmich.edu/msoffice) for more information.

**Microsoft security essentials/windows defender** Good anti-virus software should be installed on all computers. In order to join the CMU network in the graduate housing, all computers must have an up-to-date Anti-Virus program installed. Microsoft Security Essentials (Windows Defender) is the recommended, free, anti-virus software provided by Microsoft. Visit [http://resnet.cmich.edu](http://resnet.cmich.edu) for more information.

**Virtual lab** The Virtual Lab is available to all students, and is a very popular service provided by CMU. It allows students to connect to a virtual computer, and access CMU licensed software. It’s very similar to going to a traditional computer lab, but you don’t have to leave your room. Visit [http://labs.cmich.edu](http://labs.cmich.edu) for more information.

**PRINTER RECOMMENDATIONS**
Print Q Undergraduate and graduate students have access to PrintQ, the campus printing service. Documents can be queued for printing from computer labs, your personal computer, or mobile device, and released at many PrintQ enabled printers across campus.

Here are some highlights of the PrintQ service:

- PrintQ Remote Printing stations all around campus (including CMU College of Medicine and the Saginaw Educational Building)
- $45 of quota per year (1,125 black and white pages)
- No need for local printer. Less configuration issues and hassles of purchasing paper and ink.

More information can be found at [http://labs.cmich.edu](http://labs.cmich.edu)

Local printer A local printer can be purchased for around $100 - $200, however, with the PrintQ service being available to all medical students, it’s not a necessary purchase.

MOBILE DEVICE RECOMMENDATIONS

Smartphone Owning an Apple or Android smartphone, with mobile data (3G or 4G) enabled will greatly benefit the needs to a student on-the-go. Access to email, the web, and other mobile applications allows for constant connectivity to other students, faculty, and staff.

Tablet A tablet is a great on-the-go computing addition to a laptop workstation, and can also be used as a textbook E-Book reader. All textbooks will be available in E-Book format, and are supported by iOS devices.

CENTRAL MICHIGAN UNIVERSITY OFFICE OF INFORMATION TECHNOLOGY

The CMU Office of Information Technology Help Desk is CMU’s main provider of technology support to students, faculty, and staff (on or off-campus), 7 days a week. Whether you have a technical question or need help fixing a technical issue, you can count on the Help Desk for assistance. The Help Desk’s expert staff consists of trained Information Technology personnel as well as competent student technicians.

The range of Help Desk support covers issues related to software packages installed on your personal computer, to network resources, as well as telephone and cable repair in the graduate housing. The Help Desk supports ANYTHING - Windows or Mac, Ethernet or wireless, phone or cable. Check with them if you have questions about your IT needs.

Services
- Central point of contact for technology problems
- Problem and knowledge management
- Account assistance
- System and technology information
- Software and hardware troubleshooting
- Office and personal computer repair
- Telecommunications and cable equipment
- Telephone and cable TV repair
- Software distribution
- Test and survey scanning

**Hours**
- Mon-Thurs: 7 a.m. to Midnight
- Friday: 7 a.m. to 6 p.m.
- Saturday: 12 p.m. to 6 p.m.
- Sunday: 12 p.m. to Midnight

* Please note these hours may vary based on library hours. To check current library hours as well as any holiday exceptions, you can look online at the following link:
  [https://www.cmich.edu/library/hours/Pages/default.aspx](https://www.cmich.edu/library/hours/Pages/default.aspx)

**Contact Options**
- Walk-in: Park Library 101
- Phone: (989) 774-3662
- Email: helpdesk@cmich.edu