Student Handbook

2020-2021

Revised August 2020
Important notice from CMU regarding COVID–related precautions on campus for the 2020-21 academic year:

Face coverings, such as masks, and social distancing (6 feet apart) are required in all buildings and classrooms (CMU’s policy on face coverings). Students who have forgotten their face coverings may obtain a disposable mask from one of the 40 vending areas on campus. Vending machine locations are available on the Fired Up for Fall website.

The evidence is clear that face coverings are a crucial part of keeping coronavirus at bay and support the university’s commitment to providing all members of its community with a safe, healthy, caring, and supportive environment. Masks should cover the entire nose and mouth, per guidelines from the Centers for Disease Control (https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html). Students whose unique and individual circumstances require an alternative face covering, as indicated by a medical condition may request one. To request an alternative, students should contact Student Disability Services (SDS).

Refusing to wear a mask in any building or classroom without an accommodation letter from Student Disability Services is a violation of university regulations (section 3.2.31 of the Student Code of Conduct) and exposes the student to possible sanction for not adhering to university regulations. Refusing to maintain social distancing guidelines also violates the same university regulations. Students not adhering to the policy on face coverings or social distancing will be asked to leave the classroom and the building. In addition, faculty and/or staff may file a report with the Office of Student Conduct.

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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
Vice President for Health Affairs
Dean, College of Medicine

CMU College of Medicine makes every effort to ensure that the information provided in this document is accurate and up to date. However, the College of Medicine reserves the right to make changes to the policies, procedures and other information contained within this document when necessary and without prior notice. The most current version of the student handbook will be available on the website.
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 2012 and, with Saginaw hospitals Covenant HealthCare and St. Mary’s of Michigan in place as partners for educating students and residents. The College of Medicine clinical affiliations have grown and to include branch campuses at Ascension St. John Hospital in Detroit, MI, MidMichigan Health in Midland, MI and Spectrum Health Lakeland in St. Joseph, MI.

The demand for physician services is growing faster than supply, and there is a projected national shortfall of 40,800 to 104,900 physicians by 2030, according to an Association of American Medical Colleges report in March 2017. The same report noted a shortage of 7,300 to 43,100 primary care physicians by 2030. 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 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 Peninsula 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 underserved populations of Michigan, rural and urban alike, 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.

THE COLLEGE OF MEDICINE MISSION The Central Michigan University (CMU) College of Medicine educates diverse students and trains culturally competent physicians to provide comprehensive health care and services to underserved populations in Michigan and beyond. Our faculty, staff and graduates advance health and wellness through exceptional education, innovative research, quality patient care and strategic collaborations to improve the health and wellbeing of individuals and communities.

THE COLLEGE OF MEDICINE VISION We will realize our bold vision by producing future generations of well-trained physicians, developing new solutions from innovative research, improving access to high-quality health care and forging strategic partnerships to build thriving communities and better lives for all people in Michigan.

Education – By preparing physicians for the future through the delivery of excellent medical education and clinical training, more people have access to quality health care. Students and residents receive the academic foundation necessary to advance their knowledge, critical thinking skills, clinical competence and professional development.

Research – The College’s foundational and clinical faculty foster research initiatives to advance science and improve individual and community health outcomes. Students and residents develop a strong sense of discovery, which leads to scholastic contributions.
Clinical Care – Through accredited medical and residency programs, renowned faculty and state-of-the-art medical facilities, learners will develop the skills needed to deliver evidence-based, patient-centered care with respect and empathy. The health care services we provide contribute to improving individual lives for populations served.

Social Impact – In collaboration with clinical and community partners, our state and the cities and towns in which we live, teach and care for patients are healthy and vibrant because of shared commitments to social responsibility. Together, we work to improve health care, wellness and economic outcomes by taking action to develop new, inclusive and progressive solutions.

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

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.

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, three 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.

The College of Medicine is committed to supporting the diversity initiatives of the University and enhancing the spirit of inclusiveness of the college. The College of Medicine has defined 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.”

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. The Central Michigan University Non-Discrimination policy is available for review.

THE COLLEGE OF MEDICINE BYLAWS In addition to this handbook, the CMU College of Medicine has College Bylaws. These Bylaws outline the different committees, their roles, how they function, roles of each committee member, and terms of each committee member to name a few.
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). The CMU College of Medicine is fully accredited by the LCME. 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.

OFFICE OF THE DEAN
Oversight to ensure outstanding educational experiences for students by working with University officials, Michigan communities, and health systems in the region.

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COLLEGE OF MEDICINE OFFICES AND CONTACT INFORMATION

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OFFICE OF MEDICAL EDUCATION
https://www.cmich.edu/colleges/med/Education/MD/Pages/OME.aspx
Oversight and management of all aspects of the medical curriculum, including but not limited to; student assessment, course evaluation, academic success, clinical placements, curriculum and course schedules.

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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)

In keeping with the mission, vision, and social accountability mandate of the school, these five technical standards provide the framework for all teaching and learning activities. 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 College of Medicine 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

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>
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<tr>
<th>Opportunities for Development</th>
<th>Materials/Encounters throughout the program</th>
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<tr>
<td>• Small group discussions and presentations;</td>
<td>• Books;</td>
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<td>• Large-group, team-based learning sessions;</td>
<td>• Diagrams/Photographs;</td>
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<tr>
<td>• One-on-one interactions; Demonstrations;</td>
<td>• Discussions;</td>
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<td>• Patient encounters in the clinical and classroom settings;</td>
<td>• Gross and microscopic studies of organisms and tissues;</td>
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<td>• Diagnostic findings;</td>
<td>• Diagnostic imaging scans (X-ray, MRI, CAT);</td>
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<td>• Procedures;</td>
<td>• Cadaver dissections;</td>
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<tr>
<td>• Written material; Audiovisual material</td>
<td>• Live human case presentations;</td>
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<td>• Patient interviews and physical exams;</td>
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<td>• Examinations with stethoscopes, otoscopes, fundoscopes, sphygmanometers, and reflex hammers;</td>
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<td>• Verbal communication and non-verbal cues (as in taking a patient's history or working with a medical team);</td>
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<td>• Live and televised surgical procedures;</td>
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<td>• Childbirth;</td>
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<td>• Online computer searches.</td>
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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>
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<tbody>
<tr>
<td>• Answering oral and written exam questions;</td>
<td>• Answering oral and written exam questions;</td>
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<td>• Eliciting a complete history from a patient;</td>
<td>• Eliciting a complete history from a patient;</td>
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<tr>
<td>• Presenting information in oral and written form to preceptors;</td>
<td>• Presenting information in oral and written form to preceptors;</td>
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<tr>
<td>• Participating in sometimes fast-paced, small-group discussions/interactions;</td>
<td>• Participating in sometimes fast-paced, small-group discussions/interactions;</td>
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<tr>
<td>• Participating in group dissections; and</td>
<td>• Participating in pathology labs</td>
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<td>• Participating in pathology labs</td>
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</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>
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</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>
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<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; write proficiently;</td>
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<td>• Perform diagnostic procedures and tests;</td>
<td>• Using a computer;</td>
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<td>• Provide general and emergency patient care;</td>
<td>• Performing a complete physical exam including observation, auscultation, palpation, percussion, and other diagnostic maneuvers;</td>
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<td>• Function in outpatient, inpatient, and surgical venues;</td>
<td>• Performing simple lab tests;</td>
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<td>• Perform in a reasonably independent and competent way in sometimes chaotic clinical environments;</td>
<td>• Using light microscopes; and</td>
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<td>• Performing cardiopulmonary resuscitation. Accompanying staff on rounds and conferences;</td>
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<td>• Performing venipunctures, thoracenteses, paracenteses, endotracheal intubations, arterial punctures, Foley catheter insertions, and nasogastric tube insertions;</td>
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<td>• Taking overnight call in the hospital;</td>
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<td>• Performing physical, neurological, gynecological, pediatric, and obstetrical examinations (with the appropriate instruments);</td>
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<td>• Maintaining appropriate medical records;</td>
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<td>• Acting as second assistant in the OR (retracting, suturing, etc.).</td>
</tr>
</tbody>
</table>
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, analyzing complicated situations, such as cardiac arrest, and determining the appropriate sequence of events to effect successful treatment;</td>
</tr>
<tr>
<td>• Analysis</td>
<td>• Working through genetic problems;</td>
</tr>
<tr>
<td>• Synthesis</td>
<td>• Integrating historical, physical, social, and ancillary test data into differential diagnoses and treatment plans;</td>
</tr>
<tr>
<td>• Organization</td>
<td>• Understanding indications for various diagnostic tests and treatment modalities from medication to surgery;</td>
</tr>
<tr>
<td>• Memory</td>
<td>• Understanding methods for various procedures, such as lumbar punctures and inserting intravenous catheters;</td>
</tr>
<tr>
<td>• Application</td>
<td>• Ability to think through medical issues and exhibit sound judgment in a variety of clinical settings, including emergency situations;</td>
</tr>
<tr>
<td>• Clinical reasoning</td>
<td>• Identifying and understanding classes of psychopathology and treatment options;</td>
</tr>
<tr>
<td>• Ethical reasoning</td>
<td>• Presenting material in a concise, cogent, and thorough way based on various kinds of data collection, including web-based research;</td>
</tr>
<tr>
<td>• Sound judgment</td>
<td>• Organize information, materials, and tasks in order to perform efficiently on service;</td>
</tr>
</tbody>
</table>

5. **Professionalism (Mature and Ethical Conduct): Students should be able to conduct themselves with dignity while being conscientious regarding the multitude of behaviors that can affect their careers as students and as professionals.**

<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></td>
<td></td>
</tr>
</tbody>
</table>
• Attending required experiences on time and with an appropriate level of preparation;
• Handing in assignments on time;
• Zero tolerance for plagiarizing or cheating;
• Treating faculty, staff, patients, their families, and other students with respect;
• Accepting constructive feedback from faculty with an open-mind and with the intention to improve;
• 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);
• Developing successful working relationships with preceptors, staff, and peers by accepting constructive feedback.

• Maintaining a professional demeanor on service (e.g. white coat, name tag, appropriate attire, neat appearance, respectful speech, sobriety);
• Representing one’s self accurately;
• Appreciating and preserving patient confidentiality;
• Responding sensitively to patients’ social and psychological issues; Developing empathic listening skills;
• Understanding social biases and stigmas, and not reinforcing them;
• Advocating for patients when appropriate;
• 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 an open mind and the intention to improve; and
• Contributing to the effectiveness, efficiency, and collegiality of healthcare teams.

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.

**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. 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

STANDARDS OF CONDUCT FOR THE TEACHER-LEARNER RELATIONSHIP The expectations
for the conduct of students and faculty pertaining to the teacher-learner relationship fall under
the professional responsibilities outlined in the faculty bylaws and the CMU 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.

MISTREATMENT Students who feel they have witnessed student mistreatment or that a
student has been the subject to conduct outside of a respectful teacher/staff – learner
relationship including discrimination, harassment, or abuse are encouraged to submit their
concern further discussed later in this section. Students are provided education specific to
student mistreatment during medical school orientation, and through distribution of the
Student Handbook. Faculty and staff are provided education about student mistreatment
during their respective orientation sessions and for faculty, via the Faculty Handbook. Residents
and fellows are provided education specific to student mistreatment during residency orientation.

**MISCONDUCT** Students are expected to behave professionally. Student 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 areas 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.

**PROFESSIONALISM** Professionalism is a program competency and a required technical standard, with integration of these principles and practices throughout the entire curriculum. Review the College of Medicine's [Professionalism Policy](#) for addressing lapses in professionalism.

Medical students must understand that their professional responsibility to the care of their future patients begins when they matriculate to the College of Medicine. The knowledge, skills, and attitudes learned and demonstrated in the classroom and laboratory are directly relevant to patient care, and must be approached with the same professionalism, as is the patient in the clinical setting.

Medical students should be aware that a professionalism concern may be subject to review and separate disciplinary action by both the College of Medicine’s and Central Michigan University’s processes. A College of Medicine student may be referred to CMU’s Office of Student Conduct, or vice versa, for determination of the appropriate disciplinary action in a particular situation. This will be determined on a case by case basis.

The [CMU Code of Student Rights, Responsibilities and Disciplinary Procedures](#) applies to all College in Medicine students.

**ASSESSMENT OF STUDENT’S ATTAINMENT OF APPROPRIATE PROFESSIONAL ATTRIBUTES** Professionalism is a competency 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.
**UNPROFESSIONAL BEHAVIOR** Examples of unprofessional behavior include but are not limited to the following:

1. *Attendance and punctuality issues*, such as, but not limited to:
   a) Dishonest recording of attendance at required activities
   b) Failure to sign in at a required activity
   c) Signing in for others at a required activity
   d) Signing in for a required activity and leaving early
   e) Falsifying reasons for an excused absence from required curriculum or examinations
   f) Repeated tardiness for academic or clinical obligations, including lectures, labs, examinations, and clinical commitments, etc. Note that students are expected to be early/on time for both required and non-required commitments
   g) Failure to follow specified procedures for the request of an excused absence
   h) Early departure from academic or clinical activities. Once they arrive, students are expected to remain for the duration of all activities, whether the activities are mandatory or voluntary

2. *Plagiarism*:
   a) Handling materials obtained in a manner that is academically dishonest
   b) Fabrication of written records, including records in the clinical environment
   c) Falsification of academic, research, or clinical records, including fabrication of data
   d) Collaboration on assignments where that is prohibited
   e) Having someone else take an assignment in one’s stead

3. *Examination behaviors such as, but not limited to*:
   a) Acquiring an examination during its preparation, duplication, or storage
   b) Removing or acquiring secured examinations after administration
   c) Copying answers from another examination
   d) Taking crib sheets or other forms of prepared answers/notes into an examination
   e) Leaving the examination room and returning without permission
   f) Taking an examination for someone else
   g) Having someone else take an examination in one’s stead
   h) Memorizing questions from secured exams and collating them for future study or distributing them to other students
   i) Using signals or otherwise communicating during an examination to share answers with another student
   j) Continuing to answer test items beyond the prescribed time limit
   k) Taking examinations at times other than the one to which you have been assigned in order to obtain more preparation time

4. *Inappropriate public behavior such as, but not limited to*:
a) Criminal conduct  
b) Interpersonal violence or assault  
c) Disorderly conduct (e.g., public intoxication)  
d) Unauthorized use of patient parking lots 

e) Distribution of material (e.g., on social media) that includes disparaging comments about populations of people, or discriminatory practices preventing the inclusion of such groups in public settings 

f) Distribution of defamatory or vulgar comments about faculty, staff, or state of CMED, CMU, or any affiliate health system or academic institution 

g) Lack of courtesy and respect towards patients, faculty, peers, staff, nurses, other health professionals, etc. in the academic or clinical environment (e.g., shouting, use of profane language). Note that this and 4.f. above are not prohibited, but engaging in them is unprofessional and may be addressed per this policy 

h) Misrepresentation of credentials, abilities, or position 

i) Behavior that, in any way, diminishes or threatens patient safety and welfare, including failure to protect patient confidentiality 

j) Attendance and/or participation in any curricular activity while under the influence of alcohol, drugs, or other substances

REPORTING MISTREATMENT, MISCONDUCT AND/OR UNPROFESSIONAL BEHAVIOR

Any student who feels they have witnessed or have been subject to student mistreatment/misconduct, including discrimination, harassment, or abuse, must submit their concern. There are a number of options for reporting incidents:

If the conduct is of a criminal nature, the Central Michigan University Police or other appropriate law enforcement officials will be contacted immediately.

All CMU employees are responsible employees and are required to report any potential violations of this policy that may involve discrimination to the CMU Title IX Coordinator for investigation. Any event that includes possible sexual, racial, or ethnic discrimination, including harassment must be reported to the CMU Office of Civil Rights and Institutional Equity.

Reports may be submitted by any of the following methods:

1. Verbal report
2. Email, or other written report
3. Submit a concern anonymously via the Praise or Concern Form.
4. Contact CMU Offices of Civil Rights and Institutional Equity or Faculty Personnel Services.

The Associate Dean for Student Affairs will take the lead within the College of Medicine (COM) for review of any related concerns, and will take initial responsibility for any actions taken within the College. If the concern is of a criminal nature, the CMU Police or other law enforcement will be contacted immediately. If the concern involves discrimination under CMU’s Affirmative
If the concern is raised against a CMU employee or COM faculty or staff member, the Associate Dean for Student Affairs will notify their supervisor and the Associate Dean of Clinical Education, Assistant Dean for Foundational Sciences, and/or the Associate Dean for Faculty and Staff Affairs to determine if additional action is necessary. A formal review may be initiated following the procedure outlined in the College of Medicine 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.

If a concern is raised against a non-CMU faculty, staff member or health care worker involved in the education of the College of Medicine students, including residents and fellows, the concern shall immediately be sent to the chair, Learning Environment Committee, and if the matter involves a concern related to discrimination, to the CMU Office of Civil Rights and Institutional Equity. The Chair shall immediately review the concern, meet with the complainant, and, in consultation with OCRIE, determine if any interim remedial measures are appropriate when a matter is under review.

PROFESSIONALISM AND SOCIAL NETWORKING AT THE COLLEGE OF MEDICINE The Central Michigan University College of Medicine (CMED) recognizes that social media has changed the way people communicate. Social media is a powerful communication and marketing tool that may have significant impact on institutional, professional and personal reputations. Most electronic information is enduring and even material that has been deleted may be accessible. Because there are not always clear distinctions between personal voice and institutional voice, CMED has developed the Professionalism and Social Networking Policy to protect personal and professional reputations when participating in social media.

STUDENT DRESS CODE AND PERSONAL APPEARANCE The personal appearance of students is important in our interactions with patients and visitors. The Dress Code policy outlines the expectations for students. Students will dress in a way that establishes confidence and respect for the institution, while maintaining the health and safety of peers, 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.

CHEMICAL IMPAIRMENT The College of Medicine Technical Standard of Professionalism states 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 professional and personal 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 Associate Dean of Student Affairs or Assistant Director of 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 drug screening if there is suspicion of substance use, intoxication, or impairment before they enter or while participating in a clinical setting. In this situation, the student will be immediately removed from patient care activities, and the Associate Dean/Clinical Education or Associate Dean/Student Affairs will be notified. Arrangements will be made for prompt screening, after which time the student will be placed on administrative leave until they receive additional direction from the Office of Student Affairs. Any refusal to test is considered a positive result. Full details and information on this policy can be found here.

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

The College of Medicine Substance Abuse and Use Policy addresses this in more detail and can be found here.

**MENTAL HEALTH IMPAIRMENT**

The College of Medicine Technical Standard of Professionalism states that all students must maintain memory, rational thought, problem solving ability, and collegiality, while exhibiting compassion and sound judgement in all academic and clinical environments.

If the Associate Dean of Student Affairs is concerned about a student’s mental health, the student will be encouraged to seek mental health evaluation and treatment and will be given resources to seek assistance as the students best engage in therapy when they seek treatment voluntarily. If a student does not initiate services, a school-requested basic mental health evaluation may be necessary. Students have the right to refuse to participate in mental health evaluations and treatments, however if the student refuses to participate, the school has no option but to proceed based solely on the student’s behavior in relation to academic and technical standards.
The College of Medicine School Requested Mental Health Evaluation Policy addresses this in more detail.

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 filing charges through law enforcement agencies if it is determined that such action is appropriate.

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.

UNIT III: ACADEMIC PROGRAM

The Office of Medical Education is responsible for oversight of the development, organization, and implementation of the educational program. These activities include curriculum development, course and clerkship scheduling, clinical site recruitment, student assessment, course and clerkship evaluation, 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.

GENERAL COMPETENCIES AND EDUCATIONAL PROGRAM OBJECTIVES The College of Medicine has approved seven general competency domains that define and guide curriculum development, student assessment and program evaluation. Each competency is more fully described by a series of educational program objectives that specifically define the knowledge, skills, behaviors, and attitudes that medical students are expected to exhibit at the time of graduation. These competencies and educational program objectives are as follows:

1. Patient Care: Students will provide patient-centered, individualized care that is compassionate and effective for the treatment of health problems and the promotion of health.
   - Gather essential and accurate information about the patient through a thorough, patient-centered, culturally sensitive history and physical exam and review of prior diagnostics and information in the health record.
• Propose an appropriate management plan including the selection of diagnostic tests.
• Interpret diagnostic test results, and implement interventions, to diagnose and treat common clinical conditions.
• Engage in shared decision making with patients.
• Advise patients on strategies to promote wellness and manage medical conditions.
• Determine the need for referrals to other providers and guide transitions of care between providers and settings.
• Perform essential diagnostic and therapeutic procedures, and administer pre- and post-procedural care, competently with compassion under appropriate supervision.
• Organize and prioritize responsibilities to provide care that is safe, effective and efficient.

2. Medical Knowledge: Students will apply knowledge in established and evolving biomedical, clinical, and social/behavioral sciences to basic and clinical problems.
   • Apply principles of the normal and healthy structure and function of the body as a whole, and of each organ system, to promote human health across the lifespan.
   • Apply fundamental biological principles to the prevention, risk assessment, diagnosis, and management of disease for patients and populations.
   • Apply current and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem solving, and other aspects of evidence-based health care to patient scenarios.
   • Apply principles of social-behavioral sciences to the provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, adherence, and barriers to and attitudes towards care.
   • Contribute to the creation, dissemination, application, or translation of new health care knowledge and best practices.

3. Practice-Based Learning and Improvement: Students will demonstrate the ability to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices.
   • Utilize self-reflection to identify strengths, deficiencies, and limits in one’s knowledge and skills.
   • Set learning and improvement goals that can be translated into improved performance and patient care practices.
   • Incorporate feedback into daily practice and perform learning activities that address one’s gaps in knowledge and skills.
   • Locate, appraise, and assimilate evidence from scientific studies and use new knowledge and technologies to optimize learning and improve patient care practices.
• Educate patients, families, students, trainees, peers, and other health professionals in the health care setting.

4. Interpersonal and Communication Skills: Students will demonstrate interpersonal and communication skills that result in effective, dynamic exchange of information and collaboration across socioeconomic and cultural backgrounds
   • Use active listening and empathy in communication to effectively collaborate with patients, families and caregivers.
   • Communicate effectively with others as members or leaders of a health care team or other interprofessional group.
   • Demonstrate effective use of the electronic health record as a means of communicating accurate and timely information with members of the health care team and the patient.
   • Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics.
   • Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.

5. Professionalism: Students will demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to all individuals.
   • Demonstrate respect, compassion, and responsiveness to the needs of others.
   • Demonstrate accountability, integrity, and a firm commitment to excellence and ongoing professional responsibilities.
   • Respect patients’ privacy and autonomy, including the security of protected health information.
   • Demonstrate sensitivity and responsiveness to all individuals, regardless of gender, age, culture, race, religion, ability, sexual orientation, socio-economic status, or medically underserved status.
   • Enhance team functioning, learning, or health care delivery by acknowledging one’s own role and responsibilities, valuing others’ roles, and treating all with respect.
   • Demonstrate a commitment to ethical principles pertaining to individual conduct, patient care, confidentiality, informed consent, and business practices.
   • Give and receive candid and constructive feedback openly and tactfully.

6. Population and Community Health: Students will demonstrate knowledge of methods and research in population health (including public health, epidemiology, and health sociology) and the application of each to improving the care of patients in their practice and the health of their communities.
• Apply population health principles, theories, and information to the provision of care for individuals and populations with an emphasis on rural and medically underserved communities
• Identify and interpret information about individual patients, populations of patients, or communities from which patients are drawn, in order to apply it to improving community health and access to care.
• Identify health problems and risk factors, treatment strategies, resources, disease prevention/health promotion efforts to improve the health of patients and reduce health care disparities.

7. **Systems-Based Practice:** Students will demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to call on system resources effectively to provide optimal care.
   • Use the knowledge of one’s own role and the roles of other health professionals to work effectively in diverse healthcare delivery and practice settings.
   • Incorporate considerations of cost and risk-benefit analysis in patient and/or population-based care.
   • Assist patients in navigating health care system complexities in coordination of care.
   • Identify system failures and opportunities for improvement to contribute to a culture of safety in the health care environment

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

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. For Year 1 the students will be involved in a community service project with one of the Community Service Organizations, and in Year 2 the students will be involved in early clinical experiences in community physician offices.
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
• Supervised patient care
• Bedside teaching rounds
• 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 and clerkship revision to ensure the curriculum goals are met.
10. Each course and clerkship 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/clerkship 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:

**OVERVIEW OF YEARS ONE AND TWO OF THE PROGRAM**

**Foundational Sciences of Medicine A and B:** During their first fall semester, students will be enrolled in two sequential 8-week Foundational Sciences of Medicine courses. At this same time, students are enrolled in two longitudinal courses, *Medicine and Society* and *Essentials of Clinical Skills*, which continue throughout the first two years of the pre-clerkship curriculum.

In keeping with the integrated model of medical education, the *Foundational Sciences of Medicine* courses include 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. They are designed to provide a common baseline of information for students prior to beginning the organ systems courses.

Both longitudinal courses have a focus for further horizontal and vertical integration in student learning of content, skills, and behaviors. Medicine and Society 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. Other Society and Medicine topics include foundational elements of professionalism, ethics, humanities and self-care in the medical profession.

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 Class of 2023 (M2) will continue with three longitudinal courses: Art of Medicine, Society and Community Medicine, and Essentials of Clinical Skills (described above) that began during their M1 year.

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

Organ systems courses begin following the students’ first winter break.

In order, the first-year organ systems courses are:
- Reproductive/Human Development – 6 weeks
- Cardio/Pulmonary – 7 weeks
- Renal/Endocrine – 6 weeks

Each course focuses on wellness and disease, all of the medical science disciplines are integrated in each module and the focus is upon anatomy, physiology, and pathology.

A ten-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
- Hematology/Oncology – 4 weeks

The organ systems courses are followed by SYNAPSE (S)econd-Year Students, (Y)ear-End Transitionals, (N)ational Board Medical Examinations (NBME) Preparations, (A)ssessment, (P)rofessionalism, Population and Community Health, (S)kills Development, and (E)valuation), a four-week block of experiences focused on transition to the clinical learning environment, studying for the national board examinations, and review of the major content and concepts in the first two years.

Interspersed between courses are a series of week-long experiences known as Bridge Weeks. These weeks serve as a means of providing dedicated time for student assessment, and the delivery of important curriculum components related to diversity, equity and inclusion, academic success, career advising, personal wellness and financial literacy. In addition, Bridge weeks provide students with the opportunity to provide the college with feedback via evaluations of their curricular experiences that is used in the process of continuous quality improvement.

Course schedules for Year 1 and Year 2 are found on the Curriculum page of the website.

**YEAR 1 & 2 ACADEMIC WORKLOAD**

The College of Medicine (COM) recognizes the importance of creating an atmosphere that encourages students to maintain a healthy balance between required academic activity and a lifestyle focused on wellness. In order to ensure a manageable workload and adequate time for self-directed and independent study during years 1 and 2, COM defines limitations of total academic workload within the curriculum, to simultaneously maximize educational benefits and limit fatigue, which may impair the student's ability to learn. Contact hours do not exceed 25 hours per week, averaged over each course in Years 1 and 2. Contact hours do not exceed 8 hours in a given day, and should not start before 7:45 am or end after 6:00 pm. In no circumstances will contact hours, in any week, exceed 28 hours. Estimated total academic workload includes contact hours and directed study activities and should not exceed 60 hours per week. Independent study is important in the process of acquisition of knowledge and skills. Because medical students vary in their prior knowledge, experiences, study skills and practices, it should also be recognized that 60 hours of workload per week may not be sufficient to ensure the academic success of any given medical student. The Academic Workload Policy outlines more details.

**ANATOMY SESSION GUIDELINES & PROCEDURES**

The Anatomy sessions are used to learn concepts of clinical anatomy throughout the Foundations of Medicine course, as well as the organ systems courses. Material learned in these sessions will be assessed on a comprehensive laboratory practical taken at the end of each
course. Access to the lab is only for medical students and approved faculty/staff. Visitors are strictly prohibited from the anatomy labs at all times; support staff and guests of the College of Medicine may only have access to the labs if approved and accompanied by authorized faculty or staff. Fob access is granted to each student, as well as a lab-specific code, for entry into the lab, and students have access to the lab 24 hours a day, unless noted otherwise.

Anatomy Lab attendance and attendance to the clinical correlate sessions are mandatory and activities cannot begin until all students (less an excused absence) are present. Tardiness to scheduled anatomy activities will not be tolerated; tardiness will be treated as an unexcused absence and will count against your professionalism grade. Only excused absences granted by the Office of Student Affairs (OSA) will be accepted. In addition to notifying OSA of an impending absence or tardiness on a scheduled lab day, you must notify the anatomy faculty prior to the scheduled lab. Make-up labs will be determined on a case-by-case basis upon recommendation of the anatomy faculty; however, it’s up to the student to seek out making up the missed lab(s).

The Code of Conduct in the Anatomy Lab is taken very seriously. The use of the cadavers will be done with dignity and respect at all times this includes no cadaver or prosection is to be displayed or positioned inappropriately, no photography, no video recording of the cadavers or prosections is allowed at any time. All identifying information regarding the cadavers is confidential. Unauthorized dissection is not permitted and all human tissues, including prosections and bones, stay with the associated table or container; no human tissue may be removed from the lab.

There are professional expectations while in the Anatomy Lab including treating all faculty, staff, guests, and students with the utmost respect, pre-lab work—on your own or with your group—is required and expected to prepare for each lab session, and you are expected to work with your peers in a congenial, collaborative manner. There will be a brief pre-lab quiz at the start of each session covering the pre-lab learning material assigned.

In order to work in the Anatomy lab there are several safety protocols students should follow. Students should notify anatomy faculty/staff if you discover you have a chemical sensitivity while working in the lab, and appropriate steps will be taken to accommodate the situation. Please notify anatomy faculty/staff immediately if you injure yourself in the lab (e.g., contusion, cut, light-headedness). If you injure yourself in the lab after hours or during self-study time (i.e., when faculty or staff are not in the lab), take the appropriate precautions necessary:

- Follow instructions posted in the lab for minor injuries
- Seek immediate help for medical emergencies
- Regardless of the severity of the injury, inform anatomy faculty/staff as soon as possible

Proper attire must be worn at all times in the Anatomy lab, and it is recommended that lab coats and lab clothing (e.g., scrubs) should be laundered frequently. Below is a list of appropriate and in appropriate attire:
• No open-toed shoes or footwear that leaves any portion of the foot exposed are permitted in the lab
• Long pants are required at all times
• Lab coat with name tag (either name badge, or written on the coat with permanent marker)
• Recommended attire includes scrubs, safety glasses/goggles, dedicated footwear

Additional protocols of the Anatomy lab include always abiding by the Code of Conduct, food and drink are prohibited, and you must keep the lab clean and orderly at all times. Make sure to use sanitary wipes to wipe down computers/keyboards and models when done with them. Cadavers and prosections are to be sprayed down with wetting solution and covered up with moist towels and/or sheets when they are not being used; notify anatomy faculty/staff if there is mold growth on any of the cadavers or prosections. Gloves should be replaced each time a new cadaver or prosection is being handled.

LAB CONTACTS
Anatomy Lab Coordinator TBD

Faculty
Geoffrey Guttmann, PhD
Professor of Anatomy
(989) 774-2717
CMED 1434
guttm1g@cmich.edu

Karen Poole, PhD
Assistant Professor of Anatomy
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Justin Stadler, MA
Instructor of Anatomy
CMED 1428
stadl1j@cmich.edu

INSTITUTE FOR SIMULATION LAB POLICIES AND PROCEDURES
Standardized Patient and Clinical Skills Suite/Mt. Pleasant:
The simulation lab is a resource for first and second year medical students to gain clinical skills through the use of Standardized Patient sessions, tasks trainers, and open practice times. The lab works closely with the Essentials of Clinical Skills (ECS) course director to deliver simulated patient encounters to enhance student skills.

Student attendance for scheduled times is mandatory and standardized patient formative sessions cannot be made up. Tardiness to activities will not be tolerated; all sessions will begin at the allotted time. It will be recorded and count against your professionalism grade. must
submit absence requests via eMedley. The Office of Student Affairs (OSA) will determine if the absence will be excused and notify simulation and ECS faculty and staff. Please follow the absence request process as laid out in Unit III: Absence Requests.

Learners must be oriented to the equipment prior to use within their classes and/or sessions. Learners are not permitted to use the simulators unsupervised by staff or faculty unless permission is granted. Povidone-iodine or ink pens are not permitted to be used near the manikins or task trainers.

Students are required to accept an Honor Code before each session to protect the integrity of the cases and conduct themselves in a professional manner. All students are required to wear closed toed shoes and business casual dress with white coats and nametags. Hair should be short or pulled back and nails clean and cut short.

Professional expectations in the simulation lab include treating faculty, staff, fellow students, and Standardized Patients with courtesy and respect. Students should come prepared for his/her sessions with all ECS pre-reading done beforehand. Students will be evaluating peers during each learning session and are expected to pay close attention in order to give good quality feedback.

Students utilizing open practice time for the simulation lab should reset the exam room used, including changing the table paper, turning off equipment, placing drapes/pillow cases in the laundry, and sanitizing surfaces.

**SP/SIMULATION CONTACTS**

Simulation/Clinical Skills Center Manager  
Rachel Older  
(989) 774-1633  
Rachel.Older@cmich.edu

Standardized Patient Program Coordinator  
Sophia Watters  
(989) 774-7300  
Sophie.Watters@cmich.edu

Standardized Patient Training Coordinator  
Jocelyn Steffke  
(989) 774-1902  
Jocelyn.Steffke@cmich.edu

**RESEARCH OPPORTUNITIES** Students are encouraged, but not required, to participate in research projects outside of the MD program curriculum while at the College of Medicine. There are formal and informal opportunities available for medical student research. Interested students are directed to contact the Senior Associate Dean for Research, and/or the Director of Students and Residents Research - for information regarding basic, translational, clinical, and health services research opportunities (cmedresearch@cmich.edu or ragin1n@cmich.edu).

The College of Medicine supports a summer research program to enhance medical student research opportunities. The program, called the Medical Student Summer Research Scholars Program will award summer stipends of $3,000 for a research project done in cooperation with
a College of Medicine faculty member mentor or community educator mentor over the 8-10 week period between Years 1 and 2. The College of Medicine proposes to fund a limited number of these awards, depending on quality and sources of funding. Proposals are reviewed by a College of Medicine faculty committee and awarded on a competitive basis. Preference will be given to students whose research is likely to lead to a quality presentation at a local (required), regional or national meeting and perhaps a future publication. More information on the application and deadlines will be provided during the fall semester. Related documents and forms can be found on the student intranet under the Research links. Questions may be directed to the Director of Students and Residents Research.

**RESEARCH REQUIREMENTS**

Student involved with laboratory research will need to complete laboratory safety training.

Students involved with animal research will need to work with their mentors to obtain appropriate animal training and approval from the CMU Institutional Animal Care and Use Committee (IACUC) prior to initiation of their research project.

Students involved with human subjects’ research will need to work with their mentors to obtain appropriate human subjects training and Institutional Review board approval (IRB) prior to initiation of their research project. For more information regarding IRB approval, contact the Director of Students and Residents Research (ragin1n@cmich.edu).

**RESEARCH ELECTIVE**

During Year 3 and Year 4, students may request a Research Elective. The Research Elective is scheduled in four-week increments aligned with the Years 3 and 4 block schedule. Students may take more than one research block but only 4 weeks of research activity will count toward the 28-week elective requirement. To apply for a research elective, students must identify a faculty mentor, develop a list of learning objectives and expected outcomes, and complete the Research Elective Application. The faculty mentor and the Director of Students and Residents Research (ragin1n@cmich.edu) must approve, as well as the Associate Dean for Clinical Education (years 3 and 4). Upon completion of the elective, the faculty mentor will complete an evaluation of the student’s performance during the elective.

**TRAVEL FUNDS** The College of Medicine encourages medical students to present their research at regional and national scientific meetings. To this end the College of Medicine 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 and the Student Research Reimbursement Form for Non-Travel Costs related to the presentation can be found on the student intranet.

**STUDENT PARTICIPATION IN RESEARCH STUDIES AS RESEARCH SUBJECTS** The College of Medicine receives many requests for medical students to participate in a variety of research studies as study subjects. For further information, or to discuss a particular request, please contact the Office of Student Affairs and review the Research Involving Undergraduate Medical Education (UME) Medical Students as Research Subjects policy.

**OVERVIEW OF YEARS THREE AND FOUR OF THE PROGRAM**

Years 3 and 4 of the program are the logical extension of clinical and basic science courses of the first two years. The curriculum consists of seven required four-week hospital-based clerkships, a 24-week Comprehensive Community Clerkship (CCC), and 28-weeks of electives.

**Matriculation Requirements:** Prior to starting Year 3, students will be required to have successfully completed all Year 1 and 2 courses including SYNAPSE and have taken the USMLE Step 1 exam (score may be pending) on or before June 15. The Failure of USMLE Step 1 Examination policy outlines these requirements. In addition, students will need to document compliance with immunization requirements and HIPAA training. Blood-borne pathogens, universal precautions, and scrub training will be scheduled during Year 3 orientation and must be completed prior to starting clerkships. During Year 3 orientation students must also submit to a drug screen. Further details regarding drug screening are available in the Substance Use and Abuse policy. The Office of Student Affairs will provide detailed information related to drug screening.

**Year 3 Orientation:** A one-week orientation will occur the week before the start of Year 3 clinical rotations. Students will have the opportunity to meet Clerkship Directors and staff, become familiar with their new campus, and visit any affiliate sites at which they are scheduled for clinical rotations during the year. Campus-specific safety presentations and additional onboarding tasks (access, badges, and laptop assignments) are also scheduled.

**Comprehensive Community Clerkship (CCC):** The Comprehensive Community Clerkship (CCC) is a Longitudinal Integrated Clerkship (LIC) with focus on ambulatory Family Medicine, Internal Medicine, Pediatrics and Women’s Health. A cornerstone of our Year 3 curriculum, it is 24-weeks in length and centered in a rural or urban underserved practice. Students will start the CCC in either July or January of their third Year. The goal is to provide students with an immersive, longitudinal clinical experience during which various specialties are learned in parallel, rather than in separate “silos”. 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 examination (OSCE).

Expected learning outcomes for the CCC are taken from each of the major specialties and disciplines including family medicine, internal medicine, women’s health, surgery, psychiatry, pediatrics, cardiology 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 Comprehensive Community Clerkship (CCC) is a unique longitudinal integrated clerkship that occurs in the third year of the medical school curriculum. The goal of the CCC is to immerse students in a primary care experience to learn the values of comprehensive patient-centered medical care in the context of a community. The medical students are placed in primary care practices for a 6 month (24 week) clinical immersion experience in a rural or urban community, working 2 ½ days per week with a family medicine or internal medicine physician where they will share in the provision of care of both acute and chronic conditions over the course of the clerkship. Students also have longitudinal exposure to community health resources and other medical and surgical specialty experiences, including pediatrics, women’s health/obstetrics, and emergency medicine. Students follow patients seen in the primary physician’s practice as they are referred to other specialists for further care. Students learn the course of patients’ illnesses and appreciate the context in which patients live with his/her illness. Students learn about population health, doing a quality improvement project in the primary physician’s practice. Videoconference technology connects the students weekly for small group sessions focusing on giving oral presentations and learning core primary care medical topics.

**Year 3 Hospital-Based Clerkships:**
Year 3 students complete a series of five 4-week required hospital-based clerkships. These are Hospital Medicine, Obstetrics/Gynecology, Pediatrics, Psychiatry and Surgery. In addition, students are allowed time to complete one 4-week elective clerkship. Designed to complement the CCC experience, the hospital-based clerkships are intensive experiences with focus on the inpatient environment. All hospital-based clerkships are hosted at a College of Medicine Branch Campus or Clinical Affiliate site.

**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 majority of clinical time is spent on inpatient services (combined operating suite, emergency room, and inpatient nursing unit), with the remaining time spent in outpatient settings (either academic clinic or private physician practice).

**Hospital Medicine:** This 4-week clerkship focuses on the diagnosis and treatment of medical patients in the inpatient 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:** This 4-week clerkship is 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 clerkship, with a focus on inpatient labor/delivery and gynecologic surgery. Objectives complement the ambulatory women’s health experience obtained during the CCC. 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 women.

**Pediatrics:** This four-week clerkship will enable the student to develop core competencies of Pediatrics that are fundamental to all medical students, with focus on inpatient pediatrics. 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.

**Year 3 Elective:** One 4-week block is available to Year 3 students completing the hospital-based clerkships for an elective. A third year elective is opportunity for students to explore a field they may be considering for residency, but to this point have had minimal exposure. Students MUST satisfactorily complete all listed pre-requisites for a given elective PRIOR to starting the elective. In general, Year 3 students will not be approved for extramural (away) electives. The [Elective Rotations](#) policy outlines more details.

**Year 4 Hospital-Based Clerkships:** M4 students are required to complete a 4-week clerkship in Emergency Medicine and a 4-week Sub-Internship in Medicine or Surgery. The remaining blocks may be filled by electives, including up to 12 weeks of extramural (“away”) rotations. All extramural electives are subject to approval by the Associate Dean for Clinical Education (ADCE). Students are required to complete a total of 28 weeks of elective clerkships to graduate, of which 24 must be during M4 (900 level). In addition, students must have at least four elective weeks in BOTH the medical and surgical disciplines.

**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.

**Emergency Medicine** Emergency departments care for patients of all ages, backgrounds, and income levels 24 hours a day, 7 days a week, 365 days a year. Emergency physicians are trained
in the diagnosis, stabilization, and treatment of patients with suspected life, organ, or limb-threatening illnesses and injuries. Students rotating in the emergency department will learn to differentiate the emergent causes of common chief complaints, care for patients with frequently encountered maladies, and demonstrate competency performing basic clinical procedures. During this rotation, students will learn to use pattern recognition and clinical gestalt to differentiate patients who are “sick” versus those who are “not sick.” Students will have the opportunity to work alongside different professionals in the emergency setting, including nurses, technicians, and EMS providers. Most importantly, they will have the privilege of providing care, comfort, and consultation to many patients who—due to poverty, psychiatric illness, or substance dependence—may depend on emergency departments as “safety nets” in their communities.

**CLINICAL ASSIGNMENTS**

**Year 3 Scheduling Process:** Student assignments to branch campuses and CCC sites are the responsibility of the Associate Dean for Clinical Education (ADCE). Students are assigned using a lottery system managed by the Office of Medical Education.

The lottery is conducted in two phases. In Phase 1, students are assigned to one of our branch campuses. At a designated Bridge week session in December, students will be randomly assigned a number. Subsequently, when their number is drawn, each student will select their preferred branch campus from available slots.

In Phase 2, which occurs during a March Bridge week, students are assigned to a CCC community and hospital-based clerkship track. Using the reverse order from the branch campus lottery, each student will choose from a list of available CCC Communities affiliated with the branch campus to which they have been previously assigned. As an example, the student who picked their branch campus last will now pick their CCC community first. Once all students have been assigned a CCC Community, students will draw new numbers to select their hospital clerkship tracks.

After both Phase 1 and Phase 2 of the lottery, students are allowed the opportunity to trade their assignments with another class member. This process is monitored to ensure that no student has been offered payment or compensation, or has been pressured or coerced, into making a trade.

Students with extenuating circumstances may apply for special consideration in site placement when capacity is available. All requests must be made to OME for referral to the Senior Associate Dean for Academic Affairs prior to the lottery process. Requests will be accepted via an [online form](#), which will include a description of the extenuating circumstances. Students may be required to submit proof of their extenuating circumstance. The Senior Associate Dean for Academic Affairs will consult with the Associate Dean of Clinical Education and the Associate Dean for Student Affairs on each request. All requests are dependent on site availability and educational capacity. Students granted special considerations placement are exempt from the lottery process, including trades.
**Year 4 Scheduling Process:** During the second half of Year 3, students will begin planning their Year 4 schedule. Phase 1 of this process surveys the students for their Year 4 required rotations preferences. A lottery process managed by the Office of Medical Education will be used to place students in the required Year 4 clerkships. Block 11 is not included in the ranking process for required rotations, so that it may be used for an elective placement or remediation of missing requirements before graduation. Students will be held to the policy Attendance Years 3 and 4 in the required rotations and are expected not to exceed the maximum excused absences, including time off for residency interviews. Phase 1 concludes with a limited trading period that allows students to adjust their placements in the Year 4 required rotations.

Phase 2 of the Year 4 scheduling process surveys the students for their Year 4 intramural ("home") elective placement preferences. Prior to this, students should meet one-on-one with their Faculty Advisors to discuss their interests. A lottery then places students in their Year 4 intramural electives and vacation blocks; students are allowed to leave room for extramural audition electives at other institutions. Students may request to add/drop electives up to 6 weeks prior to the start of each rotation block. Student schedules are reviewed to ensure that all Year 4 requirements are fulfilled.

**Extramural Elective Process:** Students are required to discuss prospective extramural elective selections with their faculty advisor prior to application. Advisors will encourage students to use their electives to pursue a broad range of interests in addition to their chosen specialty.

Students may apply for extramural domestic elective clerkships either through the respective institution’s medical education office or through the AAMC Visiting Student Learning Opportunities (VSLO). Participation in extramural electives is a privilege and MUST BE APPROVED by the Associate Dean/Clinical Education at least 30 days prior to the clerkship start date.

Students wishing to participate in an extramural international elective should contact the Coordinator, Distributed Clinical Education for guidance. Participation in extramural international electives is a privilege and MUST BE VETTED AND APPROVED by the Associate/Student Affairs and the Associate Dean/Clinical Education at least 60 days prior to the clerkship start date. In addition, all extramural electives are subject to the approval of the CMU Office of Study Abroad.

**CLINICAL CAMPUSES**

**Saginaw Campus:** Students in our Saginaw branch campus rotate at Ascension St. Mary’s Hospital, Covenant Healthcare and Healthsource Psychiatric Hospital. These 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 Units
- Regional Cancer Treatment Centers
- Frank Anderson Regional Eye Institute
- Regional Hemodialysis Center
- Regional Trauma Referral Centers
- 24-hour Cardiac Cath Labs
- Accredited Stroke Centers
- Adult and Pediatric Psychiatric Inpatient Units

Saginaw is also home to CMU Medical Education Partners and CMU Health clinical practices. Fully-accredited ACGME residency programs and fellowships include:
- Emergency Medicine
- Emergency Medicine Services (EMS)
- Family Medicine
- General Surgery
- Internal Medicine
- Obstetrics/Gynecology
- Psychiatry
- Pediatric and Adolescent Psychiatry

**Detroit Branch Campus:** Ascension St. John Hospital 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. St. John Hospital has *** ACGME-accredited residency programs including ***

**Midland Branch Campus:** Mid-Michigan Health-Midland serves as the primary site for students based in the Midland branch campus. With 328 beds, and a strong clinical affiliation with the University of Michigan, the campus offers cutting edge clinical experiences with a small community feel. Mid-Michigan Health has additional sites in Gladwin, Clare, Alpena and Alma, with an additional 300 beds collectively. Students will have the opportunity to train with residents from two Mid-Michigan Family Medicine residencies; one is based on main campus in Midland and the other in Alma. Given a limited census, students are required to complete the Pediatrics clerkship at a different clinical affiliate site.

**St. Joseph Branch Campus:** Lakeland Medical Center is part of the Spectrum Health-Lakeland health system that includes facilities in St. Joseph, Niles and Watervliet. The health system has 361 beds throughout its three hospitals, and also includes two long-term care facilities, one outpatient surgical center, one cancer center, one hospice residence, and 48 affiliate physician practice locations. Lakeland provides services to a small urban community as well as extensive surround rural communities. Spectrum Health-Lakeland is the sponsoring institution for residency programs in emergency medicine, family medicine, and internal medicine. In addition, it offers a fellowships in hospice and palliative medicine.

**Other Clinical Affiliate Sites:** Many students based in Saginaw currently complete one or two
hospital-based clerkships at a clinical affiliate site. These affiliate sites include:

- McLaren Lapeer Region, Lapeer, MI: General Surgery
- St. Mary Mercy, Livonia, MI: Hospital Medicine, Psychiatry
- Children’s Hospital of Michigan, Detroit, MI: Pediatrics

INTRODUCTION TO VSLO (VISITING STUDENT LEARNING OPPORTUNITIES) The Visiting Student Learning Opportunities or VSLO is a standardized, online application for fourth year clinical extramural “away” electives.

The VSLO Application includes:

- Your Contact information (full name, AAMC ID, Address, phone number, cmich.edu email address, et cetera)
- Your Core Clerkships – includes the dates core clerkships have been or will be completed
- Your elective requests – the electives and dates you are requesting
- Your identification information – which is only shared if you accept an institutions elective offer
- Your verification data – this is the supporting verification data that is supplied by the college of medicine
- Your Supporting documents which will need to be uploaded to the application by the student except for your academic transcript (which is uploaded by the Assistant Registrar)

Steps to the VSLO Application Process

**Step 1: Receive Access to VSLO:** In January of your M3 year, you will be provided access to VSLO. This access has been granted by CMED issuing you ‘VSLO authorizations’ with this authorization you will also receive a VSLO login instruction email. The email is rather straight forward and provides you with the basic directions of how to log in and get started.

**Step 2: Complete your Application Profile:** You will need to complete your contact information and provide the dates on which you have or will have finished your core clerkships.

**Step 3: Review Host Institution Information:** You have the ability to review all of the host institution’s information through the VSLO Institutions tab. This is where you will find all host-specific requirements and dates on which applications will be accepted. Review of this information is important due to host institutions potentially having additional requirements that need to be fulfilled outside of the VSLO system.

**Step 4: Upload & Assign Documents:** It is the responsibility of the student to upload and assign required documents to a specific host institution or elective request. Photo, CV and immunization records are often required. Transcripts will be uploaded by the Assistant Registrar. Additional documentation is required by some hosts. It is recommended that you also upload a copy of your USMLE Step 1 Scores.
Step 5: Search for and Apply to Electives: Under the electives tab you will have the ability to browse electives by keyword, specialty, institution name, state, and/or elective start month. Please make sure to save electives to apply for later. To apply to electives, select saved electives (with preferred dates) and arrange elective requests in order of preference. Please review, edit, and upload required documentation, and pay VSLO fees and submit your requests (It will cost $35 for the first host institution applied to and $15 for each host institution thereafter). Additionally, some institutions may have significant fees for which the students are responsible for. Costs may vary from year to year. In addition, some institutions may require additional fees. You will find this information on their access page under the VSLO Institutions tab. CMU College of Medicine will then add additional data about you before releasing your applications to host institutions.

Step 6: Track Applications: Review of application statuses and host decisions are accessed through the VSLO Tracking tab. This is the area in which you will accept or decline offers before the offer expires. As well as where you would withdraw pending applications, or drop accepted offers, if necessary. It is essential that you make sure the e-mail address on your application tab is current, as you will receive emails notifying you of offers for electives, offers that will expire, electives applied for but which are not available, and scheduling conflicts between scheduled electives.

FREQUENTLY ASKED QUESTIONS CONCERNING VSLO
When can I submit applications?
- You may submit applications only when a VSLO host is ready to receive applications. These application dates vary between institutions and are listed on the VSLO Institutions tab. Hosts typically begin accepting applications March through May for the upcoming academic year

Do I need to use VSLO?
- We strongly encourage you to use VSLO when applying for senior extramural electives at any VSLO host institutions. If you are considering pursuing an extramural elective from an institution that does not participate with VSLO, please review the Extramural Electives Compendium (EEC) for visiting student application information. The link can be found on the VSLO log in page. If you decide to pursue an extramural elective with one of these institutions, you must notify Dr. Vance and the Office of Distributed Clinical Education for review and approval of the elective.

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.

ACADEMIC ADVISING The advising process at the College of Medicine 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.

Years 1 and 2 academic advisors play an important role in the Academic Advising & Career Counseling Program. These advisors are distinct from Foundations A and B course PBL small-group facilitators. Each academic advisor is assigned a group students with whom they are required to meet with once each semester across years 1 and 2. The advisors are provided with a standardized agenda to follow for these once-a-semester group meetings, so that all students have access to the same information and resources across advising groups. Group meetings provide opportunity for students to learn about their advisors, the advising program, and the resources available to them that are intended to help them navigate the pre-clerkship academic program. These meetings also provide students with the opportunity to provide their advisors with feedback about the academic program. This feedback can be considered along with feedback from other venues in the process of making decisions regarding the curriculum and academic program.

**ACADEMIC SUCCESS**
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, clerkship content, or questions about assigned readings or course requirements</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>
</tbody>
</table>
| Advice and support for content-related academic difficulties or challenging subject matter  
*Note: Students are encouraged to meet with the course or clerkship director when they first experience academic difficulty.* | **Course or Clerkship Director**  
The course or clerkship directors can advise and make appropriate referrals to other faculty, CMU resources, peer tutoring, or Academic Success for assistance. | Review the course syllabus for posted office hours and preferences for scheduling appointments. |
<table>
<thead>
<tr>
<th>Advice and strategies for enhancing team-based (PBL, TBL, CBL, etc.) learning processes and performance</th>
<th><strong>Course Director, PBL facilitator, TBL facilitator, or the Director of Academic Success</strong></th>
<th>Review the course syllabus for posted office hours and preferences for scheduling appointments for Course Directors and faculty. Contact the Director of Academic Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advice and strategies for learning and studying</td>
<td>The <strong>Director of Academic Success</strong> 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>Contact the Director of Academic Success Amanda Swafford, CMED Director of Academic Success <a href="mailto:groul1aa@cmich.edu">groul1aa@cmich.edu</a></td>
</tr>
<tr>
<td>Guidance related to required and elective curricular decisions</td>
<td>Members of the <strong>Office of Medical Education</strong> 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>Dr. Steve Vance Associate Dean of Clinical Education (989) 746-7503 <a href="mailto:Steve.vance@cmich.edu">Steve.vance@cmich.edu</a></td>
</tr>
<tr>
<td>Assistance with developing and enhancing writing and proofreading skills and strategies</td>
<td>The <strong>CMU Writing Center</strong> offers free resources for assistance with writing at any level, including non-native speakers of English.</td>
<td>Visit the <strong>Writing Center</strong> website for hours and locations across campus.</td>
</tr>
<tr>
<td>Advice and strategies related to effective reading skills, goal setting, memory enhancement, and transitions</td>
<td>The <strong>CMU Office of Student Success</strong> along with the CiM Director of Academic Success 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 Amanda Swafford, CMED Director of Academic Success <a href="mailto:groul1aa@cmich.edu">groul1aa@cmich.edu</a></td>
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<tbody>
<tr>
<td>Assistance and resources for academic accommodations</td>
<td>The <strong>Office of Student Disabilities Services</strong> 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</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 <strong>Office of Student Affairs</strong> 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 <strong>Counseling Center</strong>, the <strong>Psychology Training and Consultation Center</strong>, <strong>Primary Care Services</strong>, or <strong>Specialty Services</strong>.</td>
<td><strong>Mt Pleasant Area:</strong> Dr. Mildred Willy, Associate Dean of Student Affairs, <a href="mailto:willy1m@cmich.edu">willy1m@cmich.edu</a> or 989.774.7880. <strong>Saginaw, Detroit &amp; Midland areas:</strong> Michele Reynolds, Assistant Director of Student Affairs <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><strong>The Carls Center for Clinical Care and Education</strong> provides services related to literacy, language usage, and/or pronunciation on a fee basis.</td>
<td><strong>Carls Center for Clinical Care and Education</strong>, 1280 East Campus Drive, CMU, Mount Pleasant <a href="mailto:Carlscenter@cmich.edu">Carlscenter@cmich.edu</a> or 989-774-3904 Telepractice sessions may be available. Please inquire.</td>
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</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.

The Academic Success program is vital resource for all students. The Director of Academic Success works 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’ 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:

- Transitioning to Medical School and/or Clinical Rotations
- Implementing evidenced-based learning and study strategies
- Developing study aids and tools
• Improving note-making approaches
• Improving strategies for review and self-testing
• Managing time effectively and efficiently
• Creating a study plan and daily schedule
• Reading strategies to enhance comprehension and speed
• Enhancing test-taking strategies
• Implementing strategies for effective use of question banks
• Preparing for NBME “shelf” exams
• Reducing test anxiety
• USMLE Step 1, 2, and 3 strategies and resources
• Enhancing team processes and performance
• Understanding learning style preferences and implications for learning
• Referrals to other COM or CMU resources

Academic Success workshops and webinars are communicated through weekly emails from the Office of Student Affairs, emails to student email listserves, and promoted on building monitors. Individuals are welcome to email the Director of Academic Success to inquire about upcoming programs, and/or to suggest future topics.

CONSULTATIONS ON LEARNING AND STUDY STRATEGIES Students are encouraged to contact the Director of Academic Success to make an appointment for a confidential consultation to explore strategies to enhance their academic performance. The Director typically meets with individuals for 30 – 60 minutes to learn more about academic goals, prior knowledge, approaches to learning, and current needs or interests. Then, depending upon the individual’s goals, action steps are identified, which can include recommendations for the implementation of specific learning and study strategies, the identification of resources, and referrals to various faculty specialty experts, peer tutors, or other CMU resources. Consultations can occur face-to-face in Mount Pleasant or Saginaw or via WebEx or Teams 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 vital that students develop strategies, which ensure long-term retention of concepts and the ability to reason critically and clinically. To help students identify their interests and preferences for learning, Academic Success offers a variety of assessments and additional resources such as the Learning and Study strategies Inventory (LASSI). Links to additional questionnaires and inventories can be found on the Learning and Study Strategies Self-Assessments.

To schedule a self-assessment and/or to learn about additional assessments, contact the Director of Academic Success.

“JUST-IN-TIME” ONLINE LEARNING AND STUDY STRATEGY RESOURCES Visit the Academic Success website to find learning and study resources, relevant research, workshop/webinar materials, and more. Please email the Director of Academic Success if you have questions about specific topics and/or recommendations for additional resources.
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 encourage them to utilize active learning and study strategies, conceptualize their understanding of science knowledge, 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.

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 an online Peer Tutor Request Form. To learn more, visit the Academic Success website: Peer Tutoring Program.

PREPARATION RESOURCES FOR THE USMLE STEP 1 & STEP 2 EXAMS The United States Medical Licensing Exam (USMLE) is a three-step exam required for medical licensure in the U.S. For more information about the USMLE and all of its components, please refer to the following link: http://www.usmle.org/. 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.

Resources are also available to students on the Academic Success website.

DUAL DEGREE OPTIONS
The College of Medicine offers students two dual degree options, allowing students an opportunity to earn two university degrees in parallel.

Students interested in either program must sit for their Step 1 Exam by June 15 and are not eligible for deferment. Please reference the USMLE Step 1 Examination Policy.

Doctor of Medicine and Master of Business Administration
Students admitted to the MD program at CMU and deemed to be in good standing by the Office of Medical Education have the option to earn an MBA degree whereby six credit hours of the MD program will count towards the MBA degree requirement. To begin the MBA application process, students must complete the “Approval Form to Enroll in MBA Program” available through the Office of Medical Education. Next, although MD-MBA students are free to take any combination of on-campus and online MBA classes to match their schedules, needs, and interests, they must begin the MBA admission process by applying to the main campus MBA program.

- **Admission Requirements:**
  1. Complete the Approval Form to Enroll in MBA Program.
  2. Complete the application for admission to CMU’s College of Graduate Studies.

- **Important Dates:** MBA admission applications will be accepted between May 1 and May 15 of the M1/M2 year of medical school for Track I and at least one month prior to the start of their ‘gap’ year for Track II (see description of tracks on the following page). We expect MD students to begin the MBA program in mid-June (for MBA second summer session), August (for MBA Fall semester), or January (for MBA Spring semester).

- **Plan of Study:** MD students admitted to the MBA program can use up to six (6) credit hours of MED 600 towards satisfying the MBA degree requirements as long as they have a passing grade in MED 600. In this case, two required courses -- MBA 640 and 660 will be waived. This will reduce the total number of credits needed for MBA to 30 credit hours. Based on the College of Medicine’s recommendation, students will pick from two alternate tracks:
  1. Track I expects MD students to take advantage of the MD curriculum calendar to complete MBA courses simultaneously with their MD courses.
  2. Track II interleaves an additional year into the MD curriculum that will focus on MBA; it requires students to complete the MBA courses during a concentrated leave between M2 and M3 OR M3 and M4.
  3. College of Medicine will not approve enrollment into Track II after the start of year 3.

**Doctor of Medicine and Masters of Public Health**

The dual MD and MPH program brings clarity to the interconnectedness of individual health and the health of entire communities and populations. Health policy and public health leadership have a direct effect on how you will manage your practice and serve your patients. Knowledge of epidemiology, program planning, biostatistics, research methods, informatics and public health’s role in caring for specific populations will all help to complete your clinical knowledge and place it within the entire scope of today’s health care.

- **Admission Requirements:**
1. All medical students accepted into the College of Medicine are eligible to apply to the MD/MPH dual degree program.
2. Complete the Approval Form to Enroll in MPH Program through the Office of Medical Education
3. Complete the application for admission to CMU’s College of Graduate Studies.

- **Important Dates:**
  1. Students are eligible to apply for admission to the MD/MPH degree during their 2nd year, but must do so by April 1.

- **Plan of Study:**
  1. MD/MPH students must complete 36 credits in the MPH Program in addition to their MD courses and earn 12 credits toward the MPH by completing courses required for their MD. Shared credits allow students to get their MPH degree faster.
  2. While the MD degree usually takes 4 years to complete and the MPH degree takes 2 years, by combining them into a concurrent degree, they both can be completed in 5 years.
    - **Years 1 & 2:** complete preclinical curriculum and pass Step 1 of the USMLE.
    - **Year 3:** full-time graduate study in the MPH curriculum.
    - **Year 4:** return to the medical school curriculum for the third-year clinical clerkships.
    - **Years 5:** focuses on completion of fourth-year electives and rotations for the MD degree, and a field practice placement and a culminating requirement for the MPH.

**ATTENDANCE POLICIES FOR YEARS 1 THROUGH 4**

**Student Attendance in Years 1 and 2** It is required that The College of Medicine students attend all sessions represented as mandatory attendance in Central Line, the curriculum management system. Typically, mandatory sessions include small-group sessions (PBL, CBL), Team-Based Learning Sessions (TBL), Initial Clinical Experiences (ICE), Interprofessional Education (IPE) sessions, Standardized Patient encounters, simulations, labs, summative examinations, and formative quizzes in the Foundational Sciences of Medicine Course. 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.

**Student Attendance in Years 3 and 4** The College of Medicine policy Attendance – Years 3 and 4 applies to required clinical clerkships during the third and fourth year of the curriculum. Students MAY request an excused absence for reasons outlined in this policy. Excused absences exceeding 10% of any scheduled clerkship time will required remediation. For example, a student may be excused for up to two days out of 20 days during a particular
course or rotation. Approval of absences is at the discretion of the Clerkship Director.

Attendance is required for all clerkship orientations and examinations during Years 3 and 4. Absences from these events for extenuating circumstances must be approved by the Associate Dean of Student Affairs.

There are three CMED events for which students are excused from clinical duties: CMU Residency Fair, Match Day and the College of Medicine/CMU Education Partners Research Symposium.

REQUESTS FOR ABSENCES
Medical school is the transition to the profession of medicine and medical students are expected to meet a high level of professional standards. This includes high standards for attendance in required sessions. At times, students will need to set aside personal agendas to meet professional expectations. Under certain circumstances, a student may be unable to attend a required session. An excused absence from the session may therefore be granted for good cause. Unexcused absences from required sessions are never acceptable; nor are actions to disguise or conceal an unexcused absence for oneself or a fellow student.

Students are responsible for any content, information, or assignments, or assessments related to a missed session, whether or not their absence is excused. Faculty are not compelled to provide additional/alternative “make-up” learning opportunities.

All requests from students for absences in Years 1 and 2 must be submitted through eMedley by the student. All absence requests are monitored regularly. All requests from students for absences in Years 3 and 4 must be sent to the clerkship director by the student. Students who have excessive absences may be subject to a meeting with the Associate Dean of Student Affairs who will determine if further action is required. Specific attendance requirements are outlined in the following policies: Attendance Years 1 and 2 and Attendance Years 3 and 4.

Urgent/Emergent Health or Personal Reasons:
Students may be excused from a scheduled course session or clerkship day for compelling reasons such as an acute illness or family emergency.

1. The request should be submitted to eMedley as soon as is practical, but no later than two days following the absence. The absence request must include a brief description of the reasons for the absence. Failure to submit complete information will result in an unexcused absence. In Years 3&4, students must notify the following before the start of your scheduled shift: Clerkship Director, Clerkship Coordinator, and the site faculty or scheduling contact with whom you were scheduled to work on that shift. Email or direct phone call is acceptable.

2. Approvals of requests for absences are granted by the Associate Dean for Student Affairs Year 1 & 2 students, and by the Clerkship Director for Year 3 & 4 students.

3. For health-related absences in excess of three days, and/or if the student misses an examination, the student must provide a letter from a physician to the Office of Student Affairs.
Affairs stating that the student was/is unable to attend sessions and specify the inclusive dates.

4. Students should be prepared to provide documentation to the Office of Student Affairs to support absences for compelling personal reasons that are not health related (i.e. obituary).

Presenting at Professional Meetings:
Students may be excused from a scheduled course session or clerkship day to present their work at professional meetings. Permission is unlikely to be granted for absences for meetings where the student is not the presenting author on a scholarly work.

1. In order to request an excused absence from a required session to attend a professional meeting, the student must first contact the Assistant Dean of Foundational Sciences (Year 1-2 students) or the Associate Dean of Clinical Education (Year 3-4 students) at least 12 weeks in advance via email and include a copy of the College of Medicine Student Research Travel Request Form. The Assistant Dean of Foundational Sciences or the Associate Dean of Clinical Education will consider the impact of the absence on the student’s academics in determining if the request for excused absence can be endorsed. If endorsed, a signed copy of the Student Research Travel Request Form will be forwarded to the Office of Student Affairs for further review and consideration.

   a. The student should submit his/her excused absence request before abstract submission or conference registration and not wait until the abstract is accepted.

   b. Requests from students who have appeared before the Student Promotions and Conduct Committee within six months of the request will not be considered for endorsement or approval.

   c. The Office of Medical Education shall have the final determination in the approval process.

2. Students must also submit their absence request via eMedley when they submit their College of Medicine Student Research Travel Request Form. The Central Line request should include a brief description of the reasons for the absence. Failure to submit this information will result in non-approval of the request for an excused absence.

3. Absences from the first day of a clerkship/course, orientation, exams for non-urgent reasons will not be granted.

Planned Events or Personal Reasons:
Students may be excused from scheduled course or clerkship sessions for public service (e.g. jury duty), and certain appointments. Students are encouraged to schedule routine/planned appointments, including medically related appointments (check-ups, dental and optical appointments, physical therapy, psychotherapy, and counseling, etc.) at times when they do not have scheduled sessions. However, in exceptional circumstances when that is not possible, students may be excused for all or part of a day. Students should be aware that requests for an
absence to attend weddings of family and friends, reunions, parties, and other social events are typically not approved.

1. The requests for absences should be submitted through eMedley at least eight weeks in advance, with a brief description of the reasons for the request. Failure to submit complete information will result in non-approval. In Years 3 & 4, students must submit an email request to the Clerkship Director and Clerkship Coordinator at least eight weeks in advance. Approved requests will be communicated to the site faculty and scheduling contacts to work the clinical schedule around the student’s requested absence.

2. Approval of requests for an absence for planned events or personal reasons is granted by the Associate Dean for Student Affairs for Year 1 & 2 students, and by the Clerkship Director for Year 3 & 4 students.

3. Students must provide documentation to the Office of Student Affairs if the requested absence falls on the day of an exam.
   a. Students should not disclose health-related information such as a specific diagnosis, symptom, procedure, etc. related to a requested absence, other than to state that the absence is for medical reasons. However, the student must provide adequate documentation from the treating health professional or facility that includes the date/time of the appointment

4. Students should be prepared to provide documentation to the Office of Student Affairs to support absences for compelling personal reasons that are not health-related.

5. Absences from the first day of a clerkship/course, orientation, exams for non-urgent reasons will be refused.

Adjustment for Approved Absences:
In the case of approved absences as detailed in this document and depending on the weight of any missed assignment/assessment, the Office of Medical Education will consider the academic performance and academic needs of the student in adjusting or rescheduling a missed assessment or assignment. Examinations will be rescheduled at a date and time determined by the Office of Medical Education. The examination will be comparable in depth, breadth and format to the examination missed. Assignments and assessments missed due to unapproved absence will not be rescheduled and adjustments will not be made.

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 CMU Registrar’s Office 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.
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 within 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 or be dismissed from the program. The Degree Completion Time Policy outlines the details and requirements.

DECELERATION/EXTENDED PROGRAM POLICY

Deceleration/Extended Academic Program policy (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 of Academic Affairs, with involvement of the Associate Dean of Student Affairs and review by the SPCC.

UNIT IV: STUDENT ASSESSMENT AND PROGRESSION

STUDENT ASSESSMENT For the purposes of this document, the following Liaison Committee on Medical Education (LCME) definition of terms regarding Assessment of Student Performance will be used:

- **Assessment:** The systematic use of a variety of methods to collect, analyze, and use information to determine whether a medical student has acquired the competencies (e.g. knowledge, skills, behaviors, and attitudes) that the profession and the public expect of a physician. (Element 1.4)
- **Fair and Timely Summative Assessment:** A criterion-based determination, made as soon as possible after the conclusion of a curricular component (e.g. course/module, clinical clerkship/rotation, or a segment thereof) by individuals familiar with medical student’s performance, regarding the extent to which he or she has achieved the learning objective(s) for that component, such that the student can use the information provided to improve future performance in the medical curriculum. (Element 9.6 & Element 9.8)
- **Formative Feedback:** Information communicated to a medical student in a timely manner that is intended to modify the student’s thinking or behavior in order to improve his or her subsequent learning and performance in the medical curriculum. (Element 9.7)
- **Narrative Assessment:** Written comments from faculty that assess student performance and achievement in meeting the objectives of a course or
clerkship. (Element 9.5)
• **Standards of Achievement:** Criteria by which to measure a medical student’s attainment of relevant learning objectives and that contribute to a summative grade. (Element 9.9)

**INTRODUCTION TO ASSESSMENT**
The Central Michigan University College of Medicine is committed to the education of high quality physicians and health professionals. As such, it is the responsibility of the College of Medicine to provide students with information about their performance based upon reliable and valid assessments of their individual and group progress. Assessment strategies are based on approved institutional competencies, which include professional behavior, attitudes, skills and the acquisition and application of clinical and medical knowledge.

The College of Medicine medical education program is accredited by the Liaison Committee on Medical Education (LCME). In order to maintain accreditation, the school must continually provide evidence of compliance with a number of standards related to the teaching, supervision, assessment, and student and patient safety. Specifically, the LCME asks schools to provide evidence that the school “…ensures that its medical education program includes a comprehensive, fair, and uniform system of formative and summative medical student assessment and protects medical students’ and patients’ safety by ensuring that all persons who teach, supervise, and/or assess medical students are adequately prepared for those responsibilities.” Additionally, the program must ensure that “there is a centralized system in place” for the assessment of student achievement to include student acquisition of knowledge, core clinical skills, behaviors, and attitudes as specified in the medical education program objectives. Narrative assessment must be included as a component of each required course and clerkship.”

The College of Medicine policy entitled [Assessment and Monitoring of Student Performance and Grading in Years 1-4](#), provides the guidelines for the reporting and promotion of students throughout the four-year program. The final grade of a course or clerkship represents the global assessment of a student in the areas of medical knowledge, skills, and behaviors as determined by the Curriculum Committee approved assessment plans specific to that course or clerkship. Course grades are recorded as Pass or No Pass, while Clerkship grades are recorded as Pass, No Pass or Honors.

Information pertaining to the mechanics for monitoring student academic performance in each course is within each course syllabus.

The two-year longitudinal Essentials of Clinical Skills course and the Medicine and Society/Society and Community Medicine grades are recorded as “progressing as expected” or “not-progressing as expected” (with an accompanying plan for remediation) at the end of the first year, and as Pass or No Pass at the of second year of the course.

**GUIDING PRINCIPLES OF ASSESSMENT**
The College of Medicine assessment plans are more than a series of discrete assessment methods. They embody an effective and comprehensive
program that accurately reflects the institutional values and mission. They support the growth of learners, set out clear expectations, and enable consistent, transparent decision-making about the student performance. The College of Medicine assessment methodologies are based upon a philosophy and a series of guiding principles first articulated by the school in January of 2013, and adopted by the College of Medicine Curriculum Committee that same year. These guiding principles are as follows:

Assessment of student performance is primarily for the benefit of students learning, consistent with the principle of learner-centered education.

Assessment of student performance is a combination of standardized examinations and performance-based assessment. As much as possible, assessment modalities are realistic and practice focused, and should reflect the process and context in which learning took place.

Integration is a central principle in both the curriculum and assessment. Students are assessed on their achievement of learning objectives, across the full range of knowledge, skills and attitudes aligned with the College of Medicine’s program competencies, and its vision, mission and values.

The College of Medicine overarching program/educational objectives are further defined as course learning objectives and specific session learning objectives. All assessments are linked to specific learning objectives.

Assessment tools and criteria are explicit, and the methods for determining academic standing will be explicitly documented and disseminated to students.

Assessments will be criteria-based and students will demonstrate achievement of their learning goals in comparison to those criteria.

Assessment of student performance will include a balance between ongoing formative and summative assessments.

Students will receive timely feedback about their performance.

The frequency of assessment is sufficient such that faculty and students have a sense of progress towards, and achievement of the required standards.

The assessment program includes the development of self- and peer assessment and quality assessment tools to enhance life-long learning skills.

Assessment tools, standards, and processes will be informed by institutional, national, and international sources and standards, including the National Board of Medical Examiners (NBME) and the Liaison Committee on Medical Education (LCME).

The assessment program and methods will be continuously evaluated to ensure that student
assessment is responsive to student needs and consistent with the College of Medicine academic (curricular) principles.

The outcome of assessment of student performance is Pass, No Pass or Honors, which is only found in the clinical years.

The assessment program will strive to achieve continuity and consistency in assessment the entirety of the MD program.

The assessment program will endeavor to work with students and faculty to ensure an assessment environment that can accommodate learners with special needs while preserving the academic integrity and fairness of the assessment process.

The program will develop policies that will ensure “that all persons who teach, supervise, and/or assess medical students are adequately prepared for those responsibilities” in accordance with LCME Standard 4.5.

The program will ensure that the Curriculum Committee, in collaboration with the Office of Medical Education provide central oversight for the assessment of student achievement to include student acquisition of knowledge, core clinical skills, behaviors, and attitudes as specified in the medical education program objectives.

ASSESSMENT PRACTICES AND PROCEDURES
All assessments must be aligned with the posted, approved clerkship/session learning objectives, consistent with the Guiding Principles. Student achievement of the learning objectives will be evident following assessment. It is important that the approved assessment practices must examine the achievement of learning objectives at the same level of skill, knowledge, or attitude articulated in the learning objective.

For written examinations, the following standards must be met:

- All items must pose a clear question, consistent with the Guiding Principles, and they must contain all of the information and instructions required for a competent medical student to answer the question.

- All questions must follow the USMLE item writing guidelines.

- For other forms of written examinations (such as short answer essay), questions posed must clearly indicate the allocation of marks, consistent with the Guiding Principles. For example, if a student must provide four examples to receive full marks, this must be specified in the question.

For other assessments (e.g. research papers, presentations, oral examinations, posters, simulations), a grading rubric must be included in the course syllabus to provide students with clear expectations of what is required and how it will be assessed/graded;
The timing and number of assessments is monitored by the Curriculum Committee. All examinations will be listed in the course syllabus at the beginning of each course. Consistent with the Guiding Principles, the frequency of assessment must be sufficient such that faculty and students have a sense of progress towards, and achievement of the required learning objectives.

There will be a formative quiz at the end of each week during the Foundational Sciences in Medicine course. Student progress during the remaining systems-based courses in Year 1 and Year 2 will in part be based on the individual readiness assurance test (iRAT), and group readiness assurance test (gRAT), and group application exercise (GAE) scores from their Team-based Learning (TBL) sessions.

Summative, end of course examinations will occur during the first part of the Bridge weeks at the end of Foundational Sciences of Medicine A and B, and each systems-based course. Midterm examinations will occur during regularly scheduled course time.

All examination items will be mapped to at least one posted and approved session learning objective (SLO), course learning objective, and Educational Program objective (EPO).

**GRADING SYSTEM FOR THE COLLEGE OF MEDICINE:** The following grading system is used to report on the College of Medicine transcript the performance of students in all courses and clerkships taken while enrolled in the MD program:

1. **Pass/No Pass or Honors/Pass/No Pass:** Courses required as fulfillment of the MD degree are graded **Pass/No Pass.** Course grades in Years 1 and 2 and elective in Years 3 and 4 are recorded as Pass or No Pass, while required clerkships in Years 3 and Year 4 are recorded as Pass, No Pass or Honors.

2. **Incomplete (I) grade:** Any student who does not achieve a passing grade on any component of the course or clerkship assessment plan as defined in the course/clerkship syllabus will initially receive an **I grade** for the course or clerkship. Upon receipt of one **I grade**, the student automatically enters a period of remediation to be followed by a mandatory remediation examination. If the student accumulates more than one **I grade** in a given academic year, his/her case will automatically be referred to the SPCC. Regarding Year 1 and 2 coursework the “I” grade is in effect for not achieving a pass in a course if it is the first course not passed in an academic year. If this is a second course, it is not automatic remediation.

3. **No Pass (NP) grade:** A student will receive a **NP grade** following an unsuccessful attempt or non-attempt at the remediation of the course/clerkship including required assessments.

4. **Pass Grade:** A student will receive a **Pass (P) grade** for a course or clerkship if they have successfully completed each required component of the course or clerkship as outlined in each of the course/clerkship syllabi.
5. **Honors**: For each of the required clerkships, Clerkship Directors have defined criteria for students to achieve **Honors** in the clerkships. These criteria are described in each of the approved clerkship syllabi.

**GRADING PROCEDURES AND POLICIES:**

**Student Assessment and Grading in Years 1-4**: The College of Medicine monitors the academic performance and professional behavior of its students. This process informs the promotion of students throughout the four-year program, which is outlined in the **Assessment and Monitoring of Student Performance and Grading in Years 1-4** policy.

Courses in Years 1 and 2 are assessed as Pass and No Pass. During Year 3 and 4, required clerkships are assessed as Pass, No Pass, and Honors; elective rotations are assessed as Pass and No Pass. 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. Details regarding specific assessment criteria are found in the respective course/clerkship syllabus.

Prior to the start of each academic year, each required course/clerkship follows the guidelines approved by the College of Medicine Curriculum Committee to set their specific grading criteria. These criteria are shared with students at the beginning of each course/clerkship as part of the syllabi.

**Timing of Grades**: Years 1 and 2 grades will be reported within 14 business days of course end. Grades for required clerkship grades are reported within 4 weeks of clerkship end. Specific requirements are outlined in the College of Medicine policy entitled **Timing of Course Grades**. Final course grades will be posted in eMedley and reported to the Office of the Registrar.

**Good Academic Standing**: “Good academic standing” is the designation given when a student has achieved either a “Pass” or “Honors” in a given course or clerkship and has completed all other program requirements satisfactorily. A student with a Fail in a course(s), un-remediated coursework, or any outstanding misconduct issues is considered to be not good academic standing. The designation of good academic standing is required for student curricular accommodations for research opportunities.

**Narrative Assessment**: A narrative description of a student’s performance is included as a component of assessment in each required course and clerkship whenever teacher-student interaction permits this form of assessment. (LCME Standard 9.5)

**Review of Grades**: Students have the right to request the review of a final course or clerkship grade as outlined in the College of Medicine policy entitled **Review of Course or Clerkship**
1. Final Course Grade:
   a. A request for review of a final course grade must be initiated in writing, including the rationale for the consideration, to the Course Director(s) within two business days of the posting of the grade.
   b. A request for review of a Longitudinal Course Grade of Not Progressing as Expected grade must be initiated in writing, including the rationale for the consideration, to the Course Director(s) within two business days of the posting of the grade following each semester when grades are posted.
   c. Within three business days (72 hours) of the student submitting their request, the Course Director(s) will meet with the student.
   d. The Course Director(s) shall inform the student in writing as to their decision concerning appeal within two business days.
   e. If the student is not satisfied with the decision of the course director, the student may appeal to the Assistant Dean of Foundational Sciences in writing within ten 10 business days of the latest decision of the course director.
   f. After receipt of such notice, the Assistant Dean of Foundational Sciences will consult with the course director and course committee, if appropriate. Within fourteen 14 business days of receipt of such notice from the student, the Assistant Dean of Foundational Sciences will hold a meeting (in-person, phone, videoconference) with the student to review and discuss the decision of the course director. This meeting will also include dialogue between the student and Assistant Dean concerning the student’s fulfillment of the course requirements.
   g. The Assistant Dean of Foundational Sciences shall have the right to amend the decision of the course director in this regard. Within four business days of that meeting, the Assistant Dean shall provide the student and the course director with written notice of the final decision on the grade under review. This decision shall be final and binding.

2. Final Clerkship Grade:
   a. A student requesting a review of a grade for a clerkship must initiate the request for review in writing, including the rationale for the consideration, to the clerkship director within two business days of the posting of the grade.
   b. The clerkship director will meet with the student (in-person, phone, video conference). This meeting should take place within one week (five business days) of the student submitting the request in writing.
   c. The clerkship director shall inform the student in writing as to their decision concerning the appeal within four business days of the meeting.
   d. If the student is not satisfied with the decision of the clerkship director, the student may appeal to the Associate Dean, Clinical Education in writing within 10 business days of the latest decision of the clerkship director.
e. After receipt of such notice, the Associate Dean, Clinical Education will consult with the clerkship director and clerkship committee, if appropriate. Within 14 business days of receipt of such notice from the student, the Associate Dean, Clinical Education will hold a meeting (in-person, phone, videoconference) with the student to review and discuss the decision of the clerkship director. This meeting will also include dialogue between the student and Associate Dean concerning the student’s fulfillment of the clerkship requirements.

f. The Associate Dean, Clinical Education shall have the right to amend the decision of the clerkship director in this regard. Within four business days of that meeting, the Associate Dean shall provide the student and the clerkship director with written notice of the final decision on the grade under review. This decision shall be final and binding.

3. Review of a Grade Following Remediation
   a. Students are not permitted to challenge a remediation grade. Failure of a remediation assessment will result in the failure of a course/clerkship. Any further action will be considered by the SPCC.

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. This feedback is provided at the midpoint of required clinical clerkships and monthly during the Comprehensive Community Clerkship according to the College of Medicine policy entitled Formative Assessment and Feedback.

Examinations in Year 1 and Year 2: The timing and number of assessments for all courses is monitored and approved by the Curriculum Committee. All assessments are listed in the course syllabus at the beginning of each course. At the beginning of each course, the course directors describe the manner in which students will be assessed. The Office of Medical Education will make available a schedule of major examination dates and times. The frequency of assessments must be sufficient such that faculty and students have a sense of progress towards the required outcomes. Any numeric internal exam grade will be rounded to a whole number (up from 0.5 or above, otherwise rounding down).

Early Alert Process for Students Identified as At Risk of Academic Failure: Academic progress is monitored by the Office of Medical Education. Any student deemed to be at academic risk is contacted.

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. For rare circumstance that a student may miss an exam, reference the Adjustment for Approved Absences section in Unit 3. The student will need to arrange any make-up examinations with the Office of Medical
Education. If the required documents are not submitted within the allowable timeframe 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:** 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 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. 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. For NBME exams 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.

**COURSE REMEDIATION IN YEARS 1 AND 2** The process for remediation of the INCOMPLETE grade will depend on the component(s) of the overall assessment plan in which the student failed to achieve the passing standard.

**Examination and/or laboratory components of the course grade:**
1. The student will enter a remediation period of self-study. The goal of the self-study is to allow the student to achieve an acceptable level of mastery of medical knowledge associated with course content.
2. The student must meet with the Director of Academic Success early in the self-study period in order to develop a remediation plan to guide self-study. The student will also be encouraged to meet with course directors, and/or appropriate faculty for additional guidance.
3. Successful remediation of the INCOMPLETE grade requires the student to demonstrate their acceptable mastery of course content by achieving a passing score on a
summative remediation examination. The remediation examination will be comparable to the regular course assessment in terms of structure and content.

4. Remediation examinations will normally be scheduled following and within 4 weeks of the end of the last course of the academic year wherein the INCOMPLETE grade was assigned.

5. If the student is successful in passing the remediation examination, the INCOMPLETE grade will be updated to PASS.

6. If the student fails to pass the remediation examination, a ‘NO PASS’ grade will be assigned for the course.

**Professionalism component:**
If an INCOMPLETE grade is assigned due to documentation of unprofessional behavior, the student’s case will be referred to Associate Dean, Student Affairs for further investigation and possible referral to the SPCC.

**Overreaching guidelines for remediation**

1. Should a student accumulate more than one INCOMPLETE grade in a given academic year, his/her case will automatically be referred to the SPCC. The SPCC will then develop a recommendation that may include, but is not limited to, remediation of the incomplete grades, repeating the academic year, or dismissal from the MD program.

2. A student assigned an INCOMPLETE grade while repeating an academic year at the recommendation of the SPCC (i.e. in repeat status) will automatically be referred to the SPCC, who make a recommendation that may include, but not be limited to, permission to remediate the course grade, or dismissal from the MD program.

3. An INCOMPLETE grade assigned to the same course for which the student previously received an INCOMPLETE grade will result in automatic recommendation for dismissal from the MD program.

**CLERKSHIP REMEDIATION IN YEARS 3 AND 4**

Required clerkships in Years 3 and 4 are graded PASS/NO PASS/HONORS. Any student failing to achieve a passing score on either the Clinical Performance Evaluation (CPE) or the final summative written examination (e.g. NBME shelf exam in most cases) will be afforded a single opportunity at remediation/retake. The student will receive an incomplete “I” grade until requirements are successfully completed. Per College of Medicine Policy Assessment Monitoring Years 1-4, any student who fails BOTH the Clinical Performance Evaluation (CPE) and the summative written exam for a clerkship will receive a grade of “No Pass” and will be required to repeat the clerkship. In this case, no opportunity for remediation will be offered. CPE failures requiring remediation and overall clerkship failures will be detailed on the Medical Student Performance Evaluation (MSPE).

**Failure of Summative written exam**

1. If student fails a summative written exam but achieves a passing score on CPE, the clerkship director will arrange a meeting with student WITHIN ONE WEEK to discuss exam failure and create a plan for remediation.
a. Remediation plan will include a mandatory meeting with Director of Academic Success to review the score report and discuss study strategy for exam retake
b. Date for written exam retake
c. In general, retake exams will be offered according to the following schedule:
   i. M3 Fall semester- Block 7, or in lieu of M3 elective block
   ii. M3 Spring semester- Block 13, in lieu of M3 elective block, or during 2-4 vacation weeks during Year 4 Block 1
   iii. M4 Fall semester- Block 7 or during vacation block in Fall semester
   iv. M4 Spring semester- Block 11 or during vacation block in Spring semester

2. The remediation plan will be submitted in writing to the Associate Dean, Clinical Education, Director of Assessment and Program Evaluation, and the Office of Medical Education.

3. Arrangements for retake exam administration will be made by the Office of Assessment and Evaluation.

Failure of Clinical Performance Evaluation (CPE)

1. Clerkship director will inform the Associate Dean/Clinical Education, and the Director of Assessment and Program Evaluation.

2. Clerkship director will await/review score obtained on summative written exam.

3. If student achieves a passing score on the summative written exam, the clerkship director will arrange a meeting with the student WITHIN ONE WEEK to discuss CPE failure and create a remediation plan.

4. Remediation plan will include all of the following:
   a. Discussion of student performance deficiencies, and expectations for performance during remediation period
   b. Duration of remediation period
   c. Clinical site
   d. Dates of planned remediation

5. In general, clinical remediation periods should occur according to the following schedule:
   a. M3 Fall semester- Block 7, or in lieu of M3 elective block
   b. M3 Spring semester- Block 13, in lieu of M3 elective block, or during 2-4 vacation weeks during Year 4 Block 1
   c. M4 Fall semester- Block 7 or during vacation block in Fall semester
   d. M4 Spring semester- Block 11 or during vacation block in Spring semester

Failure to complete other required clerkship activity:

1. Students who fail to complete other required components of a clerkship (e.g. procedure/encounter log, written assignments, PDOC) will receive an INCOMPLETE grade until these assignments are completed.

2. The clerkship director will send a written notice to the student informing them of this status, and will copy the Associate Dean, Clinical Education.

Post-remediation:
1. Students who successfully complete requirements of remediation will be informed via written notice.
2. The Coordinator of Distributed Clinical Education will notify the registrar of completion of the amended grade.
3. Student grade will be adjusted by the registrar.
4. Any student who does not successfully complete requirements of remediation plan will receive a grade of “No Pass,” will receive no credit, and will be required to repeat the clerkship in its entirety.
5. All CPE remediation will be included in the Medical Student Performance Evaluation (MSPE).
6. All clerkship failures will be included in the Medical Student Performance Evaluation (MSPE).

**LEAVE OF ABSENCE AND/OR WITHDRAWAL**

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. A leave of absence may be voluntary or involuntary. Students should reference the Leave of Absence Policy. A Leave of Absence may be due to, but not limited to, the following situations:

- **Personal** - which may include, but not limited to:
  - Medical – may require a supporting letter from a physician.
  - Research or clinical fellowship programs
  - Military duty
- **Academic**

A student may request a **voluntary LOA** for personal reasons, to the Associate Dean of Student Affairs by completing a Deferment/Leave of Absence Form found on the student intranet. The request form must be completed fully and signed. Students may contact any member of OSA for help with this form and process.

A student may request a **voluntary LOA** for academic matters, to the Office of Medical Education by completing a Deferment/Leave of Absence Form found on the student intranet. **A Step 1 Deferment** may also be requested by completing the Deferment/Leave of Absence Form and submitted to the Office of Medical Education. Students who apply for one of the Dual Degree programs are not eligible for Step 1 Deferment.

Deferments and/or LOAs may have financial repercussions associated with them and it is the student’s responsibility to meet with the Financial Aid Office to discuss those repercussions. If it is determined that a student is a threat to themselves or others, and/or the student could pose other safety issues, the senior administration has the right to place that student on **immediate involuntary LOA**.

Should a student be placed on an LOA the following will take place:

- Laptop – Collected
- Building/Room – Access removed
Central-Line – Access removed and/or adjusted based on student status
Email List(s) – Will be removed and/or adjusted based on student status
Lockers – Will be cleaned out and locks removed

WITHDRAWAL
A voluntary withdrawal is a permanent and voluntary termination of studies. Students wishing to withdraw must submit a written request to the Associate Dean of Student Affairs and copy the Senior Associate Dean of Academic Affairs. The request must include the reason(s) for withdrawal and a statement that the student understands that withdrawal is voluntary and permanent.

An involuntary withdrawal (dismissal) may be recommended by the SPCC. A 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 Academic Standards and Failure to meet Academic Standards section.

ACADEMIC STANDARDS AND FAILURE TO MEET ACADEMIC STANDARDS
The development, review, revision and approval of the academic standards leading to the MD degree are the responsibility of the Curriculum Committee (CurrCom). Monitoring student progress throughout the curriculum and ensuring compliance with the academic and professional standards is the responsibility of the Student Performance and Conduct Committee (SPCC). The standards are outlined below and distributed by the responsible program component faculty in course syllabi.

Year 1: To be promoted into the Year-2 curriculum, a student must:
1. Record a “pass” grade in all courses of the Year 1 curriculum, with the exception of longitudinal courses which span years 1 and 2 of the curriculum.
2. Be progressing as expected in the Year 1-2 longitudinal courses (Medicine and Society, Essentials of Clinical Skills)

Year 2: To be promoted into the Year-3 curriculum, a student must:
1. Satisfactorily pass all courses of the Year II curriculum
2. Pass the NBME Step 1 examination *
*Students wanting to defer Step 1 must seek approval from the Office of Student Affairs.

Year 3: To be promoted into the Year 4 curriculum, a student must:
1. Satisfactorily pass all requirements of the Year 3 curriculum, including required clinical encounters.

Note: Students who do not meet any one or more of the above promotion criteria will follow the relevant procedures outlined in the following College of Medicine policies:

- Assessment and Monitoring of Student Performance and Grading in Years 1 - 4
- Failure of USMLE Step 1 Examination
**GRADUATION**

To be certified for graduation, a student must have:

1. Satisfactorily passed all required courses, clerkships and electives
2. Received a passing score on Step 1 within 3 attempts
3. Received a passing score on Step 2 CK within 3 attempts
4. Received a passing score on Step 2 CS within 3 attempts

**FAILURE TO MEET ACADEMIC STANDARDS** The Student Performance and Conduct Committee (SPCC) is responsible to review the academic performance and conduct of all students. 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 may make a recommendation for a student to be dismissed if their cumulative academic and/or professional performance indicates that they will be unlikely to make continued unimpeded progress toward meeting all requirements for graduation.

When the SPCC makes a recommendation of repeating the year or dismissal, the Chair of the committee will notify the Senior Associate Dean for Academic Affairs (SADAA) and forward the recommendation to the student. A copy of the recommendation shall also be provided to the Associate Dean for Student Affairs. CMU holds each student personally responsible for making good decisions. It is expected that students will adhere to the professional behavior as set out in the Student Handbook, Unit Two: Standards, Conduct, and Professionalism. The SPCC may recommend the withdrawal of any student from the program even though all other program requirements are met.

**RIGHT TO APPEAL** A student has the right to appeal any decision of the SPCC. The appeal must be based on a failure of due process or extenuating circumstances. The student must notify the SADAA of their intent to appeal within 10 business days. When submitting the request, the student shall specify the review and shall provide the SADAA all necessary supporting documents.

The review shall be conducted by a subcommittee of Faculty Council duly established for this purpose. The subcommittee will consist of at least three members, who do not currently sit on the SPCC, who are not course and/or clerkship directors who have assigned the student a failing grade or have another conflict of interest, and who are appointed by the Faculty Council Chair. The SPCC Chair, the Senior Associate Dean of Academic Affairs and the Associate Dean of Student Affairs will also be part of the subcommittee as non-voting members.
The student shall represent herself/himself to the Faculty Council Appeals Subcommittee. The student shall have the right to be accompanied by an advocate at the meeting. The advocate may advise the student, but cannot address the Faculty Council Subcommittee or participate directly in the proceedings. The student must notify the Faculty Council Chair of the advocate’s attendance. If the student’s advisor is an attorney, the student must notify the Faculty Council chair of this at least three full business days in advance of the discussion. The subcommittee may decide to uphold the academic standards or accept the appeal. The subcommittee may, when appropriate, set terms for accepting the appeal.

The findings of the Faculty Council appeals subcommittee will be recommended to the dean via the Faculty Council. The decision of the Faculty Council appeals subcommittee will be communicated in writing to the student (email is acceptable) within two business days of the decision.

The student has the right to make a final appeal to the Dean of the College of Medicine. The student must submit a written appeal to the Dean within 10 business days of the receipt of the Faculty Council appeals subcommittee decision. When submitting the request, the student shall specify the grounds for review and shall provide the Dean with all necessary supporting documents. The Dean shall review the case, and provide the student with their decision within 10 business days. The decision of the Dean will be final.

**USMLE STEP 1 & STEP 2 REQUIREMENTS FOR PROMOTION** Students must take the USMLE Step 1 examination prior to starting the year 3 curriculum. Students may request to defer taking Step 1 by a formal request to the Office of Student Affairs. Requests for deferral are unlikely to be granted unless the student has 1) compelling health/personal reasons or 2) evidence of academic performance that suggests a student is likely to fail Step 1. Students must take and pass both components (CK - Clinical Knowledge and CS – Clinical Skills) of Step 2 of the USMLE as a graduation requirement.

**ACCOMMODATIONS 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

College of Medicine policy may be found at:
https://med.cmich.edu/policy/osa/accomodations

CMU Office of Student Disability Services:
https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

ACADEMIC RECORDS AND REVIEW OF 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.

The College of Medicine maintains the academic records of all students electronically within the Office of the Assistant Registrar and the Office of Medical Education (OME). Access is limited to individuals with a legitimate educational need and is only granted by the SADAA. Legitimate educational need includes: 1) course and clerkship directors for student records within their respective courses; 2) academic and student affairs deans; 3) student advisors; and 4) chair of the SPCC and the SPCC (as needed) to monitor individual student progress and certify students for graduation. In addition, de-identified student academic records may be provided to individual faculty by OME for approved educational research studies, Review of Academic Records policy. All requests for access to student academic records must be made in writing and approved by the SADAA.

Students may review and/or challenge components of their personal academic record as outlined in the Review of Academic Records policy. The registrar is very responsive to student requests for access to their complete academic record.

Course and clerkship assessment data are maintained electronically within curriculum management software programs that are protected by OME-defined permission access levels. Students can access their individual grades and evaluations through a password protected student portal within these systems at any time. Students may review and/or challenge individual course/clerkship grades and this process is described in the Review of a Course or
Clerkship Policy.

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.

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 V: 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. Additional information may be found on the financial aid website.

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 RESIDENCY POLICY AND INFORMATION** Central Michigan University College of Medicine follows the University's [Residence Policy](#).

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.

The College of Medicine also has a [Residency Status Policy](#) available for review. While residency status can be a confusing subject to navigate, we have included some FAQs regarding in-state tuition status to help answer residency status questions:

**Q: Does the payment of income or property taxes to the state of Michigan affect a student’s eligibility for in-state status?**
A: No. A person must be domiciled in the state of Michigan to be eligible to be classified as in-state for tuition purposes. For University purposes, "domicile" is defined as the individual's true, fixed and permanent home.

**Q: After completing my first year at CMU will I qualify for in-state status?**
A: No. To qualify for in-state status, students must prove that they are living in the state of Michigan for non-educational purposes. If an individual's activities or circumstances are considered unknown or temporary, such as (but not limited to) educational pursuit, that individual is not considered domiciled in the state of Michigan and thus, will be classified as out-of-state for tuition purposes.

**Q: If I work in Michigan during the summer will I qualify for in-state status?**
A: No. In order to qualify for in-state status, an individual needs to physically reside in Michigan for 12 consecutive months without enrolling in any academic courses at any two-year or four-
year degree granting institutions.

**Q: How long do I need to live in Michigan to be eligible for in-state status?**
A: A non-dependent student needs to physically reside in Michigan for 12 consecutive months without enrolling in any academic courses at any two-year or four-year degree granting institutions to become eligible for in-state status. During the same period of time, the student cannot be claimed as a dependent for federal tax purposes. Dependent students (26 years of age or younger) need to see the regulations for dependent students.

**Q: Is it possible to be a legal resident of the state of Michigan and not be eligible for the in-state fee classification?**
A: Yes. The state of Michigan determines the requirements for becoming a legal resident of the state. However, Central Michigan University determines when a person becomes eligible for the in-state classification at the University.

**Q: Does an out-of-state student become automatically eligible for in-state status by marrying a Michigan resident?**
A: No. Although marriage to a resident of Michigan is considered in the determination of in-state status, the existence of this factor alone does not qualify a student for in-state status.

**Q: My company has transferred me to Michigan. Will my dependents qualify for in-state status?**
A: In the case of a dependent student, if one parent is domiciled in Michigan, as demonstrated by the parent’s permanent employment, establishment of a household, and severance of out-of-state ties, the student will be classified as in-state.

**Q: If one of my parents lives in Michigan will I qualify for in-state status?**
A: The domicile of a dependent student is presumed to be the same as his/her parent. If one parent is domiciled in Michigan, as demonstrated by the parent’s permanent employment and establishment of a household, the student will be classified as in-state.

**Q: My family has just relocated to Michigan. Will I qualify for in-state status?**
A: In the case of a dependent student, if one parent is domiciled in Michigan, as demonstrated by the parent’s permanent employment, establishment of a household, and severance of out-of-state ties, the student will be classified as in-state.

**Q: If my parents move out of Michigan will I lose my in-state status?**
A: No. If a parent of a dependent student moves out of Michigan during the time the student is enrolled at the University, the student’s in-state classification will be maintained as long as the student remains continuously enrolled (Fall and Spring semesters) in the University.

**Q: I graduated from a Michigan high school. My parents still reside in Michigan, but I attended a non-Michigan college or university. Do I qualify for in-state status?**
A: Yes. The in-state status of a prospective student domiciled in Michigan will not be affected by the student’s full-time attendance, at a non-Michigan college or university, prior to enrolling.
at Central Michigan University.

Q: My family moved out of Michigan while I was in high school; do I qualify for in-state status?
A:

1. If the parent of a dependent student moves out of Michigan, and the student has completed at least their junior year in a Michigan high school, the student's in-state classification will be maintained as long as the student continues to be enrolled on a regular school year basis in a Michigan high school, college, or university.
2. If a student is claimed as a dependent for federal tax purposes, the student's parents have moved out of Michigan after the student completes their sophomore year in a Michigan high school, the student and his/her parents resided in Michigan for a minimum of 10 years prior to their departure, and the student attends Central Michigan University the fall semester following high school graduation, the student shall be classified as in-state.

Q: If I move to Michigan and live with a family member will I qualify for in-state status?
A: No. A student who is 26 years of age or younger is presumed to be a dependent of his/her parents.

Q: Are the children and grandchildren of Central Michigan University graduates automatically eligible for the in-state fee classification?
A: Yes.

Q: Do military service members and their dependents qualify for in-state status?
A: Yes. If the student, the spouse of a student, or a parent of a dependent student:

1. is serving on active duty in the United States Uniformed Services;
2. is serving in the guard or reserves in one of the reserve components; or
3. has received an honorable discharge from one of those Services or reserve components.

Q: Do non-U.S. citizens qualify for in-state status?
A: Non-U.S. citizens who are entitled to reside permanently in the United States are eligible for in-state status. The individual must prove they have established Michigan domicile as defined in the Regulations.

Q: How do students request reclassification to in-state status?
A: A student who believes he/she should be classified as in-state under the regulations, is required to complete a Change in Resident Status application. Applications and additional documents should be submitted to the Director of Admissions, CMU College of Medicine, 2520 S. University Park Drive, Mt. Pleasant, MI 48859 at least one month in advance of the semester in which reclassification is sought.

Q: Is there an "effective date" that applies to a person's eligibility for in-state status?
A: Yes. Circumstances that exist on the first day of classes of each individual semester determine a student's eligibility for in-state status for that semester.

**Q: If a student is reclassified to in-state status, is it possible to get a refund of the out-of-state tuition paid?**

A: No refunds for semesters completed prior to the request for reclassification will be made.

**Q: Can a student appeal the decision from the Review Committee?**

A: Yes. Any student desiring to challenge the decision of the Review Committee has the right to appeal the decision. The appeal will be reviewed by the Senior Associate Dean of Academic Affairs should be submitted to the Director of Admissions, CMU College of Medicine, 2520 S. University Park Drive, Mt. Pleasant, MI 48859.

TUITION, FEES AND ESTIMATED COSTS FOR FIRST YEAR STUDENTS 2020-21:

<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>$43,952</td>
<td>$64,062</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><strong>TOTAL</strong></td>
<td><strong>$66,096</strong></td>
<td><strong>$86,206</strong></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.

In addition, students are charged a $50 annual fee for needlestick and disability insurance, and $125 for their College of Medicine provided computer.

**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

In addition, students may apply for alternative loans. These loans generally require separate application, generally have a higher interest rate 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. To be considered for need-based awards and scholarships, students must complete the (FAFSA: www.fafsa.gov). The philosophy in awarding scholarships is to prioritize to applicants who best meet the stated scholarship criteria.

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.

**FINANCIAL AID DISBURSEMENT SCHEDULE** Disbursement generally begins disbursing on the first day of a new term. To have 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.

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 Student Performance and Conduct Committee (SPCC) to have their scholarship renewed. If financial need is a scholarship requirement, the student must complete a new FAFSA each year.

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** All medical students enrolled at the College of Medicine are considered to be making satisfactory academic progress (SAP) 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
TUITION REFUND POLICY For students who withdraw prior to the first day of classes, 100% refund of tuition will be issued. Occasionally, a student may need to withdraw, take an LOA, or be dismissed from all classes during a semester. Students are billed for tuition on a semester basis. Once classes begin, refunds will be calculated as follows:

- 1-2 weeks: Full Refund
- 3-4 weeks: 50% Refund
- After 4th week: No Refund

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.

Information on tuition refund policies specific to students on a Leave of Absence is outlined in the College of Medicine policy entitled Tuition Refund.

LEAVE OF ABSENCE-FINACIAL AID SPECIFICS A student on leave may not use facilities, including medical libraries, the recreation center, health services, the student center, the medical student lounge(s), nor receive financial aid.

An LOA is not a form of registration. Tuition will not be charged for semesters for which an LOA is approved provided that the request is received prior to the start of the semester. Financial obligations, such as repayment of loans may come due. It is strongly recommended that students considering an LOA meet with the Senior Associate Director for Financial Aid.

Students placed on a leave of absence will be considered withdrawn from coursework and will be reported to NSLDS (National Student Loan Data System) as withdrawn.

Most federal loans will enter repayment once you withdraw from school. The grace period on your loan is a set period of time after you graduate, leave school or drop below half-time enrollment before you must begin repayment on your loan. Not all federal student loans have a grace period. For most loans, interest will accrue during your grace period. For more information on loan repayment and grace periods, please visit: https://studentaid.ed.gov/sa/repay-loans/understand/plans

UNIT VI: 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.

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 create an account and upload immunization records and/or serologic proof of immunity to CastleBranch.

**IMMUNIZATION AND TESTING** CMU’s College of Medicine utilizes CastleBranch, a compliance tracking tool. CastleBranch provides immunization tracking and document management for our medical students. In addition, CastleBranch allows us and our students to easily collect, store, and share information for admissions, entry into clinical experiences, and graduation and career preparation.

The vaccines can be administered at CMU Health Student Services, CMU Health Primary and Specialty Services Clinic, the students’ primary care providers, or local health departments. Please remember that the hepatitis B series is given over six months. Health care workers, including medical students may only begin clinical experiences after immunization requirements are complete. Utilizing guidelines from the CDC, Immunization Action Coalition, and other expert recommendations, the following are required:

**Tetanus/diphtheria and Tdap:** All students must have documentation of one dose of Tdap. If the Tdap is more than 10 years old, provide date of last tetanus (Td) plus Tdap.

**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 two 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 two MMR vaccines over the serologic proof. If you cannot locate the MMR records, we will accept serologic proof.

**Varicella:** All students must provide proof of Varicella immunity with either proof of having received the two-shot series, OR a positive immune titer.

**Hepatitis B:** All students must provide proof of having received the three-shot Hepatitis B series AND proof of immunity with a positive quantitative Hepatitis B surface antibody (titer >10 IU/ML).

Students with a negative Hepatitis B surface antibody (titer) after the initial three-dose series will require an additional Hepatitis B Booster vaccine followed by a repeat Hepatitis B titer drawn 30-60 days after the additional vaccine dose. If they have a negative titer following booster dose, then the full second Hepatitis B vaccine series will need to be completed requiring two additional doses followed by a repeat Hepatitis B titer drawn 30 days after the third vaccine in that series. If the Hepatitis B surface antibody is negative after a secondary complete series, additional testing including hepatitis surface antigen and Hepatitis core antibody should be performed. A vaccinee whose antibody remains negative after six doses is considered a “non-responder”. Health Care workers that are non-responders should be considered susceptible to HBV and should be counseled regarding precautions to prevent HBV infection. Those with a positive Hepatitis B surface antigen will have appropriate counseling.
and a recommendation to seek medical evaluation will be made.

**Influenza:** All students are required to have the vaccine annually. This will be arranged through CMU Student Health. Influenza vaccination at College of Medicine clinical branch campuses for Years 3 and 4 students will be the responsibility of the individual student.

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 two-step TB test in Year 1 as this is the preferred initial test for adults who will be tested on a regular basis such as health care trainees/workers. Alternatively, students can obtain a QuantiFERON (TB Gold) assay. This will be coordinated through CMU Student Health in Year 1 and before entering clinical rotations between Year 2 and Year 3. For additional testing required during Years 3 and 4, it will be the responsibility of the individual student to complete on their own. The one-step TB test will be performed for any additional skin testing. A history of BCG vaccine does not exempt you from completing the two-step test.

Students will fall into one of these categories:
- If you have no history of a two-step TST (TB skin test), you will need to complete two TST's.
- If you have had a two-step TST in the past, please provide documentation of your two-step TST – only one TST is required to be completed following the initial two-step skin test.
- 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 skin 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. A TB risk evaluation document will be completed, by the student, annually thereafter in lieu of a TB skin test.

Any students with a positive TB screening test or positive TB test, obtained while a student at CMU, will be referred to a Central Michigan District Health Department for further instruction.

Students without immunization documentation, and/or negative titers are considered non-
immunized and will be required to have the following vaccines:

- Hepatitis B vaccines: Three doses AND a positive titer
- MMR: Two doses
- Varicella: Two doses
- TD/Tdap: one Tdap, if longer than 10 years then an updated TD
- Influenza: Annually
- TB skin test: two step first year, one step prior to beginning clinical rotations

**HEALTH/DISABILITY INSURANCE**

Health insurance is required for all new and returning medical students. While the College of Medicine does not offer an insurance plan, 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. Students will upload their proof of insurance to CastleBranch ([www.castlebranch.com](http://www.castlebranch.com)), the College of Medicine’s records keeping system. CastleBranch will review the document for approval. If the document is rejected, students will receive an explanation with the reason and address. Students should contact OSA for further direction when needed.

It is the student’s responsibility to review their insurance coverage and make sure their policy 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. Provides coverage while student is on approved rotation in another state.

**Canadian residents** studying in the US will need health insurance as well. There are plans available, including through **TIC travel insurance**, 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 disability insurance that includes needlestick coverage. 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. Expenses incurred for testing, counseling, and post-exposure prophylaxis after a needle stick will first 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 for reimbursement.


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](http://med.cmich.edu/policy/osa/health-compliance)

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 is terminated.
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](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, coronaviruses, 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.

The Offices of Academic and Student Affairs, in conjunction with the CMU Student Disability Services, will support students infected with a blood borne pathogen in the completion of their MD requirements, subject to considerations that are appropriate to individual cases based on an Infectious Disease physician’s recommendation. [http://med.cmich.edu/policy/osa/effectsofdisease](http://med.cmich.edu/policy/osa/effectsofdisease)

RESPIRATOR FIT TESTING AND UNIVERSAL PRECAUTIONS TRAINING Students receive respirator training during M3 orientation. A blood borne pathogens and universal precautions
training module is also required during SYNAPSE and M3 orientation.

**CRIMINAL BACKGROUND CHECKS – US STUDENTS**
The College of Medicine participates in the AAMC-facilitated Criminal Background Check service, Certiphi. Please visit the following site for more information: [https://www.aamc.org/students/applying/amcas/how_to_apply/134176/background_check_details.html](https://www.aamc.org/students/applying/amcas/how_to_apply/134176/background_check_details.html)

**CRIMINAL BACKGROUND CHECKS - CANADIAN STUDENTS** Canadian students are required to obtain an official Police Clearance or Police Certificate from their local law enforcement agency. This certificate must be submitted to the College of Medicine by the student. Please see the college of medicine web link for formal policy and procedures: [http://med.cmich.edu/policy/osa/background-check](http://med.cmich.edu/policy/osa/background-check)

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**UNIT VII: OFFICE OF STUDENT AFFAIRS**

**CAREER COUNSELING** The Office of Student Affairs (OSA) is responsible for overseeing and directing career counseling at the college of medicine. OSA utilizes the Careers in Medicine (CiM), program offered through the AAMC to educate students on career options. This education begins early in Year 1 and continues through residency selection. The program offers exercises to assist students with self-exploration to find the path in medicine that suits them. Students are provided directed access to the CiM site allowing for independent and self-directed specialty exploration. CiM offers detailed specialty information including length of post-graduate training required, typical hours worked/week, amount of call expected and other information. Utilizing CiM and other resources provided, including interaction with mentors and advisors, students will begin to identify those specialties that fit their interests and skills. More information on CiM may be found at the following website: [www.aamc.org/cim](http://www.aamc.org/cim).

OSA supplements the CiM resources with other events including, individual student advising sessions, mandatory class meetings, workshops, and brown bag “lunch and learn” career sessions. There are also scheduled events for students to interact with residency program directors from throughout the year. Student interest groups (SIG) are also an effective way for students to learn about various specialties and to engage with clinical faculty and residents within those specialties.

Faculty advising shifts from group advising in the pre-clinical years to individualized advising during the clinical years by physicians. Clinical faculty advisors are part of the career counseling program and are assigned to students in Years 3 and 4 based on the student specialty preferences. These advisors are available to assist students with elective selection and to provide academic support should the need arise. Their primary focus is to guide their advisees through career development, specialty choice, and residency selection.

**COLLEGE OF MEDICINE TRANSCRIPTS/LETTERS OF GOOD STANDING/ENROLLMENT**
VERIFICATIONS  Official transcripts are requested through the process found at the CMU Office of the Registrar website. Letters of good standing and enrollment verifications can be requested by providing a written request to the Assistant Registrar in the College of Medicine: send requests to cmedreg@cmich.edu. Processing takes three-five business days. Processing times may vary depending on the time of year and volume of requests, so it is advisable to send in your request one-two weeks in advance of your deadline.

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. Students cannot lead, co-lead, or maintain committee positions in more than two of these types of groups. The OSA will assist with oversight of these developing chapters. The Get Involved Fair is held within the first week or two of the year 2 students’ return in the 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. Voting on the MSC members takes place either in the fall for the year 1 students or in the spring towards the end of the semester. Most positions are a one-year term unless otherwise stated. All student organizations, including the MSC, are under the auspices of the Office of Student Affairs. More information on COM student organizations may be found at: https://www.cmich.edu/colleges/med/Education/MD/Students/Pages/default.aspx

STUDENT ACCESS TO COLLEGE OF MEDICINE

College of Medicine Main building: During orientation, students will receive a student ID card from the Central Card office. The ID cards will allow access to the College of Medicine building and designated study areas. A review of access will take place during orientation week. If a student loses or breaks their CMU issued ID they will need to contact the Central Card office at (989) 774-3484 for a replacement.

Research Lab Building (2630 Dennison Drive): If you will be working with a researcher and their lab is located in this building, students will need to have a fob issued to them. The access request will need to be sent to Angela Stillwagon (angela.stillwagon@cmich.edu) and must come from the researcher and confirm that the student has passed all necessary trainings. At a minimum the student must pass Lab Safety training. 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 Stillwagon, (989) 774-4457, 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.

ACCESSING THE BUILDING AFTER HOURS There are times when you may find yourself wanting to study in the building after hours. It is important to keep your CMU issued ID badge on you all times; however, there may be an instance where you lock yourself out of a room.
If that happens you can use the phone located in the hall of the PBL rooms to call the CMU Police Department at (989) 774-1847.

**STUDY ROOMS & MEDICAL LIBRARY** 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 wired 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 site: [https://www.cmich.edu/colleges/med/Education/Library/Pages/default.aspx](https://www.cmich.edu/colleges/med/Education/Library/Pages/default.aspx)

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 OSA 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** 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. At each clinical site, students have available to them, lockers or another protected space for belongings. Students should speak to their site contact for more information.

**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.
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 CentralLink 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 CentralLink portal provides easy access to:
- CMU e-mail
- CMU directory
- Grades
- Registrar’s Office
- Course registration
- View/pay bill
- Academic history

CLINICAL VOLUNTEER OPPORTUNITIES
The CMU College of Medicine supports and encourages students enrolled in the MD program to become involved in clinically-relevant volunteer activities within the broader community and considers these experiences to be approved curricular activities. Student participation in volunteer activities is restricted to those activities consistent with the student’s level of training and proven competency. In addition, all volunteer activities taking place in a clinical context must be directly supervised by a licensed health care provider. Examples of such activities include but are not limited to:


- Participation in hospital and community health care and wellness activities
- Participation in charitable health care organizations such as free clinics
- Participation in medical service trips

Being approved curricular activities, volunteer experiences qualify students for liability and malpractice insurance coverage through the Central Michigan University insurance carrier during their participation in these activities. However, to ensure that students are protected by this insurance mechanism, participating students must inform the College of their volunteer activity, and agree to represent the College of Medicine in a professional manner consistent with expectations outlined in this Handbook and related policy. To inform the College of your volunteer experience, you must complete the electronic form available at [http://med.cmich.edu/volunteer](http://med.cmich.edu/volunteer) before participating in the volunteer experience and receive confirmation of submission from the Office of Student Affairs.

**UNIT VIII: HEALTH CARE, PSYCHOLOGICAL SERVICES AND COUNSELING**

The College of Medicine employed or contracted physicians and midlevel providers that participate in the assessment of students, are prohibited from rendering medical or mental health/counseling services to CMU College of Medicine students. The goal of this policy is to comply with LCME standards and achieve absolute objectivity in the evaluation and assignment of grades or promotion of the student. Therefore, students should avoid seeking medical care from any College of Medicine physician. Students are instructed to identify any potential conflicts of interest within the educational setting; this notification should be made to the Office of Student Affairs, the basis of this conflict need not be elaborated, and should a conflict be identified the student will be reassigned to another faculty member for the educational activity.

[https://med.cmich.edu/Policy/medicalstudenthealthcare](https://med.cmich.edu/Policy/medicalstudenthealthcare)

**MEDICAL SERVICES**

Students on the Mt. Pleasant campus are recommended to visit CMU Health Primary & Specialty Services clinic or the Student Health Services clinic for urgent care needs.

The Health Primary & Specialty Services clinic is located at 2600 Three Leaves Drive, Mt Pleasant, MI. The Student Health Services clinic is located in Faust Hall on the campus of CMU. These clinics are staffed by physicians and midlevel providers who do not participate in teaching of COM medical students. Students are advised to call for a future or same day appointment: (989) 774-7585 or (989) 774-6599 and to identify themselves as a College of Medicine medical student.

Services include:
- Same-Day Appointments
- Routine Care & Physicals
- Allergy Injections
• Immunizations
• Full-Service Lab Testing
• Gynecological Exams
• Guided Ultrasound for Sports Related Injuries and Joint Pain
• Sports Physicals
• Basic Cardiac Screening
• Sports Medicine
• Psychiatry

After hours and emergency care is available at McLaren Central Michigan ER, 1221 South Drive, Mt Pleasant: (989) 772-6700. There are also several urgent care clinics are also located in Mount Pleasant.

Students on the Saginaw campus are instructed to visit St. Mary’s at 4599 Towne Centre Rd (989-497-3200) or Covenant MedExpress W at 5570 State St # 2 (989) 583-0100 for emergency, urgent, or routine. Students at other clinical sites are provided with a list of local health care resources they can utilize that do not have involvement in teaching College of Medicine students.

Students who have health issues that fall outside of the scope of these clinics 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.

COUNSELING AND PSYCHIATRIC SERVICES 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.

COUNSELING CENTER’S HOURS AND LOCATION 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; 106 Foust Hall, directly across the street from the CMED building. 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 expenses for some testing. Complete information about the CMU Counseling Center services may be found at the following website: http://www.counsel.cmich.edu

Psychiatric care is available on the CMU campus at the Student Health Services Clinic located
at Faust Hall. Students not located on the CMU campus 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. www.encompass.us.com

In addition, students at the Detroit branch campus have access the services of a counselor employed by Ascension Health. This individual, a qualified social worker and licensed counselor, is available to all learners, and has no involvement with the College of Medicine; students are guaranteed confidentiality.

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.

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.

To ensure you are notified of any emergency situations on campus signup for Central Alert, CMU's Emergency Notification System. This system will notify of you closures, emergencies on campus, and any other events that are a danger to the safety and well-being of the students, faculty, and staff of CMU. Signup through Central Alert’s website and follow the prompts to receive text, email, and phone notifications. Please note the system runs a quarterly test to ensure it is functioning properly.

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/ess/Pages/healthsafety.aspx

STUDENT SAFETY AT THE SITE CAMPUSES 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) 583-6149. 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.

Security at Spectrum Health Lakeland can be reached at extension 8144 if in the hospital. If outside of the hospital, call (269) 983-8144 to reach security.

**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/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.
WRITING CENTER (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. The table shows the locations and hours of the Center during the fall and spring semesters:

<table>
<thead>
<tr>
<th>Location</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Park Library, Room 360</td>
<td>Monday through Thursday 9:00 a.m. to 9:00 p.m.</td>
</tr>
<tr>
<td>Call (989) 774-2986 to make an appointment</td>
<td>Friday 9:00 a.m. to 1:00 p.m</td>
</tr>
<tr>
<td>Closed during the summer</td>
<td>Closed on Saturdays</td>
</tr>
<tr>
<td></td>
<td>Sunday 5:00 p.m. to 9:00 p.m</td>
</tr>
<tr>
<td>Anspach, Room 154</td>
<td>Monday through Thursday 9:00 a.m. to 5:00 p.m.</td>
</tr>
<tr>
<td>Call (989) 774-1228 to make an appointment</td>
<td>Friday 9:00 a.m. to 1:00 p.m</td>
</tr>
</tbody>
</table>

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 Division of Enrollment and Student Services.

For further information regarding CMU’s Student Disability Services please visit their website.

MARY ELLEN BRANDELL VOLUNTEER CENTER 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 Engage page!

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, workshops, and resources including a website with a focus on wellbeing tips and helpful links.
The Central Michigan University Office for Institutional Diversity 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.

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.

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 BISXUAL TRANSGENDER QUEER SERVICES The Office of Lesbian, Gay, Bisexual, Transgender, Queer Services 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 Park Library offers many areas to study, a coffee shop, IT services, cultural exhibits, art exhibits, computer workstations, and friendly librarians ready to answer your questions.

BOVEE UNIVERSITY CENTER The Bovee University Center (UC) across from the Park Library has several helpful services for students including a post office, bank, the CMU bookstore, the Down Under Food Court, and CMU student service offices.

DINING There are many choices for dining on CMU’s campus as a College of Medicine student. A coffee and snack shop, Starbucks, 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 CENTER (SAC) This center 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. To learn more about what the SAC has to offer visit their website.

HOUSING FOR YEARS 1 AND 2 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 graduate housing website for more information.

There are many types of off-campus housing available in the local Mount Pleasant community within walking and driving distance of campus. Visit the Central Michigan Apartment Life website for a more detailed listing of available apartments.

HOUSING FOR YEARS 3 AND 4 Third and fourth year students may contact AHEC for housing information at each of the sites affiliated with the College of Medicine. Options are available for both long and short term.

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. 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.

For questions concerning billing, parking permits, citations and locations, contact us at (989) 774-3083 Monday-Friday, 7:30am-5:00pm or email at parking@cmich.edu. Additional CMU parking information can be found on their website.
CMU COLLEGE OF MEDICINE STUDENT LAPTOP PROGRAM

Incoming M1 students will be issued a Windows laptop by the College for the primary purpose of supporting educational activities in the curriculum.

You will be provided a laptop which will be issued during Year 1 Orientation. This laptop will be owned and managed by CMU’s Office of Information Technology and Healthcare IT while you are a student at CMU. Upon graduation, the management and ownership of the laptop will be transferred to you.

All students will be assessed a yearly $125 technology fee to support the laptop program. The fee will be issued every year you are an active College of Medicine student. The value of the laptop that student will be issued will be approximately $1,000.

You are required to use this laptop for all formative and summative assessments, research activities, and clinical work during your required clerkships. This laptop is designed and configured to support reliable test-taking, as well as access to clinical systems and services while in clerkship rotations. Your CMU laptop is required to be used when accessing Protected Health Information (PHI). Students will not be permitted to install or configure personal software without prior coordination and approval by the IT team. Your CMU-issued laptop will not have file backup software installed. Please utilize your CMU OneDrive to store all personal files. In the event your laptop needs service or replacement, Healthcare IT cannot guarantee immediate service or data transfer between devices.

You are also expected to keep the laptop in good working order during the 4-year curriculum. Please do not affix personal stickers, or perform any other personalization to the laptop. If the laptop is lost, stolen, or severely damaged, you may be assessed a replacement fee. While enrolled in the MD program, all warranty service and support (e.g., software installation, hardware replacements & maintenance) will be provided by the Healthcare IT team. Students are not permitted to self-service the CMU-issued laptop. If at any time, your laptop needs to be replaced, you will be temporarily loaned, or permanently issued a like-model of the same age.

Prior to the conclusion of the fourth year, you may be directed to return the laptop to the Healthcare IT office in proper working order with all provided accessories. The laptop may be formatted to remove all CMU-licensed software. The laptop will be returned to you, and a personal account will be provided for your use after graduation. Please note that you are not required to keep the laptop upon graduation.

PERSONAL & MOBILE DEVICE RECOMMENDATIONS

Purchasing a personal computer is not required due to the Medical Student laptop program. However, a tablet is a great on-the-go computing addition to the CMU-provided laptop, and can also be used as a textbook E-Book reader. iPad tablets, as an example, can connect to the Office 365 tools, including OneNote – which is a great tool to use for organizing your notes.
during lecture and study.

If you wish to purchase a personal computer for your studies, we have provided recommended hardware specifications below:

- Screen Size - 13”-15”
- CPU - Intel Core i5, i7 or equivalent
- Memory/RAM - 8GB or greater
- Storage - 250GB Solid State Drive (SSD) or greater. Conventional platter drives / disk drives / fusion drives / hybrid drives / SSHD drives are not recommended
- Wireless - Dual-Band (2.4GHz and 5GHz) 802.11ac
- Integrated Webcam/Microphone

PRINTING & ACCESSORY RECOMMENDATIONS

PrintQ: A local printer can be purchased for around $100 - $200, however, with the PrintQ service (see below) being available to all medical students, it’s not required.

- PrintQ Remote Printing stations are all around campus (including CMU College of Medicine and the Saginaw Educational Building)
- $51 of quota is issued once per year (1,275 black and white pages or 159 color pages)
- No need for local printer. Less configuration issues and hassles of purchasing paper and ink. More information can be found at http://printq.cmich.edu

Cloud Storage: CMU provides 1 TB of cloud storage in Microsoft OneDrive, part of the Office 365 suite, (http://onedrive.cmich.edu) It is not necessary for students to have portable media (e.g. flash drives, external hard drives) if OneDrive is used. It is highly recommended students leverage the Office 365 suite for file storage, note taking, and collaboration with faculty and classmates. The OneDrive sync client within Windows makes utilizing OneDrive very easy. Please keep in mind that data backup is the student’s responsibility and Healthcare IT is not responsible for any data loss during service.

SOFTWARE OVERVIEW

Student Intranet: This site provides a quick-access portal to all online technologies provided by the College of Medicine. Quickly jump to all the software and services you will need at http://med.cmich.edu/students.

Microsoft Office and Office 365: Microsoft Office 365 is recommended to all Medical Students over the use of Google Docs. Office 365 is used across campus, and is the most compatible productivity suite with the programs that our faculty and staff utilize. Microsoft Office is available free to students. Visit our knowledgebase for more information. CMU provides a complete Office 365 educational suite complete with OneNote, OneDrive cloud storage, Office 365 Groups, and Microsoft Teams.

- OneNote is the recommended tool for taking and managing notes. These as well as all Office documents can be stored and shared within the OneDrive.
- Office 365 Groups is a tool used by Special Interest Groups and student organizations
to collaborate with group email, task management, shared storage and documents.

- Microsoft Teams is a web conferencing tool offering more than the basic messaging and video calling of traditional Skype. It can support large group video meetings as well as offers in-call collaboration tools.

**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, access CMU licensed software, and print from the PrintQ servers. It’s very similar to going to a traditional computer lab, but you don’t have to leave your room. Visit http://help.cmich.edu for more information.

**B-Line:** A Standardized Patient/Simulation Management software. This is the software that you will use when taking your practical exams during all 4 years. https://bline.cmich.edu

**Panopto:** A recording program that we use to record most lectures in the College of Medicine. You will gain access to the recordings within 24 hours following the conclusion of the session. There are Panopto Lights in our main classrooms to show the current status of the recording. A green light means that the lecture is being recorded, a yellow light means that the recording is paused, and no light or a red light means that the room is not currently being recorded or there is a problem.

**Firecracker:** An online program that will be used to assess student performance about the various topics covered in each course during Year 1 & 2 of the curriculum.

**eMedley:** A comprehensive system for Curriculum Mapping, Learning Management, Student Documentation, Scheduling, Testing and Assessment, Evaluations, and Experience Tracking. https://he.emedley.com/cmucom

**ProgressIQ:** A student academic progress monitoring software use to monitor and track student performance in real time, using existing information systems. https://cmich.progressiq.com/login.aspx

**NBME Web-Based Testing:** The National Board for Medical Examiners exam software (NBME) will be used to deliver subject examinations for the clinical clerkships, assessing the educational achievement of individuals in specific subject areas. http://wbt.nbme.org/exam

**TopHat:** A software that is used by faculty during lecture to facilitate collaboration and discussion amongst the students. Faculty will create a TopHat course, present questions to the class, and students can reply via their laptop or mobile device. Licenses will be provided to all students during M1 orientation. http://tophat.com

**TigerConnect:** A communication tool that will be provided in Year 3 and 4. This is utilized by students, faculty, staff, and residents to send and receive Protected Health Information (PHI) securely. https://www.tigerconnect.com/

**Anatomy and Physiology Revealed:** An online application for the McGraw Hill E-Textbook
Anatomy and Physiology Revealed. It grants students access to an interactive application that supports topics learned in the Anatomical Labs. [http://www.aprevealed.com/](http://www.aprevealed.com/)

Cisco Webex: A video conferencing platform used to host virtual large group and team-based learning sessions. Webex allows faculty and students to collaborate via video, audio, chat, and though sharing content. Webex is also available for students, staff, and faculty to schedule personal meetings. [https://cmich.webex.com](https://cmich.webex.com)

**IT SERVICE DESK & SUPPORT CONTACT INFORMATION**

**Healthcare IT** is a team of IT professionals and student technicians that directly support the College of Medicine staff, faculty, and students. The Healthcare IT team supports all College of Medicine systems and services, including your CMU-issued laptops, and will provide courtesy support and advice for personal computer issues, as well. Detailed troubleshooting and repair for personal computers is referred to the OIT Help Desk.

**Contact**
Mt. Pleasant: HPB 2265
Phone: (989) 774-3662

Saginaw: CMED SEB 2nd Floor
Phone: (989) 746-7576

Online Tech Request: [http://med.cmich.edu/help](http://med.cmich.edu/help)
Email: healthcareit@cmich.edu

**Hours**
Monday - Friday 8 a.m. to 5 p.m.

The **OIT Help Desk** provides support to all Central Michigan University students, faculty, and staff. The OIT Help Desk is the main point of contact, and can triage support requests to Healthcare IT. Additionally, The Help Desk is available to assist anyone with their personally-owned electronic device problems, for a very reasonable price.

**Contact**
Mt. Pleasant: Park Library 101
Phone: (989) 774-3662
Chat: [http://helpdesk.cmich.edu](http://helpdesk.cmich.edu)
Email: helpdesk@cmich.edu

**Hours**
Monday – Thursday: 7 a.m. to Midnight
Friday: 7 a.m. to 6 p.m.
Saturday: 12 p.m. to 5 p.m.
Sunday 12 p.m. to Midnight