



COLLEGE OF

MEDICINE

CENTRAL MICHIGAN UNIVERSITY

Student Handbook



2022-2023

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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 change the policies, procedures, and other information contained within this document when necessary and without prior notice. The most current student handbook version will be available on the website.

UNIT I: INTRODUCTION TO THE CENTRAL MICHIGAN UNIVERSITY COLLEGE OF MEDICINE

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. This designation reengineered the complexity of the school's academic offerings and 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 continues to be a leader in higher education both in Michigan and nationwide, with locations on the main campus in Mount Pleasant and more than 60 locations in North America and online.

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, with Saginaw hospitals: Covenant HealthCare and Ascension St. Mary's of Michigan in place as partners for educating students and residents. The College of Medicines affiliations has grown and includes branch campuses at Ascension St. John Hospital in Detroit, MI, MyMichigan Health in Midland, MI, and Spectrum Health Lakeland in St. Joseph, MI.

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 well-being 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 delivering 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 scholarly contributions.

Clinical Care – Through accredited medical and residency programs, renowned faculty, and state-of-the-art medical facilities, learners will develop the skills to deliver evidence-based, patient-centered care with respect and empathy.

Social Impact – In collaboration with clinical and community partners, our state and the cities and towns where 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.

EXPECTATIONS FOR ADMITTED STUDENTS Admission to the Central Michigan University College of Medicine (“CMED”) is conditioned upon a student’s understanding and acceptance of CMED’s Student Handbook and CMU and CMED’s policies. This includes, for example, CMED’s Medical Student Compliance with Health Requirements, Including Health the Insurance Coverage policy (“Health Policy”), which sets forth basic vaccination requirements for CMED students. CMED incorporates many education opportunities into the medical student educational experience, including the comprehensive community clerkship. Clinical education may occur at CMU facilities; independent providers; hospitals; and other healthcare organizations (collectively “clinical education affiliates”). As a CMED medical student, you will be expected to comply with policies at these clinical education affiliates, including policies related to the health and safety of clinical education affiliate patients, employees, and fellow student learners. These policies often address specific requirements for personal protection equipment, immunizations, and other health and safety-related considerations. CMED does not provide non-medical exemptions from CMED policies, including the Health Policy, and clinical education affiliates manage their own health and safety policies. Additionally, CMED students are expected to comply with clinical education affiliate policies that may be unique to specific facilities, e.g., the Ethical and Religious Directives for Catholic Health Care Services. CMED welcomes and invites any questions regarding these admission requirements and opportunities to ensure your successful engagement with CMED’s clinical education affiliates.

DIVERSITY AT CENTRAL MICHIGAN UNIVERSITY COLLEGE OF MEDICINE, A diverse campus community includes different backgrounds, religions, and cultures, as well as a variety 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 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 a 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 are 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 College of Medicine is committed to supporting the diversity initiatives of the University and enhancing the spirit of inclusiveness of the college. Information on the College's Diversity and Inclusion Statement (and resources) can be found [here](#).

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, 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 campus community members are prohibited.

In addition, even if not illegal, acts are prohibited if they discriminate against any university community member(s) through the inappropriate limitation of access to, or participation in, educational, employment, athletic, social, cultural, or other university activities based on 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 and 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 identify an office to which persons are encouraged to report instances of discrimination and a process for investigating and resolving the reports/complaints. The [Central Michigan University Non-Discrimination policy](#) is available. Additional resources on nondiscrimination/affirmative action can be found [here](#).

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 LCME fully accredits the CMU College of Medicine. 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

OFFICE OF STUDENT AFFAIRS

The [Office of Student Affairs](#) supports students with career counseling, financial aid counseling, referrals to health and counseling services, and advisement of student organizations.

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OFFICE OF MEDICAL EDUCATION

The [Office of Medical Education](#) handles the 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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UNIT II: ESSENTIAL STANDARDS AND THE LEARNING ENVIRONMENT

TECHNICAL STANDARDS FOR MATRICULATION, PROMOTION, AND GRADUATION

All graduates of CMU College of Medicine (CMED) must have the knowledge, skills, and other competencies necessary to function in a wide variety of clinical situations and across the spectrum of patient care. Our program is structured as a broad general training intended to produce "undifferentiated physicians" capable of undertaking their choice of medical specialty. Our Technical Standards are based on that model and attempt to ensure capable, well-rounded future clinicians.

Technical Standards are those non-academic admission and promotion criteria essential for full participation in the medical education program. CMED maintains a strong institutional commitment to equal educational opportunities for qualified students with disabilities who apply for admission to the Doctor of Medicine program or are already enrolled. The technical standards are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Admitted candidates with disabilities are confidentially reviewed by the CMU Office of Student Disabilities Services to determine appropriate accommodations or alternative mechanisms that will permit the candidate to satisfy the standards. This process is informed by the knowledge that students with varied types of disabilities have the ability to become successful health professionals. All applicants and current students with a disability who may require accommodations in our program are encouraged to contact the CMU Office of Student Disabilities Services at (SDS@cmich.edu or 989-774-3018) for a confidential consultation.

The Technical Standards of CMED focus on the student's abilities, with or without the use of accommodations or assistive technologies, and were designed based on best practices outlined by the AAMC and consistent with the expectations of the LCME. As such, applicants

and medical students are expected students to demonstrate capacity/ability in the following areas:

1. Observation: Students should be able to participate in laboratory exercises and demonstrations in foundational sciences, assess and understand patients' conditions to the extent necessary to perform a physical examination, integrate findings based on these observations, and develop an appropriate diagnostic and treatment plan.
2. Communication: Students should be able to communicate with patients in order to elicit information, detect changes in mood, activity, posture, and other non-verbal communications, establish a therapeutic relationship and provide clinical care. Students should be able to communicate effectively and sensitively with patients and all members of the healthcare team
3. Motor: Students should be able to perform physical examinations and diagnostic procedures using techniques such as palpation, auscultation, and percussion, be able to perform basic laboratory tests, and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients
4. Intellectual-Conceptual: Students should possess integrative and quantitative abilities sufficient to problem-solve, including the ability to measure, calculate, reason, and synthesize information, recognize, and draw conclusions about three-dimensional spatial relationships and logical, sequential relationships among events, formulate and test hypotheses that enable effective and timely problem-solving in the diagnosis and treatment of patients in a variety of clinical modalities
5. Professionalism-Behavioral and Social Attributes: Students should demonstrate compassion, integrity, and concern for others. They should possess the perseverance, diligence, and consistency to complete the curriculum requirements, exercise good judgment and emotional stability, complete all responsibilities associated with the diagnosis and care of patients within established timelines, and develop mature, sensitive, and effective relationships with patients and others. Students should be able to tolerate variable workloads, function effectively under stress, adapt to changing environments, and function effectively in the face of uncertainties inherent in clinical medicine.

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 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 student must also comply with the College of Medicine technical standards for professionalism (mature and ethical conduct).

Learning Environment

The College of Medicine is committed to creating an environment that promotes students' academic and professional growth at all levels. This success depends on an environment free of behaviors that can undermine the institutions' values and mission. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although both faculty and students bear significant responsibility in creating and maintaining this atmosphere, faculty bear responsibility for modeling appropriate professional behaviors. Faculty 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 are responsible for ongoing monitoring and periodic evaluation of the learning environment to identify negative influences. When issues are identified, the parties will develop and conduct interventions to enhance positive and mitigate negative influences and to identify and promptly correct violations of professional expectations.

In keeping with this objective, 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 during 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 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 priority
- Sensitivity, compassion, and interest in patients and others

STANDARDS OF CONDUCT FOR THE TEACHER-LEARNER RELATIONSHIP

Clear expectations for the relationship between faculty and students are essential to

optimize the learning environment. The expectations for the conduct of students and faculty pertaining to the teacher-learner relationship are detailed in the faculty bylaws and the CMU student handbook. These expectations are grounded in the AAMC's Teacher-Learner Expectations. The [Standards of Conduct for the Teacher-Learner Relationship](#) policy further outlines these expectations to ensure a professional learning environment.

LEARNER MISTREATMENT Students who feel they have witnessed mistreatment or that a student has been the subject of conduct outside of a respectful teacher/staff-learner relationship, including discrimination, harassment, or abuse, are encouraged to submit their concerns. The mechanism to submit a concern is discussed in this section. Students are provided education specific to student mistreatment during medical school orientation, orientation prior to clinical rotations, and through the distribution of the Student Handbook. Faculty and staff are provided education about [Learner 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 assessed in all College of Medicine courses, and meeting this standard is a requirement for course completion.

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 core educational competency and an Essential Standard for Matriculation, Promotion, and Graduation. Objectives related to professionalism are integrated throughout the curriculum. When lapses occur, the College of Medicine's Professionalism Policy describes a process for review, remediation, and potential resultant disciplinary action: [Professionalism Policy](#).

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 degree of professional behavior as clinical care. Examples of unprofessional behavior include:

1. *Attendance and punctuality issues*, such as, but not limited to:
 - a) Dishonest recording of attendance at required activities
 - b) Failure to attend required curricular activities
 - c) Falsifying reasons for an excused absence from required curriculum or examinations
 - d) Repeated tardiness for academic or clinical obligations, including lectures, labs, examinations, clinical commitments, etc. Note that students are expected to be early/on time for both required and non-required commitments
 - e) Failure to follow school policies and procedures
2. *Plagiarism*:
 - a) Handling materials obtained in an academically dishonest manner

- 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 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, 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 participation in any curricular activity while under the influence of alcohol, drugs, or other substances

Medical students should be aware that a professionalism violation may be subject to review and separate disciplinary action by 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, to determine 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](#) apply to all College Of Medicine students.

ASSESSMENT OF STUDENT'S ATTAINMENT OF APPROPRIATE PROFESSIONAL ATTRIBUTES

Professionalism is a competency integrated throughout the four-year program. Still, it is formally taught in the two-year longitudinal course Medicine and Society. Observation of student professional behavior is an ongoing process at the College of Medicine. There are formative and summative assessments of professionalism across the curriculum. Students will be asked to demonstrate their knowledge and understanding of professionalism and professional behavior as part of the assessment of student performance. Failure to achieve a satisfactory summative grade for the professionalism component will require the student to meet with the ADSA to discuss potential remediation or disciplinary action.

UNPROFESSIONAL BEHAVIOR Examples of unprofessional behavior include but are not limited to the following:

1. *Attendance and punctuality issues:*
 - f) Dishonest recording of attendance at required activities
 - g) Failure to attend required curricular activities
 - h) Falsifying reasons for an excused absence from required curriculum or examinations
 - i) Repeated tardiness for academic or clinical obligations, including lectures, labs, examinations, clinical commitments, etc. Note that students are expected to be early/on time for both required and non-required commitments
 - j) Failure to follow school policies and procedures
2. *Plagiarism:*
 - f) Handling materials obtained in an academically dishonest manner
 - g) Fabrication of written records, including records in the clinical environment
 - h) Falsification of academic, research, or clinical records, including fabrication of data
 - i) Collaboration on assignments where that is prohibited
 - j) Having someone else take an assignment in one's stead
3. *Examination behaviors:*
 - l) Acquiring an examination during its preparation, duplication, or storage
 - m) Removing or acquiring secured examinations after administration
 - n) Copying answers from another examination
 - o) Taking crib sheets or other forms of prepared answers/notes into an examination
 - p) Leaving the examination room and returning without permission
 - q) Taking an examination for someone else
 - r) Having someone else take an examination in one's stead
 - s) Memorizing questions from secured exams and collating them for future study or distributing them to other students

- t) Using signals or otherwise communicating during an examination to share answers with another student
- u) Continuing to answer test items beyond the prescribed time limit
- v) Taking examinations at times other than the one to which you have been assigned to obtain more preparation time

4. *Inappropriate public behavior:*

- k) Criminal Conduct
- l) Interpersonal violence or assault
- m) Disorderly conduct (e.g., public intoxication)
- n) Unauthorized use of patient parking lots
- o) 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
- p) Distribution of defamatory or vulgar comments about faculty, staff, or state of CMED, CMU, or any affiliate health system or academic institution
- q) Lack of courtesy and respect towards patients, faculty, peers, staff, nurses, other health professionals, etc., in the academic or clinical environment (e.g., shouting, 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
- r) Misrepresentation of credentials, abilities, or position
- s) Behavior that, in any way, diminishes or threatens patient safety and welfare, including failure to protect patient confidentiality
- t) Attendance and 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. A few options for reporting incidents are outlined below; please reference the Learner Mistreatment, Harassment, Discrimination, and Unprofessional Behavior Policy for additional information.

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 must 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](#).

Any of the following methods may submit reports:

1. Verbal report
2. Email or another written report
3. Submit narrative comments in a course evaluation
4. Submit a concern anonymously via the [Praise or Concern Form](#).
5. Contact CMU Offices of Civil Rights and Institutional Equity ([OCRIE Concern Reporting](#))

[Tool](#)) or [Faculty Personnel Services](#).

The [Learner Mistreatment, Harassment, Discrimination, and Unprofessional Behavior](#) policy outlines the process and procedures for reviewing any reported concerns.

APPROPRIATE USE OF SOCIAL MEDIA The College of Medicine recognizes that social media has changed the way people communicate. Social media is a powerful communication and marketing tool that may significantly impact 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, CMU 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 essential in our interactions with patients and visitors. 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 Essential Standards 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 believes healthy medical students learn and prosper in their professional and personal lives. We want to assist our students in creating a life balance that carries them through and beyond medical school. Challenges to this may occasionally surface, 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 include, 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. Discussions will be confidential and depending on the circumstances, efforts will be made to assist the student with the 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 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: Substance Use and Abuse](#).

Impaired students who have not sought or are not receiving assistance will be referred to the Student Performance and Conduct Committee (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 Essential Standards requires that all students must maintain memory, rational thought, problem-solving ability, and collegiality while exhibiting compassion and sound judgment 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. A school-requested basic mental health evaluation may be necessary if a student does not initiate services. 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 oversees the educational program's development, organization, and implementation. 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 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 safe, effective, and efficient care.
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 the 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 creating, disseminating, applying, or translating new healthcare 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 healthcare team or another interprofessional group.
 - Demonstrate effective use of the electronic health record to communicate accurate and timely information with members of the health care team and the patient.
 - Demonstrate sensitivity, honesty, and compassion in difficult conversations 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 role and responsibilities, valuing others' roles, and treating all with respect.
 - Demonstrate a commitment to ethical principles about 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 improve 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 to improve community health and access to care.
 - Identify health problems and risk factors, treatment strategies, resources, and disease prevention/health promotion efforts to improve patients' health 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 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 population-based care.
 - Assist patients in navigating health care system complexities in the coordination of care.
 - Identify system failures and opportunities for improvement to contribute to a culture of safety in the healthcare environment.
 - Recognize bias, social inequity, and systemic racism and their effects on health.
 - Develop approaches to promote racial equity at the individual, institutional, and societal levels.

DESIGN OF THE CURRICULUM – THE PROGRAM EDUCATIONAL PRINCIPLES Graduates will aspire to excellence by providing patient-centered and evidence-based care to their patients and their communities. The program will prepare graduates to lead the transformation of health care by instilling the skills of lifelong learning and a 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 service-learning project with one of the community service organizations. In Year 2, the students will be involved in early clinical experiences in community physician offices.
6. Faculty will employ multiple learners 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 CBL)
 - Standardized patients, manikin-based simulation, and psychomotor task training
 - Self-study
 - Supervised patient care
 - Bedside teaching rounds
 - Tutorials (electronic and face-to-face)
 - Formative assessments and feedback
7. We will seek community engagement across 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 allow students 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, student/faculty evaluations, and student outcomes) and make recommendations for improvement.
12. Foundational sciences and clinical sciences will be integrated throughout the curriculum.

OVERVIEW OF YEARS ONE AND TWO OF THE PROGRAM

Foundational Sciences of Medicine A and B: Students will be enrolled in two sequential 8-week Foundational Sciences of Medicine courses during their first fall semester. At this same time, students are enrolled in two longitudinal courses, Medicine and Society and Essentials of Clinical Skills, which span the first two years of the education program.

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

neuroscience, presented in an integrated fashion around the common clinical presentation. These courses are designed to provide a common baseline of information for students prior to beginning the organ systems courses.

Both longitudinal courses focus on 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 Medicine and Society 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). It serves as the clinical laboratory in which students apply the content behavior, and skills learned in the other Foundational Course and Organ Systems Courses. During year 1, students in ICE learn to work effectively as a team and to identify community assets to help improve the health and well-being of individuals and the populations they serve. In year 2, students in ICE learn to become keen observers of the clinical environment and the healthcare team from the patients' perspective and that of the healthcare team. As interviewing and physical examination skills increase, students will begin interacting with patients, always aware of the multi-faceted patient care environment.

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 the medical science disciplines are integrated into each module, and the focus is the integrated application of medical knowledge.

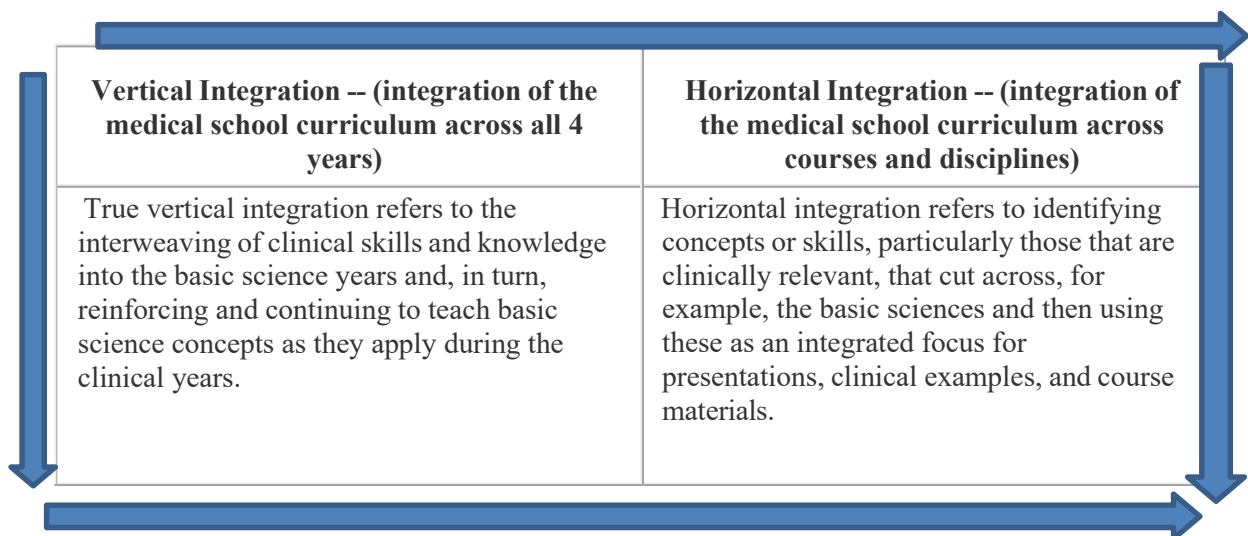
A summer break follows year one and leads to year two. In order, the second-year organ systems courses are:

- Neurosciences/Behavior – 8 weeks
- Gastrointestinal – 6 weeks
- Musculoskeletal/Dermal – 4 weeks
- Hematology/Oncology – 4 weeks

The organ systems courses are followed by SYNAPSE (Second-Year Students, Year-End transitional, National Board Medical Examinations (NBME) Preparations, Assessment, Professionalism, Skills Development, and Evaluation), a four-week block of experiences focused on the 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 is a series of week-long experiences known as *Bridge Weeks*. These weeks provide 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, during *Bridge Weeks*, students provide the college with feedback via evaluations of their curricular experiences that are used in the process of continuous quality improvement.

Course schedules for Year 1 and Year 2 can be found on the website's Curriculum page.



YEAR 1 & 2 ACADEMIC WORKLOAD

CMED strives to encourage a healthy balance between required academic activities and time to support a lifestyle that promotes personal wellness. To help facilitate an appropriate balance and allow adequate time for self-directed and independent study, CMED has developed a pre-clerkship academic workload policy. Briefly, during years 1 and 2, curricular contact hours do not exceed 25 hours per week, averaged over each course. In addition, contact hours do not exceed 8 hours on a given day. The estimated total academic workload includes contact hours and directed study activities and should not exceed 60 hours per week. Because medical students vary in their prior knowledge, experiences, study skills, and practices, this policy should not be interpreted to mean that 60 hours of workload per week will be either necessary or sufficient to ensure the academic success of any given medical student. The [Academic Workload Policy](#) outlines more details.

ANATOMY SESSION GUIDELINES & PROCEDURES

Anatomy laboratory sessions are used to learn and reinforce clinical anatomy concepts throughout the curriculum's first two years. Access to the lab is granted to each student, and students may enter the lab 24 hours a day unless noted otherwise.

Access to the lab is permitted only for medical students and approved faculty/staff. Visitors are strictly prohibited from the anatomy labs at all times; support staff may only have access to the labs if approved and accompanied by authorized faculty or staff.

Students should notify the anatomy faculty/staff immediately if they discover you have a chemical sensitivity while working in the lab. Appropriate steps will be taken to accommodate the situation. Please notify the 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)

- 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 inappropriate 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)
- Contact lenses should be avoided
- 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
- Do not chew gum in the lab
- Keep the lab clean and orderly at all times
- Use sanitary wipes to wipe down computers/keyboards and models when done with them
- Cadavers and dissections are to be sprayed down with a 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 dissections
- Gloves should be replaced each time a new cadaver or dissection is being handled

LAB CONTACTS

Anatomy Lab Coordinator

Jacob Paige
Coordinator
(989) 774-3977
Email: paige1ja@cmich.edu

Faculty

Zachary Klukkert, PhD
Assistant Professor of Anatomy
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Justin Stadler, MA
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CMED 2421
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CLINICAL SKILLS AND SIMULATION SUITE POLICIES AND PROCEDURES

Standardized Patient and Clinical Skills Suite/Mt. Pleasant:

The Clinical Skills and Simulation Suite is a resource for first- and second-year medical students to gain clinical skills through Standardized Patient sessions, tasks, and open practice times. The staff 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. Students must submit absence requests via the absence request form located on the Student Intranet. OSA will determine if the absence will be excused and notify simulation and ECS faculty and staff. Please follow the absence request process: [Absence Requests](#).

Students must attest to the College of Medicine Honor Code before each session to protect the integrity of the cases and conduct themselves in a professional manner. Students are required to wear closed-toe shoes, and business casual dress with white coats name tags. 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 courteously and respectfully. Students should come prepared for their sessions with all ECS pre-reading done beforehand. Students evaluate peers during each learning session and are expected to pay close attention in order to give 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/pillowcases in the laundry, and sanitizing surfaces. For more information regarding the program, scheduling practice time, and utilizing task trainers and equipment, visit the Medical Simulation Lab resource under Student Resources on the Student Intranet.

SP/SIMULATION CONTACTS

Simulation/Clinical Skills Center Manager	Brittanie Madar (989) 774-1633 sewar1bl@cmich.edu
Standardized Patient Program Coordinator	Phoebe Hall (989) 774-7300 brand1pj@cmich.edu
Standardized Patient Training Coordinator	Robert Bouwman (989) 774-1902 bouwm1r@cmich.edu

OVERVIEW OF YEARS THREE AND FOUR OF THE PROGRAM

Years 3 and 4 of the programs are the logical extension of the first two years' clinical and basic science courses. The curriculum consists of three required four-week hospital-based clerkships; two required eight-week hospital-based clerkships, a 16-week Comprehensive

Community Clerkship (CCC), and 28 weeks of electives.

Year 3: Students must complete all Year 1 and 2 requirements before the start of Year 3.

Year 3 Orientation: Orientation occurs the week prior to the start of Year 3 clinical rotations. Students should prepare for orientation to last up to 5 days; the length of orientation may vary depending on the campus site. Students will have the opportunity to meet Clerkship Directors and staff, become familiar with their new ca. They may visit any affiliate sites at which they are scheduled for clinical rotations during the year. Campus-specific compliance and safety protocols, and additional onboarding tasks (access, badges, and laptop assignments) are reviewed. 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, N95 mask fit, as well as completing a 2-step tuberculosis test or an accepted equivalent. Further details regarding drug screening are available in the [Substance Use and Abuse](#) policy. OSA will provide detailed information related to drug screening.

Comprehensive Community Clerkship (CCC):

The Comprehensive Community Clerkship (CCC) is a 16-week longitudinal integrated clerkship. The goal of the CCC is to immerse students in a primary care setting to experience to comprehensive, continuity-based, patient-centered medical care in the context of a community. Medical students are assigned to a primary care practice for a 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 participate in the medical care of patients with both acute and chronic conditions while promoting the benefits of preventive medicine. Students develop strong history taking and physical exam skills through hundreds of clinical encounters. In addition, students have longitudinal exposure to community health resources and other medical and surgical specialty experiences, such as pediatrics, women's health/obstetrics, and emergency medicine. Students may 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 their illness. Students learn about population health, doing a quality improvement project in the primary physician's practice. Students connect weekly by video conference with a faculty facilitator for small group sessions to practice giving oral presentations and teaching each other core primary care medical topics. 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).

Hospital-Based Clerkships:

M3 students complete a series of three four-week required hospital-based clerkships and two eight-week hospital-based clerkships. The three four-week required hospital-based clerkships are obstetrics/gynecology, pediatrics, and psychiatry. The two eight-week required hospital-based clerkships are hospital medicine and surgery. In addition, students are allowed time to complete one four-week elective clerkship. Designed to complement the CCC experience, the hospital-based clerkships are intensive experiences with a focus on the inpatient environment. All hospital-based

clerkships occur at a CMED branch campus or affiliated site.

Surgery: This clerkship 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 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 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 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: During this clerkship, students provide obstetric and gynecologic care with a focus on inpatient labor/delivery and gynecologic surgery. Students will participate in a variety of experiences throughout the clerkship to develop their knowledge, skills, and attitudes regarding health care for women.

Pediatrics: This clerkship enables the student to develop core competencies of Pediatrics that are fundamental to all medical students, with focus on inpatient pediatrics. Students will develop the core knowledge and skills necessary to treat the pediatric population.

Year 3 Elective: One third-year elective opportunity is available to students during their semester on core clerkships. This elective block is designed for students to explore any area of medicine but may be particularly useful for those students who are still exploring their career choices. In general, Year 3 students will not be approved for extramural (away) electives. This elective will count toward the 28 weeks of electives required. The [Elective Rotations](#) policy outlines more details.

Year 4 Hospital-Based Clerkships: M4 students are required to complete 4-week rotations in Emergency Medicine and a sub-internship in either Medicine or Surgery. Students are required to complete 28 weeks of elective rotations. 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).

Sub-Internship: The 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: Students 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. In addition, they will learn to use pattern recognition and clinical gestalt to differentiate patients who are “sick” versus those who are “not sick.” Importantly, Students will experience the provision of 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.

Elective Requirements: All students are required to complete 28 weeks of elective clerkships.

- No more than 8 weeks in any given discipline will count toward the 28-week requirement
- Students are required to take at least 4 weeks of patient care electives in both the medical and the surgical disciplines
- No more than twelve (12) weeks of extramural elective rotations will count toward the 28-week requirement
- Only 4 weeks of research credit will count toward the 28-week elective requirement.
- Up to 8 weeks of non-patient care electives may count toward the 28-week elective requirement

STUDENT TRAVEL FOR ACADEMIC ACTIVITIES: College of Medicine will reimburse off campus students traveling to Saginaw for required simulation & academic activities. The student should complete the [Student Travel Reimbursement for Academic Activities form](#) as completely as possible describing the nature for travel. A standard flat mileage rate is used, regardless of gas prices. CMED does NOT reimburse for meals or lodging while traveling, even though it is listed on the form. Once completed the form should be emailed to Angie Appold at appol1aj@cmich.edu. The Associate Dean for Clinical Education will review and approve. The reimbursement will be placed into the student’s CMU account.

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.

CLINICAL ASSIGNMENTS

Year 3 Scheduling Process: Student assignments to branch campuses and CCC sites are the responsibility of the Associate Dean for Clinical Education. 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.

During Phase 2, students are assigned to a CCC community and hospital-based clerkship track. At a March Bridge Week session, each student will again be assigned a number. When this number is randomly drawn, the student will choose from a list of available CCC Communities affiliated with the clinical campus to which they have been previously assigned during phase 1. Once all students have been assigned a CCC Community, students will then select their hospital clerkship track in reverse order. As an example, the student who picked their CCC Community last will pick their hospital clerkship track first. Hospital clerkship tracks are dependent on the student's clinical campus assigned during phase 1.

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 may apply for special consideration in site placement should they have extenuating circumstances based on available capacity. Requests should be made to OME via the completion of an online form for referral to the Senior Associate Dean for Academic Affairs prior to the lottery process. Students will be required to explain their unique circumstances and may be required to submit proof of their extenuating circumstance.

If your request is based on a personal health issue or disability, the student will need to contact Student Disability Services, and SDS will engage with the student and the College of Medicine to identify and determine the appropriate accommodation. 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 in Years 3 and 4.pdf](#) 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 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 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 CMU Office of Study Abroad to review approved opportunities with the Manager, Distributed Clinical Education for guidance. Electives must be approved by the Associate Dean/Clinical Education at least 60 days prior to the clerkship start date.

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
- Adolescent Psychiatry

Detroit Branch Campus:

Ascension St. John Hospital is a 714-bed teaching hospital in Detroit, known for clinical excellence and its comprehensive and coordinated medical care. As a regional referral center, Ascension St. John Hospital provides advanced care in numerous specialties and sub-specialties, including cardiology, oncology, neuroscience, minimally invasive and robotic surgery, women's services, and pediatrics. They offer excellence in cancer treatment at the Van Elslander Cancer Center. As a designated children's hospital, this

institution has a wide array of specialists who work in their large inpatient Pediatric Unit, Pediatric Intensive Care Unit, Neonatal Intensive Care Unit, or Special Care Nursery. Ascension St. John is a teaching and research hospital where medical education and clinical research are vital aspects of the medical care provided there. Ascension St. John Hospital has ACGME-accredited residency programs as well as fellowship programs in:

- Emergency Medicine Residency Program
- Family Medicine Residency Program
- Internal Medicine Residency Program
- Obstetrics and Gynecology Residency Program
- Pathology Residency Program
- Pediatric Residency Program
- Surgery Residency Program
- Cardiology Fellowship
- Hematology Oncology Fellowship
- Infectious Diseases Fellowship
- Nephrology Fellowship
- Pulmonary Critical Care Fellowship
- Rheumatology Fellowship

Midland Branch Campus: MyMichigan Medical Center – Midland, the flagship hospital of MyMichigan Health, 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. MyMichigan Health System also has Medical Centers in Alma, Alpena, Clare, Gladwin, Gratiot, Mount Pleasant, and West Branch. The health system provides a full continuum of care across a wide array of settings, including urgent care centers, home health, virtual care, as well as medical offices in more than 30 specialties and sub-specialties. Students will have the opportunity to train with residents from two MyMichigan Family Medicine residencies; one is based on the main campus in Midland, and the other is at MidMichigan Medical Center in Alma. Given a limited census, students complete their Pediatrics clerkship at a different clinical affiliate site.

St. Joseph Branch Campus: With a rich history that dates back to the 1800s, Spectrum Health Lakeland is a not-for-profit, community-owned health system serving Southwest Michigan and northern Indiana with a full continuum of care and wellness services, including three hospitals, an outpatient surgery center, a cancer center, and 48 physician practices. Lakeland is a division of Spectrum Health with 31,000 compassionate professionals, 4,200 medical staff experts, 3,200 committed volunteers, and a health plan serving 1 million members. Nationally recognized for delivering an exceptional patient experience, Spectrum Health Lakeland has received multiple awards in the area of cardiovascular intervention, pulmonary medicine, clinical outcomes, and patient safety. Spectrum Health Lakeland is the sponsoring institution for residency programs in emergency medicine, family medicine, and internal 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:

- St. Mary Mercy, Livonia, MI: Psychiatry

- Children's Hospital of Michigan, Detroit, MI: Pediatrics
- Ascension Genesys Hospital, Grand Blanc, MI: General Surgery, Hospital Medicine, Obstetrics and Gynecology

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 the following:

- 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 authorization.’. With this authorization, you will also receive a VSLO login instruction email. The email is rather straightforward and provides you with basic directions on 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 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. A 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 arranged elective requests in order of preference. Please

review, edit, and upload required documentation, 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 an offer expires. It is also where you would withdraw pending applications, or drop accepted offers, if necessary. It is essential that you ensure 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 for which you applied 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 from 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 institution. 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 login 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.

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 students 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 of students with whom they are required to meet 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 an 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 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.

Academic Support	Individual(s) or Resource(s)	Contact Information
Assistance with student learning objectives (SLOs), specific courses, clerkship content, or questions about assigned readings or course requirements	Course or Clerkship Director, Faculty Member	Review the course syllabus for posted office hours and preferences for scheduling appointments.
Academic Support	Individual(s) or Resource(s)	Contact Information
Advice and support for content-related academic difficulties or challenging subject matter <i>Note: Students are encouraged to meet with the course or clerkship director when they first experience academic difficulty.</i>	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.
Advice and strategies for enhancing team-based (PBL, TBL, CBL, etc.) learning processes and performance	Course Director, PBL facilitator, TBL facilitator, or the Director of Academic Success	Review the course syllabi for posted office hours and preferences for scheduling appointments for Course Directors and faculty. Contact the Director of Academic Success Amanda Swafford, groul1aa@cmich.edu

Advice and strategies for learning and studying	The Director of Academic Success offers customized consulting for medical students on learning and study strategies, assessments on learning style preferences, reading and note-taking, time management, test-taking strategies, board exam preparations, and more.	Contact the Director of Academic Success Amanda Swafford, groul1aa@cmich.edu
Guidance related to required and elective curricular decisions	Members of the Office of Medical Education staff, including Course and Clerkship Directors, are available to assist you with information and/or advice related to your progression through the required and elective curriculum courses, clerkships, and electives. The Office of Medical Education staff can also provide assistance with the contact information required for registering to retake a board exam, if applicable.	Dr. Steve Vance, Associate Dean of Clinical Education (989) 746-7503 Steve.vance@cmich.edu
Assistance with developing and enhancing writing and proofreading skills and strategies	The CMU Writing Center offers free resources for assistance with writing at any level, including non-native speakers of English.	Visit the Writing Center website for hours and locations across campus.
Advice and strategies related to effective reading skills, goal setting, memory enhancement, and transitions	The CMU Office of Student Success , along with the College of Medicine 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.	The Office of Student Success, oss@cmich.edu or 989.774.3401 Amanda Swafford, CMED Director of Academic Success

Academic Support	Individual(s) or Resource(s)	Contact Information
Assistance and resources for academic accommodations	The Office of Student Disabilities 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 sds@cmich.edu or 989.774.3018.	Student Disability Services, sds@cmich.edu Voice: 989.774.3018 TTY: 989.774.2569

Advice and/or referrals for other personal or professional topics that may also affect the academic success (e.g., anxiety, test-taking anxiety, depression, stress management, grief/loss, learning challenges, or learning disabilities).	Contact the Office of Student Affairs 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 Counseling Center , the Psychology Training and Consultation Center , Primary Care Services , or Specialty Services .	Dr. Mildred Willy, Associate Dean of Student Affairs, at mj.willy@cmich.edu or 989.774.7880.
Resources for Non-native Speakers of English	The Carls Center for Clinical Care and Education provides services related to literacy, language usage, and/or pronunciation on a fee basis.	Carls Center for Clinical Care and Education 1280 East Campus Drive, CMU, Mount Pleasant Carlscenter@cmich.edu or 989-774-3904 <i>Telepractice sessions may be available. Please inquire.</i>

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 the appropriate staff in the Office of Student Affairs in collaboration with the Director of Academic Success.

The Academic Success program is a 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 role 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 the 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 College of Medicine or CMU resources

Academic Success workshops and webinars are communicated through weekly emails from the Office of Student Affairs, emails to student email listservs, and promoted on building monitors. Individuals are welcome to email the Director of Academic Success to inquire about the upcoming program, 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 their 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 [Academic Success on the Student Intranet](#) 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 the 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 scientific 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 contacting the Director of Academic Success. 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 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 who elect to enroll in another degree, or course, while enrolled in the College of Medicine MD degree must remain in good academic standing as defined in the Student Handbook in the MD program. See [Enrollment in Concurrent Degrees Policy](#). Additional information can be found on the Student Intranet.

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 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 Master 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 complement 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

Medical school entails 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. Unexcused absences from required sessions are never acceptable; nor are actions to disguise or conceal an unexcused absence for oneself or a fellow student.

Years 1 and 2:

Requirements for attendance are outlined in the College of Medicine policy titled [Attendance in years 1 & 2](#). Students are required to attend all mandatory learning sessions and assessments in years 1 and 2 of the College of Medicine's MD program curriculum. Students are discouraged from scheduling or participating in activities that directly conflict with mandatory learning sessions or assessments. Failure to attend a mandatory learning session and/or assessment without an approved absence is a violation of professionalism standards as described in this handbook. Such unapproved absences are reported to the Associate Dean/Student Affairs.

Years 3 and 4:

Requirements for attendance are outlined in the College of Medicine policy titled [Attendance in Years 3 & 4](#). Students are required to attend all clerkship orientations, mandatory sessions, patient care activities and assessments. Absences from clerkship orientations and assessments for extenuating circumstances must be approved by the Associate Dean of Student Affairs. Approval of absences from other mandatory sessions and patient care activities is at the discretion of the Clerkship Director.

For elective rotations, students are expected to adhere to the expectations set by the supervisor of the elective rotation.

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

REQUESTS FOR AND REPORTING ABSENCES

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. Students remain 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 student absence requests in Years 1 and 2 must be submitted by the student using the [absence request form](#) located on the Student Intranet.

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.

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. Absence Requests for year 1 & 2 students should be submitted as soon as is practical, but no later than 24 hours following the absence. The absence request must include a brief description of the reason for the absence. If the student will miss an exam, an exam absence form must also be filled out. All exam absences require a doctor's note. 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 for Year 1 & 2 students, and by the Clerkship Director for Year 3 & 4 students.
3. Students may be required to provide documentation from their physician or 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 to attend meetings where the student is not the first & presenting author on a scholarly work.

Students should not accept invitations to present at professional meetings or research conferences until they have received final approval of their excused absence request through OSA. Since approval may take several days, students must seek approval with sufficient time to allow for the approval process, and then to make their travel arrangements. At a minimum, the request must be received at least six weeks before the date(s) requested for the excused absence. Typically, students are limited to 3 days of excused absence for conference travel; the day of the presentation and a day on either side for travel. A student must complete the following steps in order to request their excused absence:

Submit a [research travel and funding request form](#) and receive all approvals required on that form. The sequence of approvals is automated and includes:

- Faculty research mentor (PI)
- Assistant Dean of Foundational Sciences (Year 1-2 students), or the Associate Dean of Clinical Education (Year 3-4 students)
- Associate Dean of Student Affairs
- Senior Associate Dean of Research (needed only if the student is requesting institutional funding for travel support)

Once the student has an approved conference travel request, they must complete the excused absence request form and upload the approved travel request form as supporting documentation. In general, student requests will be considered for one research presentation annually and/or one leadership position requiring travel. Each request will be considered in the context if previous travel was already granted within a given year.

Absences from orientations, the first day of a clerkship, and exams will not typically be granted. Requests from students who have appeared before the Student Promotions and Conduct Committee within six months of the request will not typically be considered for endorsement or approval.

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. Students should not confirm attendance at any personal event or make any travel arrangements to attend such events until they have received final approval of their excused absence request through OSA. Since approval may take several days, students must seek approval with sufficient time to allow for the approval process, and then to make their travel arrangements. At minimum, the request must be received at least 4 weeks before the date(s) requested for the excused absence. Absence requests for holidays must also be received at least 4 weeks in advance.

Year 1 & 2 students should submit requests for absences 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. Approved requests will be communicated to the site faculty and scheduling contacts to work the clinical schedule around the student's requested absence.

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

In submitting requests for time off to attend medical appointments, 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.

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.

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.

JURY DUTY EXEMPTION

There may be times when a student is summoned for jury duty during their time in medical school. Students who believe jury duty will conflict with their courses/clerkships may request a letter from the Office of Medical Education. Please contact Claudia Murphy (murph1ce@cmich.edu) with the following information:

- Court name
- Jury number
- Jury duty dates
- Court contact address/email

PERSONAL DAYS In addition to the above mechanisms for excused absences, students are granted 3 personal days per semester to use at their discretion. Personal days are limited to use by students in years 1-2 and may be used to receive an approved absence for any reason that does not fall under justification for excused absences noted above. Personal days effectively allow for approved absence from mandatory sessions on a given day without the need for documentation or justification of cause. To use a personal day, students must submit a [Personal Day Reporting Form](#) following the procedures in the student handbook to report their absence. There are certain stipulations regarding the use of Personal days, as noted below:

1. A student is limited to using two personal days in any one discrete course block.
2. Personal days cannot be taken:
 - a. on days where exams are scheduled
 - b. on days where simulated patient encounters are scheduled
 - c. on days where IPE (interprofessional experience) sessions are scheduled
 - d. on days where ICE (initial clinical experience) clinic visits are scheduled
 - e. during Bridge weeks
 - f. during M1 orientation
 - g. during M3 orientation

3. Personal days cannot be used to extend university holidays or combined with excused absences noted above.
4. Personal days must be used as a whole, and cannot be subdivided (i.e., no half days or individual sessions).
5. Personal days cannot be used retroactively for missed sessions.
6. Unused personal days do not “roll over” (i.e., do not accumulate across semesters).

To report a personal day, an M1 or M2 student must submit a Personal Day Reporting Form prior to missing any sessions. No other documentation is required. OSA will not communicate approvals for personal days, but they will be recorded for monitoring compliance with the Attendance in Years 1-2 policy.

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 the 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 the Assessment of Student Performance will be used:

- **Assessment:** The systematic use of a variety of methods to collect, analyze, and use the 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. (Standard 9)
- **Fair and Timely Summative Assessment:** A criterion-based or normative determination, made as soon as possible after the conclusion of a curricular component (e.g., course/module, clinical clerkship/rotation) 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 9.8)
- **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 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, such as professionalism, and clinical reasoning. (Element 9.5)
- **Standards of Achievement:** Criteria by which to measure a medical student’s attainment of relevant learning objectives that contribute to a summative grade. (Element 9.6)

INTRODUCTION TO ASSESSMENT CMED is committed to the education of highly competent physicians and health professionals. As such, it is the responsibility of the College of Medicine to provide students with information about their performance based on 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.

To maintain accreditation, the school must continually provide evidence of compliance with several 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, including students' acquisition of knowledge, core clinical skills (e.g., medical history-taking, physical examination), behaviors, and attitudes as specified in medical education program objectives..." Narrative assessment must be "included as a component of the assessment in each required course and clerkship whenever teacher-student interaction permits this form of assessment."

The CMED 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 grades are recorded as "progressing as expected" or "not-progressing as expected" at the end of the first year, and as Pass or No Pass at the end 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 mapped 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 best-practices as reported by institutional, national, and international sources.
- 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, the latter of which is only used 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 equitable assessment environment that can support learners who may require accommodations while preserving the standardization of the assessment process.
- The program has developed 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 9.

- The program will ensure 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, and consistent with the aforementioned 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 the information and instructions required for a competent medical student to answer the question.
- All questions should follow the NBME Item Writing Guide 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. These guidelines are in the NBME Item Writing Guide.

For performance-based assessments, the following standards must be met:

- All assessment tasks reflect a real-world task and/or clinical scenario-based problem and represent content in a way that is authentic, relevant, and meaningful.
- Specific criteria which are aligned with course learning outcomes and EPOs are clearly described. Assessment criteria and/or descriptors are used appropriately to indicate how each student's performance is compared directly to specific levels.
- Formative feedback must be provided to students with information to ensure that the student can appreciate deficiencies in his/her performance and develop a plan to improve areas of deficiency.

The timing and number of assessments are 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 mandatory formative quiz at the end of each week during the Foundational Sciences in Medicine A and B courses. Student progress during the remaining systems-based courses in Year 1 and Year 2 will in part be based on Team-based Learning (TBL) sessions and optional formative quizzes at the end of each week.

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 at approximately the midpoint of the 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: Course grades in Years 1 and 2 and electives 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 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 Incomplete for the course or Clerkship. Upon receipt of one Incomplete, the student automatically enters a period of remediation to be followed by a mandatory remediation examination. If the student accumulates more than one Incomplete in a given academic year, his/her case will automatically be referred to the SPCC. Students with more than one INCOMPLETE grade will require SPCC approval to remain enrolled and remediate the INCOMPLETE grades.
3. No Pass grade: A student will receive a No Pass 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 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.

For all courses that use numeric grades, 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 six weeks of the clerkship end. Specific requirements are outlined in the College of Medicine policy entitled [Timing of Course Grades](#). Final course grades will be posted in the Learning Management Systems. Grades are reported to the Office of the Registrar.

Good Academic Standing: “Good academic standing” is the designation given when a student has met the pass criteria(ion) for all completed courses and clerkships. The designation “experiencing academic difficulty” or “academic probation” is assigned to any student who does not meet one or more pass criteria for a course or clerkship. Details of these designations are outlined in the [Assessment and Monitoring of Student Performance and Grading in Years 1 – 4](#) policy. 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 Grade](#).

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 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 the 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, by phone, or via 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 of 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 of 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 of Clinical Education will hold a meeting (in-person, by phone, or via video conference) 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 of 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 on or near the midpoint of each required clinical clerkship hospital rotation and the Comprehensive Community Clerkship (CCC) 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. 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 Office of Medical Education will work with the student to arrange any make-up examinations. 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.

Exam Administration Procedures: 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 when appropriate. 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. Scratch paper and pencils 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.

For virtual-based exams, unauthorized personal items and/or devices are not permitted. Students must make sure the area around their computer is clear of papers, books, phones, etc. Students will be permitted to have two blank pieces of paper and a writing utensil for notes during the exam. During the environmental check, students will be required to show that all pieces of scratch paper are blank. Upon conclusion of the exam the scratch paper must be destroyed.

During Year 1 & 2, 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 appeal process. Appeals will be reviewed by the course directors. An absence from an exam is addressed in the student attendance policy.

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 component of the course grade:

1. Remediation of INCOMPLETE course grades will take place at the end of the academic year.
2. A student who must appear before the SPCC will not be permitted to remediate until after they have appeared before the committee.
3. Upon receipt of an INCOMPLETE course grade, a 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.
4. Early in the self-study period, the student must meet with the Director of Academic Success 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.
5. 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.
6. 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.
7. Passing scores for remediation exams may be adjusted upwards based on best-practices in the field of assessment and will be communicated to students in advance of the exam by OME
8. If the student is successful in passing the remediation examination, the INCOMPLETE grade will be updated to PASS.
9. If the student fails to pass their 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, their 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 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, Office of Medical Education Manager, and the Director of Student Success.
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, Office of Medical Education Manager, and the Director of Student Success.
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 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 Manager 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. During the meeting with the Associate Dean of Student Affairs the [Deferment/Leave of Absence Form](#) will be completed by the Associate Dean of Student Affairs. The form can be found on the student intranet. Students may contact any member of OSA for assistance with this process.

A student may request a voluntary LOA for academic matters, including Step 1 deferment, to the Office of Medical Education. During the meeting the Deferment/Leave of Absence Form will be completed. Students who apply for one of the Dual Degree programs are not eligible for Step 1 Deferment.

A LOA, including deferments, 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 if LOA is eight weeks or longer.
- Building/Room – Access removed
- Learning Management System – 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 the 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). Students are required to complete all requirements for graduation within six years of the date of their matriculation (start of M1 orientation). In addition, students must require no more than three years to complete the pre-clerkship or clerkship components of the curriculum. If the student does not complete the program requirements in six academic years, the SPCC will review the student's record and determine whether additional time is warranted. The [Degree Completion Policy](#) outlines the details and requirements. 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 that span years 1 and 2 of the curriculum.
2. Be progressing as expected in the Year 1-2 longitudinal courses (Medicine and Society and 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 2 curriculum
2. Take 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](#)
- [USMLE Step 1 Policy](#)

GRADUATION

To be certified for graduation, a student must have the following:

1. Satisfactorily passed all required courses, clerkships, and electives
2. Received a passing score on [Step 1](#) within three attempts
3. Received a passing score on [Step 2](#) CK within three attempts

FAILURE TO MEET ACADEMIC STANDARDS The Student Performance and Conduct Committee (SPCC) is responsible for reviewing the academic performance and conduct of all students. The purview of the committee includes but is not limited to the following 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 for lapses in professionalism, 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 ten business days. When submitting the request, the student shall provide sufficient information describing the basis of the appeal to the SADAA. If granted, the student must be prepared to provide all supporting documents to the SADAA 72 hours prior to the hearing.

The review shall be conducted by a subcommittee of the 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.

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

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

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

A wide variety of conditions and impairments are defined as a disability. Central Michigan University and the College of Medicine recognize and use the definition of disability as defined by the Americans with Disabilities Act Amendment Act found at: <http://www.ada.gov/pubs/adastatute08.htm#12102>

College of Medicine policy may be found at:
<https://med.cmich.edu/policy/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 the CMU website on Confidentiality and Release of Information: <https://www.cmich.edu/ess/registrar/RegistrarRecords/Pages/Confidentiality.aspx>.

The student academic record is available on demand, electronically within the password protected academic management systems (ProgressIQ and/or eMedley). 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 through the [Access to Student Educational 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 1401. 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. Most of the students who attend 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 College of Medicine [Residency Policy](#).

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: 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.

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:

- is serving on active duty in the United States Uniformed Services

- is serving in the guard or reserves in one of the reserve components; or
- 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 2022-23:

	<u>Estimated In-State Costs</u>	<u>Estimated Out-of-State Costs</u>
Tuition and Fees	\$43,952	\$64,062
Living Expenses/Transportation	\$18,299	\$18,299
Health Insurance	\$2,630*	\$2,630*
Loan Fees	\$1,550**	\$2,400**
TOTAL	\$66,431	\$87,391

*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.

Note: First-year medical students will spend an estimated \$2,800 on a computer, study aids, and equipment.

SCHOLARSHIPS AND GRANTS Most scholarships and grants do not require repayment. These are awarded based on 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 priority 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.

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

REFUNDS 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, please review the [housing contract](#) for more information. Students who purchase a campus parking permit can receive a refund within two weeks of purchase. Page 47 of the [CMU Traffic Ordinance to Govern and Control Parking, Traffic and Pedestrians](#). Information on tuition refund policies specific to students on a Leave of Absence is outlined in the College of Medicine policy entitled [Tuition Refund](#).

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-FINANCIAL 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.gov>

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 allows us and our students to easily collect, store, and share information for admissions, entry into clinical experiences, and graduation and career preparation.

All 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. Remember 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.

COVID Vaccination is strongly encouraged by every member of our community. It is recommended that all our CMED students be fully vaccinated. Recommendations by universities continue to change over time, sometimes rather quickly, and all our hospital partners require the COVID Vaccine. Our curriculum involves participation immediately in small group in-person discussions during your first year and at patient’s homes, and various hospital and clinic locations as early as your second year of medical school. Volunteer opportunities also take place at hospitals and local missions in the community. To ensure there is no interruption in your education or limitation of your ability to participate in service events and for the protection of both you and your patients, it is highly recommended that you are fully vaccinated. Please utilize this link for more information: <https://www.cmich.edu/about/covid-19-information-and-resources/vaccines>

Tuberculosis Test: Students will receive the two-step TB test in Year 1 as this is the preferred initial test for adults such as health care trainees/workers, who are tested on a regular basis. 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 his/her own. The one-step TB test will be performed for any additional skin testing. A history of BCG vaccine does not exempt students 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 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
- COVID vaccine: 2 doses of mRNA recommended (Moderna or Pfizer) or one dose J&J and a booster or weekly testing.

Please note: our clinical hospital partners may require additional immunizations, and students are expected to follow these respective hospital policies.

HEALTH/DISABILITY INSURANCE

[Health insurance is required for all new and returning medical students.](#) the College of Medicine does not offer an insurance plan, but students have many options available such as 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 benefits requirements of the ACA (see link below). Further details can be found at <https://www.healthcare.gov/>.

Students may also qualify for the Healthy MI plan: <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/>.

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 annually. Students will upload their proof of insurance to CastleBranch (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 the student is on approved rotation in another state.

Canadian residents studying in the US will need health insurance as well. Plans are available 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>. 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. 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.

AMA Med Plus Advantage Long Term Disability Benefits Claim Packet Instructions:
<https://www.collegiaterisk.com/userfiles/files/CMU/disability%20claim%20form.pdf>

Global Emergency Services Provided by Assist America:
[https://www.collegiaterisk.com/userfiles/files/CMU/MedPlus_Assist_America_Membership_Card\(1\).pdf](https://www.collegiaterisk.com/userfiles/files/CMU/MedPlus_Assist_America_Membership_Card(1).pdf)

Insurance Protection for the Healers of Tomorrow – Med Plus Advantage:
https://www.insuranceforstudents.com/pages/fau/med/faum_2018_bro.pdf

Needlestick Benefits:

<https://med.cmich.edu/policy/medical-benefits>

Needlestick Claim Form:

<https://med.cmich.edu/policy/medical-claim>

Medical Student Compliance with Health Requirements Including Health Insurance Coverage Policy:

<https://med.cmich.edu/policy/health-compliance>

Any student on a leave of absence remains covered by this plan, provided the annual premium is paid. If a position is reserved for the student at the medical school and the student does not have to reapply to return to classes, he/she can continue on the plan. However, if a student separates from the medical school, coverage is terminated.

CLINICAL 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, starting with Essentials of Clinical Skills. Throughout the program, students demonstrate an 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.

Infectious disease transmission training occurs before the start of any clinical experience. Instruction includes the 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 is included and coordinated for the students. This personal protective device is to guard against inhalation of hazardous and infectious respiratory agents.

The College of Medicine [Clinical Exposure to Infectious and Environmental Hazards](#) Policy addresses medical student exposure to infectious and environmental hazards, including methods of prevention, procedures for care and treatment after exposure or needlestick (including a definition of financial responsibility), and the effects of infectious and environmental disease or disability on medical student learning activities. It abides by professional values that recognize the primacy of patient welfare and the need to reduce risks to the health of both patients and medical students within the framework of medical education activities.

EDUCATIONAL IMPACT OF INFECTIONS OR ENVIRONMENTAL DISEASE OR DISABILITY

Students who acquire an infectious disease or are in an immunocompromised condition, regardless of whether or not this is the result of environmental exposure, must consult an infectious disease specialist regarding the advisability of working with patients, including any limitations or concerns related to their clinical and educational activities. Should the physician advise limitations on clinical and/or education activities, the Office of Student Affairs must be notified. The student will be advised to contact the Office of Student Disability Services to determine whether formal accommodations are warranted. CMED will

attempt to provide reasonable accommodations, but students must be able to comply with CMEDs technical standards with or without reasonable accommodations to continue in the program.

RESPIRATOR FIT TESTING AND UNIVERSAL PRECAUTIONS TRAINING Students receive respirator training prior to M3 clinical rotations. A blood-borne pathogens and universal precautions training module is also required prior to M3 clinical rotations.

CRIMINAL BACKGROUND CHECKS (CBC) – US STUDENTS

The College of Medicine participates in the AAMC-facilitated criminal background check service, Certiphi. Please visit the AAMC site for [Criminal Background Check Services](#). Students are asked to attest that there have been no changes to their CBC prior to beginning their clinical rotations in the M3 year. This attestation is uploaded by the student to CastleBranch.

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 [Criminal Background Checks](#) policy for more information.

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 per week, amount of calls expected and additional 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 here: www.aamc.org/cim.

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

Faculty advising shifts from a general group advising focus with some individual 1:1 meetings in the pre-clinical years to an individualized specialty-specific focus with some group 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 student specialty preferences. These advisors are available to assist students with elective selection and to

provide academic support should the need arise. Their role is to guide their advisees through career development, including specialty choice, elective choices, assistance with personal statements, and the residency selection process.

COLLEGE OF MEDICINE TRANSCRIPTS/LETTERS OF GOOD STANDING/ENROLLMENT VERIFICATIONS Official transcripts are requested through the process found on 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: cmedreg@cmich.edu. Processing takes three to 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 week in advance of your deadline.

MEDICAL STUDENT PERFORMANCE EVALUATION

The Medical Student Performance Evaluation (MSPE) is a written transcript of the student's performance in medical school and a required component of the residency application. The College of Medicine prepares MSPEs for all students regardless of their residency application plans in accordance with the [AAMC's guidelines](#).

Description of CMED MSPE Process:

The Associate Dean of Student Affairs is responsible for the final version of the MSPE, in collaboration with the MSPE Committee of the College of Medicine appointed by the Dean. The following outlines the steps of the MSPE process:

1. The Associate Dean informs the students of the MSPE process. Students' letters are randomly assigned to the letter writers; however, students may request a change of letter writer.
 - a. The Office of Student Affairs will communicate the student's assigned letter writer and the deadline for students to request a change in letter writer. These requests must be submitted to the Assistant Director of Career Advising and Professional Development by the deadline set.
2. Students are given parameters for writing their own Noteworthy Characteristics statements. These statements are reviewed, and edits are suggested as necessary by the letter writer.
 - a. Noteworthy characteristics and Personal statement details are given during student meetings, and students are provided forms outlining suggestions. These documents are made available on the Student Intranet.
 - b. Students are encouraged to discuss their Noteworthy Characteristics and Personal Statements with their Career advisors. These are topics listed on Career Advisor meeting checklists. These checklists are made available on the Student Intranet.
3. Academic history, including dates of attendance, leave of absence or delayed progress, required clinical remediation, professionalism concern, probation, or any adverse action, is verified by the Office of Medical Education and included.
4. Clerkship grades and summative narrative comments are organized by the date of completion. Comments may be edited for grammar but not content.

5. A graphic comparison of student performance is included for each required clerkship.
 - a. Overall summary comparison graphs were not included as our students do not receive a class rank.
6. The MSPE letter writer is responsible for the summary paragraph. The paragraph includes descriptors from the summative narrative clerkship comments about student performance, mention of induction into the Gold Humanism Honor Society, if appropriate, and other honors noted from the student's CV (Curriculum Vitae).
 - a. Students are required to meet with their letter writer one (1) time at a minimum and by the communicated deadline. Students are responsible for scheduling and keeping these appointments.
7. Students are allowed to review the final MSPE draft for factual errors. If necessary, requests for changes to the letters are discussed by the MSPE Committee. Final letters are uploaded to ERAS for release on September 28th.
 - a. Students will receive a PDF copy of their MSPE from the Office of Student Affairs. Students will be provided a link to submit their requested edits. Edits can be submitted for grammar and must be submitted by the communicated deadline.

STUDENT ENGAGEMENT

Participation in student organizations is a great way to get involved in the College of Medicine, as well as involvement on a state and national level. Elections and applications take place in the fall semester of the M1 Year and in the spring semester for the other three cohorts. The "Get Involved Fair" is held each fall to introduce students to various student engagement opportunities, including:

Medical Student Council (MSC) The Medical Student Council (MSC) represents CMED medical students with an elected executive board for each matriculating year. The MSCs work towards enhancing the extracurricular aspects of student life at CMED by collaborating with fellow classmates, faculty and staff, and the Office of Student Affairs on programming, support services, and legacy projects. Each MSC sets its own meeting schedule based on the need to meet. Please refer to the MSC Student Handbook for additional information.

[Medical School Council Handbook \(2\).pdf](#)

Student Interest Groups (SIGs)/Student Focus Groups (SFGs): Student Interest Groups (SIGs) focus on a specific field of medicine and are designed to increase student knowledge in those areas. SIGs provide networking opportunities for students with faculty, staff, and guest speakers and facilitate the mission of diversity in the College of Medicine. SIGs provide leadership opportunities for CMED students to run meetings and coordinate events. **Student Focus Groups (SFG) Definition** Student Focus Groups (SFGs) are more focused in their pursuits than SIGs, and they delve into much smaller topics in medicine. SFGs have fewer requirements to apply and fewer requirements to remain active. SFGs still provide leadership opportunities, facilitate the missions of CMED, and provide valuable opportunities for students to broaden their experience in medicine. For more information on SIG/SFG visit [SIG/SFG Handbook](#)

Student Senate: The College of Medicine Student Senate is comprised of various representatives from the MSCs, SIGS/SFGS, student committees, faculty bylaw committees, and campus representatives. The purpose of the Central Michigan University College of

Medicine Student Senate is to unify the cohorts, host events, and promote comradery amongst all classes and campuses. The Student Senate takes on projects that affect the student experience overall and have legacy impacts.

Student Committees and Other Leadership Opportunities: There are several committees that students can serve on in the College of Medicine. Student-led committees include: the Student Diversity Committee, the Health Fair Committee, and the Environmental Committee. Other Student Leadership Opportunities include the Big Sib/Little Sib Mentor Program, the Dean's Ambassadors, and the AAMC Student Reps (OSR).

Faculty Bylaw Committees: Faculty Bylaw Committees include: Admissions Committee, Curriculum Committee, years 1&2 Committee, Years 3&4 Committee, Student Performance and Conduct Committee (SPCC), and the Diversity, Equity, and Inclusion Committee. Other related committees are the CMED Learning Environment Committee and the CMED Library Committee. INSERT LINK TO FACULTY BYLAWS COMMITTEE HERE.

Limits to Student Participation: To keep the focus on academics and to spread the leadership positions around, CMED students are limited to a total of three leadership/membership opportunities. The only exception to this policy is when a student's leadership/membership role is also a part of the Student Senate, in which case the dual appointment would count as one role instead of two. For example, the MSC M1 President role is also asked to serve as a member of the Student Senate. In these cases, instead of counting as two separate roles, it counts as one role total. When OSA becomes aware that a student is a member or leader of more than three organizations, OSA will contact the student and ask them to step down from the additional leadership/membership roles.

All student organizations, including the MSC, are under the auspices of the Office of Student Affairs. More information on CMED student organizations may be found at: <https://www.cmich.edu/colleges/med/Education/MD/Students/Pages/default.aspx>

STUDENT ACCESS TO THE COLLEGE OF MEDICINE:

COLLEGE OF MEDICINE MAIN BUILDING: Students will receive a student ID card from the Central Card office during orientation. The ID cards will allow access to the College of Medicine building and designated study areas. A review of building access will take place during orientation week. If a student loses or damages the CMU-issued ID, he/she will need to contact the Central Card office at (989) 774-3484 for a replacement. There is a charge to the student's account for the replacement ID card. The College of Medicine reserves the right to reserve any room for specific events.

- 24/7 access to building entrance, all CMED entrances, group study rooms (1408, 1409, 1411 – 1420), student lounge, 1410, Learning Commons (1427)
- Monday – Friday, 5 pm – 6 am and Saturday and Sunday, 24/7 access to the auditorium (1404), 1426, 2401 (faculty/staff lounge), 2403

The Central ID card has gone mobile! You can now use your Central Mobile ID across campus for things such as door access, meal plans, Flex Dollars, library materials, athletic events, and recreation (SAC and residential fitness centers); all the same access your Central ID card had: [Central Mobile ID](#)

RESEARCH LAB BUILDING (2630 DENNISON DRIVE): If students will be working with a researcher and their lab is located in the Research Lab building, they will need to have the researcher send a request to the individual handling access control requesting access for the student. They must also confirm that the student has passed all necessary training. At a minimum, the student must pass lab safety training. Access will not be granted until all appropriate training has been completed.

ACCESSING THE BUILDING AFTER HOURS There are times when a student may want to study in the building after hours. It is important to keep your CMU-issued ID badge on you at all times; however, there may be an instance when you may accidentally lock yourself out of a room. Use the phone located in the hall of the PBL rooms to call the CMU Police Department at (989) 774-1847. Your CMU ID badge allows you access to the building 24 hours a day, seven days a week.

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 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, the 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/academics/colleges/college-of-medicine/education/library>

There is space available 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 is on a first-come, first-serve basis. 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 lock. At each clinical site, students will have lockers or another protected space for their belongings available. 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 are required to carry the ID card 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 allows students to use various student services as well as banking services. The first card is issued to the student at no charge. There is 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 are 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 policies regarding wearing the ID badge while working at the facility.

GLOBAL ID All CMU students, faculty, and staff are issued 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 a required first step in connecting to CMU’s virtual infrastructure and services, including email. Your Global ID and password provide secure access to a variety of systems via [CentralLink](#). If you experience difficulty using your Global ID and/or password, contact the CMU Information Technology Help Desk for assistance at (989) 774-3662 or online: <http://helpdesk.cmich.edu>

When you activate your Global ID, it activates your CMU email account. Your CMU email account provides a means for the delivery of communications from CMU. Each time you log into your CMU email account, you will enter your Global ID and password. You can access your CMU email account via the Central link portal. It is vital that you check your CMU email account on a daily basis. Official University communications are sent to your CMU email account, and the University expects students are accessing their CMU email.

Examples of CMU communications sent only to your CMU email 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 email 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 email
- 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. All volunteer activities taking place in a clinical context must be directly supervised by a licensed healthcare provider. Examples of such activities include but are not limited to:

- Participation in hospital and community health care and wellness activities

- Participation in charitable healthcare organizations such as free clinics
- Participation in medical service trips

As 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](#). Students are required to attend all mandatory educational sessions, and absences for volunteer opportunities will not be approved.

UNIT VIII: RESEARCH

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 (Dr. Sethu Reddy) and/or the Director of Students and Residents Research (Dr. Neil Ragina) - for information regarding basic, translational, clinical, and health services research opportunities (cmedresearch@cmich.edu or ragin1n@cmich.edu). In addition, a list of research opportunities could be found at <https://Med.cmich.edu/ORSA>.

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 the 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. The top-ranked Summer Scholar proposal will win Louis and Yvette Saravolatz Research Scholar Award. In addition to the \$3,000 stipend, the winner of this award is guaranteed publication and travel support to present their work. 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, Dr. Neli Ragina (ragin1n@cmich.edu).

RESEARCH REQUIREMENTS

Students 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 the 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 the IRB process and approval, contact the Director of Students and Residents Research (ragin1n@cmich.edu).

All students are required to complete the appropriate CITI training with modules on ethics of research and other relevant modules. For more information please visit: <https://about.citiprogram.org/>

RESEARCH ELECTIVE

During Years 1 and 2, students may request a research elective under certain circumstances in which they will have at least four weeks to complete the elective. During Year 3 and Year 4, students may request a Research Elective that is scheduled in four-week increments aligned with the Years 3 and 4 block schedules. 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 Approval](#) form. This must be done in advance of undertaking the elective. Research electives will not be approved retroactively. The faculty mentor and the Director of Students and Residents Research (ragin1n@cmich.edu) must approve, as well as the Senior Associate Dean – Research (Years 1 and 2) or 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.

Students may also get involved with research opportunities outside of the College of Medicine that is not Research Electives. We ask that you communicate the details of this involvement with the Director of Student and Residents Research (ragin1n@cmich.edu) so that the College will have a record of your work.

Students who present or publish their work are asked to provide the details of the presentation and publication to the Director of Students and Residents Research (ragin1n@cmich.edu) for our records. Student presentations and publications are tracked and listed in our LCME reports.

TRAVEL FUNDS The College of Medicine encourages medical students to present their research at regional and national scientific meetings. 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 costs and demand for funds, requests may not be funded in full. Travel requests must be made in advance of the meeting and often need the signatures of the mentor, the Office of Student Affairs, the relevant Assistant/Associate Dean for Years 1 – 4, and the Senior Associate Dean-Research.

The Research Conference/Travel & Funding Request form can be found at <https://med.cmich.edu/students>, there is a tile for the form under 'Academic Forms'.

PUBLICATION FUNDS

The College of Medicine encourages medical students to publish their work. Limited funds are available to support student publications. However, they are available if there are no other sources for funding. Submissions must be reviewed and approved by the students mentor or the principal investigator of the study before submission, and an appropriate journal selected. Students must complete a Publication Request Form in advance of paper submission to ensure funding.

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.

Students may also get involved with research opportunities outside of the College of Medicine that is not for a Research Elective. We ask that you communicate the details of this involvement with the Director of Students and Residents Research (ragin1n@cmich.edu) so that the College will have a record of your work.

Students who present or publish their work are asked to provide the details of the presentation and publication to the Director of Students and Residents Research (ragin1n@cmich.edu) for our records Student presentations and publications are tracked and listed in our LCME report.

UNIT IX: HEALTH CARE, PSYCHOLOGICAL SERVICES AND COUNSELING

The College of Medicine employed or contracted physicians, physician assistants, or nurse practitioners 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>

MEDICAL SERVICES

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

The Health Primary & Specialty Services clinic is located at 1280 S East Campus Drive, Suite 2104 (second level of the College of Health Professions), Mt Pleasant, MI. The University Student, Health Services clinic, is located in Foust Hall on the campus of CMU. These clinics are staffed by physicians, nurse practitioners, or physicians assistants who do not participate in the teaching of College Of Medicine 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 Emergency Department, 1221 South Drive, Mt Pleasant: (989) 772-6700 or MyMichigan Mt Pleasant Emergency Department. There are also urgent care clinics located in Mount Pleasant.

Students on the Saginaw campus are recommended 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 an emergency, urgent, or routine needs. Students at other clinical sites are provided with a list of local healthcare 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. Further details are outlined in the [Non-Involvement of Providers of Student Health Services in Student Assessment](#) policy.

COUNSELING CENTER

Melissa Hutchinson, Executive Director/Counseling Services

Michelle Bigard, Associate Director

Foust Hall 102, (989)774-3381

The CMU Counseling Center provides mental health support for students with personal concerns that can negatively impact their academic success, interpersonal relationships, health, or well-being. We recognize that each student is a unique individual with different stories, experiences, and needs. We strive to create an open, safe, and inclusive environment where students can freely explore and express all identities, beliefs, and values they hold.

Taking care of your mental health is essential for your own personal and academic success. We offer a variety of services to meet each student where they are and honor individual needs. Individual counseling services are short-term and provided in person or via tele-mental health for students living in the State of Michigan. Community referrals are made for concerns requiring long-term care. For concerns requiring immediate attention, urgent appointments are available. Support groups provide opportunities to connect with peers who share similar concerns. Drop-in activities offer stress relief and the development of coping skills. To schedule an appointment, students can call or complete a request for services.

Walk-in appointments are available on Wednesday afternoons. All Counseling Center services are free to currently enrolled CMU students. Visit the Counseling Center website www.counsel.cmich.edu for more information or to take a confidential mental health screening.

Psychiatric care is available on the CMU campus at the Student Health Services Clinic located at Foust Hall. Students not located on the CMU campus are provided access to Encompass, a service, which provides 24/7 online, phone counseling, and wellness support resources through the My Life Expert website or by calling 800-788-8630. 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 and Lakeland branch campuses have access to the services of a counselor employed by Ascension Health and Spectrum Lakeland Health. These individuals are qualified social workers and/or licensed counselors, are available to all learners, and have 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 nighttime 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 you of 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:

<https://www.cmich.edu/fas/fsr/rm/EHS/Floorplans/Pages/default.aspx>.

For 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>

STUDENT SAFETY AT THE SITE CAMPUSES Covenant Healthcare and St. Mary's of Michigan is 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.

Security at Ascension St John Hospital can be reached at 313-343-3860 if calling outside the hospital or extension 33860 if calling from inside the hospital.

Security at MidMichigan Health can be reached at 989-839-1911 if calling outside of the hospital. Suppose calling hospital line, ext. 11911.

****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's 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 notifications 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.

UNIT X: CENTRAL MICHIGAN UNIVERSITY RESOURCES OF INTEREST TO MEDICAL STUDENTS

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. You may book a virtual appointment or submit your writing for feedback through their [website](#). The table shows the locations and hours of the Center during the fall and spring semesters:

Location	Hours
Park Library, Room 360 Call (989) 774-2986 to make an appointment or make an appointment online at cmich.mywconline.com Closed during the summer	Monday through Thursday, 9 am – 5 pm; Friday, 9 am – 1 pm Sunday, 5 pm – 8 pm

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, visit their [webpage](#)!

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 well-being tips and helpful links.

CENTRAL MICHIGAN UNIVERSITY OFFICE FOR INSTITUTIONAL DIVERSITY

The Central Michigan University [Office for Institutional Diversity, Equity, and Inclusion](#) lead 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 and implementing academic, social, and recreational 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 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 BISEXUAL TRANSGENDER QUEER SERVICES The [Office of Lesbian, Gay, Bisexual, Transgender, Queer Services](#) coordinates programs that raise 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.

AREA HEALTH EDUCATION CENTER (AHEC) PROGRAM The Area Health Education Center (AHEC) program was developed by Congress in 1971 to recruit, train and retain the

healthcare workforce committed to underserved populations. The Mid Central Regional Area Health Education Center and other regional partners play an integral role in teaching and training the next generation of health professionals along with the College of Medicine at Central Michigan University. The Mid Central AHEC specifically works to improve healthcare distribution in the State of Michigan by identifying and facilitating student housing for clinical rotations. In addition to housing resources, the Mid Central AHEC identifies community resources, and volunteer and engagement opportunities for medical students. Connecting students to community populations helps facilitate future engagement and network alliance building for health career students to remain in their clinical practice regions and continue providing more sustainable healthcare in rural and urban underserved areas following their training. AHEC staff can be reached at midcentrалаhec@cmich.edu.

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 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 its [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 the AHEC department for housing information at each of the sites affiliated with the College of Medicine. Options are available for both long and short term. AHEC staff can be reached at midcentrалаhec@cmich.edu.

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, 7:30 am-5:00 pm, or email at parking@cmich.edu. Additional CMU parking information can be found on their [website](#).

UNIT XI: TECHNOLOGY

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 the 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 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) and when handling human subject research data. Students will not be permitted to install or configure personal software without prior coordination and approval by the Healthcare IT team. Your CMU-issued laptop will not have file backup software installed. CMU's Microsoft OneDrive will be used 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. 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. If maintenance is required on the laptop (hardware or software), students are expected to respond to the request of the Healthcare IT team promptly. All communication will be handled via the OIT ticketing system and/or Email. Students are not permitted to self-service the CMU-

issued laptop. If the laptop is lost, stolen, or severely damaged, you may be assessed a replacement fee. For repeated incidents regarding accidental damage repairs, Healthcare IT reserves the right to report them to the Office of Medical Education for additional review and discipline, if necessary. 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 will be formatted to remove all CMU-licensed software and data. The laptop will be returned to you with the laptop's original factory, out-of-the-box experience 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, for example, can connect to Office 365 tools, including OneNote – which is a great tool to use for organizing your notes during lectures and studies.

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 a local printer. Fewer 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. On the CMU-issued laptop, OneDrive will be pre-configured to synchronize your personal files. It is highly recommended students leverage the Office 365 suite, including OneDrive, 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 ultimately 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. Usage of cloud storage other than CMU's Microsoft 365 environment for human subject research is prohibited unless specifically approved by the CMU IRB. 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 [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 OneDrive.
- Office 365 Groups is a tool used by Special Interest Groups and student organizations to collaborate with a 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 offer in-call collaboration tools.
- [Adobe Creative Cloud](#)
- [Survey Instruments/Data Collection Instruments](#)
- Qualtrics: Qualtrics Research Core XM is CMU's enterprise-level survey and data collection tool for both research and administrative projects. It offers users the ability to create surveys, collect responses, and analyze data. Qualtrics may not be used for projects involving protected health information (PHI). <https://cmich.qualtrics.com>
- Visit <https://cmich.teamdynamix.com/TDClient/664/Portal/KB/ArticleDet?ID=35778> for more information.
- REDCap: The Research Electronic Data Capture application (REDCap) is a secure web application for building and managing online surveys and databases. While REDCap can be used to collect virtually any type of data in any environment (including compliance with 21 CFR Part 11, FISMA, HIPAA, and GDPR), it is specifically geared to support online and offline data capture for research studies and operations. CMU's implementation of REDCap may be used for projects involving protected health information (PHI). <https://redcap.cmich.edu>
- Visit <https://cmich.teamdynamix.com/TDClient/664/Portal/KB/ArticleDet?ID=32661> for more information.
- Microsoft Forms: Microsoft Forms is a simple, lightweight app that lets you easily create surveys, quizzes, and polls. This app is included in CMU's Microsoft 365 environment.

- Currently, these are the only three survey tools commonly approved for use in human subject research by CMU's IRB.

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 <https://cmich.teamdynamix.com/TDClient/664/Portal/home/> for more information.

Laerdal SimCapture (B-Line): A Standardized Patient/Simulation Management software. This is the software that you will use when taking your clinical skills exams during all four years. As well as during your formative SP sessions in the Essentials of Clinical Skills Course. <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 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 the lecture is being recorded; a yellow light means the recording is paused, and no light or a red light means the room is not currently being recorded or there is a problem.

Firecracker: An online program to help prepare students for success in the classroom and beyond. Firecracker complements texts already being used in course and provides formative assessment aligned to content and case vignettes to help reinforce key concepts.

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 used 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 Years 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/>

Cisco Webex: A video conferencing platform used to host large virtual group and team-based learning sessions. Webex allows faculty and students to collaborate via video, audio, chat, and through sharing content. Webex is also available for students, staff, and faculty to schedule personal meetings. <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 IT systems and services, including your CMU-issued laptops, and will provide courtesy support and advice for personal computer issues, as well.

Contact

Mt. Pleasant: HPB 2265 (by appointment)
Phone: (989) 774-3662

Saginaw: CMED SEB 2nd Floor, Room 2100
Phone: (989) 746-7576

Online Tech Request: <http://med.cmich.edu/help>

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.

Contact

Mt. Pleasant: Park Library 101
Phone: (989) 774-3662
Chat: <http://helpdesk.cmich.edu>
Email: helpdesk@cmich.edu

OIT Help Desk

Monday – Thursday: 7 a.m. to 10 p.m.
Friday: 7 a.m. to 5 p.m.
Saturday: 12 p.m. to 5 p.m.
Sunday 12 p.m. to 10 p.m.